

# INSPECTION REPORT

## **BADSWORTH CE JUNIOR & INFANT SCHOOL**

Badsworth, Pontefract

LEA area: Wakefield

Unique reference number: 130964

Headteacher: Miss J Blue

Lead inspector: Mr A Margerison

Dates of inspection: 13 – 16 October 2003

Inspection number: 255403

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Primary  
School category: Voluntary Controlled  
Age range of pupils: 4 - 11  
Gender of pupils: Mixed  
Number on roll: 160

School address: Main Street  
Badsworth  
Pontefract  
Postcode: WF9 1AJ

Telephone number: (01977) 723395  
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Appropriate authority: The governing body  
Name of chair of governors: Reverend D Mathers

Date of previous inspection: June 1998

## CHARACTERISTICS OF THE SCHOOL

This small school is situated in the village of Badsworth, near Pontefract. It is mainly privately owned housing. However, two-thirds of pupils are brought to the school from neighbouring villages, including one larger former mining village, by their parents who choose to send their children to this school. In 2002 and 2003 the school was awarded the School Achievement Award and the Basic Skills Quality Mark. There are 160 pupils on roll aged between four and 11 years. When children start school, their attainment varies from year to year, but overall it is broadly typical for their age. The proportion of pupils eligible for free school meals is well below average. The proportion of pupils with special educational needs varies significantly from year to year. Currently, fifteen per cent of pupils have special educational needs, mainly for moderate learning difficulties which is slightly below average. There are a very small number of pupils with a Statement of Special Educational Needs. One pupil is at an early stage of acquiring English.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21666	Mr A Margerison	Lead inspector	English
			Geography
			History
			Foundation Stage
			Special educational needs
			English as an additional language
8943	Mrs M Manning	Lay inspector	
18819	Mr J Atkinson	Team inspector	Mathematics
			Information and communication technology
			Art and design
			Design and technology
			Physical education
11611	Mr J Hall	Team inspector	Science
			Music
			Religious education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **very effective** school that provides very good value for money. Due to high quality teaching pupils achieve very well to attain very high standards by the end of Year 6. The school is very well led by the headteacher and governors.

The school's main strengths and weaknesses are:

- Pupils achieve very well in English, mathematics and science and attain very good standards.
- Pupils have very good attitudes to school and behave very well. Relationships are excellent.
- Teaching is very good – a major strength is the consistency of teaching throughout the school.
- The school has very good links with parents and they have very positive views of the school.
- The school is very well led and managed with a very high priority given to ensuring all pupils are provided with an education that meets their needs. As a result pupils really enjoy school in a supportive atmosphere.
- The school has few curriculum or social links with other schools and colleges.
- Marking of pupils' work does not consistently set clear targets for improving their work.
- The opportunities for pupils to use their information and communication technology (ICT) skills in all subjects is inconsistent. (This has been identified by the school as an area for development).

Since the last inspection the school has improved well. All the areas for improvement identified in the last inspection have been addressed effectively. Schemes of work and policies for all subjects have been introduced, the provision for children in reception is good and the school very thoroughly tracks the progress pupils make. However, most importantly, teachers' short term planning is now very thorough and clearly identifies what pupils of different ages and abilities will learn in lessons. Consequently, standards have risen significantly since the last inspection.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	A*	D	E
mathematics	B	B	B	D
science	A	A*	A	B

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

*Similar schools are those whose pupils attained similarly at the end of Year 2. A\* places the results in the top5% of schools.*

**All pupils, including those with special educational needs, achieve very well.** By the end of reception, children exceed the goals they are expected to reach in their personal and social development, communication, language and literacy skills, mathematical development their knowledge and understanding of the world and creative development. Pupils achieve very well in Years 1 and 2 to attain well above average standards in reading and writing. Pupils' competence in mathematics by the end of Year 2 is excellent. The results in writing and mathematics in the 2003 national tests for pupils at the end of Year 2 placed the school in the top five per cent of schools nationally. In the 2003 national tests for pupils at the end of Year 6, standards were similar to previous years. The below average results in English reflect the above average proportion of pupils with special educational needs in that group. Inspection evidence shows that current pupils in Years 3 to 6 are achieving very well to attain very good standards in English, mathematics and science. Pupils also achieve well in geography, religious education and music to attain standards that are above expectations by the end of Year 6.

**Pupils' personal qualities, including their spiritual, moral social and cultural development are very good.** The pupils have very positive attitudes to school and behave very well. Their attendance is good and they are very punctual to school. Relationships between pupils and adults are excellent.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is very good. The teaching is very good** and over time pupils make very good progress and achieve very well. Teachers expect pupils to behave very well and to do their best. As a result pupils try very hard, are fully involved in their work and want to succeed. In reception, the teacher plans a good range of activities that make full use of support staff and develops children's ability to work on their own and with others very effectively. Throughout the school, teachers teach the basic skills of literacy and numeracy very well in English and mathematics lessons and other subjects are used very effectively to give pupils opportunities to use and practise these skills. However, there are not enough opportunities for pupils to practise and use their ICT skills in all subjects. Assessment methods are very thorough and teachers use the information well to plan work and to group pupils. However, marking of pupils' work does not consistently identify how they could improve their work to ensure that they are sufficiently involved in setting their own targets.

The curriculum is good. It is planned imaginatively and enriched by a good range of sporting, creative, musical and other activities. Resources for teaching are good, except in ICT where external factors have impinged on the progress the school has been able to make. Children in reception do not have access to wheeled toys. Care, guidance and support for pupils is very good. The school has established very good links with parents and good links with the community. Links with other schools are sound, but based mainly on preparing pupils in Year 6 for secondary school.

## **LEADERSHIP AND MANAGEMENT**

**The school is very well led and managed.** The headteacher is an excellent role model for staff and pupils. She has a very clear vision for the school and very high aspirations for pupils and staff. Her unerring commitment to ensuring that all those involved with the school are fully involved in its work has created a very positive ethos based on strong teamwork. The headteacher is very well supported by other key staff and governors who understand the strengths and weaknesses of the school clearly and provide a very good level of support and challenge to staff.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents have a very high opinion of the school and its work. They hold the headteacher in very high regard, consider the teaching to be very good and really value the range of activities it provides for pupils. Pupils have very positive views towards their school.

## **IMPROVEMENTS NEEDED**

- Provide more opportunities for pupils to use and practise their ICT skills in lessons.
- Improve the consistency of marking to clearly identify what pupils need to work on.
- Develop the involvement of pupils in setting their own targets.
- Develop more extensive links with other schools

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

**Achievement throughout the school is very good.** Pupils with special educational needs and those pupils the school has identified as being gifted, particularly in mathematics, make very good progress. By the end of Year 6, standards in English, mathematics and science are well above average.

#### Main strengths and weaknesses

- By the end of reception, standards are above those expected.
- Pupils achieve very well to attain well above average standards in reading, writing and mathematics by the end of Year 2.
- In Years 3 to 6 pupils achieve very well in English, mathematics and science to attain standards that are well above average.
- Pupils with special educational needs make very good progress.
- Pupils attain good standards in geography, music and religious education.

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

Standards in:	School results	National results
reading	18.4 (17.4 )	15.7 (15.8)
writing	18.0 (15.8 )	14.6 (14.4)
mathematics	19.2 (18.1)	16.3 (16.5)

*There were 25 pupils in the year group. Figures in brackets are for the previous year*

#### *Standards in national tests at the end of Year 6 – average point scores in 2003*

Standards in:	School results	National results
English	26.5 (30.4)	26.8 (27.0)
mathematics	28.0 (28.2)	26.8 (26.7)
science	30.7 (31.4)	28.6 (28.3)

*There were 24 pupils in the year group. Figures in brackets are for the previous year*

### Commentary

1 The school has small numbers of pupils in each year group and the proportion of pupils with special educational needs varies from year to year. Despite this, the school's results in the National Curriculum tests over time have exceeded the national averages at the end of Years 2 and 6. Consequently, the school's results were recognised nationally in 2002 and 2003 with the awarding of the School Achievement Award to the school. The school has also been awarded the Basic Skills Quality Mark. The school's results in the 2003 national tests for pupils at the end of Year 2 were very high and in writing and mathematics, placed the school in the top five per cent of schools nationally. The results for pupils at the end of Year 6 in 2003 showed a decline in English. However, this reflected the above average proportion of pupils with special educational needs for language and literacy difficulties in that group. Inspection evidence shows that standards in English for the current year group are much improved due to the smaller number of pupils with special educational needs, although these pupils achieve very well relative to their starting point. The good proportion of pupils



who attain the higher than expected levels in their respective tests reflects the strong emphasis the school places on ensuring that the learning needs of pupils of all abilities are well met.

2 Children start in school with skills and knowledge that are broadly typical for their age. However, owing to the very good links the school has established with the village pre-school they are very well prepared to start school. Consequently, the staff in reception can focus on developing children’s basic academic skills so that by the end of reception they attain standards in communication, language, literacy and mathematics that are better than those expected and they have a good knowledge and understanding of the world. Their creative skills develop well. Standards in their personal and social development are well above those expected for their age. Children with special educational needs and those who are at an early stage of speaking English are very well supported so they make good progress in developing their basic language and number skills. As they move through the school, the very good grounding they get in reception is built on well by teachers so pupils achieve very well to attain high standards in reading and writing; and excellent standards in mathematics by the end of Year 2. Teachers in Years 3 to 6 continue to place a strong emphasis on developing pupils’ basic skills of reading, grammar, handwriting and number so pupils achieve very well in English and mathematics. Similarly, in science, teachers focus on developing pupils’ investigative skills as well as their knowledge of the different aspects of the subject so pupils achieve very well to attain consistently very high standards. Throughout the school teachers encourage pupils to express their opinions so, by the end of Year 6, standards in speaking and listening are also very good. Pupils are confident and articulate, ask relevant questions and justify their views clearly.

3 Pupils with special educational needs make very good progress because teachers have a very clear understanding of what pupils need to learn and use support staff very efficiently to work with small groups and individuals on their basic skills. Higher attaining pupils make very good progress because teachers plan very carefully to ensure that activities in lessons consistently challenge their understanding. For example, in mathematics, the school has made special arrangements for a few gifted pupils by involving the local education authority mathematics advisor in their work to make sure they are fully challenged. Standards in religious education and geography are good due to the opportunities pupils have to use their literacy skills to develop their understanding of the topics they are studying. In music, the very good range of opportunities in and out of lessons available for all pupils ensures that standards are above average by the end of Year 6 and those pupils who want to develop their talents further are well provided for.

**Pupils’ attitudes, values and other personal qualities**

**Pupils’ personal qualities are very good.** Their attendance is good and they are very punctual to school. They have very positive attitudes to school and behave very well. Pupils’ spiritual, moral, social and cultural development is very good.

**Main strengths and weaknesses**

- Pupils are very interested in school and take a full part in all the activities the school provides.
- The pupils develop a very positive desire to learn.
- Relationships between pupils of all ages are excellent. They work and play together very well.
- All adults’ expectations of pupils’ behaviour are very explicit so pupils develop a very good understanding of what is right and wrong
- Pupils are very willing to take responsibility for themselves and within school.
- Pupils develop a good understanding of their own culture and that of other cultural traditions.

**Attendance**

***Attendance in the latest complete reporting year (%)***

Authorised absence	
School data	4.5

Unauthorised absence	
School data	0.1

National data	5.4
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National data	0.5
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*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

## Exclusions

### *Ethnic background of pupils*

Categories used in the Annual School Census
White – British
White – any other White background

### *Exclusions in the last school year*

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
159	0	0
1	0	0

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

## Commentary

4 The school has very high expectations of pupils and puts a very strong emphasis on developing pupils' personal qualities, particularly their attitudes to learning, moral and social development. As a result, they are self-motivated, confident and very keen to learn. This is reflected in their good attendance, very good achievement throughout the school and the very high academic standards they attain by the end of Year 6. Pupils learn to respect each other and how to treat others so there is a complete absence of bullying or other harassment. In lessons and around school, pupils of all ages and abilities work and play together very well with little direct adult intervention. Pupils are very keen to be involved in school life and a large proportion of pupils take part in activities out of lessons. Through the school's council and other opportunities to take responsibility, pupils also develop a very secure understanding of their responsibilities to each other as members of the school community. Pupils learn their own traditions through visits and visitors to school and, through religious education lessons, they develop a secure understanding of the beliefs or traditions of cultures other than their own. As a result, they learn respect for all people and are well prepared for living in a culturally diverse society.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

**The quality of education provided by the school is very good.** Teaching is very good and assessment procedures are good. The curriculum is good and pupils are well supported. The school has established very good links with parents.

### Teaching and learning

The quality of teaching and learning is **very good**. Assessment is **good**.

### Main strengths and weaknesses

- The consistency of the teaching across the school and in all subjects
- Teachers' planning is very good reflecting their very high expectations of pupils.
- Pupils learn how to use their basic skills of literacy and numeracy very effectively.
- Teaching assistants are used very well in all classes so pupils of all ages and abilities are well supported and challenged.
- Assessment procedures are very thorough and the information is used well to plan activities in lessons and to advise and guide pupils.
- Teachers' marking of pupils' work does not consistently identify what pupils need to work on.
- Pupils are not sufficiently involved in the setting of their learning targets.

### **Summary of teaching observed during the inspection in 34 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	9 (26%)	19 (73%)	6 (18%)	0 (0%)	0 (0%)	0 (0%)

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

## Commentary

5 The basis of the very good achievement and standards pupils attain is the high quality of teachers' planning. This has improved considerably since the last inspection. Teachers use the national guidelines for the Foundation Stage, literacy and numeracy very effectively as the basis for lessons, but adapt them very well to take into account the range of ages and abilities of pupils in the classes. Planning clearly identifies what pupils of different ages and abilities will learn in lessons so teaching is consistently of a good standard with a significant proportion of very good lessons. However, teachers also plan good opportunities for pupils to use their literacy and numeracy skills in other subjects such as geography and religious education. The cumulative effect of this consistent approach results in pupils learning the basic skills of English and mathematics very well. Additionally, teachers place a strong emphasis on involving pupils in discussion during lessons. For example, in the opening parts of lessons and at the end pupils are encouraged to express their views or opinions.

6 Support assistants throughout the school make a very important contribution to the pace of pupils' learning. Teachers plan their role very carefully whether they have specific responsibility for an individual pupil with special educational needs or a more general role in the class. For example, the nursery nurse in reception makes an important contribution to the quality of provision for children in the Foundation Stage. She works with groups of pupils on specific activities and takes a general supervisory role when children are outside. This means that the class teacher can work with every child each day on literacy or numeracy activities so they quickly build and develop their skills and knowledge. In other classes, teaching assistants give pupils skilled and sensitive support, helping them stay focused on their tasks, but making sure pupils do complete tasks for themselves. Teachers' very good planning also reflects their very high expectations of pupils' performance, independence and behaviour. They reinforce this consistently so pupils behave very well and get on with tasks with a minimum of direct supervision.

7 Although other subjects are used very well to develop pupils' literacy and numeracy skills, fewer opportunities are given for pupils to practise their ICT skills. Although this partly reflects deficiencies in the resources in the computer suite that the school has been working hard to rectify, across the school not enough opportunities are provided in all subjects. Assessment procedures are very thorough and the information is used well by teachers to track the progress pupils are making and to set group and class targets for improvement. In lessons, pupils are taught to evaluate the quality of their work in subjects such as physical education and music to identify areas of improvement. However, although teachers and support staff respond very well to pupils in lessons and give them positive feedback on the work they are doing, teachers' marking of their work does not consistently show them how they can improve their work further and pupils are not sufficiently involved in setting their targets.

## The curriculum

The curriculum is **good**. The opportunities for enrichment are **good**. Accommodation and resources are **good**.

## Main strengths and weaknesses

- The range and breadth of curricular opportunities are good with a strong emphasis on equality of access for all pupils.
- The curriculum is enriched well by activities out of lessons, visits and visitors to school.
- The provision for pupils' personal, social and health education is very good.
- Provision for pupils with special educational needs is very good.
- The number of support staff is very good.

- Resources and accommodation are good, but there are deficiencies in the facilities for ICT and children in reception do not have access to large wheeled toys.

## Commentary

8 The curriculum has improved well since the last inspection. There are now schemes of work and policies for all subjects and the national guidance for the Foundation Stage, literacy and numeracy has been integrated very well. The curriculum gives pupils, including those with special educational needs who have specific difficulties, a good range of experiences to develop their academic, social, creative and physical skills. For example, subjects such as geography, history and religious education are used well by teachers to develop pupils' literacy and numeracy skills. For example, in Year 6, pupils present their work on topics such as 'Brazil' or 'Britain since 1930' in booklet form. This enables them to present their work in a good range of different styles, to use contents pages and to include tables and charts to illustrate their ideas. Although the school does not have a formal whole school programme for personal, health and social education, the provision is very good. A major strength of the provision is the wide use of discussions in lessons. For example, in Year 1 Circle Time session, pupils talked about their feelings and, in Year 6, a visitor came to talk about survival equipment as part of a geography topic on mountain environments. The school also places a strong emphasis on raising pupils' awareness of having a healthy lifestyle. For example, during the inspection, the Catering staff held a theme day on healthy eating when all staff and pupils dressed up in sports clothes. The provision for pupils with special educational needs is also very good. Pupils' individual plans clearly outline what they need to learn next and teachers use these plans very well when they are planning activities. For pupils with very specific needs, support staff have a very good understanding of their needs and use the plans very well to work with the pupils on an individual basis at their level. As a result of this very strong awareness of the importance of providing appropriate activities for all pupils, whatever their strengths, they have very good opportunities to achieve very well.

9 Pupils' enthusiasm for school is reflected in the very good proportion of pupils who take part in the good range of activities that take place after school and at lunchtimes. Recorders clubs take place at lunchtimes and there are after school clubs for football, netball, choir, gardening, art and craft, indoor games, needlework and cooking. This is run by the Chair of Governors and called 'The Cuisanaires'. Some parents are involved with staff in running a number of these activities. The number of support staff is very good and they play an important part in the work of the school. The accommodation and resources are good, but there are deficiencies in the facilities for ICT where the computers in the suite are not all compatible with each other and the programs on the machines are not consistent. This limits the number of pupils who can use the machines at any one time and means that teachers do not have enough confidence in them to set older pupils tasks to complete on their own. In addition, although children in reception have good opportunities to work and play outside and they have a sufficient range of small play equipment, they do not have access to large wheeled toys.

## Care, guidance and support

Provision for ensuring pupils' care, guidance and support is **very good**. The school involves pupils **very well** in the work of the **school**.

## Main strengths and weaknesses

- The procedures for child protection, pupils' welfare, health and safety are very good.
- Relationships between staff and pupils are excellent and pupils are well supported in their academic and personal development.
- Induction procedures for children into reception are excellent.
- Pupils' opinions are valued and they are encouraged to contribute to the work of the school or its development.

## Commentary

10 The school has established very comprehensive procedures to ensure pupils' welfare, including risk assessment. All staff know and understand the procedures for child protection and

pupils are very closely, but sensitively supervised at all times. The arrangements for providing first aid are very good and all pupils have great confidence in staff. The support for pupils at lunchtimes is also very good and there is a steady trickle of pupils most lunchtimes wanting reassurance from the staff on duty if they have had a little fall in the playground knowing that they will be cared for and treated sensitively. In addition, the very good assessment and tracking procedures and the excellent relationships throughout the school enable staff to give pupils clear and explicit advice to support them either personally or academically. The school has established very good links with the village pre-school, to which many of the children in reception go before they come to school. School staff discuss with the play school what they are doing and the children at the pre-school have many opportunities to come into school before they start formally. As a result the children are very well prepared for school and they settle in very quickly. Throughout the school, pupils have many opportunities to express their views of the school and to be involved in its development. The school council takes an active role in the work of the school and represents all classes. For example, it has been actively involved in improving the range of activities for pupils at wet playtimes. In addition, there are suggestion boxes in each class so pupils can express their ideas or opinions more privately if they wish. Consequently, their awareness of how they can contribute to the school community and take an active and responsible part as 'citizens' is very good.

### **Partnership with parents, other schools and the community**

The school has established **very good** links with parents and **good** links with the community and **satisfactory** links with other schools.

### **Main strengths and weaknesses**

- The information provided for parents is very good.
- The links with the village pre-school are very good.
- The curriculum or social links with other schools, apart from managing the transfer of the older pupils, are relatively underdeveloped.

### **Commentary**

11 Parents' views of the school are very positive. They believe that the school provides their children with a high standard of education. They feel very confident that if they have any concerns they will be dealt with promptly and fairly. They are kept well informed about their children's progress through informative reports and other information they are regularly provided with. They have good opportunities to be involved in the school and consequently support the school very well by helping their children at home and attending school events. The school has established excellent links with the village pre-school so the transfer of children between the two institutions is almost 'seamless'. However, the range of links with other schools is limited although the school has begun to develop this aspect of its work. For example, the physical education Co-ordinator is involved in a local school cluster that has resulted in secondary staff coming into school to work with older pupils and training for staff in aspects of physical education. Arrangements for preparing pupils in Year 6 for starting secondary school are good. At the end of Year 6, pupils transfer to several different secondary schools, but the school goes to great lengths to ensure they are well prepared for this move. However, at present there are few other social or curriculum links with other local schools either primary or secondary to broaden pupils' experiences of different schools or to give them access to resources, such as ICT, that is not currently available to them.

## **LEADERSHIP AND MANAGEMENT**

**The school is very well led and managed. Governance of the school is very good.** The headteacher's leadership and management of the school is excellent and she is very well supported by other staff.

### **Main strengths and weaknesses**

- The headteacher is an excellent role model for staff and pupils. She has a very clear vision for the school and high aspirations for staff and pupils.
- Under the Headteacher's leadership all pupils and staff work as a close knit team.
- All staff in the school fulfil their roles very effectively.
- Governors have a very clear understanding of the strengths of the school and support the teaching staff very well.
- Procedures for monitoring and evaluating the quality of its work and planning future developments are very good.

## Commentary

12 The headteacher's very clear vision and very high aspirations have ensured that the school has improved well since the last inspection and maintained very high standards of achievement for pupils. Her enthusiasm and commitment to the school, staff and pupils are infectious and inspire everyone to do their best to support her vision for the school. At the heart of this vision is the very strong emphasis she places on ensuring that all staff and pupils have the opportunities they need to succeed and are fully involved in the work of the school. The headteacher has established very effective procedures for evaluating the work of the school that involve all staff in the identification and evaluation of the school's priorities for development. With the support of the deputy headteacher and other key staff she monitors the quality of teaching and learning through weekly checks of teachers' planning, the regular observation of lessons and the careful analysis of pupils' progress against their targets. Performance management procedures are very well managed by the headteacher and deputy headteacher so they are intrinsically linked to the school's priorities. As a result, staff, at all levels, are accountable for the success of the areas they are responsible for and the progress their pupils make which ensures they fulfil their roles very effectively. This has had a significant effect on the good improvement in the curriculum since the last inspection and the significant improvement in standards. However, the teaching staff are also very well supported by the governors who have a very clear understanding of the strengths of the school and the areas it needs to develop further. This clear view also enables them to challenge the teaching staff and the headteacher in a very positive and constructive way on the progress being made and the effect of initiatives on which they collectively agree. The school has a sound policy on race equality and the school makes good provision to ensure pupils are aware of cultures other than their own. Financial management by the Headteacher, governors and administrative staff is very effective. When the Headteacher took over the school, there was a substantial deficit, but this has been eliminated and the number of support staff has increased considerably. At the same time, teaching staff numbers in reception, Years 1 and 2 have been maintained to ensure that younger pupils get the best possible start to their schooling.

## Financial information

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)	
Total income	419516
Total expenditure	435149
Expenditure per pupil	2720

Balances (£)	
Balance from previous year	37760
Balance carried forward to the next	22127



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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

The provision for children in the reception class is **very good**. Since the last inspection the Foundation Stage co-ordinator and teacher in reception have worked very well together to improve the provision significantly. The curriculum now fully reflects the national guidance for the Foundation Stage and assessment procedures track children's progress carefully.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Children make very good progress in developing their personal and social skills.
- Children work and play well with each other.
- Children work independently and follow instructions well.
- The range of opportunities for children to work and play with others is good.

#### **Commentary**

13 Children start school in reception with well developed personal skills. Most of them know how to behave and quickly settle into the routines of school. Consequently, they are ready to learn in a more formal setting than their previous experience at play school. The teacher plans a very good range of different activities that give children opportunities to develop their personal skills further in different ways. All adults place a very high priority on talking to children about what they are doing, but also to talk to each other and to share ideas and equipment. For example, when children are outside, the nursery nurse constantly encourages them to develop their own ideas and to listen to what each are saying. As a result relationships between children are excellent and they learn to play and work together very well accepting that others have ideas too. All staff are very consistent in their expectations and children are expected to work on their own, in small groups with minimum supervision or closely with an adult and as a whole class. Consequently, their levels of concentration develop very well and they learn to behave appropriately in different settings. By the end of reception the standards of their personal development are well above those expected for their age.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

#### **Main strengths and weaknesses**

- Children achieve very well.
- The teacher plans a very good range of activities.
- The nursery nurse is very well deployed and works very effectively with children.

#### **Commentary**

14 Children start at school with standards of attainment that are broadly typical for their age. They have already developed an interest in books and stories, but few have developed a secure understanding of letter shapes or sounds. All children, including those with special educational needs and those who are at an early stage of speaking English achieve very well. By the end of reception most exceed the early learning goals. They can read simple words and have a good understanding of letter names and sounds to help them work out new words. Most children learn to write their names and are beginning to write in simple sentences. More able children use capital letters and full stops correctly and write simple stories about what they have been doing. This is directly due to the

approach taken by the teacher. Most sessions start with a whole class session using a 'big book' or story which she uses to teach pupils a specific letter sound or name in which she encourages children to contribute their own ideas. Children then move on to take part in a range of different activities. One of these is a follow up activity to the whole class session that she tailors to match each child's level of understanding. She makes sure that she works with every child in the class, either in a small group or individually, which develops children's basic skills of reading and spoken language well. To enable her to do this, the roles of the teaching assistants and nursery nurse are very well planned. They work with the rest of the children in specific activities in other areas of learning which means the class teacher can focus on each child in turn. While they are doing this they place great emphasis on encouraging children to talk about what they are doing which develops their language very well.

## **MATHEMATICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Children achieve very well.
- All children are taught individually in each mathematics session and activities are very well matched to their needs.
- The nursery nurse is very well deployed and works very effectively with children.

### **Commentary**

15 The very good progress children make in this area of learning is the result of similar teaching arrangements and very careful planning that are referred to in the above paragraph. Children start at school with good counting skills, but have not begun to work with numbers in any other way. Most do not have a secure understanding of different numbers or how to write them. Due to very skilful teaching that focuses on ensuring each child's learning needs are met, most exceed the early learning goals by the end of reception. The approach taken by the teacher is similar to that she uses to teach children language and literacy skills, a key strength of which is the focus on developing individual children's skills and understanding. Sessions start with a whole class activity that includes counting games or songs, sometimes based on a book, but this is followed up by activities that build on the starting session very well. For example, during the inspection, the whole class activity was on counting numbers to twenty and the group activity was a simple game played with four children at once. They had to count objects and if they got the correct answer they 'won' a counter. The children really enjoyed this activity and the teacher matched the numbers the children had to count to their own level. In addition, for more able children she asked them to suggest a number one more or one less than the number of objects she had counted. She ensures that all children are worked with during the session, either in a small group or individually. Consequently, all children's confidence at working with numbers developed well. In addition, other activities around the classroom encourage children to count and to write numbers which reinforces their skills well.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Children make good progress.
- Good use is made of the village for children to learn about their immediate area.
- A good range of activities are planned by the teacher.
- Teaching assistants are used very well to work on computers with children in small groups.

### **Commentary**

16 Children make good progress in this area of learning so most exceed the expected levels for their age at the end of reception. A particular strength of this area of learning is the use the teacher makes of the school grounds and the village so children learn about the world about them by looking at different sorts of buildings around them as they are walking the streets. Children also develop good basic science skills based upon investigation. For example, during the inspection children were investigating how materials change when they are heated by melting chocolate using hot water. The lesson was led by the nursery nurse who achieved a very good balance between leading the lesson and involving the children in the practical aspect of the investigation. This prepares them well for science further up the school. The teacher also uses the teaching assistants very well to work with small groups of children in the computer suite. As a result, they develop confidence when they are using computers and have a good understanding of what the different components such as the printer, mouse and keyboard do.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses**

- Children have good opportunities to play outside and practise their physical skills.
- Teacher uses the school hall well for lessons.
- Children do not have access to large wheeled toys.

### **Commentary**

17 Teaching is satisfactory overall and children make sound progress. Most children are on course to reach the standard expected in this area of learning by the end of the reception year. Staff make good use of the area next to the classroom and provide a good range of activities and toys for children to build and play with including large sheets of card, balls and skittles. They are well supervised by the nursery nurse who takes any opportunity to encourage children to talk about what they are doing as well as encouraging them to practise their skills by showing them how to throw a ball at the skittles. The teacher also uses the school hall well for physical education lessons so children learn to balance, climb and jump and show awareness of space and the needs of others around them. However, children do not have any large outdoor play equipment such as large wheeled toys to practise and refine these skills. The school has recently acquired appropriate storage space for such equipment. The good range of practical activities in many sessions ensures that the techniques of using scissors and tools are taught safely and children show a good level of skills when using small equipment.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Children have good opportunities to use different sorts of materials such as paint and crayons.
- Creative activities are closely linked to topics children are studying.
- Children enjoy music and singing.

### **Commentary**

18 Children make good progress in their exploration of colour, texture, shape and space. Most children are on course to reach the standard expected by the end of the reception year. They know the names of many colours and have explored making shades and tones of colours by mixing two colours together. In other activities they use lots of other materials including fabric, beads and seeds to create pictures or models and learn how to cut and shape these in the way they want using small tools and equipment. Children soon learn to become accomplished singers and enjoy music. Their

imagination develops well as many opportunities are given for children to take part in role-play activities to support their learning in other areas.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **very good**.

#### **Main strengths and weaknesses**

- Pupils achieve very well to attain very good standards in Years 2 and 6.
- Teaching is very good with a strong emphasis on developing pupils' basic skills.
- Planning of lessons takes close account of different ages and abilities in classes.
- Teaching assistants are used very well to support groups and individuals.
- Other subjects are used very well for pupils to practise their literacy skills.
- The subject is very well led by the subject leader.
- Marking of pupils' work does not consistently show pupils how they can improve their work.
- Pupils are not sufficiently involved in setting their targets.

#### **Commentary**

19 Although standards in the 2003 national tests for pupils at the end of Year 6 were below average, this reflected the above average proportion of pupils with special educational needs in that group. Over time, standards have exceeded the national average and have improved significantly since the last inspection. This has led to the school being awarded the School Achievement Award in 2002 and 2003 and the Basic Skills Quality Mark. This is mainly due to the introduction of the national guidance for literacy as the basis for teachers' planning and the very good leadership of the subject. The subject leader has developed very effective procedures for monitoring the quality of teaching and learning based on lesson observations and the very careful analysis of the progress each pupil makes. This information is used very well to set targets for each pupil over the course of a year and each teacher has a very clear understanding of what each pupil needs to learn so their planning very effectively takes full account of the range of abilities and ages in classes. As a result, by the end of Year 2, pupils' handwriting is very neat and carefully formed, spelling is good and work is presented with great care and attention to detail. Standards for current Year 6 pupils are much improved on the previous year mainly due to the smaller proportion of pupils with special educational needs. By Year 6, pupils have very good research skills and write well in different styles. Most pupils reading is fluent and expressive and they have a very secure understanding of how different authors create atmosphere and suspense. However, the progress pupils make is also enhanced by the very effective use of teaching assistants in lessons by teachers. Using the targets set for pupils, they work with groups and individuals in the class or in small groups on specific programmes. As a result, pupils' individual difficulties are tackled well and pupils with special educational needs make very good progress, particularly in reading which gives them a very secure foundation for the rest of their school work. Linked to this teachers have very high expectations of pupils. They expect pupils' work to be presented very well, for them to work on their own and to express their own ideas and opinions. As a result, pupils try very hard and behave very well in lessons. Throughout the school, teachers place a strong emphasis on encouraging pupils to discuss their work in lessons. This makes a very positive contribution to pupils' speaking and listening skills. Teachers and teaching assistants give pupils very good support and feedback in lessons. However, the marking of pupils' work does not consistently identify for pupils how they can improve their work and pupils are not sufficiently involved in setting their targets.

#### **Language and literacy across the curriculum**

20 Teachers use other subjects such as history, geography, religious education and science very well for pupils to use and practise their literacy skills. Pupils are given good opportunities to express their ideas, views and opinions in discussions, topic booklets and class collections of writing or poems.

### **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Standards of attainment achieved by all pupils.
- Very good procedures for assessing the progress that pupils make.
- The quality of teaching is very good.
- Talented pupils are given additional support to stretch their potential.
- Pupils' mental mathematical skills are very good.
- The very good leadership results in teachers adopting innovative approaches to their teaching.
- Insufficient use is made of information and communication technology to support the teaching and learning.

### **Commentary**

21 The leadership and management of the subject are very good and contribute significantly to the improvements since the last inspection. The planning of the curriculum and the procedures for assessing pupils are now much better. There is some slight variation in standards from year to year due to the relatively small numbers of pupils in each year group and the variation in the proportion of pupils with special educational needs, but overall this has helped to improve the quality of teaching and raise standards to a consistently high level.

22 The school was awarded the School Achievement Award in 2002 and 2003 and these good standards have been maintained. Inspection evidence shows that standards of attainment that pupils reach are well above average by the end of Year 6 because the quality of teaching is very good and leads to pupils having an enthusiasm for all aspects of mathematics. Pupils in Years 3 to 6 are very keen to improve their mental mathematical skills and they use a very wide range of strategies to work out problems. As a result, pupils are very alert and quick at mental arithmetic and achieve high levels of accuracy in their answers. A significant strength in Years 3 to 6 is the identification of pupils who are talented in mathematics and the additional specialist support that they receive. This leads to these pupils achieving very high standards and being fully stretched to reach their full potential. Standards in Years 1 and 2 are also very high because of the consistent high quality of teaching and the very broad curriculum that they participate in. From an early age pupils enjoy their work and thrive on the challenge of the tasks that they are set.

23 All teachers plan their lessons very carefully and use interesting resources and ideas to stimulate pupils' motivation. Therefore pupils always work very hard and show determination to overcome the difficult work that they are asked to do. Teachers have a good knowledge of what pupils are capable of because they use very good procedures to assess and monitor pupils' progress. They use this information very effectively when planning the work for groups of pupils with different abilities and ensure that all groups benefit from the additional support that is available. Therefore a particular strength is the way that all pupils, including those with special educational needs, achieve what they are capable of. However the use of ICT to develop pupils' skills is limited and therefore some opportunities are missed to further develop pupils' skills in handling data to create graphs and charts

### **Mathematics across the curriculum**

24 The provision is good and pupils have many opportunities to practise their skills in different subjects, such as geography and science. The effect is that pupils are very competent in their use of mathematics in different contexts such as science investigations and geography when pupils are describing climates in places such as Brazil.

## **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weaknesses**

- Standards of attainment at the end of Years 2 and 6 are well above average.
- The quality of teaching and learning is very good.
- There is very good provision for pupils to acquire scientific enquiry and investigative skills.
- The management of the subject is very good.
- Teachers' marking of pupils' work does not consistently show them how to improve their work.

### **Commentary**

25 The achievement of pupils, including those with special educational needs is very good so, as a result, standards of attainment of pupils in Years 2 and 6 are well above what would be expected. This is a significant improvement since the previous inspection. Pupils gain a very good understanding of how to enquire and investigate as they move through the school. They use these skills very successfully to build up their scientific knowledge, underpinning much of what they learn. For example, pupils in Year 6 record very clearly the way in which they conduct experiments testing soil and the permeability and porosity of rocks. They show a clear understanding of what makes a fair test in experiments.

26 The quality of teaching is very good. Teachers have a consistent, methodical approach throughout the school as to how pupils should learn. Opportunities for investigation and individual enquiry are at the heart of the way pupils acquire knowledge. This, together with very high expectations of the way pupils should present their work, is a very important reason why high standards are maintained. Pupils write extensively in their science books which helps extend their literacy skills significantly. They use ICT successfully to enhance their learning, for example giving individual slide presentations on aspects of health. While pupils have a clear understanding of their work, the marking of older pupils' work is not consistent in all year groups so it is not always clear how they could improve their work. The information on how well they have done and how their work may be improved varies from class to class. Leadership of the subject is very good. This is reflected in the methodical, progressive approach seen in pupils' books across the whole school and the whole school emphasis on scientific enquiry.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Pupils are very enthusiastic to learn and enjoy the subject
- Pupils have opportunities to use a good range of technologies
- The use of computer facilities is restricted by technical difficulties
- The planning to build upon pupils' skills as they move through the school is at an early stage of development
- The limited use of ICT in other subjects of the curriculum

### **Commentary**

27 The new subject leader has a very clear view of what needs to be done to improve the provision and has already implemented procedures to bring this about. However, there have been three changes in the leadership and management of the subject in the past three years and this has had an adverse effect on the planning of the curriculum. In addition, although the school has been successful in developing a spacious ICT suite, continuing technical difficulties with the computers means that all pupils do not develop their skills in a systematic manner.

28 By the end of Year 2 and Year 6 pupils achieve the standards that are expected. Year 6 pupils make the most progress and achieve well and their power point presentations related to the science topic on 'Staying healthy' are good examples of the use of multi-media and its creative application. Older pupils use the internet and e-mail to support their work in subjects such as history

and geography and their word processing skills are competent. A strength of the curriculum is the range of technologies that pupils use. Pupils use a digital camera, programmable toys, calculators and listening machines.

29 Teachers plan their lessons well but they are often hampered in their teaching because of the failings with the computer equipment. Teachers make very good use of support staff to enable small groups to work in the computer suite and this means that teachers' explanations and demonstrations are fully understood by pupils. The pupils are very keen to use computers and behave very well when using equipment, but they do get frustrated when the equipment lets them down and they 'lose' their work.

### **Information and communication technology across the curriculum**

30 Information and communication technology is used satisfactorily across the curriculum in Year 6 and in some subjects, such as art and English, by other classes. However, there are some missed opportunities to extend this in other subjects.

## **HUMANITIES**

31 No lessons were seen in **history** and there was insufficient evidence to make judgements about standards or the quality of teaching and learning. However, planning documents indicate appropriate coverage of the National Curriculum requirements in the subject. Samples of current and previous written work show that teachers give pupils good opportunities to use their literacy skills and to develop their research skills. This is a key skill of the subject and they are expected to use a broad range of information to find out about different periods of history and to record their findings in their own words. This approach also makes a good contribution to the progress that pupils make in English. The opportunities they have to use ICT to present their work are limited.

### **Geography**

Provision in geography is **good**.

#### **Main strengths and weaknesses**

- Pupils have a broad range of activities in lessons.
- Pupils develop a good understanding of different places around the world.
- Pupils have plenty of opportunities to use their literacy and numeracy skills.
- The subject is well led.

### **Commentary**

32 Standards in geography have improved since the last inspection. They are now above expectations in Year 6. Pupils are taught well so they achieve well. This can be attributed to the good work of the subject leader who has revised the curriculum and worked with staff to ensure pupils have a varied and interesting range of experiences in lessons and out of school. As a result, they develop a good knowledge of places around the world and of their local area. Teachers have good subject knowledge and in lessons involve pupils well in discussions about the topic they are discussing. As a result, pupils learn to use subject-specific language well in discussions and when they are writing. However, the most important factor that contributes to the good standards is the very strong emphasis that teachers place on pupils using their literacy and numeracy skills. They are expected to write about the topics in their own words. This reinforces pupils' understanding of the topics and they develop a secure grasp of the subject. For example, in a topic on Brazil, pupils researched different features of the country, including its physical characteristics, and were expected to create a booklet made up of writing, graphs, maps and charts of the country. The quality of pupils' presentation is very good reflecting their very good literacy skills and very positive attitude to the subject. In addition, ICT is used well by teachers, but mainly with the oldest pupils and there are limited opportunities for younger pupils to practise these skills in lessons. Pupils use databases to



present information, research aspects of topics through the Internet and send emails to a person in Brazil asking for certain information they need to find out. Visits and visitors to school are used well to help pupils reinforce what they have learnt in lessons.

### **Religious education**

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

## Main strengths and weaknesses

- Standards of attainment in Years 2 and 6 are well above those expected.
- Pupils develop a good understanding of different religions and faiths from around the world.
- There are substantial opportunities for pupils to develop their literacy skills.
- Pupils have insufficient opportunities to enhance their skills and knowledge using ICT

## Commentary

33 The achievement of pupils is very good and, as a result, standards have improved significantly since the last inspection. Teaching is very good. Teachers ensure that pupils build progressively on their knowledge and understanding of world religions as they move through the school through very careful planning, visiting speakers and visits to other places of worship. This also reflects teachers' very high expectations of pupils and their capacity to deal with challenging topics and issues. For example, Year 6 pupils expressed their feelings on "Putting faith into practice" at length in writing and discussion. They tackled a very demanding topic with great interest and a great deal of thought. Pupils write extensively and present their work clearly, building successfully on both their literacy skills and religious education understanding. However, they have insufficient opportunities to use ICT to enhance their knowledge through research or presenting their work in different ways. The subject is very well led by the subject leader who has ensured that the issues raised in the previous report have been fully resolved. She has worked closely with other staff to focus clearly on providing pupils with extensive, varied and interesting opportunities to consider moral issues and to acquire insight into other world religions. This helps prepare pupils well for life in a culturally diverse society.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

34 Due to the fact that **art and design** and **design and technology** were not identified as foci for the inspection, insufficient evidence was collected to make judgements on the quality of teaching and learning or standards in these subjects. However, the attractive displays of pupils' work around the school in corridors and classrooms show that pupils experience a broad range of different activities and media in art and design lessons.

## Music

Provision in music is **very good**.

## Main strengths and weaknesses

- Standards of attainment are above average.
- There are very good opportunities for pupils to develop their musical skills outside of lessons.
- The subject leader's command of the subject is very good.

## Commentary

35 The achievement of pupils is good and, as a result, standards in Years 2 and 6 are above what is expected. Standards in Year 2 have improved since the last inspection. Pupils successfully build upon their knowledge and skills as they move through the school because the work that they do is carefully planned by the subject leader and teachers together. The quality of teaching is good, with teachers confident in their command of the subject. The subject leader's knowledge is particularly effective when teaching the oldest pupils. This was shown when they read musical notation to perform a rhythmic composition in four parts led by the teacher. They showed high levels of concentration and, afterwards, discussed how their performance could have been improved. Pupils are given substantial opportunities to extend their musical skills outside of normal lessons. They learn to play instruments such as keyboards, recorders, woodwind and strings as well as singing in the choir. By the time they are in Year 6, a significant majority of pupils perform on these instruments from musical notation.

## **Physical education**

Provision in physical education is **good**.

### **Main strengths and weaknesses**

- Teachers' subject knowledge is good.
- Pupils are very keen and enthusiastic in lessons.
- The school has established good links with other schools.
- The curriculum is enhanced very well by a good range of activities after school and many pupils take part.

### **Commentary**

36 Pupils achieve well in physical education due to good teaching. Teachers have a good knowledge of different aspects of the subject and use it well to give pupils a broad range of different experiences. Their enthusiasm in lessons is infectious so pupils try very hard to complete the tasks they are set to the best of their ability. Teachers' expectations of behaviour and performance are very high so pupils' behaviour is very good. In addition, throughout the school, teachers' instructions are very clear and explicit and they use appropriate language well when they are explaining to pupils what they want them to do so they quickly become familiar with the subject vocabulary. For example, in a Year 1 dance lesson, during the warm-up part of the lesson, the teacher told the pupils to 'change direction' and 'form a shape'. They did this very quickly and clearly showed they understood exactly what she meant. Teachers use praise well to reward pupils, but also involve pupils well in lessons by asking pupils to show others in the class what they have done and then inviting comments. Pupils show great maturity in the constructiveness of their comments. Even the youngest pupils make appropriate observations that are neither critical nor destructive showing a respect for their classmates whilst also drawing attention to the positive aspects of the work.

37 The curriculum for physical education is good with pupils experiencing a broad range of different activities including aerobics, a good range of ball sports and swimming. However, pupils also have the opportunity to take part in a good range of activities after school that vary throughout the year. The number of pupils who take part is very high for the size of the school. The curriculum is being developed well by the subject leader who, although she has only recently taken on the role has established good links with other school through a local 'pyramid'. This has enabled pupils to be taught by specialist staff from other schools, including one of the local secondary schools. Through this initiative staff have also had access to training in specific aspects of the subject.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

### **Personal, social and health education (PSHE)**

Provision in PSHE is **very good**.

### **Main strengths and weaknesses**

- Pupils have many opportunities to discuss their work in lessons.
- All adults have excellent relationships with pupils.
- Pupils have good opportunities to play a part in the work and development of the school.

### **Commentary**

38 Throughout the school, staff place a very high priority on involving pupils in discussions and encouraging them to consider their work and to express their views and opinions. In reception, staff build on children's personal skills very effectively by encouraging them to work, play and communicate with each other so by the end of reception their skills in this area of learning are well above those expected. Although only one 'Circle Time' lesson was seen during the inspection and the school does not have a formal PSHE curriculum, the very positive attitudes and behaviour of

pupils shows that the school makes very good provision to develop pupils' personal skills and qualities. In the one lesson seen, pupils showed very good speaking and listening skills when they were discussing the topic chosen by the class teacher. This was linked to the theme that was being followed in assemblies for the half term. Although, they were Year 1 pupils, they demonstrated a very good appreciation of the needs and feelings of others. Due to the excellent relationships in the school between adults and pupils, all staff, including the lunchtime supervisors and catering staff contribute well to the provision. For example, the very good care at lunchtimes helps pupils to recognise the importance of caring for each other and theme days, such as healthy eating, raise pupils' awareness of the importance of having a healthy lifestyle. The school's council and the process for electing the class representatives reflects the school's commitment to developing pupils' understanding of their role as 'citizens' and members of a community.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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