

# INSPECTION REPORT

## CHELMONDISTON CE VC PRIMARY SCHOOL

Chelmondiston, Ipswich

LEA area: Suffolk

Unique reference number: 124755

Headteacher: Mr P. Mitchell

Lead inspector: Mrs A. J. Pangbourne

Dates of inspection: 3<sup>rd</sup> - 5<sup>th</sup> November 2003

Inspection number: 255769

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

© Crown copyright 2003

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	110
School address:	Woodlands Chelmondiston Ipswich
Postcode:	IP9 1DT
Telephone number:	01473 780576
Fax number:	01473 780576
Appropriate authority:	Governing body
Name of chair of governors:	Mr K. Gibbings
Date of previous inspection:	5 <sup>th</sup> May 1998

## CHARACTERISTICS OF THE SCHOOL

Chelmondiston CE VC Primary School draws its pupils from the village itself and several other villages nearby. A few pupils travel from Ipswich each day. About 30 per cent of the pupils do not live in the village. The socio-economic circumstances of the pupils are broadly above average. Children's attainments on entry are above average. There are very few pupils from ethnic heritages and very few speak English as an additional language, with none at an early stage of language acquisition. At the time of the inspection, there were 110 pupils on roll. There were 14 pupils with special educational needs, ranging from dyslexia to Down's syndrome. Two pupils have a Statement of Special Educational Needs. The number of pupils joining or leaving the school other than at the usual times was high last year, particularly for pupils joining the school, but this was unusual. The school received a Schools' Achievement award this year.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23818	Alison Pangbourne	Lead inspector	The Foundation Stage English Art and design Design and technology Music Physical education
13481	Douglas Binfield	Lay inspector	
27568	Midge Davidson	Team inspector	Special educational needs Mathematics Science Information and communication technology Geography History Religious education

The inspection contractor was:

Serco QAA  
Herringston Barn  
Herringston  
Dorchester  
Dorset  
DT2 9PU

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

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>10</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>14</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>16</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 and 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>26</b>

## **PART A: SUMMARY OF THE REPORT**

### **OVERALL EVALUATION**

The school's **effectiveness** is **good** and it gives good value for money. Children enter the school with above average standards. By the time they leave the school at the end of Year 6, standards are well above average overall. The quality of teaching is good and all pupils achieve well. The school is well led and managed and the headteacher continually seeks ways of raising standards still further.

The school's main strengths and weaknesses are:

- Standards are well above average in reading, speaking and listening and science by the end of Year 2 and Year 6. The good quality of teaching contributes to this.
- Standards are above average in writing, mathematics and history by the end of Year 2 and Year 6. Standards are above average in information and communication technology by the end of Year 2.
- A very good range of extra-curricular activities and visits enrich the curriculum.
- Pupils show very good attitudes to their work and this contributes to the high standards.
- All staff work very effectively as a team. The contribution made by teaching assistants is very good.
- There are very good links with parents and the community.
- The way in which the school seeks pupils' views and takes them into account is very good.
- There is insufficient software for information and communication technology to allow it to be used sufficiently in lessons to support the curriculum and this impacts negatively on standards for pupils in Years 3-6.
- The accommodation makes it difficult to provide the best quality environment for children in the Foundation Stage.

Overall, the school's improvement since the last inspection is good. It is more effective now than it was then. Standards have risen in English, mathematics, science and history. There is more very good teaching and all the key issues have been successfully addressed. Provision for investigative activities is now a strong feature.

### **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	B	B
Mathematics	B	B	A	A
Science	A*	B	A	A

*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\* means that results were in the top five per cent nationally.*

Caution is needed in interpreting the data because the number of pupils in each year group is small.

**Achievement** is **good** overall. Standards in the current Year 2 and Year 6 are well above average in speaking and listening, reading and science and above average in writing, mathematics and history. By the end of Year 2, standards are above average in information and communication technology. Pupils in Year 6 do not reach such high standards as the recent improvements in provision have yet to impact positively on standards. Most pupils, including those with special educational needs, achieve well in all subjects. Pupils in Years 3 and 4 achieve very well. Pupils do well in relation to similar schools, particularly in mathematics and science. Standards in reception are above average

in relation to the goals children are expected to reach by the end of the reception year in all the areas of learning, with the exception of creative development, where they are average.

**Pupils' personal qualities** are **good** overall. They show very good attitudes to their work and behaviour is good. **Their spiritual, moral, social and cultural development** is **good** and attendance and punctuality are very good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good.**

**Teaching** and learning are **good** overall. Teaching is very good in Years 3 and 4. The quality of teaching was good in all subjects where judgements could be made. In the best lessons, interesting strategies motivate the pupils who try very hard to succeed. Teaching assistants give very good support and make a major contribution to the quality of teaching. The way that teachers share what pupils are going to learn at the beginning of lessons means that pupils have a good understanding of their own learning.

The curriculum is good overall, with effective links made between different subjects and a rich range of visits to support learning. It is satisfactory for children in the Foundation Stage. Here, difficulties with the accommodation mean that access to outdoor play activities, stimulating opportunities for role-play and opportunities for spontaneous choice are limited. The accommodation inhibits opportunities for art and design and this contributes to the average standards in the subject. There is good provision for pupils with special educational needs and higher attaining pupils are well challenged.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management** are **good**.

The headteacher provides very good leadership. He is committed to ensuring that high standards are met in all aspects of the school. The way in which he enables all staff to fulfil their management roles well in this small school means that there is a shared approach to improvement, where staff continually reflect on their practice. The deputy headteacher sets a very good example in her teaching and works in an effective partnership with the headteacher. Management is good. Teaching is monitored effectively and curricular responsibilities are effectively shared. The work of the governing body is good. They use their own areas of expertise effectively and have a good understanding of the strengths and areas for development in the school.

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

Parents are very pleased with the work of the school. They particularly like the way that their children are encouraged to do well and that they are made to feel welcome. They feel that the school is well led and managed. The inspection team agrees with them.

Pupils like school and appreciate the way that teachers listen to their ideas. They believe that they are expected to work hard and that they get help when they are stuck. The inspection team agrees with them.

## **IMPROVEMENTS NEEDED**

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

- Ensure that there is sufficient software in order to develop the use of information and communication technology in lessons to support the curriculum.
- Seek ways to improve the environment for children in the Foundation Stage.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

## STANDARDS ACHIEVED BY PUPILS

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

Achievement is good overall, regardless of gender, level of attainment or special educational needs. Pupils in Years 3 and 4 achieve very well. Standards are well above average in speaking and listening, reading and science by the end of Year 2 and these standards are maintained by the end of Year 6.

### Main strengths and weaknesses

- Standards in the Foundation Stage are above average in relation to the goals that children are expected to reach by the end of reception.
- Standards are above average in writing, mathematics and history by the end of Year 2 and Year 6. They are also above average in information and communication technology by the end of Year 2.
- Standards have risen in speaking and listening, reading, mathematics, science and history since the previous inspection.

### Commentary

1. In the National Curriculum tests for 2003, standards were very high in reading and well above average in writing and mathematics by the end of Year 2. Teacher assessments in science show standards to be well above average. By the end of Year 6, results were above average in English and well above average in mathematics and science. It can be seen from the table below that standards at the end of Year 2 are significantly higher than they were in 2002. Points are allocated to each pupil according to the National Curriculum level that they attain in statutory tests. More points are allocated to higher levels. The points for the year group are totalled and averaged to give the scores shown in the table. A table is not included to show standards at the end of Year 6 because there were only eight pupils in the year group so data must be treated with caution. The reason why standards are unlikely to be quite as high this year in writing and mathematics is because there is a significant proportion of pupils with special educational needs in the small year groups in the current Year 2 and Year 6 and this affects the average points.

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

Standards in:	School results	National results
Reading	18.9 (17.1)	15.7 (15.7)
Writing	16.9 (15.7)	14.6 (14.3)
Mathematics	18.2 (16.7)	16.3 (16.2)

*There were 17 pupils in the year group. Figures in brackets are for the previous year*

2. There are several reasons why pupils achieve well and standards have risen. The school provides a rich curriculum that stimulates the pupils, the quality of teaching is good and careful assessment ensures that tasks are well matched to the needs of all pupils. Care is taken to provide a variety of opportunities for learning so that the needs of pupils who find it easier to learn in different ways are well met. Every effort is made to ensure that pupils are not disadvantaged by the cramped accommodation. Good emphasis on writing skills and regular assessments of progress lead to good achievement. In mathematics, interesting strategies and thorough monitoring leads to well matched tasks. In history, pupils do well because the extensive range of visits gives them good opportunities to relive historical events and contributes to their understanding. In information and communication technology, pupils' skills



are improving because the new computer suite is used effectively to teach skills. The effect of this has not yet impacted positively on the average standards at the end of Year 6. In Years 3 and 4, the very good quality of the teaching means that these pupils achieve very well, particularly in mathematics and science.

- Most children start school with above average standards and firmly consolidate and broaden their skills. This is because of the good quality of the teaching and the way that activities are well matched to their needs. They exceed the goals that they are expected to reach in all the areas of learning, with the exception of creative development where they are on course to meet them. All pupils, including those with special educational needs and higher attaining pupils, achieve well because they make good progress in lessons due to plenty of adult support and well matched tasks that interest them. They continue to build on their skills as they move through the school and by the time they leave; they do much better than most pupils of their age. They achieve well in relation to those in similar schools, particularly in mathematics and science.

### **Pupils' attitudes, values and other personal qualities**

High attendance, very good attitudes and good behaviour make an important contribution to the standards attained. Provision for spiritual, moral, social and cultural development is good.

### **Main strengths and weaknesses**

- Attendance and punctuality are very good.
- Pupils are keen to learn, concentrate well and work hard. This helps them to achieve well.
- Behaviour is good overall.
- Pupils are very self-confident because they are given opportunities to take responsibility from an early age.
- Good provision is made for pupils' personal development.

### **Commentary**

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

Authorised absence		Unauthorised absence	
School data	4.5	School data	0.1
National data	5.4	National data	0.4

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

- Attendance levels over recent years have been well above the national average for primary schools. This factor, together with the very good punctuality, ensures that pupils can take full advantage of the curriculum provided and contributes positively to the standards attained.
- Pupils listen attentively and contribute with growing confidence to discussions. Written and practical tasks are undertaken carefully and with enthusiasm. Pupils of all levels of attainment respond positively to suggestions made by teachers and support staff for improving the quality of work.
- During most lessons, pupils' behaviour is good and sometimes very good. High standards are seen in the dining areas and during playtimes. In a very few lessons and some assemblies, some pupils have to be corrected for inattention. Very few incidents of serious misbehaviour, including bullying, occur. Such matters are dealt with quickly and fairly. The parent and pupil questionnaires showed that about half of the children responding didn't feel that other children behaved well, whereas nearly all parents were pleased with standards of behaviour. The

inspection team agrees with the views of the parents. Pupils have helped to draw up the school's behaviour rules and readily understand the rewards and sanctions outlined in them. Boys and girls from all ethnic backgrounds mix well during work and play.

### ***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	96	3	0
White – any other White background	1	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	2	0	0
Chinese	1	0	0
No ethnic group recorded	3	0	0

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

7. Children are encouraged to become independent from the Foundation Stage. They willingly take on a range of responsibilities, including helping to set up and pack away their resources in the hall. The good provision for social development contributes to the way in which they exceed the goals that they are expected to reach by the end of reception.
8. Pupils' personal development is helped by the opportunities to undertake a range of responsibilities and to put forward views through the School Council and pupil perception interviews. They listen politely to the views of others and show kindness and consideration to those with significant special educational needs. They are able to extend their knowledge and social skills by participating in a very wide range of educational visits, including two residential stays for pupils in Years 5 and 6. Pupils respond well to the good role models set by adults and this contributes well to the friendly and respectful atmosphere that prevails.
9. Spiritual awareness and an appreciation of different cultures are important aspects of the curriculum. This includes recognition of the different faiths and beliefs included in religious education lessons. Such matters, together with moral issues, are covered extremely well in the wide-ranging programme for assemblies. The many opportunities provided for pupils to make a personal response to difficult issues, such as bias and opinion, contribute positively to their personal development. An increasing emphasis is placed on speakers and topics of a multi-cultural nature and opportunities to enjoy music, art and design and drama.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education is **good**. Good teaching enables all pupils to make good gains in their learning and achieve well. The good curriculum is enriched very well by a very good range of extra-curricular activities. Pupils are cared for very well and links with parents and the community are very good.

### **Teaching and learning**

Teaching and learning are good in the Foundation Stage, Years 1-2 and Years 3-6. The quality of teaching in the class for pupils in Years 3-4 is very good. Teaching and learning are good in all subjects where judgements could be made. Assessment of pupils' work is good.

## Main strengths and weaknesses

- Teachers use a very wide range of teaching styles and, as a result, pupils are interested and work very hard.
- Teaching assistants support teachers very well and contribute to the high standards.
- Teachers and support staff in the Foundation Stage and Years 1 and 2, work very effectively as a team, sharing teaching areas to ensure that no pupils are disadvantaged by the cramped accommodation.
- Good assessment procedures are used well to ensure that tasks are well matched to the needs of all pupils and the pupils are involved in assessing their own work.

## Commentary

### Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	21	2	0	0	0

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

10. Teachers use a variety of strategies to maintain the interest of the pupils and this contributes to the high standards. They use their thorough assessment procedures to track progress and match tasks to the needs of the pupils, including those with special educational needs. They take particular care to ensure that the tasks offered meet the needs of pupils who find it easier to learn in different ways. For example, in a mathematics lesson for pupils in Years 5 and 6, pupils were asked to close their eyes and picture a number line. As quiet music was played, they were then encouraged to visualise numbers on the line in order to solve mental calculations and record them on a whiteboard. They then checked their own calculations before showing the teacher a red, amber or green card to indicate how well they had understood the task. This gave them a good understanding of their own learning. In a science lesson for pupils in Years 1 and 2, a variety of activities including putting themselves into a line in order of age and the opportunity to tell the class how they had changed since babyhood. An appropriate level of choice in how they presented their work meant that the needs of all were met and pupils were keen to complete their tasks.
11. The school employs talented teaching assistants who are valued members of the team. Many examples were seen where they provided very effective support. For example, in Years 3 and 4, the teacher effectively introduced what pupils were going to learn before taking Year 3 pupils to the computer suite to develop their skills there. The teaching assistant then continued the lesson with Year 4 pupils, posing challenging questions and encouraging them to use their own strategies for solving problems. The quality of teaching was very good. In many lessons, teaching assistants gave effective support to pupils with special educational needs, contributing positively to the standards attained by these pupils.
12. Teachers in the Foundation Stage and Years 1-2 use imaginative methods to ensure that the needs of all pupils are met. On some occasions, the two teachers swap classrooms to use the most appropriate space and at other times they teach each others' classes. When the youngest children are in school in the afternoons and the hall is used for them, sometimes the teacher leads their session and sometimes it is the teaching assistant. Sometimes the Year 2 teacher teaches Years 1 and 2 together to release the Year 1 teacher for the Foundation Stage. This proved to be effective during the inspection because of the high quality of teaching from teachers and teaching assistants who work very effectively as a team. When the oldest children in the Foundation Stage are in school during the mornings, they are often given good support from teachers and teaching assistants to ensure that their needs are met in the mixed

age class. The way that teachers ensure that the needs of all pupils are met in this way contributes to the high standards.

## **The curriculum**

The curriculum is broad and well balanced. The school has placed significant emphasis recently on developing the foundation subjects. The curriculum is enriched very well by a very good range of extra-curricular activities. The accommodation and resources provided for pupils are satisfactory overall.

## **Main strengths and weaknesses**

- A strong collegiate approach to curricular development leads to successful and innovative approaches to teaching.
- Many opportunities including visits, work with other schools and a very wide range of extra-curricular clubs contribute effectively to the high level of curricular enrichment.
- There is good provision for pupils with special educational needs.
- Well trained teaching assistants make a significant contribution to the quality of learning for pupils.
- The limitations of accommodation sometimes adversely affect the quality of teaching and standards, especially in art and design and in maintaining a stimulating and exciting environment for the youngest children.

## **Commentary**

13. The interesting curriculum is a significant factor in the maintenance of high standards in most subjects. The focus on the development of the foundation subjects has provided a successful forum for discussion, for sharing ideas and developing the quality of the curriculum for all pupils. As a result, all pupils, including those with higher levels of attainment are well challenged and activities are stimulating and exciting. The concentration upon different ways of learning means that pupils have many ways to address problems and record work. Thus, they are enabled to think productively about difficult issues and deal successfully with problems of opinion, bias and memory, especially in history. This mode of curricular development gives teachers frequent opportunities to review and reflect on strategies and to adapt and adopt new ideas quickly.
14. Visits, including days in Ipswich and excursions on the River Orwell, stimulate and support work in geography. The use of local museums and visits to historical buildings also contribute greatly to the quality of understanding in history. Being part of a 'real' Victorian classroom or taking part in a Tudor day in role enables pupils to empathise appropriately with their 'peers from the past'. Particularly good use is made of residential visits to York, offering historical and geographical enrichment. A weekend spent on outdoor and adventurous pursuits also included opportunities to help to increase confidence with information and communication technology. Many links are made with local business and community groups to enliven the curriculum, as in help with science projects and environmental initiatives. A successful art and music project with local schools proved to be a highlight of last summer. There are many well attended sports clubs which extend experiences in lessons as well as dance, recorders and gardening groups led by parents and local arts specialists.
15. Pupils with special educational needs are supported well. Their needs are met sensitively within lessons and the good teaching means that strategies to achieve targets on their individual education plans are used well in lessons. Regular reviews and contact with parents ensures that their progress is monitored carefully and they achieve well. They benefit greatly from the high levels of expertise demonstrated by learning support assistants who make a significant contribution to the progress made.

16. Teaching assistants also make a good contribution to the standards attained by all pupils and the quality of learning within the classroom. They support teachers conscientiously and take appropriate teaching roles, directed by teachers, for smaller groups, particularly in the Foundation Stage and in mathematics. They respond well to guidance from teachers and bring their own expertise and enthusiasm. They form an invaluable source of support within the school.
17. In some lessons, notably art and design, the limitations of space affect the quality and pace of learning. It is sometimes difficult for pupils to spread out to store work in progress and the pace of lessons is occasionally impeded by the need to distribute materials in a restricted space. The constraints of space also make it more difficult to maintain a really stimulating environment for the youngest children. The hall is used as their base and resources need to be set up there each afternoon. Consequently, it is difficult to provide established areas with supporting displays. This limits opportunities, particularly for role-play and for spontaneous choice.

### **Care, guidance and support**

The school makes very good provision for ensuring pupils' care, welfare, health and safety. It provides them with very good support and guidance and involves the pupils very well in its work and development.

### **Main strengths and weaknesses**

- The school monitors how well pupils are doing very carefully and this leads to good achievement.
- Effective arrangements are made for health, safety and welfare.
- Pupils' views about the school are valued highly and acted upon.

### **Commentary**

18. Teachers and support staff know the pupils very well and provide high quality pastoral support and helpful guidance about academic progress. The deputy headteacher undertakes an effective counselling role when necessary. Individual targets for improvement are set in English, mathematics and science and for pupils with special educational needs. These are carefully discussed with pupils and act as an incentive for improving performance. Personal development is very closely monitored and pupils benefit from the careful preparation prior to transfer to secondary education.
19. Very good procedures are in place for dealing with accidents and illness, including first aid. A high priority is given to health and safety issues, including regular inspections and risk assessments. Governors have approved a plan to improve access to the school for persons with disabilities. Initial work is expected to take place in the 2004/05 financial year. Sex education and drugs awareness are dealt with well as part of the personal, social and health education programme.
20. The school gives a high priority to considering pupils' views of the school. The School Council and pupil perception interviews are used to very good effect. In the past year or so, pupils' comments have been used when reviewing arrangements relating to homework, the marking scheme, behaviour rules, dining arrangements and improvements to playground equipment. As a result, the pupils feel that their views are valued.

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

There is a highly effective partnership with parents and very good links with the community and other schools.

### **Main strengths and weaknesses**

- Parents are very well informed about the school and their child's progress.
- Extensive parental interest and support contributes well to pupils' learning.
- Very good links with the community and other schools enrich the curriculum and provide many opportunities for personal development.

## **Commentary**

21. The prospectus, newsletters, other publications and meetings ensure that parents are regularly advised about school activities and events. There are high attendances at the termly consultation meetings with the class teachers. The comprehensive annual written reports enable parents to be well informed about their child's standards and personal development. Several parents give valuable voluntary support by helping in classes and with school clubs. The help that parents give their children with reading at home contributes positively to the school's high standards in reading. The school values parents' views, which are taken into account when governors consider policy changes. For example, the format of the annual reports was recently revised as a result of parental feedback and has since been evaluated to ensure that parents receive the information that they need. Another example is the revised homework arrangements that are now making a significant contribution to raising standards still further. The parent-teacher association organises a full programme of social and fund raising events. The association recently donated over £5,000 to provide equipment for the new computer suite and regularly meets the cost of coach hire for educational visits. These donations also contribute positively to standards and to the rich curriculum.
22. The school works closely with the Chelmondiston Playgroup and this helps to ensure helpful induction arrangements. Links with Holbrook High School and other schools on the Shotley Peninsular provide opportunities for pupils to extend and enrich learning in art and design, music and sports. A well-planned programme contributes to the smooth transfer of Year 6 pupils to secondary education.
23. Since the last inspection, links with the community have improved, including a stronger emphasis on multi-cultural aspects. This has included talks by representatives of the Refugee Council and the Leprosy Relief Association. Pupils take part in special services at the church and take harvest gifts to the elderly in the community. Involvement of a local musician has greatly enhanced pupils' learning, including participation in concerts. A grant from the Royal Society enabled pupils in Years 3 and 4 to participate in an important science and design and technology project. Valuable links with national and overseas charities, chosen by the pupils, have been established as a result of the annual fund raising day which is organised by pupils from throughout the school.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good overall. The headteacher provides very effective leadership. The leadership of senior staff is good. Management is good, as is the governance of the school.

### **Main strengths and weaknesses**

- The headteacher leads by example very effectively and his leadership enables subject co-ordinators to fulfil their roles well.
- All staff work very effectively as a team in this small school, sharing a commitment to improvement.
- The governors have a good understanding of the strengths and areas for development in the school and provide both challenge and support.
- The school is reflective and self-critical, continually striving to provide the best for all pupils.

## Commentary

24. The headteacher provides very strong and caring leadership and the commitment he shows to raising standards still further in all aspects of the school's work has contributed to the steady rise in standards since the previous inspection. He is well supported by all staff in this small school and the strong sense of teamwork, where all adults, including teaching assistants, work together, means that the school has few areas of weakness. The commitment that all staff show to the inclusion of all pupils regardless of background or level of attainment contributes strongly to the good ethos. Subject co-ordinators monitor performance in their subjects well and quickly address any areas for development. The deputy headteacher is a very good role model and fulfils her responsibilities well, working in partnership with the headteacher.
25. The governors are also key members of the team. They play a strong role in the development of the school and share the vision for continual improvement. Many governors have children in the school and are fully involved. They undertake their role as critical friends effectively, questioning and supporting. They use their own areas of expertise well. For example, the accountancy skills of several governors are greatly valued and mean that the school makes best use of funds allocated to it. The school manages its budget carefully to maintain the level of staffing and the proportion of the budget carried forward to the next year is appropriately allocated to this.

### **Financial information for the year April 02 to March 03**

Income and expenditure (£)	
Total income	243360
Total expenditure	257658
Expenditure per pupil	2477

Balances (£)	
Balance from previous year	36128
Balance carried forward to the next	21830

26. A positive feature that contributes to the high standards in many aspects of the school and the good achievement is the way that the school continually evaluates and reflects on its provision. For example, the school is aware that the organisation for children in the Foundation Stage is not ideal and has already tried different ways of managing it. The team teaching approach in Years 1-2 has arisen from the commitment to provide the best for these pupils in the difficult accommodation. The way that teaching assistants are deployed makes the best use of their considerable skills. The current focus on raising standards in the foundation subjects, with particular emphasis on higher attaining pupils, is another example of the school's commitment to improvement.

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

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

Provision for children in the Foundation Stage is good. This is similar to the findings of the previous inspection. Children start school with attainment that is above average overall. They start part-time at the beginning of the year in which they have their fifth birthday. They attend full-time at the beginning of the term during which they are five and join a class that includes older pupils in Year 1. During the inspection, four reception year children were attending full-time and a further six attended part-time in the afternoons. All children achieve well in all the areas of learning because the quality of teaching is good and the good ratio of adults to children ensures that their needs are well met. The contribution made by teaching assistants is of very high quality. The provision is well managed and children's progress is carefully monitored. In order to give sufficient space in the cramped accommodation for practical activities for these young children, the hall is used as their base for the afternoons. This means that staff have to move appropriate resources from the classroom and return them afterwards. As a result, it is not possible to have established areas for activities with supporting displays that might be possible in a classroom. This particularly limits opportunities for role-play and outdoor activities, although staff do their best to ensure that the children do not miss out on these. However, because resources have to be taken into the hall for each session, this limits the opportunities for children to choose activities spontaneously, as it is impractical to take all resources to the hall each day.

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

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

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

- Children are on course to exceed the standards expected for their age by the end of reception because of the good teaching and the good emphasis on the development of these skills.
- Children respond very well to the expectation that they will behave sensibly when helping to set out and put away their activities in the hall.

#### **Commentary**

27. As was identified in the previous inspection, children are expected to take responsibility from an early age and they rise to the challenge. They come into school sensibly and settle to an activity, leaving the teacher free to talk to parents. They take turns to take the register to the office and willingly help each other with coats or aprons. Good manners are stressed at 'Snack Time' with children encouraged to say 'Please' and 'Thank you'. Most children engage visiting adults in conversation because they are used to conversing with teachers and support staff, who take time to listen to their views. Children walk sensibly through two classrooms to wash their hands after practical tasks and take responsibility for their clothes when changing for physical activities.
28. Many examples were seen where the children acted responsibly when putting out and packing away their activities. The trust placed in them by adults meant that they sensibly returned resources to the classroom, sometimes carrying a box between them. The children made sure that the hall floor was clean ready for the older pupils' assembly, using brooms, brushes and dustpans very efficiently. The way in which the children helped meant that very little time was lost and contributed very positively to their social skills.

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

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



## **Main strengths and weaknesses**

- Teaching and learning are good and all adults take every opportunity to develop these skills.

## **Commentary**

29. Children are on course to exceed the goals expected by the end of reception. This is an improvement since the previous inspection. They do well because emphasis is placed on speaking and listening from an early age and this contributes positively to the standards attained, although many children start school with well developed skills. For example, adults join in role-play activities with the children, acting out events in the story of 'The Three Bears'. However, because the role-play area is not a permanent fixture, it lacks stimulus and children are not always motivated to use it without adult support. Children describe how porridge feels in their mouths and take turns to tell stories using finger puppets. In all these activities, adults continually question the children to extend their vocabulary. Good emphasis is placed on early reading skills and the older children can already identify a good range of letters and build simple words. A writing area encourages the development of writing skills, although because this has to be wheeled into the hall, there are fewer visual aids than might be expected. Nevertheless, children were very keen to use this area during the inspection, writing letters to the three bears. The older children can write their names and make letter shapes, with higher attaining children writing simple words.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

## **Main strengths and weaknesses**

- Adults take every opportunity to develop mathematical understanding and, as a result, children exceed the goals they are expected to reach by the end of reception.

## **Commentary**

30. Standards are similar to those found in the previous inspection. Teaching and learning are good. Teachers plan a range of interesting activities to promote mathematical understanding. For example, the children were very interested in the items provided for them to use to measure their teddies. They could hardly wait for the teaching assistant to help them use the callipers to compare the size of their head with that of their teddy. They were keen to make sure that a child with significant special educational needs was fully included. Sensitive intervention by the teaching assistant ensured that the children learned how to measure from the end of a tape measure. Older children confidently order two items by weight and talk about bears that are 'heavier' or 'lighter'. They develop their counting skills when they work out how many children are away at registration time and most can count to ten.

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

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

## **Main strengths and weaknesses**

- The emphasis on first hand experiences and good teaching mean that children enjoy finding out for themselves. As a result, they are on course to exceed the goals expected by the end of reception.
- Children have too few opportunities to use computers.

## Commentary

31. A wide range of activities help children to learn about different materials. They learn how porridge oats change when liquid is added to them, through their own investigations. For example, when faced with a bowl of oats and a jug of water, one child suggested that two drops would be enough to mix it together. He soon discovered that much more was needed! Challenging questions meant that the children learned that you cannot remove the liquid once it has been added. As the children went on to taste their porridge, they learned the difference in consistency between honey and jam as they added it and went on to describe the taste.
32. Although children used listening centres during the inspection, there were very few occasions when the computer was in use. On one occasion, when the computer was wheeled into the hall, the program used was uninspiring and was not related to the other activities.

## PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

### Main strengths and weaknesses

- The school makes every effort to ensure that children have sufficient opportunities to develop these skills, although access to an outside play area is limited.

## Commentary

33. It was only possible to observe a physical education session in the hall for older pupils and for the four full-time children. Consequently it is not possible to make a secure judgement on standards. However, observations in the playground indicate that children are on course to exceed the goals expected by the end of reception. In the lesson seen, the quality of teaching was good and clear instructions and high expectations meant that the children learned to stretch and curl both over and under the apparatus. The limitations of the accommodation mean that there is no easy access to the playground, but to compensate for this, the teaching assistant regularly takes the children to the playground to use wheeled toys and large apparatus, while the rest of the school have assembly.

## CREATIVE DEVELOPMENT

34. It was not possible to make an overall judgement of provision or standards in this area of learning, but the work on display indicates that standards are as expected for children of this age. Work seen covered a range of media such as free painting, collage illustrating the story of 'The Three Little Pigs' and models of houses and furniture for The Three Bears. Children enjoy singing a range of songs about teddy bears.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **good**.

## **Main strengths and weaknesses**

- Teaching is consistently good and, as a result, achievement is good for all pupils – standards are well above average in reading and speaking and listening by the end of Year 2 and Year 6.
- Close monitoring of progress and regular assessments contribute to above average standards in writing.
- Literacy skills are well developed in other subjects.
- The subject is well led and the co-ordinator is committed to further improvement.
- The use of information and communication technology to support the subject is underdeveloped in lessons.

## **Commentary**

35. There are several reasons why standards are so high and have improved since the previous inspection. In reading, for example, emphasis is placed on the development of literacy skills from an early age with pupils quickly learning to blend letters together to read words. Pupils are encouraged to take books home to read with their parents and the regular support from parents in this way is another factor leading to high standards. Samples of home / school reading records for pupils in Year 2 show that they have a new book to read as soon as they have finished their previous one. This emphasis on reading continues through the school with older pupils showing an enthusiasm for reading.
36. Emphasis is also placed on the development of speaking and listening skills and, as a result, pupils are articulate and speak very confidently in a range of situations. For example, pupils in Year 3 expressed their feelings about poems read to them by pupils in Year 4. In history, pupils in Years 5 and 6 led very effective discussions about changes in Britain since 1948. The subject leader has introduced initiatives to raise standards and regularly monitors teaching and standards. This leads to the consistently good teaching seen during the inspection. Pupils now undertake regular writing tasks that are assessed and carefully annotated by teachers. This means that they know what each pupil needs to learn next and pupils are set targets accordingly. In the lessons during the inspection, a good range of strategies were seen to support pupils in their writing. For example, in Year 2 where the pupils were writing a class story with their teacher, they used whiteboards to list items to be included in the story. As well as contributing to the story, they also reinforced the skills needed to write a list because the teacher insisted on the correct use of the necessary punctuation. A range of frameworks to help pupils include all the necessary elements in a story are used in most classes. All these strategies contribute positively to the standards attained.
37. A good feature of all the lessons seen was the way that teachers recapped on what had been learned in the previous lesson and explained what pupils were going to learn next. Consequently, pupils knew what they were expected to learn and worked hard. Tasks were well matched to the needs of all pupils, including those with special educational needs, and good use of humour motivated them. For example, pupils in Years 5 and 6 were keen to write complex sentences because they were asked to include a zebra and a humbug in their sentences. The resulting sentences were amusing and showed that the pupils had thought carefully about them.
38. Although pupils develop their literacy skills through word-processing in lessons in the computer suite, no use was made of the classroom computers to support literacy skills during the inspection. In several lessons, pupils might have used the computer instead of completing the task on paper and these were missed opportunities.

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

39. Pupils use their language and literacy skills well across the curriculum. For example, in history, pupils write about the wives of Henry VIII and compile flow charts of their evidence after a visit to

Braintree Museum. In religious education, they write about special times and the Christian calendar. In science, they record the results of their investigations. They use word-processing skills to produce diaries and reports about visits to places of interest.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Teaching is good and pupils achieve well, attaining standards which are above average at the end of Year 2 and Year 6. Pupils in Years 3 and 4 achieve very well.
- Interesting methods motivate the pupils who enjoy the subject and are keen to learn and participate in lessons.
- There is significant support given by teaching assistants.
- The subject is well led and progress is carefully monitored.
- Information and communication technology is not always used to support learning in the classroom.

### **Commentary**

40. Good teaching was observed throughout the school and examples of very good teaching were seen in Years 3 and 4. Inventive approaches, like using music to time working sessions, support interest and adds to the enthusiasm for the subject. Pupils are able to describe strategies used to work out calculations. They show particular eagerness to participate in discussions and teachers are good at valuing and using all responses. Older pupils in particular are given good choices in mental oral sessions, where they select their own numbers to use to carry out fast addition and subtraction. Pupils also have good opportunities to assess how well they have achieved in a lesson and match this against targets and learning objectives which they know using 'thumbs up' methods to indicate their understanding. In most classes, marking reflects this approach and helpful comments are made to ensure that pupils know what to do next to improve their work. The best lessons move at a good pace and pupils remain engaged with activities. In some lessons, however, work assigned for different groups is not always set at the beginning of the session and relies solely upon later interventions or challenges. Where groups have work especially assigned for them the progress they make during the lesson is better. For example, when learning how to present data for graphs, pupils in one group were able to make their own decisions about axes, scales and the representation of a frequency table whilst another worked with the class teacher to analyse, ask questions and thus learned how to construct their own bar chart.
41. The subject co-ordinator is reflective and committed to raising standards even further. She has a clear understanding of what needs to be done and has undertaken a useful analysis of results and a critique of the new commercial scheme of work currently being used. Much work has been done, as a result of this, to support teachers and improve teaching through good monitoring, giving rise to good improvements in standards and achievement since the last inspection.
42. Teaching assistants lead groups effectively and support individual pupils sensitively, including those with special educational needs, who achieve well. They also take an appropriate teaching role by leading special 'booster' groups as well as supporting pupils within class lessons. Their expertise, enthusiasm and understanding contribute significantly to the high standards attained by all pupils.
43. Although pupils have opportunities to use mathematical software in the computer suite, there is less evidence of programs being used to support learning in the classroom. At present the

school lacks the range of software required to enable pupils to make the best use of their information and communication technology skills in all areas of the mathematics curriculum.

### **Mathematics across the curriculum**

44. The daily mathematics lesson based on the guidance of the National Numeracy Strategy is well established throughout the school. The use of mathematics in other subjects is satisfactory. Pupils produce some graphs and tabulated results in science and most investigations involve an element of measuring. There are also some opportunities for measurement in geography.

### **SCIENCE**

Provision in science is **good**.

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

- Standards are well above average at the end of Year 2 and Year 6. Pupils achieve well because the quality of teaching is good. It is very good in Years 3 and 4 and these pupils achieve very well.
- Pupils have extensive opportunities to investigate for themselves and this contributes to high standards.
- Teachers offer a stimulating variety of activities which sustain interest and hard work in lessons.
- The subject is dynamically led.
- Information and communication technology is not always used sufficiently to support learning in the classroom.

#### **Commentary**

45. Most lessons are based about an investigation which effectively reinforces the processes, as well as the knowledge involved, in the science curriculum. Pupils in Years 1 and 2 are able to make predictions about 'Are the oldest children also the tallest?' This links closely to their project on growth and they are able to make suitable measurements with string and tape-measures to 'prove' their hypothesis. Good use is made of discussion in all classes. Older pupils are given particularly good opportunities to reflect on their own knowledge and to generate questions and explorations of their own. A variety of ways of recording are used well to extend and reinforce understanding, such as diagrams, posters, graphs and cartoons. This enables pupils to learn effectively. Pupils are also given interesting choices of activities, such as making dough, examining slugs and changing the colours of flowers. Group work is encouraged regularly; pupils work well together and procedures are developed. For example, pupils thought carefully in response to the question 'Where shall we place our samples of dough to ensure maximum expansion?' Higher attaining pupils were encouraged to adapt this investigation appropriately by adding different amounts of sugar and could identify the need to maintain and control all but one variable. Younger pupils in Years 3 and 4 research enthusiastically using prediction, observation and creating fair-testing conditions for investigating dissolving and absorption. There has been very good improvement in standards and the quality of investigative methods since the last inspection.
46. The structure of the curriculum and good teaching ensure that all pupils, especially those identified with special educational needs, are included well and positively engaged with activities. Teaching assistants support these pupils sensitively and their contribution to the smooth running of science lessons guarantees the good achievement made by all pupils.
47. Although pupils, especially older ones, have opportunities to use microscopes and data-logging equipment, information and communication technology is not always used to support learning in class to record results, analyse data or investigate further in the subject.

48. The leadership of the subject is particularly enthusiastic and dynamic and this is reflected in lessons which have an active and productive feel. The co-ordinator has successfully used elements of his own professional development to influence the progress made in improving the science curriculum. Innovative ideas for teaching have thus been introduced. His great energy ensures that developmental needs for the subject are well met and teachers are supported well through conscientious monitoring.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Teaching is good and all pupils are now achieving well.
- Care has been taken to ensure that all pupils gain maximum advantage from the recently completed computer suite.
- There are insufficient opportunities for pupils to practice skills in the classroom or for other subjects to be supported during lessons.

### **Commentary**

49. Standards are above average by the end of Year 2. Pupils at the end of Year 6 are attaining average standards. The computer suite has been quite recently established in the school. Great care has been taken to ensure that all pupils have as much time as possible with these computers to develop their skills. However, the positive impact of the teaching and learning that takes place in the suite has not yet had time to impact positively on standards at the end of Year 6. To support this, perceptive assessment ensured that older pupils gained additional experience with more advanced skills during a residential weekend last summer. For younger pupils in Year 2, good links were made to literacy by writing speech bubbles while learning how to use the shift key and punctuate on the word-processor. Teachers prepare lessons well and sensible timetabling enables maximum use to be made of facilities. Older pupils used amusing and helpful software to learn about email, and the oldest pupils are confident to research information and create posters and displays.
50. The good subject leader has been conscious of the need to sustain and improve skills. Teachers are involved in suitable training and teaching assistants provide invaluable support which contributes to the quality of learning and progress of the pupils. Good improvement has been made both in standards attained by pupils and in the provision of suitable equipment since the last inspection.

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

51. At present Information and communication technology is not used consistently within the classroom. There was limited use in literacy, science, mathematics and art and design lessons. Pupils do not have the opportunities to practice skills learned in the computer suite in other lessons. This impacts negatively on standards for the older pupils. There is insufficient software, particularly for the classroom computers, to ensure that other subjects are suitably supported. The school has already identified this as an area for development.

## **HUMANITIES**

52. History was inspected individually and is reported in full below. It was not possible to observe lessons in either geography or religious education and so it is not possible to form an overall judgement about provision in these subjects.

53. In **religious education**, the quality of recorded work indicates that standards are average by the end of both Year 2 and Year 6. The subject follows the guidance of the locally agreed syllabus. Pupils have a sound understanding of Christianity and Islam and are familiar with stories from the Bible. Samples of work show that pupils have the opportunity to record their work in a variety of ways, including 'knowledge maps' and to make personal responses to situations and beliefs. Opportunities to enact celebrations such as 'weddings' enrich the curriculum and give the pupils a real understanding of such events.
54. In **geography**, a large amount of work was available for analysis and indicates that standards are likely to be above those expected nationally at the end of Years 2 and 6. There is significant emphasis placed on the development of skills and the curriculum is greatly enriched by the use of the local environment and projects linked to numerous excursions and residential visits.

## History

Provision in history is **good**.

### Main strengths and weaknesses

- Teaching is consistently good.
- Achievement is good and pupils attain above average standards by the end of Year 2 and Year 6.
- The curriculum is enriched well by the extensive use of the local environment and visits out of school.
- Pupils have good experiences which allow them to empathise and deal with difficult issues like bias and opinion.
- The subject is well led.

## Commentary

55. The consistently good teaching observed ensures that pupils make good progress and achieve well. The subject co-ordinator has ensured that there has been good improvement since the last inspection. There are several reasons leading to high standards. A successful focus on the foundation subjects has enabled teachers to implement a variety of teaching styles. Teachers appreciate that pupils learn in different ways, and lessons offer an exciting variety of activities, ranging from discussion, private investigation, producing posters to television reports as well as written records. As a result of these approaches, pupils are able to articulate feelings, for example what it was like in a Victorian classroom or how the Iceni tribe would feel about the Roman settlement. Pupils use a variety of sources for their research and begin to understand how opinions expressed in the reports of events might vary. Knowledge and emotional links are reinforced by the extensive use of visits outside of the school for pupils of all ages. Opportunities to visit museums, local Tudor houses and actually 'be' in that Victorian classroom allows them to 'experience' this and underpins their knowledge and understanding.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

56. Work was sampled in design and technology, physical education and music. It is therefore not possible to make a firm judgement about provision in these subjects because it was not possible to see any lessons. Art and design is reported in full.
57. In **design and technology**, work on display and in photographs indicates that standards are above average and have improved since the previous inspection. Pupils develop their skills through designing and making a variety of products. Younger pupils have designed paper plate puppets, experimenting with a range of designs for eyes and hair. Older pupils have designed a new playground and made party shoes from papier mache. These are of particularly high quality. Older pupils have recently had the opportunity to take part in a regional problem solving

challenge – to design and make a boat that could travel under water. Pupils presented their work to staff and two were chosen to go forward to undertake a new challenge within a set time limit at a local business. Opportunities such as these contribute to the standards attained.

58. In **music**, the whole school was heard singing in assemblies, with one teacher leading a 'singing' assembly. Pupils sing with enthusiasm, usually accompanied by recorded music on CDs because the school has no music specialist. Pupils are able to learn the recorder, flute and violin. To compensate for the relative lack of musical expertise amongst the staff, the school has recently used a local musician to work with the whole community together with other small schools. This resulted in musical performances based on the book 'We didn't mean to go to sea', which was based locally, and Year 6 pupils performed 'Glorious Mud' based on the birds found on the peninsular. These examples show that the school is committed to giving pupils good opportunities in music.
59. In **physical education**, discussion with teachers suggests that all strands of the curriculum, including swimming are covered.

### **Art and design**

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

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

- The quality of teaching and learning is good and all pupils achieve well.
- Teachers have high expectations and encourage pupils to experiment and improve their work.
- The cramped accommodation has a negative impact on the standards attained.

### **Commentary**

60. Standards are broadly average by the end of Year 2 and Year 6. This is similar to the judgements of the previous inspection. The subject is well led and the co-ordinator has recently introduced a new scheme of work to ensure that pupils develop their skills systematically. This was well illustrated during the inspection as pupils through the school developed their printing skills. A good feature of all the lessons seen was the way that teachers expect pupils to refine and improve their work. Plenty of opportunities for experimentation are provided to ensure that pupils develop the necessary skills. Pupils in Year 2 worked hard to tear their own stencils before trying out different effects with sponges and paintbrushes. They were expected to create a variety of effects by repositioning the stencils and rose to the challenge. Pupils in Years 3 and 4 developed their print making skills by rolling ink across textured surfaces - again encouraged to try different thicknesses of paper and quantities of paint. Pupils in Years 5 and 6 dipped their folded fabric in dye, gasping in delight at the pattern revealed as they unfolded it. They were encouraged to try again to improve the effect. They then printed on their dyed fabric, repeating the process to achieve a pleasing design.
61. Teachers work very hard to provide for art activities in their small classrooms. In order to wash their hands, younger pupils have to walk around furniture to a sink in the adjacent teaching area. They also try hard to concentrate as reception children pass through on their way to the toilet or when returning resources towards the end of the day. Pupils in Years 3 and 4 have to stand at their tables to have enough room to print and there is nowhere other than the floor on which to dry their work. In the Year 5 and 6 class, temporary 'washing lines' were arranged on which to dry their work, but adults needed to hang it up for the pupils. The time given by staff to arrange the rooms for art lessons and the attitudes of the pupils to these difficulties is commendable.



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

62. Only one lesson was observed in Year 3 and 4 so no judgements can be made about overall provision. The school has an effectively planned and implemented scheme of work for this area of the curriculum and all classes have time-tabled sessions which encompass creative projects linked to citizenship as well as relationships education and drugs awareness issues. This programme helps pupils to develop a safe and healthy life style and to interact positively with others. The School Council is well established and provides all pupils with the chance to take part in the democratic process. The school also has an established system for gathering and considering pupils' views on a wide range of topics.

## **PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS**

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

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