

INSPECTION REPORT

BURSCOUGH VILLAGE PRIMARY SCHOOL

Burscough, Ormskirk

LEA area: Lancashire

Unique reference number: 119328

Headteacher: Mrs Gillian Serjeant

Lead inspector: Mr John Atkinson

Dates of inspection: 19th – 21st January 2004

Inspection number: 255680

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:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
Number on roll:	134
School address:	Colburne Close Burscough Ormskirk
Postcode:	L40 4LB
Telephone number:	01704 895403
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Sue Thomas
Date of previous inspection:	15/6/1998

CHARACTERISTICS OF THE SCHOOL

Burscough School caters for boys and girls aged 3-11 years. The school is situated in the centre of Burscough. At 18.1 per cent the proportion of pupils entitled to free school meals is just above average. The overall ability of the intake is average. The school is smaller than average with 134 full-time pupils. There are 21 pupils on the register of special educational needs, which is below the national average. The proportion of pupils with statements of special educational needs (4.5 per cent) is above the national average. All of the pupils are white and are English speaking. In 2003 the school gained Investor in People status and was in receipt of a School Achievement Award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18819	Mr John Atkinson	Lead inspector	English
			Geography
			History
			Religious education
			English as an additional language
9572	Mrs Kitty Anderson	Lay inspector	
30834	Mrs Ann Lowson	Team inspector	Foundation Stage
			Science
			Art and design
			Design and technology
			Music
11510	Mr Keith Oglesby	Team inspector	Mathematics
			Information and communication technology
			Physical education
			Citizenship
			Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Burscough Village Primary is a very good school and provides very good value for money. The very good leadership of the school creates a vibrant and positive atmosphere within which all pupils are challenged to aim for high standards and achieve as well as they can.

The school's main strengths and weaknesses are:

- The very good leadership and management that ensures that all staff and pupils are fully involved in the school's development.
- Pupils achieve very well in English, mathematics and science and attain well above average standards.
- Teaching is very good and very good assessment procedures ensure that pupils are set targets so they achieve what they are capable of.
- The very good, mature and sensitive behaviour of the pupils.
- The curriculum offers a wealth of interesting and exciting opportunities that enrich pupils' experiences.
- Provision for pupils with special educational needs is very good.
- The excellent links with parents and very active participation of pupils in the life of the school.
- Provision for pupils' personal development is very good.
- Older pupils do not study music and religious education in sufficient depth.
- The need to further develop information and communication technology (ICT) resources.

The school has made very good development in its effectiveness since its last inspection in 1998. Leadership and management are very good and drive the school forward in constantly seeking improvement. The quality of teaching is very good, assessment procedures are very good and higher attaining pupils are challenged to achieve what they are capable of. As a result standards in English, mathematics, science and ICT have improved. Pupils have very positive attitudes and behaviour has improved considerably to the extent that it is now a strength of the school. Governors are fully involved in the formulating and monitoring the school development plan and now meet all their statutory requirements. Standards in religious education in Key Stage 2 are now only in line with national expectations and insufficient progress has been made in music provision in upper Key Stage 2.

STANDARDS ACHIEVED

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

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

Similar schools are those with similar percentages of pupils eligible for free school meals

All pupils, including those with special educational needs, achieve very well. Children in the nursery and reception exceed the goals they are expected to achieve in personal, social and emotional development, language, literacy and communication, mathematical development and creative development. They attain the early learning goals in knowledge and understanding of the world and physical development.

Pupils in Years 1 and 2 achieve well in reading, writing and mathematics and reach standards that are above the national average. In the 2003 national tests for pupils at the end of Year 2, the

results in reading and mathematics placed the school in the top five per cent of schools nationally. In the 2003 tests for pupils at the end of Year 6, standards were better than previous years and demonstrate how well they achieved compared to when they were in Year 2. Standards in religious education in Key Stage 2 are not as high as they could be. The results of National Tests for pupils in Year 2 and Year 6 show that standards have improved in each of the past five years, the trend in the schools average points scores for all core subjects is above the national trend.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good. Pupils' behaviour is very good and they consistently act in a mature, considerate and tolerant manner. They have very positive attitudes and work very hard in lessons. Attendance is very good.

QUALITY OF EDUCATION

The school provides a very good quality of education. Teaching is very good. Significant strengths are the high expectations of teachers and the extremely thorough marking of pupils' work. Assessment methods are very thorough and the information is used very effectively to plan challenging tasks for all pupils. As a result pupils are aware of what they have to do to improve and work very hard to reach their targets. Teachers use interesting resources and a good range of strategies to motivate and excite pupils, therefore pupils want to learn and do so with considerable enthusiasm and effort.

The curriculum is very good. It is planned imaginatively and enriched by a very good range of creative, sporting and other activities. Care, guidance and support for pupils are very good and the ethos of the school is that every child is valued and important. The school has excellent links with parents and very good links with the community who contribute to sporting and other activities. There are very good links with the high school and this means that the transfer at the end of Year 6 is smooth, happy and successful.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The headteacher provides very good leadership and has built a very strong staff team who are united and committed to the vision for the school. She has the respect and confidence of the staff, parents and pupils. She has very high aspirations for the school and has created a very strong ethos where every individual counts. Governors are vigilant in meeting their statutory responsibilities, have a very clear understanding of the strengths and weaknesses of the school 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 and value her open and welcoming approach. They consider teachers to be very approachable and appreciate that every child is treated as an individual. Pupils are proud of the school and speak highly of the many activities that are on offer. They really like their teachers and the opportunities they are given to take on responsibilities.

IMPROVEMENTS NEEDED

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

- Further develop the resources in ICT.
- Develop the depth of the curriculum in music and religious education for upper Key Stage 2 pupils.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is very good. Children in the nursery and reception class achieve well and by the end of Year 2 standards of attainment are well above average. The current Year 2 class is not achieving as well as previous years because there are more pupils with special educational needs. By the end of Year 6 standards are above average in English and mathematics and well above average in science.

Main strengths and weaknesses

- By the end of Year 2 pupils attain very high standards in reading and well above average standards in mathematics and writing.
- Pupils with special educational needs achieve very well.
- By the end of Year 6 pupils achieve very well and attain well above average standards in the core subjects.
- Standards of attainment in Year 2 and Year 6 have improved each year for the past five years.
- By the end of the reception year standards are above those expected.

Commentary

1 Children start school with skills and knowledge that are broadly typical for their age. They make good progress in the nursery and reception. By the end of the reception they reach standards in language, literacy and communication, and mathematics that are better than those expected. Their creative development and personal and social development are also above expectations with older children showing good levels of independence. Children match the standards expected in developing their physical skills and in their knowledge and understanding of the world.

2 Year 2 tests show that standards have improved in each of the past five years. This is despite the fact that year groups are small and vary from year to year in the proportion of pupils with special educational needs. For example in 2003 there were only 9 pupils in the year group. In 2003 the results in reading were very high and in the top five percent of the country. In writing and mathematics they were well above average and a significant strength was the very high number of pupils who were reaching the higher levels. As pupils started school with average attainment this represents very good achievement.

3 Results in the Year 6 national tests have also improved in each of the past five years. In 2003 the results in English and mathematics were above average and in science were well above average. The proportion of pupils achieving the higher levels in mathematics and science was well above the national average. This indicates how much the school has improved since the last inspection in challenging the higher attaining pupils who were considered to be underachieving. When compared to how these pupils had achieved at Year 2 they achieved very well. The trend in the schools average points scores for all core subjects is above the national trend.

4 Teachers have high expectations of pupils and are very good in questioning pupils and encouraging them to express their ideas and opinions. As a result pupils are confident and articulate speakers and write with expression and imagination. Reading standards are very high because of the structured approach, the very good level of additional support that pupils are given by teaching assistants and the good quality of reading books. The excellent links between the school and parents also means that pupils are very well supported in their reading at home.

5 Standards in mathematics are rising because the quality of teaching and the marking of pupils' work are very good. The good leadership of the subject has led to significant improvements

since the last inspection. Expectations from teachers are high and therefore pupils enjoy the challenge of mathematics. Pupils with special educational needs receive very good support from teaching assistants to make sure that they are fully included in all of the stimulating work that is done.

6 The leadership and management of science are very good and have been instrumental in raising standards. All pupils achieve very well in their ability to plan investigations and test predictions. Pupils are achieving high standards because the work is very well marked, targets are set for improvement and the questioning of pupils is very challenging.

7 In ICT standards have improved considerably since the last inspection and the current Year 6 pupils are on course to reach standards that are well above average. Pupils use ICT very successfully in many other subjects and are encouraged to use it outside of school, particularly with homework tasks. In religious education standards are above what is expected in Key Stage 1. They are in line with what is expected in Key Stage 2 because the curriculum is not taught in sufficient depth to older pupils and their knowledge and understanding of different faiths and the relationships between them is under developed.

8 There was too little evidence to make judgements about standards and achievement in other subjects. However it is clear from the teachers' planning, school records and talking to pupils that physical education has a high profile in the school and that the pupils' participation in sport is excellent.

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

Standards in:	School results	National results
English	28.2 (27.9)	26.8 (27.0)
mathematics	27.8(28.6)	26.8(26.7)
science	30.2 (28.9)	28.6 (28.3)

There were 15 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good. Attendance is very good and they are very punctual to school. Pupils' behaviour is very good and they have very positive attitudes to every aspect of school life.

Main strengths and weaknesses

- Pupils' have very mature attitudes.
- Pupils thrive on the responsibilities and opportunities that the school provides.
- Pupils look forward to coming to school and have very good relationships with each other and adults.
- Pupils have a high self-esteem and great enthusiasm for learning.
- Pupils have very good social skills and work collaboratively with pupils of different ages.

Commentary

9 Pupils are very well behaved. This is a significant improvement since the last inspection and has a very positive impact on the attitudes of pupils towards school. They are very keen to learn and really enjoy everything that the school has to offer. They are very strong in their view that the school gives them real opportunities to express their ideas and opinions about how the school is run and what could be done to improve it. They are very keen to represent other pupils on the school council and are very proud when they are elected to do so. The effect of this is that the school is very much one big team who share the same values and goals. Boys and girls play and

work very well together and this is very noticeable on the playground where there is a good level of respect for the different interests of different pupils. Pupils believe that the rules are very fair and they do not consider bullying to be a problem. They are confident that any problems will be dealt with quickly and fairly and know whom they would go to if they were worried.

10 Attendance is very good because pupils enjoy coming to school where there are so many interesting and exciting activities and opportunities for them. They take part in extra-curricular activities during the lunchtime and after school and have the chance to take on roles such as monitors and helpers. They are highly motivated to achieve rewards and reach their targets and enjoy celebrating their successes and those of others, therefore they have a high regard for themselves and others. They have great respect of their own local traditions and are very involved in the local community. They also learn about other cultures and recognise the similarities and differences between many faiths. They believe firmly that they have the ability and potential to be successful in whatever challenge they are presented with. The outcome is that pupils develop into mature, sensitive and confident young people who take responsibilities seriously but also enjoy their time at school.

Attendance

Attendance in the latest complete reporting year (95.9%)

Authorised absence		Unauthorised absence	
School data	3.6	School data	0.5
National data	5.4	National data	0.4

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	134	2	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is very good. Teaching is very good and assessment procedures are very good and therefore pupils’ learning is very good. The curriculum is very good and pupils benefit from a wide range of enrichment activities that excite and stimulate them. The school provides a high quality of care and guidance and is very good in involving pupils in the life of the school and listening and responding to their ideas and opinions. The school has excellent links with parents who value the warm welcome they receive in the school.

Teaching and learning

The quality of teaching is very good and leads to pupils learning very effectively. Assessment is very good, resulting in pupils’ progress being tracked so that they reach the targets set and therefore achieve very well.

Main strengths and weaknesses

- The very good marking of pupils’ work.

- Teachers' high expectations of what pupils will achieve is reflected in the very good planning.
- Teachers consistently challenge pupils to think for themselves.
- The very good relationships between adults and pupils.
- Teachers and teaching assistants work very effectively as a team.
- Teachers question pupils skilfully and engage them in lively and thoughtful discussions.
- Opportunities for higher attaining pupils to work independently are occasionally restricted.

Commentary

Summary of teaching observed during the inspection in 23 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	17	1	0	0	0

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

11 Teaching is very good because lessons are planned very thoroughly and teachers have very high expectations of what pupils will achieve and how they will respond. This was particularly evident from pupils' books where the standards were high, activities were challenging for all groups of pupils of different abilities and pupils made tremendous efforts to do their very best. It was evident from this analysis of pupils' work that teaching is better than that observed during the inspection. The brisk pace of lessons means that pupils spend all of their time focused on the learning task that has been set. Teachers use a good range of innovative strategies, challenge pupils to think for themselves and constantly encourage them to explain and justify their answers. This means that pupils fully understand what they are learning and consequently achieve very well. Teachers question pupils skilfully leading to lively discussions where pupils are confident and articulate in expressing opinions and challenging the views of others, including the teacher, in a constructive way. The effect of this is that pupils have a deep interest in what they are learning and want to take it further outside of school.

12 Teachers plan carefully the tasks that individuals or groups are set so that they are well matched to what pupils are capable of. They share the planning with teaching assistants and work very effectively as a team, being very clear about the different roles that they have in the lesson. This means that pupils are fully included and receive very good support in their learning, particularly pupils with special educational needs who make very good progress in the targets that are set out in their individual education plan.

13 The school has very good procedures for assessing how well pupils are doing and this is used very well by teachers to track the progress pupils are making and to set group and class targets for improvement. This is very evident from the high quality of the marking of pupils' work. Teachers mark with considerable rigour and give very specific feedback about how pupils can improve and invite pupils themselves to evaluate the quality of their work.

The curriculum

The school provides a very good curriculum. Opportunities for enrichment are very good. The quality of accommodation and resources is good.

Main strengths and weaknesses

- The school provides a broad, enriched curriculum, which engages the interest of the pupils.
- Very good provision is made for those children who have special educational needs and because of this, they achieve very well.
- Provision for personal, social and health education is very good.

- Opportunities for extra-curricular activities are excellent and pupils enjoy a wide range of activities.
- The school is a very inclusive one. Higher attaining pupils reach high standards and lower attaining children achieve well because they receive very good support.

Commentary

14 The school provides a well-planned, broad curriculum, which is considerably enriched by the very good range of visits and visitors. The school has very good links with the local community and these links are used very well to provide an interesting curriculum. A particular feature is the use of special weeks to promote aspects of the curriculum. A recent good example of this was an Arts week, where circus performers and African artists, dancers and musicians provided all pupils with creative arts workshops. This has had a very positive effect on the pupils' appreciation of multicultural influences on the arts. In the past, the school has also featured Science and Technology weeks and European and Industry weeks and as a result, pupils benefited from working with artists, scientists and engineers. The weaknesses in the provision for art and ICT, identified in the previous inspection, have been fully addressed.

15 The school makes very good provision for those pupils who have special educational needs. As a result of this support, pupils with special educational needs achieve very well against the targets set for them. The school is very inclusive and seeks to ensure that pupils of all abilities are challenged and achieve well. For example, higher attaining pupils receive a particularly challenging science curriculum, which enables them to reach high standards.

16 The school makes very good provision for personal, social and health education. Pupils benefit from a very well planned programme of work and as a result, pupils learn how to take responsibility and they forge very good relationships with others. In discussion with pupils, it was evident that they take a mature approach to new challenges and this is commendable. They have a good understanding of how to eat healthily and have a good knowledge of the harmful effects of drugs and alcohol.

17 The school offers an excellent range of extra-curricular activities. This represents very good improvement since the previous inspection, when the school was found to provide a satisfactory range of activities. To improve provision, parents and pupils were asked what kind of activities they would like to be provided and the school has done its utmost to fulfil most requests. To provide staff for the wide range of activities in what is a small school, the school looked carefully at the existing roles of teaching assistants and provided them with further training so they could also participate in the provision of extra-curricular activities. As a result, all teaching staff, many learning support staff and parents, including some specialist coaching staff, provide activities throughout the year for pupils of all ages, including some special activities directed towards developing physical skills for pupils with special educational needs. The school is involved in the Activemark Gold award, which is committed to providing at least ninety minutes a week of physical activity for pupils, so these additional activities have a very positive effect on the development of pupils' physical skills.

18 Accommodation in the Foundation Stage is good and used effectively to provide interesting activities within each area of learning. Resources in the Foundation Stage are very good and are easily accessible for young children, which increases their opportunities for independence. The school is kept spotlessly clean and well maintained. The floor surface in the hall was found to be unsatisfactory in the previous inspection, but this has been tackled and the hall floor now has a good surface. Resources are good for the key subjects, although there are too few computers for older pupils and this sometimes makes activities more difficult to organise than they should be. Resources for other subjects are at least satisfactory. Resources are well organised and pupils are able to access them with ease. The school makes good use of a well-stocked library, which represents an improvement since the previous inspection. Pupils now make good use of the library to research subjects in greater depth.

19 The number of staff is adequate to meet the needs of the curriculum. There are a very good number of learning support staff and they contribute very well to school life generally.

Care, guidance and support

All aspects of pupils' care, welfare, health and safety are very good. The school is a safe and secure place to grow and learn. The support and guidance available to pupils is very good. Procedures to involve pupils in the life of the school are very good.

Main strengths and weaknesses

- Very good support and guidance from all adults encourages pupils to keep trying to improve.
- Relationships between pupils and adults are very good. This is a significant factor in pupils' very good achievement.
- The school seeks pupils' views, listens very effectively and then acts when possible. Pupils feel valued.

Commentary

20 There are extremely thorough procedures for ensuring pupils' welfare and safety, including child protection arrangements. All adults in the school are up to date with the agreed systems and are clear about their responsibilities. Procedures for accidents and emergencies are very good. A sub-committee, including governors and the site manager, makes sure that the whole school community is safe from potential hazards.

21 The arrangements for children starting in the reception class are sensitive and very effective. Parents and children make several visits to the school before joining. In one of these, the present children demonstrate what they have been learning. The same care is taken when pupils join the school in other classes. Several pupils talked about how friendly and welcoming everyone was. The outcome is that children settle very easily into school.

22 Pupils are happy and feel secure. Parents appreciate this. Some parents, whose children had learning difficulties or special educational needs, said that their lives had been transformed by the changes the school achieved. Pupils have confidence in their teachers and trust their guidance. Pupils follow this lead and write thoughtful self-evaluations of their own progress. They know their personal targets and are involved in choosing them. This helps them to grow into responsible and independent learners.

23 Pupils know that their ideas are listened to and taken seriously. This is seen informally throughout the day and through the successful school council. All the pupils have a chance to contribute before council meetings; they like this and do their best to make it work. This sort of involvement helped to achieve the *Investors in People* and *Healthy School Awards*. The effect is that pupils have few worries and are confident that concerns will always be thoroughly addressed.

Partnership with parents, other schools and the community

The quality of the school's links with parents is an excellent feature of the school. The links with other schools and the community are very good.

Main strengths and weaknesses

- The school has established an excellent range of links with parents. All teachers make every effort to involve parents in the life of the school.
- The provision of information to parents is excellent.
- Parents' views are sought and valued.
- The procedures for dealing with parents' worries or complaints are excellent.

- The school is involved in a wide range of events in the community, and with other schools. These make a very good contribution to pupils' social and cultural development.

Commentary

24 The school provides a wealth of relevant information for parents. The prospectus and newsletters are well presented and informative. There is regular information through the year, for example, on homework, what is being taught and how they can help. Parents appreciate these. All this is supported by the schools' *open door* policy. Senior staff and teachers are readily available and parents find that problems are solved rapidly. The effect is a strong partnership between home and school that works to give children the best that school can offer.

25 There are regular consultation evenings. Parents find the one at the beginning of each year particularly useful. Those who cannot attend are given other opportunities; this is an example of the importance that the school attaches to good communication. The school carries out a survey of parents' views every two years. The responses have been extremely supportive, as was the one done for the inspection, but nevertheless the school acts on any points raised. Annual reports are positive but honest, these give a very good picture of how well each pupil is doing. These have improved since the last inspection. Parents are welcomed when they help in school. Some parents have taken the successful *Parents as Educators* course through the school, and have been inspired to go on to other qualifications.

26 The school has forged very good links with other schools and the wider community. Most pupils move to the local high school and there is an impressive range of events, joint activities and celebrations throughout the year. This ensures a smooth transfer to Year 7. There are several sporting and arts events run in partnership with other primary schools. The school regularly welcomes members of the community with expertise to enrich pupils' learning; these include police, nurses, sports coaches and the vicar. Pupils enjoy a number of high quality visits, which add a great deal to the topics they study. These also contribute to pupils' social and cultural development, therefore, the move to the high school is a smooth and successful one.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The staff give very good support to the head by managing their areas of responsibility effectively and identifying what needs to be done next to improve the school. The governing body is highly effective and has made a major contribution to the significant improvements in the school since the last inspection.

Main strengths and weaknesses

- The very good leadership of the headteacher.
- Staff work very effectively as a united team.
- The leadership of the school is very ambitious in raising the aspirations of the pupils.
- The very good procedures for evaluating the quality of its work and identifying its future developments.
- The high commitment to ensuring that all staff and pupils are fully included in the life of the school.
- The governors' astute understanding of the strengths and weaknesses of the school and their very active involvement in its work.
- All staff fulfil their management roles with enthusiasm, commitment and desire for improvement.

Commentary

27 The headteacher provides very good leadership in the school. She has a very clear vision for the school, the drive to achieve that vision and the ability to inspire and unite the staff team in taking the school forward. As a result the school has made significant improvements since the last

inspection and standards of attainment have improved each year in the last five years culminating in standards in 2003 that were well above the national average. She is very influential in creating a staff team who are innovative in how and what they teach and this leads to a very positive learning ethos where staff and pupils are very ambitious to achieve their very best. This ethos is a very significant aid to raising achievement and ensuring that everyone is valued and fully included in all aspects of the work of the school.

28 The governing body has a rigorous and systematic approach to all aspects of its work. This led to a comprehensive response to the key issues in the last inspection and resulted in big improvements in standards and the elimination of the poor behaviour of a minority of boys. Governors are very actively involved in the school by working with pupils and monitoring different subjects of the curriculum. This gives them a good insight into the views of pupils, the quality of education and how the school works effectively with parents. They are very supportive of the staff and have a good understanding of the strengths of the school and the priorities for development. This enables them to challenge the headteacher and the staff in positive and constructive ways on the progress being made on the priorities that are featured in the school development plan. Governors are vigilant in ensuring that the school is inclusive by meeting all its statutory requirements. This has led to the very good provision for pupils with special educational needs and the active promotion of pupils' awareness and appreciation of cultures other than their own. Governors have drawn up a race equality policy and keep it under constant review.

29 The school is very good in monitoring its achievements and ensuring that there is a constant drive for improvement. The headteacher has established very effective procedures for evaluating the work of the school. She gives staff the support to monitor specific areas of responsibility and has clear expectations of the outcomes of this role. As a result staff manage their roles very effectively, push initiatives forward and undertake further professional development to ensure that the priorities of the school are successfully achieved. This has had a significant effect on the enrichment in the curriculum and significant improvements in standards, particularly of the higher attaining pupils. The deputy head has very successfully managed the training of the teaching assistants. This has resulted in very clear benefits to teachers' effectiveness and pupils' learning and therefore achieving very good value for the school's investment in this area. The headteacher has implemented performance management very successfully. The targets that teachers have been set as well as the programme of professional development have made a big impact on standards and the quality of teaching. Governors and the headteacher are very effective in managing and monitoring the school's budget. Although balances carried forward from one year to another are above the recommended limit this has enabled the school to keep staffing stable and at high levels with resources available to meet the school's priorities and develop new initiatives; for example the Jolly Phonics approach to reading. The overall effect of this is a school where staff and pupils all feel truly valued and work together as a team wanting to do their very best.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	413,924
Total expenditure	411,934
Expenditure per pupil	2,482

Balances (£)	
Balance from previous year	38,133
Balance carried forward to the next	39,883

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

30 The school makes **good** provision for children in the Foundation Stage. Most children enter school with skills that are broadly typical for their age and by the end of the reception year, most children reach standards above the early learning goals in personal, social and emotional development, language, literacy and communication, mathematical development and creative development. They are likely to reach the expected levels in knowledge and understanding of the world and physical development. This represents good achievement. Children achieve well because the quality of teaching in both the nursery and in the reception class is good. The school has maintained the good quality of teaching that was found at the previous inspection. Assessment procedures are better than found at the previous inspection. They are now very good and form the basis for the effective planning of lessons in both the nursery and the reception class. Learning support staff are used very effectively to provide support to individuals and to small groups and they make a very significant contribution to how well children achieve and how well activities can be organised.

31 Provision and support for those children with special educational needs is very good and as a result, these children achieve very well against the targets set for them. Relationships with parents are very positive. Nursery staff greet parents and carers as they bring children to the nursery and this provides a very positive start to the sessions. The accommodation in the Foundation Stage is good and learning resources are very good and used effectively to provide an interesting range of learning opportunities.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children in both the nursery and in reception develop good attitudes to learning.
- Older children show good levels of independence.
- Children soon develop very good relationships with adults and each other.
- All staff give children good opportunities to work together.
- Very good opportunities are given for children to learn about other cultures.

Commentary

32 This area of learning is taught well in both the nursery and in reception and as a result, the majority of children reach standards above those expected by the end of the reception year. In the nursery, the teacher and learning support staff plan thoughtful activities to support personal, social and emotional development. Very good opportunities are provided in the nursery for children to take part in activities that develop an understanding of other cultures. For example, the role-play area was turned into a Chinese restaurant to celebrate the Chinese New Year. Learning support staff worked with children to make Chinese “moon cakes” and monkey masks for the year of the monkey. In the reception class, good opportunities are given for children to work in small groups to develop independence and perseverance when starting a new activity. Children work well together and in one instance, a small group of children was able to co-operate to write captions to add to pictures for a story.

LANGUAGE, LITERACY AND COMMUNICATION

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

Main strengths and weaknesses

- Most children learn to write independently by the end of the reception year.
- Teachers plan activities well and make very good use of learning support staff.
- The teaching of word sounds (phonics) is very thorough and this means that children achieve well in early reading and spelling skills.

Commentary

33 The quality of teaching is consistently good and as a result, most children are likely to reach standards above the early learning goals by the end of the reception year. In the nursery, many children quickly learn initial letter sounds and they can name many of the letters of the alphabet. They can sort through objects beginning with a “c” or “m” and place them into the correct groups. The teacher and learning support staff work closely with small groups of children and this ensures that children make rapid progress. The nursery teacher makes good use of resources to teach basic language and reading skills, with a good focus on speaking and listening activities. As a result, children achieve well.

34 In the reception class, this good start is built upon and children’s skills are developed further. Lessons are well planned and resources are used effectively, for example, a toy bear was used to gain the children’s interest in re-telling a story about a “bear hunt”. Most children are very confident in using letter sounds to help them spell simple words, such as “long” or “deep” and this reflects the effective teaching of word and letter sounds (phonics). Higher attaining children know that blending two letters together spell some words, for example “th” for “thick”. Those children with special educational needs are very well supported and as a result, they achieve very well against the targets set for them.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The quality of teaching is good and as a result, children achieve well in basic number skills.
- Resources are used effectively to teach knowledge and understanding as well as to extend new skills.
- Teachers make very good use of learning support staff to organise activities so small groups or individuals receive focused support.

Commentary

35 The quality of teaching is consistently good and most children reach standards above the early learning goals by the end of the reception year. In the nursery, the teaching of basic skills in both number and shape is good. The teacher makes good use of resources to give children interesting and active learning experiences. Higher attaining children in the nursery can recognise and name a square, rectangle, triangle and circle. They are beginning to use language well to explain the properties of these shapes; for example, “It’s a circle because it has no edges and curly sides!” Children in the reception class recognise the numbers on dice and can take part in a game using dice with others. This involves throwing the dice, counting the numbers and then counting on, but many do this successfully. Most children show a good understanding of both shape and number, which is a result of well-planned activities to build on what they already know and understand.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Learning activities are well planned to provide interesting learning opportunities.
- Effective links are made with other areas of learning.
- Teachers use learning support staff very effectively to plan a good range of activities.

Commentary

36 Most children reach standards that match the early learning goals in this area of learning. The quality of teaching is good and a particular strength is the way activities are planned to make learning interesting and fun. In the nursery, staff are used effectively to provide lots of opportunities to find out about other cultures and festivals. The Chinese New Year festival generated designing and making skills as children made monkey masks, or cooked Chinese cakes and biscuits. In the reception class, early science skills are developed as children use magnifying glasses to search outdoors for “bear tracks” in the long grass. They use torches to search “the dark woods” for the bear, and appreciate that a torch will only work if it has a battery in it, which they test before they go outside. Small group activities work well because very good use is made of learning support staff. This enables a good range of activities to work successfully and this has a positive effect on learning.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Teachers make effective use of resources to develop physical skills and in particular, the outdoors area is used to good effect.

Commentary

37 Most children reach standards that match the early learning goals in this area of learning. Teaching is good and sometimes very good. In a good lesson in the hall, routines were well established and this resulted in children making good use of the hall space. Most children show good body balance. In a very good lesson outdoors, the lesson was planned very well to make links with language, literacy and communication and personal and social development. Children went outdoors on a “Bear Hunt”. They made a list of what they needed to take with them and then used their imagination to look for bear tracks outdoors. The activity had been very well planned and this ensured its success. Children used simple orienteering skills to read signs and plot where they needed to go next on their search for the bear. They worked together in pairs to use wooden blocks to build a bridge over a “river”.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Teachers make skilful use of a wide range of materials, techniques and media.
- Learning support staff are used very well so that a good range of activities can take place at one time.

Commentary

38 Most children reach standards that are above those expected by the end of the reception year. The quality of teaching is good in both the nursery and in reception, with staff using very good resources to teach early skills in paint mixing, collage, printing and model making. The children's work is very well displayed and this creates a vibrant learning environment. In a good music lesson in the nursery, the teacher used a range of questions to encourage children to talk about what they could see and hear. Children could identify a range of instruments and knew how they should be played. Higher attaining children were able to identify more unusual instruments, for example, "These are claves and they are made out of wood from trees!" In the reception class, good planning and organisation meant that the teacher could sit with a small group of children to teach them how to use glue and strips of paper to make loops. The children explored how to weave the paper over and under in big loops, using scissors and glue to complete their work. Children are developing good skills and are learning how to use a good range of techniques and materials.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Improvements since the last inspection are very significant.
- Standards are well above average by the end of Year 2 and Year 6.
- Pupils achieve very well as a result of very good teaching.
- Pupils are very articulate in expressing their opinions when writing or talking.
- Marking is very effective by informing pupils what they need to do to improve.
- A significant proportion of pupils achieve at the higher levels at the end of Year 2 and Year 6.
- ICT is used very effectively to support teaching and learning.
- Pupils use and develop writing skills in other subjects such as history and geography.
- Handwriting by older pupils could be neater.

Commentary

39 Since the last inspection there have been very significant improvements in English. Standards are much higher and have improved each year in the past four years. Higher attaining pupils are now achieving what they are capable of. Very good teaching challenges pupils to reach the targets that have been set. Good leadership of the subject ensures that planning and high expectations bring the best out of pupils.

40 Standards in writing by the end of Year 2 are well above those expected for this age and in reading are very high. For the last four years the results in the national tests have continued to rise and in 2003 were well above average. The present Year 2 have a number of pupils with special educational needs who are making good progress and are achieving well. Pupils benefit from the structured approach to reading and the very effective partnership between school and the home to ensure that they are listened to regularly. As a result they read confidently and with good expression and develop a love of books. Pupils who are experiencing difficulties are given very good additional support that develops their skills in reading, increases their confidence and results in good progress.

41 By Year 6 pupils are achieving standards that are well above average and in 2003 results were the best they had been in the past five years. Standards are high because the school develops pupils' appetite for reading, provides opportunities for them to voice opinions and demands that they write for different purposes. Pupils are required to discuss their ideas, prepare a

first draft of what they want to say and then improve it after advice and support. The outcome is that pupils are very articulate and persuasive in both their writing and their speaking.

42 The quality of teaching is very good and this has a very positive impact on how well pupils achieve. The strengths of the teaching are: -

- Pupils use ICT very effectively to draft their writing, improve it and present their work in an interesting and professional style.
- Teachers question pupils skilfully and demand that they think very carefully about their answers.
- Teachers mark work very thoroughly and their constructive comments help pupils to improve.

43 The overall effect is that pupils have a good command of English and can write imaginatively with good punctuation and accurate spelling. They have strong personal tastes in reading and have an appetite for reading independently from fiction and non-fiction books.

Language and literacy across the curriculum

44 Pupils' writing skills are extended very well in other subjects. Opportunities for expressing opinions and listening to the views of others are extensive and really enhance the pupils' ability to develop logical arguments and justify their standpoints.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Teaching is consistent throughout the school. It is always good, and sometimes very good.
- Because of this, the pupils achieve very well and are enthusiastic about mathematics.
- The school has dealt with all the issues from the previous inspection.
- There is effective use of technology in lessons.
- Assessment systems are very good, and used well. Teachers' marking is also very good.
- There is a very good support team who make a good contribution to learning.
- Provision for pupils with special educational needs is very good.

45 Standards by the end of Year 2 are above those expected for this age. For the last two years the results in the national tests have been well above average. However this is a small school and there is considerable variation from year to year. Over time, the results show consistent improvement since the last inspection. Pupils in the present Year 2 entered the school with weaker mathematical skills than some of the other cohorts, but they are making good progress and are achieving well. They are beginning to use numbers confidently, have an understanding of place value and have a growing range of strategies for calculating. Teaching is good, lessons are interesting, and so pupils want to learn and work well.

46 By Year 6, standards in mathematics are well above average. Pupils in the present Year 6 are matching the high standards achieved in the 2003 tests. Pupils can calculate quickly and accurately, both mentally and on paper or screen. They can tackle problems logically and discuss mathematical ideas using the correct vocabulary. They are achieving very well because the teachers expect a lot from them. Pupils like this, and work very hard. Some pupils in Year 6 said, "*We like maths because we enjoy a challenge*".

47 One of the reasons for these positive attitudes is the quality of the teachers' marking in all classes. This often gives a summary of what has been achieved, or what comes next. As a result pupils can usefully write their own evaluations. Teachers are also good at spotting where help or encouragement is needed. In Year 5 and 6, for example, one pupil thought her very good answer

had been missed, until the teacher gave a quiet word of praise at the end of the lesson. All this, together with the school's very good assessment systems, means that pupils have a clear picture of how well they are doing and what they must do to improve. This is a major factor in the pupils' very good achievement.

48 Teachers make sure that everyone is involved. The lively explanations and questions draw in pupils of all abilities. They sit back at their peril. Lessons for the mixed-age classes are organised very well, everyone has a chance to shine. Pupils feel secure and contribute with no fear of failure. They support each other and are quick to praise small successes. Pupils with special educational needs achieve very well because of this, together with the high quality of support from teachers and support staff. There are no significant differences between the performances of girls and boys.

49 Teaching was good in all the classes, and in one Year 5/6 lesson it was very good. The strengths include: -

- Very effective use of the interactive whiteboards. This captures pupils' interest and helps them to move forward. In Year 3 and 4, for example, pupils made rapid progress in calculating weights because they used an exciting and challenging programme.
- Lessons are purposeful, clearly planned and managed at a good pace.
- Mental and oral work is stimulating and promotes understanding.
- Teachers' demonstrations and explanations are clear, easy to follow and linked to what pupils already understand.
- Teamwork is very good; teachers and support staff work together well to raise standards.

50 Leadership in the subject is good. There have been significant improvements since the last inspection, in standards, the rate of progress, the quality of teaching, assessment and the curriculum. All teachers now make selective and appropriate use of textbooks and worksheets. The school now uses assessment information very well to identify strengths and weaknesses, to check that each pupil is learning fast enough and to deploy support where it is needed. Overall the school does very well for its pupils. However there is a desire to do even better, with effective systems to look critically at teaching and learning to see how standards might improve further.

Mathematics across the curriculum

51 The provision is very good across the curriculum. Pupils have many opportunities to practise their skills in subjects such as science, ICT and geography. The effect is that pupils are very competent in their use of mathematics in different contexts such as calculating in science investigations and creating spreadsheets in ICT.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- The leadership and management of the subject are very good and this has been instrumental in raising standards in science.
- Pupils achieve very well as a result of very good teaching.
- The marking of pupils' work is very good, so pupils know what they need to do to improve their skills.
- The conclusions that pupils write after completing an investigation are not concise enough.

Commentary

52 The leadership and management of the subject are very good and this has been a key factor in the very good improvements seen since the previous inspection. For example, since taking over the subject:

- The subject leader rigorously monitored and evaluated the quality of science throughout the school. All science teaching was checked and professional training given to improve the teaching of investigative science.
- Resources were audited and new resources purchased. They are now good and pupils make effective use of them.
- The work in pupils' books was rigorously scrutinised and the results from school based and national tests were monitored to look for strengths and weaknesses in the pupils' work.
- Targets were set for improvements and these were shared with governors, parents and the pupils.
- The subject leader undertook some teaching herself to provide extra support and "booster" classes were provided for older pupils to increase their skills at a faster rate. These classes were well attended and were well supported by parents.

53 As a result of this rigorous focus on raising the quality of science provision throughout the school, clear improvements are evident and standards have risen. As a result:

- The current Year 2 are now reaching standards above expectations and in Year 6, pupils are reaching standards well above national expectations.
- All pupils are achieving very well, particularly in their ability to plan investigations to test their predictions. Practical science activities are conducted in a mature, confident and well structured way, reflecting not only the good basic science skills which pupils have, but it also demonstrates their ability to work together very well.
- The quality of teaching seen during the inspection ranged from good to very good and is consistently very good for older pupils.

54 A particular strength of teaching is the way investigative skills are taught. In a very effective lesson of older pupils in Year 5 and 6, the teacher had very high expectations that his pupils would work in a mature and sensible way and they responded well to this. Lesson plans were very detailed and the learning support teacher was given clear guidance on what activities were planned for her to do. As a result of this clear planning, those pupils with special educational needs received very good support and achieved very well. The teacher was able to demonstrate very good subject knowledge and he used this well to probe the pupils' knowledge of why bubbles appear when water is added to sand, soil and beads. He then posed more questions, challenged them to "go and find out why!" and made very effective use of key skills in numeracy, literacy and ICT in his expectations of how the pupils would research, record and present their work. Pupils of all abilities achieved very well in the lesson, in the examination of their work and in discussions with them, it was clear that the majority of pupils are likely to attain high standards.

55 The analysis of pupils' work throughout the school shows that science is taught well, and what all teachers do very well is to mark work to a very high standard. For example, clear feedback is given to pupils on the quality of their work, particularly on how well they can plan investigations. Pupils are left in no doubt about what they do really well and what they still need to do to improve. They are given further questions to deepen their knowledge and understanding and their assumptions are challenged. "How do you know this?" is a frequent comment in books! Further work in pupils' books show that they work hard to improve their weaknesses, showing that they have learnt from the teacher's comments.

56 What could be improved is the way pupils write evaluations and conclusions at the end of their work. These are often not concise enough and are often too brief to be meaningful.

57 All teachers make very effective links with other subjects and ensure that pupils use key skills in numeracy, writing and ICT. This is very well embedded in the way pupils work and is a real strength of the quality of teaching.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- ICT is used effectively to support learning in other subjects.
- Teachers make very good use of the new interactive whiteboards. This is helping to raise standards.
- Teaching is very good throughout the school, and pupils work responsibly. As a result, pupils' achieve very well by the time they reach Year 6.
- Leadership is very good. All the weaknesses seen at the previous inspection have been put right.
- There is a good team of support staff, these make a good contribution to pupils' skills and confidence.
- Pupils with special educational needs have good support and achieve well.
- Teachers make good use of the existing computers. However, in some lessons, learning would be faster if a few more machines were available.

58 The school has come a long way since the last inspection, when standards were below average and the curriculum was narrow and undemanding. Very good subject leadership has encouraged staff to make flexible and relevant use of all the available computers. The suite is small, so whole-class lessons on computer skills are not possible. The school has opted instead for the widest possible use in all areas of the curriculum. Teachers use the interactive boards very effectively to show pupils new programmes or techniques, but they are then set to work using these skills in real contexts. Consequently, pupils become confident and independent learners attaining above average standards by the end of Year 2 and well above by Year 6. Pupils of all abilities, including those with special educational needs, are achieving very well.

59 The main reason for this positive picture is that pupils have a wide range of well-planned experiences in every year group. One result is that they see computers as natural tools to be used, rather than machines that do tricks. For example, pupils in Year 2 make graphs to display the results of their traffic surveys in geography, and find information from CD-ROMs when they study other religions. In Year 3/4 they patiently re-draft their writing and practise cut and paste skills in sorting dates and events in history. By the time they reach Year 6, most pupils can work independently on a control programme, and understand how a database can be used to answer questions.

60 Pupils work well in lessons because the work is interesting and teachers make them feel trusted. They develop a responsible and mature attitude in presenting their work. For example, pupils in Year 3 know how to change the appearance of their writing, but they already show an awareness of the needs of the reader. Work is restrained and well arranged, they have moved beyond the stage of aimlessly changing colours and fonts. Pupils in Year 6 collect lots of information from the Internet or CD-ROMS. However they have learned to choose carefully and be selective.

61 Another strength is that teachers emphasise the use of ICT outside school. Some young pupils were able to chat about the purpose of calculators, videos, swipe cards and digital cameras as normal features of the modern world. Pupils in Year 6 were more successful in making traffic lights and lighthouses work because they had discussed familiar items that use control technology and how these have changed our lives.

62 Leadership in the subject is very good. Since the last inspection the school has raised standards and improved teaching and the curriculum. There is a useful and manageable system to record what pupils know and can do. This runs alongside regular self-assessments by the pupils. These are written thoughtfully and help pupils and teachers to check on how well they are learning. There are good plans for further improvement; these include the provision of additional computers. These will make lessons more efficient by allowing whole year groups to work at the same time.

Information and communication technology across the curriculum

63 This is a strength. Apart from the examples given above, there is good use of ICT in art and design and design and technology. Pupils regularly look for information in history, geography and religious education. They use computers in science lessons, for example when pupils in Year 6 look for rogue results using databases. There are particularly effective links in mathematics and English lessons.

HUMANITIES

64 There was insufficient evidence to make judgements about standards or the quality of teaching and learning in geography and history. However work was sampled in these subjects. Only one lesson in each subject was seen. However pupils' work sampled in these subjects and planning documents demonstrate that there is good coverage of the national curriculum requirements in both subjects. In discussion with the co-ordinators it was evident that visits to places of historical interest, contrasting localities and the local area were enhancing the pupils' knowledge and understanding of history and geography.

Religious Education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The limited opportunities for writing in upper Key Stage 2.
- Pupils in Key Stage 1 have a good understanding of Sikhism and Christianity.
- The curriculum in upper Key Stage 2 lacks depth.

Commentary

65 Standards are in line with those expected by the agreed syllabus. In Key Stage 1 pupils have a secure understanding of Christianity and Sikhism. They recognise the similarities and differences between the two religions and appreciate that each religion has traditions that are special. In upper Key Stage 2 pupils have a satisfactory understanding of different religions but they are not able to go beyond the description of key events. They do not make comparisons between different religions and are not able to explain how places of worship differ.

66 The planning ensures that pupils learn about a range of religions but the depth of coverage in upper Key Stage 2 is limited. Instead there is an emphasis on discussion about topics that are covered in religious education and opportunities to write about and analyse the detail of different religions are restricted. As a result pupils' achievement in Key Stage 2 is satisfactory.

67 Teaching is good in Key Stage 1 and satisfactory in Key Stage 2. Leadership is effective in ensuring that the planning meets the requirements of the agreed syllabus. The monitoring of the depth of coverage is not rigorous enough.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS.

68 No teaching was seen in **physical education**, so it is not possible to make an overall judgement on provision. However it is clear from the teachers' planning, school records and talking

to pupils that the subject has a high profile in the school. The curriculum is well organised and all parts are regularly taught, including outdoor and adventurous activities. Standards in swimming are good by Year 6, and the school arranges extra coaching through its links with a local college. There is a very good range of after-school clubs. These are run by school staff, governors and visiting coaches. They are popular, well attended and open to both boys and girls. The school also provides many opportunities for pupils to take part in a broad range of sporting events through its links with the wider community. These include regular events at the high school, tournaments and matches with other primary schools and invitations from adult sports clubs. Pupils look forward to these; they make a very good contribution to their social and physical development. The school has prepared an impressive submission for the *Active Mark* gold award.

69 Insufficient evidence was available to make judgements on the quality of provision or standards in art and design, design and technology and music. Work was sampled in all three subjects. There were weaknesses found in the school's provision for **art and design** in the previous inspection, but these weaknesses have been fully addressed and samples of pupils' work in sketchbooks and on display throughout the school indicate that pupils experience a rich and varied curriculum. The subject makes a good contribution to the cultural development of pupils, particularly in their appreciation of African art and design.

70 In **design and technology**, pupils' work in each year group and their work on display throughout the school indicated that pupils' have a good understanding of the design process.

71 The school has identified **music** provision as an area for development and this is appropriate. In assemblies the quality of pupils' singing was tuneful, but there is little evidence to show that older pupils study music in enough depth. The school is currently purchasing new resources and has planned to extend teachers' subject knowledge by the use of professional consultants. The school has good accommodation for music, having a separate music room.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHE)

72 Only one lesson was seen in this area of the school's work, so no judgements are made about overall provision. The PSHE programme is very well organised and includes work on diet, drugs, personal safety and sex education. In the lesson seen, in Year 2, the pupils already had sound ideas on the importance of exercise and diet. Many people from the local community are encouraged to talk to pupils about these matters, including police and nurses.

The school sees education in citizenship as an important part of its work. It is promoted through:

- Very good links with the community, so that pupils understand other peoples' roles, and their own.
- There is an effective school council. All pupils like this and feel that their views can be represented. Council minutes show that members take the job seriously and have a mature and responsible attitude.
- All the older pupils are expected to take on some responsibility. They are keen to have this and do a good job. These include various buddy systems, for example in the playground or helping younger classes. Pupils in the top class make suggestions about charity collections and do a great deal of the organising themselves. One example is sponsorship for the school chef, who runs the London and other marathons for good causes.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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