

INSPECTION REPORT

LEE ON THE SOLENT INFANT SCHOOL

Lee on the Solent

LEA area: Hampshire

Unique reference number: 116180

Headteacher: Rosemary Corner

Reporting inspector: Sue Chesters
23196

Dates of inspection: 15th – 18th October, 2001

Inspection number: 196094

Full 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:	4 to 7
Gender of pupils:	Mixed
School address:	Elmore Road Lee on the Solent Hampshire
Postcode:	PO13 9DY
Telephone number:	02392 551767
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Anne Wood
Date of previous inspection:	28/06/1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2319 6	Sue Chesters	Registered inspector	Foundation stage English as an additional language English Geography History Music Religious education	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? What should the school do to improve further?
9348	Mary Le Mage	Lay inspector		How high are standards? b) Pupils attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? How well is the school led and managed?
2550 9	Judith Clarke	Team inspector	Equal opportunities Special educational needs Mathematics Science Information and communication technology Art and design Design and technology Physical education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lee on the Solent Infant School is in the seaside town of Lee on the Solent, south west of Portsmouth, in Hampshire. It is larger than many infant schools, having 179 pupils (90 boys and 89 girls) aged four to seven. This is about the same size as at the time of the last inspection, although it is anticipated that the roll will rise. Currently the school is over-subscribed. Children start school in the reception class in the September of the year in which they are five. They have a wide range of abilities when they start school. This varies year on year but most cohorts have levels of attainment which are expected for the age group, although a few have low skills of language and communication. The majority of pupils are of white ethnic origin. There is one pupil for whom English is an additional language and who is at a low stage of English acquisition. There are 14 pupils (eight per cent) qualifying for free school meals. This is below the national average. It is likely that more pupils are eligible but do not receive free school meals. Thirteen pupils, (7 per cent) entered or left the school at times other than the beginning of the reception year or at the end of Year 2. There are 42 pupils (24 per cent) on the register for special educational needs, which is higher than in most infant schools. Six pupils have statements of special educational need; this is above the national average. The disabilities and difficulties the pupils on the special education need register experience range from moderate learning difficulties and speech and communication difficulties to physical and multi-sensory impairment. The number of pupils with special educational needs is rising steadily.

HOW GOOD THE SCHOOL IS

This is an outstandingly effective school, of which the parents and community are very proud. It achieves above average standards in all subjects and very good standards in information and communication technology. It is a warm and welcoming community, in which pupils learn happily and achieve very well. The quality of teaching is very high and pupils learn very well. It is outstandingly well led and managed by the most professional of headteachers. The very good governing body, the exceptional deputy headteacher and all of the enthusiastic and most dedicated staff give extremely able support to the headteacher. All constantly strive to give the best quality education possible. The school gives excellent value for money.

What the school does well

The school does everything exceptionally well. Pupils achieve above average standards in all subjects. This is because the school has:

- consistently very high quality teaching which enthuses the pupils so that they want to learn and achieve high standards;
- resources for information and communication technology are excellent and are used exceptionally well;
- excellent leadership and management. There is no unnecessary bureaucracy. Paper-work is at a minimum and the school is a truly efficient organisation;
- an excellent curriculum which provides outstandingly well for the pupils' spiritual, moral, social, cultural and personal development;
- excellent provision for pupils who have special educational needs. There is an informal register of talented and able pupils. The school makes excellent provision for them;
- high expectations that pupils will feel happy, secure and have positive attitudes to school, which they do;
- and because it values and welcomes all pupils and helps them to develop skills, knowledge and understanding which enable them to develop independence and begin to be responsible for their own learning.

What could be improved

There are no issues but the school itself has highlighted that it can improve the pupils' speaking and listening skills in all subjects.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997. Since then, it has made considerable improvements and addressed very effectively the issues raised in the report of that time. Standards in design and technology have improved and are now above average. Planning is now excellent and focuses well on the teaching and learning of basic skills for each subject in progressive, simple steps. Assessment records are now excellent and are used outstandingly well to provide the correct challenge for each pupil and to guide teachers' planning for all lessons. There are many more opportunities for pupils to work collaboratively in science, to raise their own questions and establish their own investigations and research. In addition, the school has kept abreast of all recent initiatives and constantly and consistently questions and evaluates all of its work. It has very effectively introduced the National Literacy and Numeracy Strategies and these help to raise standards. The provision for pupils with special educational needs has improved and is now excellent. This results in all of the pupils on the special educational needs' register making very good progress. Resources for information and communication technology are excellent and used exceptionally well. This is a major strength of the school and results in standards well above average.

STANDARDS

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

Performance in:	Compared with				Key
	All schools			similar schools	
	1998	1999	2000	2000	
Reading	B	B	B	B	Well above average A above average B average C below average D well below average E
Writing	B	B	B	B	
Mathematics	B	B	C	C	

Similar schools are those having up to, and including, 8 per cent free school meals. This is based on the number of pupils actually receiving free school meals. However, indications are that more pupils are eligible than apply for their entitlement. Because of this, the table above uses comparisons with schools having up to 15 per cent free school meals.

In reading and writing, the standards of the seven year olds, in national tests and tasks, have remained above average over the past three years. This is in spite of having an increased number of pupils with special educational needs in Year 2000. However, in mathematics standards dipped slightly in Year 2000 to in line with the national average. When compared with schools in similar contexts, these results are above average in reading and writing, and in line with the average in mathematics. There is an overall upward trend in standards. This is in line with the national trend. Indications are that results this year are similar.

Inspection findings show that the majority of the children in the foundation stage will reach, or exceed, the early learning goals set for the age group by the time they move to Year 1. Attainment for the current Year 2 is above average in all subjects except for information and communication technology, where it is well above. Standards in religious education are above the expectations of the locally agreed syllabus. There is no significant difference between the attainments of boys and girls, nor between pupils of different ethnic groups. The school sets itself high targets and exceeds them. It aims to raise standards even higher.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils have excellent attitudes to school. They enjoy coming to school and are fully involved in all of the school's activities.
Behaviour, in and out of classrooms	Pupils' behaviour in and around school is good. The school has an excellent behaviour policy, which is outstandingly well implemented. Thus, pupils know what is expected of them and behave well accordingly.
Personal development and relationships	Excellent. All staff are outstandingly good role models. Pupils follow their examples and consequently make excellent relationships with adults and with their classmates.
Attendance	Good. Pupils enjoy coming to school and arrive punctually.

Pupils take great interest in school. They work and play hard and are happy. They understand very well the effect of their actions on others and show very great respect for other peoples' feelings, values and beliefs. The vast majority of older pupils are mature, show good initiative and take on personal responsibility very well.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2
Quality of teaching	Excellent	Excellent

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is excellent. Excellent lessons were seen in both key stages. Literacy, numeracy and information and communication technology are consistently taught very well. Teachers have high expectations that the pupils will work hard and try their best. Thus learning is very good in the vast majority of lessons. Teachers plan lessons exceptionally well. The purpose of each lesson is made very clear to pupils and very effective use is made of questioning to revise previous learning. All work is very well matched to the individual needs of each pupil. As a result, all pupils, whatever their gender, ethnicity or ability, make very good progress in lessons and make very clear gains in new knowledge, skills and understanding.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Excellent. The quality and range of opportunities provided for pupils is outstanding. The needs of all pupils are met exceptionally well. The school offers a particularly good range of activities outside of lessons.
Provision for pupils with special educational needs	Excellent. Pupils with special educational needs are supported superbly well and, as a result, they make very good progress
Provision for pupils with English as an additional language	These pupils are also supported outstandingly well and, therefore, make very good progress in acquiring and using English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. This is an outstanding strength of the school and is reflected in all of its work. The school provides wonderful opportunities for the pupils to experience spiritual, moral, social and cultural influences. This reflects in the extremely good personal development of all pupils.
How well the school cares for its pupils	The school understands its pupils very well. All staff know the pupils very well and care for them in a very sensitive and supportive way.

The school arranges a number of very good quality educational visits for all of its pupils and regularly invites visitors into the school to work with the pupils. It has very good links with the community and with its partner institutions.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher provides outstandingly good, professional leadership. The dedicated deputy headteacher and hard-working staff very ably support her. They share a very clear vision for the future of the school and all are committed to raising standards even further.
How well the governors fulfil their responsibilities	Governors are very loyal, knowledgeable and supportive. They understand very well the strengths of the school and are fully involved in long-term planning and financial management.
The school's evaluation of its performance	The school monitors all of its work very well indeed. It analyses results very thoroughly. It uses this information well to plan how to raise standards even higher.
The strategic use of resources	Financial management is very efficient. The school applies the principles of best value very effectively.

The school has very worthwhile aims which direct all of its work. It evaluates its performance very efficiently and takes most suitable action to ensure that teaching and learning are consistently the best. There is a good number of well-qualified staff to meet the demands of the curriculum. Induction procedures for new teachers are excellent. Learning resources are very good and used very well. The accommodation is excellent. It is extremely bright and cheerful and kept in beautiful condition. It is a credit to the caretaker and cleaning staff.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and they make good progress. • Their children behave well and are expected to work hard and achieve their best. • They feel that teaching is good. • The headteacher leads the school very well and they feel comfortable about approaching the school with questions or problems. • The school provides an interesting range of activities outside of lessons. 	<ul style="list-style-type: none"> • A very few parents do not feel that their children receive the right amount of homework. • A very few parents feel they are not kept well informed about how their child is getting on. • A very few parents do not feel that the school does not provide an interesting range of extra-curricular activities.

The inspectors agree wholeheartedly with the positive views expressed by parents at the pre-inspection meeting and through the returned questionnaires. With regard to homework and extra-curricular activities, the inspectors found the provision to be very appropriate and used very well by teachers to support children's learning in lessons. They found that the procedures for reporting to parents on their children's progress are very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. At the time of the last inspection, standards were above the national averages in English and mathematics. Standards have improved in these subjects. The pupils speaking and listening skills, which were the weakest part of English then, have improved and are now good. The school has identified that this is an area which impacts on all subjects and so could be improved still further. In mathematics, the pupils' mental arithmetic strategies have improved. Standards in science at the last inspection were in line with the national average. This position has improved and levels of attainment in science at the end of Year 2 are now above average. Four years ago, standards in information and communication technology were good four years ago. They have improved, and are now very good. Standards in religious education have also improved, and are now above the expectations of the locally agreed syllabus.

2. Standards in art, history and physical education have been maintained since the last inspection and are above the expectations of the National Curriculum for pupils in Year 2. Standards in design and technology, geography and music have improved, and are now above average. This represents good improvement. In recent years, the percentage of pupils with moderate and severe learning difficulties has increased and this higher percentage does impact on overall standards. However, all pupils, regardless of gender, ability or ethnicity, achieve very well and make very good progress. This is due to the improved provision over the last three years. The school constantly analyses and evaluates its work and monitors very carefully the progress made by all of its pupils. Thus, it is a dynamic organisation, constantly moving forward and improving. As a result standards rise.

Foundation stage¹

3. Children enter the reception class with a wide range of ability. This varies year on year and each cohort has a different percentage of pupils with special educational needs. This is reflected in the variations in results in national tests at the end of Year 2. This also makes year on year comparisons unrealistic. In most years, children's levels of attainment, across all areas of learning², are average for the age group. However, in some years there is a wide spread of ability, with groups of children with below average attainment being balanced by a similar proportion of children of above average ability. In other year groups, the spread is more uniform. This is confirmed by the initial assessments conducted with these young children. The majority of children make very rapid progress in the reception class; particularly in their communication skills and their personal, social and emotional development. This is because of the excellent teaching and because of the importance placed, by all staff, on using language correctly and working and playing well together. This year, the majority of the children are on course to achieve, and the more able will exceed, the goals set for the end of the foundation stage in all areas. Children with specific learning difficulties and those who speak very little English also make very good progress towards the goals set for them.

¹ Foundation stage: the new curriculum for children under six, which started in September 2000 and which replaces Desirable Learning Outcomes.

² There are six areas of learning for the children in the foundation stage. These are personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development.

Years 1 and 2

4. Results in the Year 2001 national tests show that standards for the seven-year-olds were above average in reading and writing. These results are in line with those of schools in similar contexts. Inspection findings show that, for the current group of pupils in Year 2, standards in English are above average in speaking and listening, reading and writing. The majority of pupils start Year 1 with average communication skills. All pupils make very good progress and achieve very well. Many pupils have reading ages above their chronological age. The majority of pupils listen attentively for a good length of time. Pupils begin to speak in well-formed sentences, answer questions clearly and use a good range of vocabulary. The school places great importance on reading. Pupils enjoy books and begin to talk about them with understanding. The more able pupils read confidently from known texts and use different methods to tackle unknown words. Teachers work hard to help pupils to improve their writing skills. They plan plenty of opportunities for pupils to write creatively and to practise their handwriting. Most pupils write well. They begin to use full stops accurately and spell regular words correctly. They precisely use extended vocabulary in their writing.

5. By the age of seven, pupils attain above the standards expected of them in numeracy and all other areas of mathematics. They achieve very well because of the excellent teaching they receive. In 2001 National Curriculum tests, five out of ten pupils achieved the expected levels and the remainder the higher levels. These results are exceptionally good, when the high levels of pupils with special educational needs in the school is taken into account. All pupils achieve very well. This is reflected in the school's results in national tests for seven-year-olds over the last four years. There is an apparent dip in results in the Year 2000. However, this was due to the higher percentage of pupils with special educational needs in that year group. Results are in line with those of schools in similar contexts. Standards over the past four years have risen, which is in line with the national trend. In Years 1 and 2, pupils make good progress and build very well on the good start that they make in the reception class. The attainment of current Year 2 pupils is above average.

6. Pupil's attainment in science is above the national average at the age of seven. This is an improved position from the standards at the time of the last inspection. The teacher assessments of the pupils' attainment in 2001 showed that six out of 10 pupils achieved at the expected levels and the remainder at the higher levels. The achievements of the pupils have improved as a result of the dedicated teaching of the skills of scientific enquiry. This was a direct result of the last inspection, which recommended that the school should improve the provision of investigative work in the school.

7. Schemes of work for all subjects, give very good guidance to teachers in what to teach in each year group. This has focused teachers' planning on each stage of the pupils' development and, in turn, is having a positive impact on the quality of learning. Consequently, pupils make very good progress. The school has also implemented the National Literacy and Numeracy Strategies fully and very efficiently. These have noticeably positive affects on standards in English and mathematics.

8. In lessons seen during the inspection, no significant differences were observed in the performances of girls and boys, nor between those of any ethnic minority groups. Pupils with special educational needs, and those for whom English is an additional language, make very good progress. All pupils achieve very well in relation to the targets set for them in their individual education plans.

9. Throughout the school, teachers encourage pupils to use their literacy skills in all subjects. Pupils use their writing skills well in other subjects, such as religious education and history. For example, they write descriptively or in reporting style, to describe events in history. Numeracy skills are used well in geography and science. For instance, pupils use their knowledge of block graphs to present the results of their science investigations. They use their information and communication technology skills very efficiently in other subjects very efficiently. For example, they edit and produce final copies of their writing in English and they practise mathematical skills through number games on the computer.

10. The school provides very well for pupils with special educational needs, and for those for whom English is an additional language enabling them to make very rapid progress. Teachers plan work very carefully for pupils with moderate and severe learning difficulties so that they are challenged at a good level to match their abilities. Pupils with multi-sensory or physical disabilities receive excellent support from very well trained support staff. This enables them to take part fully in all lessons because their work is very thoroughly planned to meet their changing needs. Teachers also identify gifted, talented and more able pupils and challenge them very well.

11. The school's focus on teaching the basic skills needed for pupils to succeed in the tasks set ensures that all pupils make very good progress and reach those targets. The school sets itself high targets and strives to exceed them. It works hard to raise standards in all subjects. The excellent coverage of the curriculum throughout the school ensures that pupils make very good progress during their time in school.

Pupils' attitudes, values and personal development

12. The attitudes, values and personal development of the pupils was a very positive aspect of the life of the school at the time of the last inspection. Since then, they have become even better.

13. Throughout the school, pupils' attitudes to learning are excellent. The children in the foundation stage listen attentively to their teachers and follow instructions very well. They make excellent progress in adjusting to school routines and developing their independence. For example, despite only being in school for a few weeks, on each morning of the inspection the children came into the classroom and settled quickly to a variety of play activities available to them. After about ten minutes, gentle music was heard, 'our tidying up music' and, without any fuss, the children began putting the play activities away. By the end of the piece of music the classroom was tidy and the children were seated quietly in a circle on the carpet, eager to listen to what their teacher was going to say. In Key Stage 1, pupils work with enthusiasm and concentrate well. They delight in talking about their work, listen well to instructions and readily ask and answer questions. Pupils with special educational needs, and those for whom English is an additional language, also show excellent attitudes to work and respond very well to the assistance that they are given. This is because throughout the school, pupils are totally involved in the very wide range of exciting activities presented to them. The attitudes of pupils contribute very positively towards the standards of their attainment and the quality of their learning. It also enhances the quality of teaching because the pupils are collaborators with the teachers in getting the most out of the lessons.

14. The behaviour of pupils in and around the school is good. They are sensible with one another and are polite and friendly. They show respect for their environment and take very good care of the resources available to them. There have been no exclusions in the last 12 months. For a small minority of pupils, good behaviour does not always come naturally, but

the consistent application, by highly skilled teachers, of the school's behaviour policy assists these pupils to develop their self-discipline, and ensures that the inappropriate behaviour of a few has minimal impact on the learning of all. This is a school of busy, happy children who behave well, in both the classroom and the playground.

15. Relationships between pupils and all staff are excellent. All adults in the school focus on giving the pupils the best learning experiences possible and the pupils respond with enthusiasm. Parents report, overwhelmingly, that their children like school. This is supported by the level of attendance at the school. Attendance and punctuality are good. Pupils work well together. They are able to take turns and share equipment. They willingly give each other encouragement and help.

16. Pupils' personal development is very good. They respond very well to the responsibilities that they are given and the high expectations that the school has of them. The school's commitment to the independent learning programme makes a major contribution to the personal development of pupils. They discover, within the 'Plan, Do and Review' framework, how to make choices; becoming increasingly aware of the consequences of their choices to themselves and to others. In addition, the commitment of this school to the total inclusion of pupils with a very wide range of abilities, in all aspects of the life of the school, supports and encourages the personal development of all pupils.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The quality of teaching is excellent. In all lessons, teaching is consistently good or better. In 80 per cent of lessons observed, the quality of teaching was very good or better. In 27 per cent of these lessons the teaching was excellent. There were no unsatisfactory lessons observed during the inspection. This is an improvement since the last inspection when some lessons were judged unsatisfactory and the percentages of good and very good teaching were lower. Weaknesses in teaching seen in the previous inspection were because of the over-direction of some activities and an occasional lack of clarity about what pupils were expected to learn. This is no longer the case. The strength of teaching in the school is most significant.

18. The quality of teaching in the foundation stage is consistently very good or better. During the inspection, teaching was very good in 53 per cent of lessons seen and in 27 per cent it was excellent. In Years 1 and 2, 58 per cent of lessons were very good and 21 per cent were excellent. All staff work exceptionally well as a team and support each other most efficiently. Thus, the excellent quality of teaching results consistently in very good or excellent learning by all groups of pupils.

19. The teaching of literacy in English lessons and numeracy in mathematics lessons is very good. The teachers have worked hard to implement both strategies, which they have done very effectively. Interesting texts, a good range of carefully selected big books, guided reading texts and relevant reading books have ensured that literacy lessons are challenging and relevant to the needs of the pupils. In many instances, teachers make books and games to match exactly what they want pupils to learn. These materials are of outstanding quality and present exciting challenge for all pupils. Numeracy lessons have very good mental warm up sessions in which the pupils are engaged and clearly focused on improving their mental agility.

20. The teaching of literacy and numeracy very effectively supports learning in other curriculum areas. For example, in science lessons the pupils have the opportunity to measure accurately, record the results of their experiments and explain what the results show. Teachers promote very good cross-curricular links and, in this way, the pupils see the relevance of their learning and the way in which it develops. They use information and communication technology as a very effective tool in a range of subjects. For example, Year 2 used their editing skills very well to punctuate and add connectives to text.

21. Throughout the school, the teachers show very great commitment and work very hard in their drive to improve their teaching. The headteacher monitors teaching very effectively and knows the strengths of the staff very well. All staff strive to improve their individual contribution to the overall quality of teaching and to provide the best possible teaching for their pupils. The support and assistance that all staff give to each, is most impressive and has a very positive impact on the quality of teaching.

22. The pupils on the special educational needs register, and those for whom English is an additional language, are exceptionally well taught. Parents, particularly those who have children with severe learning difficulties and physical disabilities, comment on this saying they are very pleased with the support that their children receive. Work is specifically targeted for their learning. Clear texts and specific support materials are provided for these pupils. This, along with the first rate support from class teachers and learning support assistants, ensures that they achieve very well.

23. The teaching of the children in the foundation stage is consistently very good and often excellent. All staff have a very clear understanding of the needs of young children. Their enthusiastic, supportive and patient approach enables the children to be confident in their learning and they achieve very well. The excellent planning takes into account the early learning goals of the foundation stage curriculum, for children in the reception year. Careful planning ensures that the needs of all children are extremely well met. Staff work hard to develop a wide range of learning opportunities, which help to promote very good learning at a very rapid pace.

24. Teachers, throughout the school have very good knowledge and understanding of the subjects that they teach. They use the correct technical terms and appropriate terminology to develop pupils' knowledge and understanding of each subject. This is particularly evident in English, mathematics and science, where technical language is used accurately, not just in the teaching but also in the very good quality displays around school. For example, in a very good interactive display in a mathematics area, the vocabulary used, such as 'full' and 'empty', reinforces and supports pupils' learning very well.

25. The teachers challenge the pupils very well and ensure that all are stretched. Thus, pupils listen carefully to the very good instructions that they receive and know exactly what they are expected to do. They work very hard and learn very well. Very occasionally, pupils become restless if they sit for too long on the carpet during introductory sessions. However, in most cases, teachers quickly recognise this restlessness and move on to the next activity, regenerating interest in the lesson. This not only results in very well-paced lessons but also in consistent very good learning by all pupils.

26. Teachers' planning is excellent. In literacy and numeracy, the teachers plan very closely to the structured frameworks. They plan all lessons outstandingly well and, at the beginning of each lesson, recap and revise previous learning most effectively. They share the learning objectives for each lesson with the pupils and return to the aims at plenary sessions. This ensures that the objectives of the lesson are met. Planning is tailored most

effectively to include all the levels of attainment in the classes. This means that the level of challenge is spot on for all pupils, whatever their ability or circumstances.

27. Teachers' expectations of the pupils and of their work are excellent. Teachers question pupils well to establish what pupils know and understand and to help them to think for themselves. All staff have high expectations that pupils will behave well and work hard. Pupils live up to these expectations. Teachers consistently and constantly praise and encourage the pupils. They challenge them most effectively so that they give their best performance. This ensures that pupils are fully involved in their lessons, work very hard and concentrate very well. As a result pupils achieve very well.

28. In all classes, teachers encourage the pupils to work independently. They plan activities which allow pupils to work in groups of various sizes. Consequently, the pupils co-operate well together, collaborate on the tasks set and achieve very good results. Relationships between teachers and pupils are excellent. The mutual respect shown by teachers and pupils adds significantly to the quality of the work that the pupils produce and to the way in which they learn. The pupils feel that their input is valued and this most effectively promotes their personal development.

29. Teachers manage the pupils very well. They constantly strive to find ways in which to reward good behaviour and work. Lessons are incredibly well organised. Teachers use time and resources most effectively and, as a result, lessons move along at a very good pace. The learning support staff give excellent, careful support to pupils and this enhances considerably all pupils' learning. They are much appreciated by the school as a very valuable resource.

30. The quality of day-to-day assessment is very good. Teachers monitor the pupils' work well and give support and advice, as needed. They are quick to evaluate their lessons and use this information to prepare their future work. They mark pupils' work in a supportive manner and give pupils targets for the next stage of learning. Homework is used very well to supplement and support work done in class.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

31. The curriculum provided by the school is aimed at challenging, intriguing and exciting the children in the reception classes and Years 1 and 2. It is excellent. The quality and range of learning experiences provided are outstanding in their suitability for the ages of the pupils. They clearly ensure that all have opportunities to learn about subjects to which they can relate. This is an improvement from the last inspection when the curriculum was good. There are policies and schemes of work for all the subjects of the National Curriculum. The initiatives recommendations by the Qualifications and Curriculum Authority are being incorporated into some subject areas and tailored to the needs of the school. In all subjects, statutory requirements are met. Religious education is taught in accordance with the requirements of the locally agreed syllabus. The foundation curriculum for the children in the reception unit is excellent. The children have a wealth of experiences planned for them. The teachers are skilful in the use of the classroom and of the outside environment to ensure that the children learn through play securely.

32. Planning is extremely thorough and this is strength of the teachers' work. All lessons have very clear learning objectives. The teachers plan very good opportunities for pupils with special educational needs. The skilful support assistants teach these pupils in small

groups. The excellent guidance teachers give in their planning means all pupils achieve very well. The school makes excellent provision for the children and pupils who come to the school with no spoken English. These pupils are given excellent help in lessons to ensure that they are able to learn effectively. The fact that all pupils are included in all aspects of school life, is a strength of the school. All staff make strenuous efforts to include pupils of all abilities and backgrounds into every activity. There is an informal register of talented and able pupils and excellent provision is made for them.

33. The school places especial value upon the pupils with special educational needs. The dedication of the teaching and support staff and the precise and challenging tasks they set for the pupils enables them to learn in a secure and yet demanding environment. All staff give the pupils outstanding help. Those pupils who have specialist help enjoy their sessions with the specialist teaching staff. All statutory requirements of the curriculum are met for the pupils with special educational needs and they are given excellent support allowing them access to all of the subjects of the National Curriculum. Individual education plans are available for all pupils and these indicate the precise support that the pupils need. They are very thorough and detailed having small measurable and achievable targets for the pupils. The tasks set in class are extremely well matched to pupils' abilities and they are given excellent help from the talented teaching assistants. This has a particularly positive impact upon the pupils' learning.

34. The school has enthusiastically and very successfully embraced the National Literacy Strategy. It has analysed where improvements were needed in the standards that its pupils reach and has clearly focused on improving writing skills. It has provided extended writing sessions to help the pupils to improve their writing skills. There are many opportunities for the pupils to develop and extend their writing skills in other subject areas. For example, information and communication technology is used extensively to support the pupils' learning in literacy. The National Numeracy Strategy has been very well implemented with an undoubted impact upon the pupils' mental mathematical skills. This is a "thinking" school. It thinks about all that it does. Because of this, the staff are now concentrating on improving the pupils', already good, problem-solving abilities.

35. The school organises a very wide range of after school clubs and many of the pupils stay at school to take part in activities with the choir, computers, recorders, sports, French, library, football and gardening. There are so many pupils who wish to take part that the school employs a rota system, so that all have a chance.

36. The curriculum is planned to ensure that the pupils have appropriate first hand educational experiences. Visitors are encouraged to come into school to talk to the pupils. Pupils visit places of educational interest in the immediate and wider neighbourhood. Their personal development is addressed through an affective personal, social and health education programme. This includes drug awareness, sex education and citizenship. Pupils are prepared very well to play an active role as citizens in the school community and the outside world. Relationships with the local junior school and the feeder playgroup are very good. This allows pupils to make smooth transitions between the different phases of their education.

37. The school makes excellent provision for the pupils' spiritual, moral, social and cultural development. It has managed to maintain and strengthen the already strong position reported at the last inspection. Provision for promoting pupils' spiritual education is excellent. Pupils explore their thoughts and feelings during school assemblies, in song and prayer. The local vicar on his visit to the school, showed the pupils how easy it was to share food between them all. In this moving session, the pupils sat in rapt silence as the vicar shared his small roll of bread. At the end he showed them that indeed not a lot had

been used and there was still enough for his own lunch. In this and other ways, the pupils are given clear illustrations of Christian beliefs and stories. The pupils take an important part in class assemblies. They lead their classes in prayer and pause to reflect on the story or theme of the assembly. There are many opportunities for the pupils to study and find treasured moments. The younger children's response to their 'magic' as colours changed from yellow to green, being but a small, but pertinent, example.

38. Moral development is outstandingly well promoted throughout the school. The school motto 'Happy Days: Success with a Smile' gives very clear guidance that school is a happy place, full of learning. These ideals provide a very clear framework for a whole school approach. Underpinning this ethos are very clear rules, routines and systems, which enable it to work effectively. The school rules are applied consistently so that the pupils understand very clearly the expectations of all staff. All adults provide excellent role models and the outstanding relationships within the school provide firm bases for the development of moral understanding. Pupils are taught right from wrong. The very youngest children in the school quickly develop a clear understanding of the very high expectations that the school has of them.

39. Social development is excellent. Adults promote social values excellently. They encourage pupils to care for and take responsibility for others. For example, the pupils help each other with their work in lessons and at playtimes. Pupils willingly accept responsibility; for example when distributing materials in lessons and in tidying up at the end of lessons. The many contributions from visitors are well received and of great benefit to the pupils. Such visitors include, the local clergy, members of the governing body, parents, and visiting specialist teachers. The school successfully promotes an atmosphere in which all pupils are valued and all are able to contribute to the school and the wider world community. For example, members of the gardening club were busy planting bulbs in the attractive school grounds to improve them still further. Also, the pupils are taking part in Operation Christmas Child, filling shoeboxes for children abroad who are less fortunate than themselves. The school promotes an outstandingly welcoming and supportive attitude to pupils who have particular needs. All are fully involved in all activities and programmes of work.

40. Provision for cultural education is excellent. Throughout the curriculum, there are occasions when the pupils learn about their own backgrounds and about cultures that are different from their own coastal community. The pupils learn much about their own area and its traditions. From this secure beginning, the pupils then begin to develop an awareness of different cultures and beliefs. The pupils "celebrate" the Chinese New Year and perform a Dragon Dance. They learn about the Festival of Light when they decorate their hands and light their diva lamps. In this way, the pupils learn about a range of customs and beliefs that they are likely to come across as they grow up. Visitors to the school give the pupils a flavour of a number of cultures and traditions. Pupils are excellently prepared for living in a diverse society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The steps taken by the school to ensure pupils' welfare, health and safety are very good. The school places high priority on the welfare of its pupils and has created an environment in which pupils feel safe and confident. The quality of the school environment demonstrates the great care that the school takes, not only with the health and safety of its pupils but also in providing them with a very high quality, stimulating learning environment. The school is maintained to a very high standard. Internal furnishing and decoration are

very good. High standards of cleanliness are achieved throughout the building. Consistent and effective attention is paid to health and safety during lessons. Child protection is very good with appropriate procedures known by all staff.

42. The school carries out all statutory assessment requirements and reports the results to parents. In addition to statutory assessment, a range of excellent assessment procedures is in place for English, mathematics, science and information and communication technology. The school plans to extend assessment to additional areas of the curriculum. A great value of the procedures is that they are manageable and relevant. Teachers find these assessments valuable and use them regularly. The assessments form the basis of individual targets for pupils, which are reviewed and updated regularly. Planning the weekly activities for groups of, or even individual pupils, begins when the pupils are assessed for their levels of understanding. This ensures that the activities provide an appropriate level of challenge for all pupils and enables the school to be very responsive to the needs of specific individuals or groups of pupils, across the complete range of abilities. The use of assessment records to refine teachers' lesson plans and give better information about pupils' learning was a key issue at the last inspection. The school has addressed this very effectively. Data from assessments are analysed and results inform future planning. Most recently, this has brought about a change in the way in which the skills necessary to support scientific enquiry are being taught in the school. The monitoring of pupils' academic and personal development in the school is excellent.

43. The educational and personal support and the guidance that pupils receive are extremely effective in raising pupils' achievements. The systems in the school to promote and monitor desirable behaviour are excellent. The basis for promoting desired behaviour in the school is to notice and reward good behaviour continuously and ethically, so that pupils come to know and respect the process. The process begins with very good, consistent use of praise by all of the adults in the school and continues through weekly behaviour cards, which record consistency of desired behaviour. For pupils who cannot sustain the desired levels of behaviour, parents are involved. School and parents then try to work together, for the benefit of the child. The system operates with complete integrity throughout the school and provides very good monitoring of, and support for, the personal development of individual pupils. The independent learning programme in the school provides further support for pupils' personal development. Attendance is monitored regularly and the school works effectively with parents to ensure good levels of attendance.

44. The very high standards of provision in place for this aspect of school life at the last inspection have been maintained and improved.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. Parents' views of the school are very favourable. The effectiveness of the partnership between the school and the parents of its pupils is very good. This is because the school uses an open approach to parents, greatly valuing the contribution made by them to their children's learning. The impact of parents' involvement on the work of the school is very good. Since the last inspection, the school has maintained its very high standards in this aspect of school life.

46. Parents are very pleased with the school's provision and achievements. The parents questionnaires completed for the inspection, revealed that parents are particularly pleased with the expectations that the school places on pupils, the high quality of teaching in the school, the high standards of leadership and management and the welcome that they receive when approaching the school with questions or problems. A very small minority of

parents does not feel well informed about how their children are getting on, does not feel that their children get the right amount of homework or does not feel that the school provides an interesting range of extra-curricular activities. The inspection strongly endorses parents' positive viewpoints but judges the use of homework and the provision of extra-curricular activities to be very good. Inspectors do not agree that parents are insufficiently informed about their children's progress. Procedures for reporting to parents about their children's attainment and progress are very good.

47. The quality of information provided for parents is very good. The school prospectus is informative, comprehensive and very attractive. There is regular contact with parents via a number of means, including homework diaries, newsletters (both school and class), parents' evenings and an annual report on their child's progress. The homework diaries contain helpful notes to parents on helping their children with homework. In addition there are leaflets explaining how parents can support at home their children's learning of spelling and reading. Termly parent consultation evenings offer very good vehicles for parents to understand the review and setting of targets for their children. In this way, they may monitor their children's progress and become further involved in supporting their learning. The annual reports on pupils' progress are very good. They are very comprehensive in all subjects and report on national curriculum attainment levels in English, mathematics, science and ICT. They also indicate the next step for the pupil and include an opportunity for the pupil to report on their own achievement.

48. The school has an active 'School Association', which operates in conjunction with the adjacent Junior School. This contributes significant funds to the school each year. This enhances the learning resources available for pupils. A small number of parents and volunteers help in the school with a variety of activities. In the past, the school has been very successful in attracting parent volunteers who have gone on to train as learning support assistants and now are part of the permanent staff of the school. These learning support assistants provide very effective support to the learning of the pupils. The contribution of parents to children's learning at school and at home is very good.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The school is excellently led and managed. The headteacher, staff and governors work very well together and have the strongly shared vision of all pupils realising their full potential. This is a genuinely inclusive school. The process to achieve the vision is firmly focused on providing the highest possible standards of teaching across the school. There has been very good improvement since the last inspection; with the issues raised then having been addressed very effectively. The governing body fulfils all statutory requirements very well. The school has a remarkable commitment to continuous improvement and has the capacity to achieve even more, in its determination to do the best for every child in the school. It also has an admirable philosophy that it aims to do only what is useful to its advancement and what helps pupils make good progress. Thus, paper work is at a minimum and it is a truly efficient organisation.

50. The leadership of the headteacher, deputy headteacher and curricular leaders is excellent. The headteacher gives very strong, professional leadership to a staff of very committed, professional educators. She has many excellent qualities, among which are superb teambuilding and motivational skills. She places high levels of trust on her staff within tightly focussed parameters, and they respond with great dedication, enthusiasm and loyalty. All staff feel valued and enjoy working in the environment that the headteacher has created; an environment where only the best is good enough. This operates in both

directions. The headteacher provides the best work resources that she can for staff, improves their working conditions wherever possible, acknowledges their achievements and, in return, asks that they work with her in striving for excellence. The excellent deputy headteacher, most effective subject leaders and all other members of staff enthusiastically support the headteacher. It is a common endeavour.

51. The school has committed, knowledgeable and supportive governors, who meet regularly. The governing body has an appropriate structure, tailored to the needs of the school. This structure includes sub-committees for finance, curriculum, health and safety and special educational needs. The existence of the special educational needs committee demonstrates the school's commitment to inclusion. The governing body has developed a role for itself within the statutory framework, which enables it to greatly influence the school's provision. This is achieved without confusing the roles of the leadership within the school and the contribution to leadership from the governing body. The role of the governing body is that of watchdog, watching that the school meets all of its statutory requirements and watching that the school does its best for all of its pupils. It fulfils this role by closely monitoring the school improvement plan and the budget, and closely questioning about any proposed initiative or evaluation of existing provision. The governing body is highly thought of by the staff of the school and their role is valued. The chair of governors shares the headteacher's vision for the future of the school and has high expectations of its continued success.

52. The headteacher monitors teaching very well indeed. She has a complete picture of the strengths within subject areas and which areas need support for further improvement. She tries to teach for one day each week and, where possible, spends the whole day with one class. This is an extremely effective method of monitoring ; as well as permitting regular observations of teaching, conclusions gathered from this monitoring are fed back to staff in a supportive and constructive way. The feedback has contributed to the very high quality teaching consistently present throughout the school. Subject managers are also involved in the monitoring, or supporting, of teaching in their subject area. The subject managers monitor the planning of their subjects very well and are involved in monitoring and analysing standards. They use the information that they gather to further developments in specific areas of their subject.

53. The headteacher has developed and implemented an excellent performance management system, which links very well with the professional development of staff. Job descriptions are updated annually and recognise achievements, as well as specifying targets. This is another contributory factor to the exceptional team spirit and staff morale apparent during the inspection. The induction system for newly qualified staff is first rate. It extends beyond their initial year with the appointment of an 'unofficial' mentor for the newly-qualified teacher's second year in the school.

54. The format of the school improvement plan is comprehensive and very useful. It separates the normal regular activities of reviewing and updating practices that are already present in the school, from the one or two major new initiatives being introduced to the school in the current year. Both plans are clearly costed and linked to the school budget, with time-scale and responsibilities clearly determined. Performance data are analysed very effectively in the school. Initiatives coming out of this analysis have included a school improvement plan, devoted exclusively to improving standards in writing and the move to cursive writing. Most recently, a scheme of work has been written to teach the skills needed to support scientific enquiry in a planned, progressive manner. This is in response to a relative weakness highlighted by analysis of performance data, and is currently being implemented across the school.

55. The extent to which the principles of best-value are applied is excellent. All decisions are led by and evaluated against a clearly defined purpose. The school monitors its achievements in direct comparison with the attainment and cost performance of all schools and of similar schools. From time to time, parents are also brought into the consultation process. This consultation led to the school running courses for parents about behaviour management of young children. Procedures are in place to ensure that all outside suppliers and contractors provide good value for money. The school has not had a financial audit since before the last inspection.

56. The school has very clear aims and these are supported by parents. The aims are very evident in everything that the school does. They determine a stimulating school environment, where children feel happy and are eager to learn, a school which is inclusive to pupils of all origins and abilities and a school where teachers are constantly striving to improve the educational opportunities for all pupils and, thereby, enable all pupils to achieve their potential.

57. Financial planning is focused on well-defined educational priorities. The school has very efficient financial management systems and the administration fully supports the work of the teaching staff. The very efficient financial administrator provides accurate data to enable the headteacher and governing body to monitor expenditure and allow for contingencies. Funds for specific purposes are appropriately allocated against well-defined objectives. The administrative officer is an excellent link between staff, parents, governors and outside agencies and very efficiently supports the headteacher in the day-to-day running of the school.

58. The day-to-day management of the provision for pupils with special educational needs is excellent. Funding is used appropriately to provide very high quality learning support. Records of individual pupils are extremely well maintained and support from outside agencies is very well managed. The governing body is very well informed and discharges its duties very effectively. The quality of the provision represents excellent value for the money allocated to this area.

59. The school has a very good level of well-qualified staff to teach the subjects of the National Curriculum, religious education, as well as meet the needs of the children in the foundation stage. The teachers have a wide range of experience and of subject specialisms. The school benefits from a number of job-share positions, which bring more specialist skills into the school than the allocation of full-time teaching posts would allow. Subject managers have a clear understanding of their roles and all staff work closely together to improve the standards of pupils in the school. There is a large number of well-qualified, very skilful learning support staff. These additional staff are extremely well deployed and are extremely effective.

60. Accommodation is excellent. Every space is used effectively and efficiently to deliver the National Curriculum, and enhance the learning of pupils. Although the school does not have a separate dining hall, the lunchtime staff are so efficient at preparing and clearing the main hall for lunchtime that the lack of separate dining accommodation has no impact on the delivery of the curriculum. The building is very well maintained and is a credit to the caretaker and cleaning staff. The outdoor areas are spacious and attractive. The school uses them imaginatively as learning areas. Learning resources are very good overall and all are used extremely effectively.

61. Pupils enter the school with broadly average attainment. They achieve very well and standards are above average in all subjects except information and communication technology where they are well above. The quality of teaching is excellent and has a very good effect on learning. Pupils' attitudes to learning are excellent. Everyone is involved in monitoring and evaluating the educational provision. There is a common purpose in the school to provide the best learning opportunities possible for every pupil in the school. The school has demonstrated an excellent capacity for improvement. Leadership and management are also excellent. The school receives above average income per pupil but gives excellent value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. There are no issues. The school has highlighted that, although pupils' listening skills are good across all subjects, they could be better. To that end it has focused on raising standards in listening across the curriculum by improving the listening skills of all pupils and has an action plan highlighting this.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	8	16	6				
Percentage	27%	53%	20%				

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	179
Number of full-time pupils known to be eligible for free school meals	n/a	14

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	n/a	6
Number of pupils on the school's special educational needs register	n/a	42

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	41	25	66

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	33	35	37
	Girls	24	25	24
	Total	57	60	61
Percentage of pupils at NC level 2 or above	School	86 (91)	91 (95)	92 (95)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	32	36	37
	Girls	21	25	23
	Total	53	61	60
Percentage of pupils at NC level 2 or above	School	80 (89)	92 (96)	91 (95)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	179
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	22
Average class size	25

Education support staff: YR – Y2

Total number of education support staff	12
Total aggregate hours worked per week	255

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a
Total number of education support staff	n/a
Total aggregate hours worked per week	n/a
Number of pupils per FTE adult	n/a

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	405883
Total expenditure	408445
Expenditure per pupil	2308
Balance brought forward from previous year	33692
Balance carried forward to next year	31130

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	177
Number of questionnaires returned	67

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	31	3	0	1
My child is making good progress in school.	57	37	0	0	6
Behaviour in the school is good.	62	31	0	0	7
My child gets the right amount of work to do at home.	43	47	3	0	7
The teaching is good.	80	19	0	0	1
I am kept well informed about how my child is getting on.	52	38	4	0	6
I would feel comfortable about approaching the school with questions or a problem.	69	28	3	0	0
The school expects my child to work hard and achieve his or her best.	65	35	0	0	0
The school works closely with parents.	57	40	1	1	1
The school is well led and managed.	79	18	0	0	3
The school is helping my child become mature and responsible.	58	35	3	0	4
The school provides an interesting range of activities outside lessons.	49	44	3	0	4

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

63. At the time of the inspection, the children had only been in school for four or five weeks part time. They are already making very good progress primarily because of the excellent provision made for them. The previous inspection findings indicated that the school made good provision for children under five in the reception class. Current inspection findings show that this provision has improved since that time, and is now excellent. Opportunities planned for these young children are outstanding and make learning fun. This exciting start to school increases children's awareness of the world around them and helps them learn very rapidly.

64. Children enter the school's reception class at the beginning of the academic year in which they are five. All staff are very skilful in providing work that effectively meets all children's needs and abilities. This ensures that all of the children are included in all activities and have equal access to the curriculum. The baseline assessment results show that most children begin school with average skills in speaking, listening and mathematics. However, over the past four years, there has been an increase in the number of children identified as having special educational needs, and this does affect results of the first assessments, particularly in language and communication skills. The first assessments for this year's intake are not yet complete. Even so, inspection findings indicate that most children are likely to meet the expectations of the early learning goals in all areas of learning by the time they begin work in Year 1. In this year's cohort, about one third of the children are more able and are likely to exceed the expectations set in these learning goals. This represents excellent learning and an improvement in standards since the last inspection. It also indicates that the provision for the children in the foundation stage is constantly and rapidly improving and young children are now reaching standards much higher than was previously anticipated. This is a direct result of the patient, carefully structured and high quality teaching.

65. The quality of teaching in all areas of learning is excellent. This is an improvement since the previous inspection. The teaching is particularly good in promoting children's personal and social development. All staff are calm, patient and sensitive to needs of young children. Adult interaction with children is stimulating and enthusiastic. All staff fully involve themselves in all activities, including role play. This results in excellent relationships and a wonderful degree of trust between adults and children. The classrooms are stimulating, interesting and welcoming. This adds to the thrill of the school day and promotes rapid learning.

Personal, social and emotional development

66. Children flourish as they develop an increasing awareness of their own worth. All the children respond very well to adults and each other. They work cheerfully together, share equipment happily and talk together with good humour. This was particularly noticeable, when children were working together at the computer on a matching-game. They enjoyed sharing their ideas, and laughed spontaneously when the computer made a noise to tell them whether their answers were right or wrong. Staff encourage the children to choose their own activities and the materials they want to use. Children use materials carefully and tidy away sensibly. The staff's gentle and patient approach develops children's awareness of the need to care for and respect property. All the children work with a clear sense of

enjoyment and purpose. This learning is very good and is a direct result of the high quality teaching.

Communication, language and literacy

67. Most children enter the reception class with average standards in their communication skills. A small group have difficulty with the language and communication skills and a very low percentage speak no English as they enter school. Staff ensure that all children learn to listen carefully and to follow instructions accurately. Thus all children make very good progress as a direct result of the skilful teaching. This also ensures that the children with poor language and communication skills, and particularly children with no English, make excellent progress. All staff ensure that children have opportunities to see the values of reading and writing in most activities. For example, children have constant access to a good selection of very well displayed books in several areas of the unit. There is a very good selection of books from which the children choose and include stories from other cultures. They choose to read and share these books with each other, as part of the daily routines. This enables them to understand the different uses of books. Children of all abilities quickly develop positive attitudes to reading. They enjoy looking at books and listening to stories. The constant reinforcement of learning is one of the strengths of the teaching. It makes children eager to read and write. They often choose to write, for example practising how to write their names while finger painting. They talk happily about their work including what they have 'written'. The more able children are already beginning to form letters correctly. This very good learning reflects the high quality of teaching. All children have regular opportunities to use the role-play areas. There is a very effective and sensitive level of adult interaction to help develop children's speaking skills. For example, one member of staff was part of the crew of the classroom boat. While acting out a boating trip, she encouraged the children to use a good level of language and to talk about their imaginary experiences fluently. Children in the foundation stage follow most appropriately the National Literacy Strategy for children of reception age. This contributes excellently to the maintenance and development of good standards in children's literacy skills.

Mathematical development

68. At the time of the inspection, most children achieved standards expected for their age. This represents very good progress from their entry to school four to five weeks before. Staff make number activities very interesting. They take every opportunity to develop children's awareness of the sequence of numbers and their relationships. Children quickly begin to develop a secure knowledge of mathematical language. For example, the vast majority already know the names and some of the properties, of regular shapes. They describe triangles, rectangles and squares accurately and confidently, using a selection of criteria, such as colour and number of sides or corners. The vast majority of children achieve at least the levels of accuracy expected for their age as they match and count numbers. All children count confidently and recognise numbers to ten. The more able children are beginning to understand the concept of place value in their practical work.

Knowledge and understanding of the world

69. Staff effectively link work in this area of learning with other areas of the foundation curriculum. For example, children work at writing their names while learning that, as if 'by magic', the colour of yellow wallpaper paste will change to green, if you sprinkle blue powder paint on it. They explain how this 'magic' happens and predict what might happen, if they use another colour. This work, predicting outcomes, is an excellent introduction to investigative science at Key Stage 1. The first rate teaching ensures children use

computers confidently and accurately. Examples of this are seen during every session, as adults show children how to use a very good range of software. As a result, the children show above-average skills in mouse control to move objects around the screen. The school provides opportunities for the children to use headphones to listen to, and follow, stories. This helps to develop their interest in books and reading effectively. These opportunities, and the high quality of teaching, ensure that children have a well-developed understanding of the world around them.

Physical development

70. The provision for the development of children's physical skills is excellent. The quality and range of equipment available to children during all sessions is outstanding. They have excellent opportunities for outdoor and indoor explorative play and use the secure outdoor areas very well to develop their learning across all subjects. Children also have ample, very good quality, opportunities to develop their ability to control pencils, scissors and brushes. They experience a variety of activities, such as cutting and using malleable material, that help them to practise and to refine their manipulative skills. Staff promote children's physical skills very well. Most children develop their awareness of moving in a large space effectively during dance lessons and during the excellent daily explorative play sessions when they use the exciting equipment set out in the hall.

Creative development

71. Staff challenge the children very well in this area of learning. As a result, children mix and use paint confidently and show very good progress in their ability to observe objects closely. They have very good access to areas for imaginative role-play. These areas have stimulating, interactive displays that promote learning very effectively. For example, in the 'nursery rhyme land' there is the challenge "Humpty Dumpty has fallen off the wall. Please help to make him better." This helps children to develop and to express their own ideas very effectively. The children have ample opportunities to express themselves through singing and moving to music. They learn new words quickly and enjoy putting actions to songs. Their singing skills already meet the expectations for their age. This very good learning is direct result of the effective and skilful teaching.

Summary

72. The provision for the foundation stage is excellent. The most significant strength is the high quality of teaching for these young children. Staff plan adult-led activities very carefully. This ensures that all children have opportunities to express themselves, as well as experience direct teaching. The procedures to review and identify developing and changing needs are excellent and extremely effective. The leadership and management of the foundation stage is excellent. The school not only analyses results of the baseline assessment but uses these most effectively to plan work for groups and individuals. Staff have a clear understanding of how young children learn and develop. This ensures that all children, including those with special educational needs, those for whom English is an additional language and the able, make very rapid progress and learn very well.

ENGLISH

73. Standards for the seven-year-olds have improved since the last inspection. They are above the national average. Standards in speaking and listening, reading and writing are above the expectations of the National Curriculum. There has been marked improvement in the pupils speaking and listening skills. The school never allows complacency to set in

and has identified that even better listening skills would raise standards further in all subjects. To this end, it is focusing on improving listening skills to enable pupils to achieve well above average.

74. In lessons, pupils learn very well and make rapid progress. Over time pupils, including those with special educational needs, the able and those who speak English as an additional language, make very good progress. During the inspection, high quality teaching resulted in pupils learning very well and achieving good standards.

75. Throughout the school, the vast majority of pupils have good listening skills. They use these and their speaking skills well. Most of the youngest pupils start school with an average level of vocabulary and most listen satisfactorily. The teachers encourage them to answer questions using complete sentences and correct vocabulary. This results in the pupils quickly and confidently joining in class discussions. By Year 2, these skills are well developed and pupils speak clearly in public, such as at assembly times. They discuss issues in lessons sensibly, using well-structured sentences and a good level of vocabulary. Staff expect the pupils to listen to what is said to them. Mostly, pupils do listen well. Consequently, the majority of pupils understand what they are to do and concentrate very well in their lessons. The vast majority of pupils involve themselves in lessons and explore orally the main issues of stories, retelling them well in their own words.

76. The school encourages pupils to read for information and for pleasure. As a result, most pupils, throughout the school, read at above average levels. There is a very good selection of good quality reading material in the library, and also in the classrooms. Books are very attractively displayed in novelty book-stands. They cover a wide range of reference books and story-books that reflect well the diverse society in which the pupils are growing up. There is also an excellent selection of books written especially for literacy lessons by the staff many of which have accompanying games and activities. This encourages pupils to select for themselves from the colourful books available to them and, consequently, they are enthusiastic to read them. Younger pupils enjoy sharing books with adults. They quickly learn key words and begin to read for themselves. Average and below average pupils have a good grasp of letter sounds and this helps them to tackle words that are unfamiliar to them. Older pupils become adept at finding the information that they need from a variety of sources. They read competently, using good library and referencing skills to access information quickly. The reading skills of the average and above-average pupils are sufficiently well developed to enable them to cope with most texts. Less able pupils achieve well with their reading because they receive very good support from teachers and support staff.

77. Writing is good. Standards seen during the inspection and in the scrutiny of pupils' work are above average. Younger pupils begin to write in a legible, well-formed style, using capital letters and full stops correctly. Year 2 pupils, write in many different styles. For example, they write good descriptive sentences. They use a good variety of adjectives like 'green, spiky, cases' to describe conkers. Many pupils write sentences in which they spell words phonetically, making a reasonable attempt at unfamiliar words. For example, one boy posed the question 'haw dou uow selbrat harvis?' when writing questions about harvest on a computer. Some good standards of work were seen in lessons and many pupils, particularly the more able, achieve very well. Handwriting improves as pupils move through the school and most pupils write well. Younger pupils regularly practise forming their letters correctly, and teachers encourage older pupils to develop their own style. The majority of pupils take great pride in their work and enjoy showing it to visitors.

78. The quality of teaching and learning are excellent. Teachers have high expectations and plan and organise their lessons exceptionally well. They have very good subject knowledge and use the National Strategy well to promote excellent learning. They encourage pupils to use their information and communication technology skills extensively to write and edit their work in most lessons. Hence, pupils practise their good keyboard skills which enhances their learning most effectively. Teachers explain very clearly at the beginning of each lesson what they want pupils to learn. They revise previous learning very effectively. As a result, all pupils understand exactly what they are to do and know what is expected of them. Relationships are excellent and staff are excellent role models for the pupils. Pupils are happy and confident in lessons and, therefore, learn comfortably. They are not afraid to ask when they are not sure. Neither are they afraid to make mistakes, accepting readily that this is part of the learning process. This is particularly beneficial to the pupils with special educational needs and those for whom English is an additional language. They participate fully in lessons and make very good progress.

79. Teachers plan good opportunities for pupils to practise their literacy skills in other subjects. For example, they encourage pupils to evaluate their own and other people's work in plenary sessions in most subjects. Pupils enjoy this and many use their speaking and listening skills well to comment on, and listen to, critical evaluations of the work that they have done. Teachers mark pupils' work in a supportive manner and talk through with the pupils what they need to do next. They also use homework well to support classwork.

80. The literacy leader manages the subject excellently. She has clear data and evidence record, which very thoroughly tracks pupils' attainment and progress. Resources are very good and enhanced by some superb books and games made by staff. There is a very pleasant and much enjoyed library which the pupils use very well. It is very well stocked with fiction and non-fiction books.

MATHEMATICS

81. The pupils throughout the school achieve very well in mathematics, with many individuals achieving standards above those expected. However, the school is not satisfied and is striving to improve standards still further. The areas identified for improvement include the pupils' problem solving strategies in their number work. In the last inspection, standards in mathematics were judged to be above national averages and the school has worked hard to raise them even further. It has achieved this, particularly in mental arithmetic. There is no marked difference between the attainments of boys and girls. Pupils with moderate and severe learning difficulties are provided with work which is very well matched to their levels of ability. Similarly pupils with physical or multi-sensory disabilities are always provided with work suitable to their needs and which provides them with very good challenge. In this way, all pupils make very good progress and achieve very well.

82. In the lessons observed during the inspection, the quality of teaching was at least good with evidence of very good and excellent teaching. The pupils respond enthusiastically to this effective teaching and learn very well. A very good feature of the teaching of mathematics is the confident way in which the teachers have adopted the National Numeracy Strategy. All staff ensure that the mental activities at the start of the lessons include all of the pupils in the class. They do this by a very good level of challenge through individual questioning and by ensuring that everyone takes part. Thus, all pupils are challenged and achieve very well. The teachers ensure that they use the very good quality resources available and take care to include every pupil so that all are stretched and involved. The learning support assistants give pupils with learning or physical difficulties

excellent support. Mathematics is used very well in other subjects of the curriculum, for example, design and technology and science. Information and communication technology makes a valuable contribution to this subject area. Pupils practice their number skills using computer games and use charts and graphs to display their work.

83. In an excellent lesson for Year 1 pupils, the teacher ensured that the pupils were all challenged and extended well. The work for the class was clearly focused on achieving high standards while pupils worked to make their own subtraction sums and work out the answers. Because all the pupils were challenged by work that was well pitched to their specific needs, they felt confident, became engrossed in their work and their concentration was very good. Consequently, they learnt very well. The class teacher used a varied range of strategies to ensure that all were riveted to the tasks; for example, a fast pace, very good questioning of individual pupils and exciting tasks, using very good quality resources. This ensured that the learning objectives of the lesson were met. As the pupils began their activity session, the class teacher spoke to individual pupils who had had problems in the previous session, to make sure that they knew where they had made their mistakes and how to correct them. This excellent use of assessment meant that, for these pupils, their learning in this session was clearly focused.

84. In a very good lesson for Year 2 pupils, the class teacher set the pupils tasks which meant that each group needed to work together as a team to solve problems and then to check their results. This contributed very well to the pupils' social development because they needed to develop ways of collaborating. The pupils worked together enthusiastically to answer questions on halving and doubling. The high levels of support given to the lower attaining pupils and those with specific learning difficulties, ensured that these pupils made very good progress.

85. The school has excellent procedures for assessing and monitoring pupils' achievements in mathematics that it uses most effectively to promote very good progress across the whole ability range. A strength of the teaching in the school is the excellent relationships that the pupils have with their teachers and the outstanding support that the pupils with special educational needs receive in their learning. The teachers praise the pupils for their efforts and this encourages them to seek help and volunteer answers, confident in their own abilities. They mark pupils' work in a positive and encouraging way so that pupils know what they need to do next to improve.

86. The co-ordination of mathematics is very good. The subject leader has a firm grasp of the subject and leads it very well. She monitors teaching and learning thoroughly and identified areas of strengths and weaknesses. Resources are good in quality and range, with many made by the dedicated teaching staff.

SCIENCE

87. At the age of seven, the pupils' attainment in science is above the national average. This is an improved position from the standards at the time of the last inspection. There is no significant difference in the performance between boys and girls. The pupils with physical disabilities and those with moderate and severe learning difficulties are given excellent support by all staff. All pupils with special education needs work alongside the other pupils in the class and they make very good progress in developing their scientific skills. The science curriculum is very well planned to ensure that all areas of science are covered, and that the pupils have many opportunities to predict, observe and consider what has happened during their investigations and observations.

88. The quality of teaching is very good overall. The high standards achieved by the pupils are the result of very good teaching, the pupils' enthusiasm and the interesting curriculum. Teachers teach very good observational skills and provide challenging practical activities. For example, in a Year 2 lesson the pupils were asked to sort and classify different animals. The majority of the pupils in the class could categorise the animals using a range of criteria. The pupils also referred to the animals' features and used reference books to look for more specific details in order to complete their decision trees.

89. The teachers plan their lessons very thoroughly. All lessons include investigative work. The pupils learn to pose questions, use technical equipment and learn to record accurately what they have observed. In a very good lesson, the class teacher used microscopes attached to computers, so that the pupils could study the veins on a leaf. All of the pupils looked carefully through magnifying glasses and described what they could see. The pupils were totally absorbed in this task, so they achieved very well. The class teacher demonstrated very good skills in developing the pupils' use of correct scientific terminology. This extended the pupils' learning. The pupils with special educational needs were fully engaged in the lesson and, because they had excellent levels of support from all staff and clearly understood what they were to learn, they achieved very well and were fully included in the lesson.

90. The subject leader gives very good support and encouragement to her colleagues. The policy and scheme of work are regularly reviewed and very detailed individual records are kept. These are based on the learning objectives outlined in the scheme of work. The school is committed to recycling materials wherever possible. It is also committed to improving the school grounds as an outdoor teaching resource. This encourages the pupils to think carefully about their environment and contributes very effectively to their spiritual, moral and cultural development. There is a good range of resources in the school and there are many opportunities for investigation and enquiry available in the school grounds.

ART AND DESIGN

91. Art is used very effectively to create an exciting and imaginative environment. The very high standards of display, both of the pupils' work and artefacts chosen by the teachers to intrigue and interest the pupils, mean that the pupils work in very stimulating classrooms. As a result, the pupils are enthusiastic learners who want to come to school. They enjoy their lessons and, consequently, achieve very well.

92. Standards in art are above the levels expected of pupils at the age of seven. The standard of observational drawing is a particular strength. The pupils take great care and concentrate when looking at a range of objects. They draw with confidence and perseverance. For example, the pupils concentrated on carefully drawing their autumn leaves and tried hard to match the autumnal colours. Standards in art are similar to those at the time of the last inspection.

93. The scheme of work for art is a thorough document which ensures that art is used to support other curriculum areas. For example, the pupils create papier-mache angels at Christmas to support their work in religious education. Observational drawings of homes, using a wide range of brown crayons and pastels, added to the pupils understanding about features of different types of homes.

94. By the time the pupils leave this school at the age of seven, they have had the opportunity to use a range of media to record their observations and express their artistic ideas. A recent Arts Week in the school gave the pupils the opportunity to explore the

theme of The Sea. The pupils painted pebbles, designed and painted sails for sailboards and placed brightly coloured fish on vibrant blue and green collage seas. All of the work produced showed good levels of expertise and skill and control in using a wide range of different materials. The pupils create leaf prints with paint and also rubbings of the leaves. Artistic influences from other cultures is present in the pupils' work. African images in red and black paint, produce atmospheric pictures. This also gives the pupils an opportunity to perceive how different cultures represent their ideas.

95. The very talented and enthusiastic co-ordinator monitors the pupils' work throughout the school. She gives good support to staff and has made a positive impact upon the development of art throughout the school. Pupils visit places of interest and artists have been to the school to work with the pupils. There are good quality resources in the school which are used most effectively by the staff.

DESIGN AND TECHNOLOGY

96. At the age of seven, pupils' standards in design and technology are above average. This is very good improvement since the last inspection, when standards in Year 2 were below the levels expected. The school has worked hard to remedy this situation and, with the implementation of the new scheme of work and the dedication of the teaching staff, standards have risen. The pupils say that they enjoy the lessons. They say that they have good opportunities to use a wide range of construction kits and make items from recycled materials. Judgements have been based upon interviews with the pupils, observations of the pupils' work and the co-ordinators monitoring file. No lessons were observed during the inspection.

97. By the age of seven, pupils have opportunities to investigate a range of materials and construction kits as they design, plan and make models. They use tools sensibly, and cut and stick with care and consideration. In making homes from recycled materials, the pupils considered carefully what they needed to do to achieve the effect that they desired. They designed, then cut and stuck a range of materials. Food technology is a firm favourite with the pupils and they very much enjoyed making fresh fruit salads. The work in Years 1 and 2 successfully builds on the tasks the children learn in the reception classes where they cook jam tarts, design and decorate biscuits and make fruit sundaes. The pupils make a wide range of greeting cards, Mothers' Day cards and Christmas cards, for example. They make posters to encourage people to recycle materials and to warn about the Big Bad Wolf! Pupils design and make pictures with moving parts, for example, Humpty Dumpty, as he sits on the wall. Construction kits are particular favourites with the pupils. The school has a wide range of kits for the pupils to use. Two pupils, making a very large go-cart from one such kit, described in detail, the different parts of their construction and what they were hoping to achieve by the end of the session. They worked well together, as they built their go-cart and tightened up all the parts. This work contributes well to the pupils' scientific understanding and to their social development as they work together.

98. The subject co-ordinator is new to the school and co-ordination. She is enthusiastic and has good ideas for the further development of the subject. Resources for design and technology are good and are stored efficiently.

GEOGRAPHY

99. The last time that the school was inspected, standards met the expectations of the National Curriculum. Standards have improved since then and are now above average. All pupils, including those with special educational needs and those with English as an additional language, make very good progress.

100. By the age of seven, pupils have a good knowledge of local places. They talk knowledgeably about the warm climate in Australia. They know how maps locate towns and countries. This is due to the high quality teaching they receive. It uses effectively local geography as well as the experiences and cultures of pupils within the school.

101. Although no direct teaching was seen during the inspection, it is evident from teachers' planning, talking to pupils and looking at past work, that the quality of teaching is of similar high quality to all other subjects. Teachers plan many practical opportunities for pupils. Pupils enjoy these and speak enthusiastically about their visits and their work.

102. There is an overall plan, which covers all aspects of the subject very well and builds up pupils' knowledge and understanding, in small progressive steps. Resources are good and the school uses visits and visitors well to enhance the curriculum. Pupils' learning is also greatly enhanced by the very good quality displays around school, such as the 'Island Home of Katie Morag' display, which reminds pupils of previous work and poses questions for them to ponder.

HISTORY

103. Standards have been maintained since the time of the last inspection, when they were above national expectations. They remain above average for seven-year-olds. All pupils, including those with special educational needs and those who have English as an additional language, make very good progress.

104. By the age of seven, the pupils develop their knowledge and understanding of the lives of people in the past; for example by studying what life was like at the time of the Fire of London. Pupils compare old and new lifestyles by comparing seaside holidays of the past with those of today. Thus, they gain good understanding of 'now' and 'then', how life used to be and how times have changed.

105. Although no teaching was seen during the inspection, it is evident from teachers' planning, talking to pupils and looking at past work, that the quality of teaching is of the same high quality as in all other subjects. Teachers' outstanding planning makes the subject come alive. Consequently, pupils are interested, want to learn about the past and relate it to life today. They say they enjoy their lessons and are eager to discuss what they have learned.

106. Planning shows the subject is covered in a continuous way through Years 1 and 2 and pupils effectively build on previous knowledge. Thus, pupils learn rapidly and make very good progress. Resources are good and include artefacts and books to cover a variety of historic periods. The very good quality displays around school, educational trips and visitors to the school all help the quality of the pupils' learning most effectively.

INFORMATION AND COMMUNICATION TECHNOLOGY

107. Standards in information and communication technology are much better now than they were at the time of the last inspection. By the age of seven, the pupils reach standards that are well above average. This extremely positive picture is largely due to the development of the computer suites and effective use of information and communication technology to support other areas of the curriculum. Pupils constantly use their good keyboard skills in literacy lessons to draft and edit work. The teachers and support staff use the suites very effectively in other lessons such as mathematics, science and history to enable pupils to plan and record work. This level of planning and use of information and communication technology was not seen at the time of the last inspection. The pupils are extremely interested in their lessons. This enthusiasm, as well as the high levels of adult help and the outstanding levels of expertise from the co-ordinator, alongside the many opportunities to use computers that pupils have, has ensured the improved standards of work.

108. By the age of seven, the pupils attain well above average standards. This is as a result of the very good teaching that they receive and the very good opportunities the pupils have to learn new skills and consolidate their understanding. The teachers and learning support assistants have worked very effectively to ensure that the pupils are independent in their use of the computers. In an excellent Year 2 lesson, the teacher very carefully built up the pupils' learning, step by step, as they worked to replace mundane adjectives with more exciting ones. The lesson clearly motivated the pupils to learn. The class teacher had organised and presented the lesson in such a way that the pupils also learnt new skills in replacing text and inserting capital letters and full stops. This contributes very well to the teaching of literacy. The three learning support assistants helping pupils who have specific physical disabilities and severe learning difficulties, had opportunities to practise their own skills, so that they would be very well prepared to take groups on their own. Throughout Years 1 and 2, the pupils learn very good keyboard skills. They use the backspace to delete and shift keys to create capital letters. They have a good understanding of where the letters are on the keyboards and their skills are well developed. In the computer club, the pupils used the programmable floor robots and enjoyed making them go forwards and backwards and turn to the right and left. There are many opportunities for the pupils to develop and practise their skills. Pupils run an adventure program, dress Teddy, match cards and work on a recycling program. The pupils use the computers independently and have few problems managing their work. They enjoy 'reading' books using the computers and the animated storybooks provide very good support for the pupils as they learn to read. The pupils make rapid progress in the lessons.

109. The quality of teaching is excellent. Time in the computer suites is used very well. The computers are in continuous use all day and because of the many opportunities available for the pupils they learn very well. The teachers ensure that all of the National Curriculum requirements are met and that the subject is used effectively across the curriculum. There are many displays of pupils' work throughout the school and the pupils are becoming adept at using the digital camera and the microscope.

110. The co-ordinator is very knowledgeable and has clear ideas for the further development of the subject. She provides excellent support for her colleagues and runs an extremely popular after-school club. Resources for information and communication technology are very good.

MUSIC

111. Good quality music plays an essential part in the life of the school and makes a major contribution to the spiritual and cultural development of the pupils. Well-chosen music is used particularly effectively in assemblies to extend pupils' knowledge of music and composers. Before and after school music livens the atmosphere in school and sets the scene for the day. It also contributes very effectively to the pleasant and thoughtful ethos of collective worship. Standards have improved since the last inspection when they were in line with the expectations of the National Curriculum. They are now above average. Standards achieved in singing are particularly good.

112. During recent years, music teaching has taken a lower profile in schools as literacy and numeracy have become better established. This has necessarily affected the potential for improvement in standards. However, music plays an increasingly important part in school life because literacy and numeracy are now well established. The pupils and teachers enjoy the musical interludes they share. There is a choir which pupils enjoy. This contributes much to the school's musical spirit. There is a recorder club, where pupils learn to read music. Pupils listen to a wide range of music including music from other than western traditions and this adds much to their cultural development. They also play a wide range of instruments including those from other cultures. All pupils, including those with special educational needs and those for whom English is an additional language, learn rapidly and make very good progress.

113. The school covers the listening and appraising and performing elements of the subject well, enabling pupils to reach good standards consistently. There are good opportunities for pupils to compose and perform their own music. Teachers enjoy music and share their own expertise generously. Thus, pupils receive a wide range of musical experiences and learn very well. The quality of teaching is very good. Pupils make good very progress in developing their musical skills. Teachers adopt an enthusiastic approach and encourage pupils to participate fully in lessons. They work with pupils to develop listening and performing skills, encouraging pupils to co-operate, persevere and enjoy their work. Pupils respond well to the high quality teaching and enjoy lessons.

114. Throughout the school pupils sing well. They sing tunefully, with clear diction. They sing a good variety of songs and rhymes. They enjoy familiar tunes and words. Older pupils sing more complex songs and use a good variety of instruments to accompany themselves. Teachers use correct technical language in lessons. This means that the pupils discuss their work using accurate terminology, such as rhythm and beat, and hence enhance their understanding of musical structures.

115. Teachers plan opportunities for pupils to listen to a good range of music. They use these opportunities to encourage pupils to improve their listening skills. The subject leader manages the subject very effectively. She has a clear view of how she would like music to develop. Resources are good, used well and stored to be easily accessible. The subject makes a good contribution to pupils' spiritual development, for example, the pupils use their singing skills well in assemblies.

PHYSICAL EDUCATION

116. The standards in physical education for most pupils are above the levels expected at the age of seven. The school has worked hard to maintain the raise the good levels of expertise observed in the pupils' work at the time of the last inspection. Pupils have

opportunities to learn a wide range of skills in gymnastics, games and dance. The very good teaching and clear development of skills, alongside the enthusiasm of the pupils, ensures that the pupils make good improvements in their work and achieve good results. The pupils are enthusiastic about their lessons and they constantly try hard to improve.

117. Pupils in Year 1 and 2 enjoy their physical education lessons and are enthusiastic learners. In Year 1 the pupils develop their hockey skills as they learn to control a ball with a hockey stick. The class teacher gave the pupils clear and precise instructions on how to hold their sticks. She checked that all had the correct hold and then encouraged them to move around the hall, controlling the ball with the stick. The pupils then worked in pairs to practise trapping the ball and pushing it accurately in the direction of their partner. In this way, the pupils learnt to work together, to control the ball and pass it, with very good levels of control. The class teacher was very effective in demonstrating to the pupils how they could improve their work, and the pupils were quite clear about the teachers' high expectations. In the Year 2, gymnastics lesson, the focus of the pupils' learning was jumping and landing safely. The pupils demonstrated very good skills in putting out the apparatus, and the class teacher was careful in checking that it was positioned safely. The pupils were then given the opportunity to develop their own skills in jumping and landing. After an effective demonstration of very good techniques, it was clear that the pupils had carefully watched the demonstration. They put into practise the work that they had seen and their own work noticeably improved. Very good teaching, clear instructions and very high expectations of the pupils' work together with an obvious expectation that the pupils should improve, ensured that the pupils achieved well. The school ensures that pupils with physical disabilities have the support they need to allow them to take part in all lessons alongside their classmates. They receive excellent extra support and help as needed and this help ensures that they achieve very well in the lessons. All pupils, particularly those with special physical needs, clearly enjoy their lessons and make good gains in their personal skills. Personal development and teamwork are all very effectively promoted in lessons, with the pupils working efficiently independently and as part of a team.

118. The co-ordinator gives very good support and guidance in this subject. She monitors the teachers planning and has clear ideas for future development of the subject throughout the school. Resources for physical education are very good and suitable for the age ranges of pupils in the school. They are organised well and are readily accessible.

RELIGIOUS EDUCATION

119. Pupils achieve standards above those expected in the locally agreed syllabus. This is an improvement since the time of the last inspection. All pupils, including those with special educational needs and those for whom English is an additional language, learn rapidly and make very good progress.

120. Pupils are introduced to the Bible and learn of its significance as a special book for Christians. Year 1 pupils visit the local church and learn about church furniture and artefacts. They know that the cross is a Christian symbol and that Christians celebrate Christmas and Easter. By the end of Year 2, pupils have a good understanding of Christianity and compare the lives of Christian and Hindu families.

121. The teachers' outstanding planning incorporates many opportunities for pupils to celebrate festivals from a number of religions and cultures. For example, pupils enjoy Diwali and know well the story of Rama and Sita. They learn the 'Dragon Dance' to celebrate the Chinese New Year. They celebrate a Christian Harvest. The pupils' learning in all of these themes is very well supported by very effective displays, that demonstrate the

stories and express the symbolism, very comprehensively. This also contributes very well to the provision made for pupils' spiritual, moral and cultural development.

122. The excellent relationships throughout the school, enable the pupils to explore their innermost thoughts and feelings, comfortably and confidently. They learn to respect different religious beliefs and customs. Teachers encourage pupils to develop a caring approach to life. This they do most successfully and grow to be sensible and thoughtful individuals.

123. No direct teaching was seen during the inspection, although 'Circle Time' was observed. Teachers design these sessions to challenge pupils' thoughts and to help them express their fears and joys. The pupils' active participation in these activities encourages them to 'think things through' and learn about themselves.

124. Resources are very good and are used very well to enhance learning. The subject is very well linked to, and supported by, the very good quality acts of collective worship. Visitors, such as the local vicar who leads weekly assemblies, also contribute much to the pupils' spiritual, moral and cultural development.