

# INSPECTION REPORT

## **COP LANE C of E PRIMARY SCHOOL**

Penwortham, Preston

LEA area: Lancashire

Unique reference number: 119363

Headteacher: Miss P Carter

Lead inspector: Mrs J Morley

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

Inspection number: 255880

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Primary  
School category: Voluntary Controlled  
Age range of pupils: 4-11  
Gender of pupils: Mixed  
Number on roll: 199

School address: Cop Lane  
Penwortham  
Preston  
Postcode: PR1 9AE

Telephone number: (01772) 743131  
Fax number: (01772) 752844

Appropriate authority: The Governing Body  
Name of chair of governors: Rev C Nelson

Date of previous inspection: April 27<sup>th</sup> 1998

## CHARACTERISTICS OF THE SCHOOL

- Cop Lane is a voluntary controlled primary school catering for 199 boys and girls.
- Attainment on entry to the school at the beginning of the Reception year is above expectations.
- All pupils but 16 are white and British. Most of the remainder are Asian British. English is the first language for all pupils.
- There are no refugees, asylum seekers or traveller pupils.
- Socio-economic circumstances are favourable.
- Four per cent of pupils have special educational needs (well below the national average). Two per cent of pupils have statements of special educational need: these relate to dyslexia, moderate learning difficulties and speech and communication difficulties.
- In the school year 2002-2003, 9 pupils joined and 16 left other than at the usual time of doing so. This is above the national average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25470	J Morley	Lead inspector	English Art & design Personal, social & health education and citizenship The Foundation Stage.
13706	G Marsland	Lay inspector	
12060	P Peaker	Team inspector	Information & communication technology Design & technology Geography History Religious education Special educational needs.
22881	G Halliday	Team inspector	Mathematics Science Music Physical education.

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school with many very good features.** It provides good value for money. As a result of good teaching, pupils make good progress from the Reception class to Year 6 and leave the school attaining well and sometimes very well. The headteacher has a crystal clear vision for the development of the school, spearheaded by a determination to be inclusive and by the rigorous pursuit of high standards. She is very ably supported by her deputy headteacher, and staff have united behind their leadership. In her two-year tenure the headteacher has, very successfully, led significant change.

The school's main strengths and weaknesses are:

- This is a genuinely inclusive school.
- It is very well led by the headteacher, ably supported by her deputy and by governors.
- All pupils achieve well.
- Pupils behave really well, have mature attitudes to their work and get on well together.
- Lessons are always challenging and generally fun.
- Provision for pupils with special educational needs is very good.
- Provision for pupils' spiritual and moral development is very good.
- Parents think highly of the school.
- Basic writing skills are well taught in English lessons but opportunities to practise, consolidate and develop them should be better.

The school has made very good progress since the last inspection and the vast majority of this has been secured during the two-year tenure of the current headteacher. She has skilfully led change on all the key issues from the last inspection: the breadth of the curriculum; attainment in science and in information and communication technology (ICT); the quality of teaching; the leadership and management of the school and the quality of information to parents. Above average standards have been maintained in English. Attainment has improved in mathematics, science, ICT and history. Changes to the curriculum have been fundamental: they have moved the school from one in which pupils were 'taught the knowledge and facts they need to do well in the tests' (1998 Report) to one where they now enjoy a rich and varied range of experiences. Moreover, this has been achieved while maintaining the impressive national test results that have been the hallmark of the school for a number of years. The school is now poised to do better still because these and other improvements - notably to the quality of teaching and to assessment systems - are so recent that their full impact has yet to be realised.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	B	B	B	B
mathematics	A	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 with a similar number of pupils claiming free school meals. Similar attainment at the end of Year 2 is not a valid comparison because less than 80 per cent of the Year 6 pupils were at the school in Year 2.*

Children enter the Reception class with attainment that is above that expected. **The achievement of pupils of all backgrounds and capabilities from Reception to Year 6 is good** overall. By the end of the Reception year almost all children attain above expected standards in relation to the goals they are expected to reach. By Year 2, standards in mathematics and science are well above

average, while English standards are above. By Year 6, English and science standards are above average and those in mathematics are well above. Too few writing opportunities limit achievement in English.

**Pupils' personal qualities, including their pupils' spiritual, moral, social and cultural development, are very good overall:** better than at the time of the last inspection. Pupils behave very well and have equally good attitudes to work. Attendance and punctuality are very good.

## **QUALITY OF EDUCATION**

**The quality of education is good.** Teaching – the joint work of teachers and support staff – is of good or better quality in three-quarters of lessons and all unsatisfactory teaching has been eliminated. The work set for pupils takes full account of their learning needs. It is the quality of this that contributes most to the school's success at being inclusive because it gives every pupil an equal opportunity to learn and make progress. All lessons offer challenge and the best also offer fun and opportunities for independent learning. Overall, **the quality of teaching is good and the quality of learning is the same**. The curriculum is now good, having been broadened and enriched. The school provides a very good level of care for pupils, helping them to develop as mature and responsible young citizens. Pupils have a clear understanding of how well they are doing academically, and of what they need to do to improve.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** Leadership by the headteacher is very good as is the support she receives from the deputy headteacher. Management by the headteacher and key staff is good. Governance is good. Governors are knowledgeable about the strengths of the school and the areas where it needs to improve. They take a keen interest in its development and are kept fully and candidly informed by the headteacher who knows – and shares with them – exactly where improvement is needed and what can be done to secure it.

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

Parents think highly of the school and of the values it promotes. They value the open communication with the headteacher and with other members of staff. Pupils are happy in school and enjoy very good relationships with their peers and with all adults. They say there is someone they could talk to if they were worried.

## **IMPROVEMENTS NEEDED**

The most important thing the school should do to improve is:

- Significantly increase the opportunities that pupils have for writing independently and at length.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Children join the Reception class with above expected attainment. By Year 6, in English, mathematics and in science, standards are at least above average and often well above. Between 1998 and 2002 the trend had been a slightly downward one. In 2003, however, results showed an overall improvement. Achievement is now good throughout the school.

#### Main strengths and weaknesses

- Attainment is above average, often well above.
- Achievement for pupils of all backgrounds and capabilities is good.
- Since the last inspection the school has maintained above average standards in the key subjects of English, mathematics and science, while adapting from a narrow to a broad and rich curriculum.
- Pupils are taught key writing skills well, but the way these are then used across the curriculum needs improving.

#### Commentary

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

Standards in:	School results	National results
Reading	17.3 (17.6)	15.7 (15.8)
Writing	15.9 (15.2)	14.6 (14.4)
mathematics	18.2 (18.4)	16.3 (16.5)

*There were 18 pupils in the year group. Figures in brackets are for the previous year*

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

Standards in:	School results	National results
English	27.7 (27.8)	26.8 (27.0)
mathematics	28.9 (28.1)	26.8 (26.7)
Science	30.0 (29.3)	28.6 (28.3)

*There were 34 pupils in the year group. Figures in brackets are for the previous year*

1. In order to understand the pattern in the school's national test results since the last inspection, it is important to appreciate two key features. Firstly, the school has been through a period of significant turbulence. It has had four headteachers, two of whom were temporary. During the past two years there have been three key appointments: a new headteacher, deputy headteacher and chair of governors. For the first time in five years the school can now look forward to a period of stability. Secondly, it has had to deal with a major issue in the last report – a curriculum which focused too heavily on mathematics and English – and to attempt to do this without allowing standards to fall any further.
2. While data covering the past few years suggest that the school was just managing to *sustain* its above and well above average standards, there are now signs – particularly in mathematics and science – that it is managing to *build* on them. Furthermore, although test results in English are unchanged from 2002, the school has clearly asked the question 'why?' and is pursuing its



planned action convincingly and with vigour. This general upward trend is not only evident in the 2003 test results for Year 6 in mathematics and science but is also mirrored by pupils' good achievement in their work since September this year, and in the lessons seen during the inspection.

3. In the 2003 English tests, Year 6 pupils attained above average standards and those achieved in Year 2 were well above average in both reading and writing. Inspectors find that current standards are above average throughout the school. Pupils are achieving well and the school's planned action should lead to some further improvements. However, the arrangements for developing pupils' writing skills need to be reviewed. (This issue is dealt with fully in the English section of the report.)
4. In the 2003 mathematics tests, pupils in Years 2 and 6 attained standards that were well above national averages and inspectors find that these high standards have been maintained. They reflect good achievement for all pupils and are the successful result of a recent focus on mathematics and on the school's very good provision for more able pupils.
5. In science in Year 2, pupils attain standards that are well above average. The 2003 test results for Year 6 showed attainment was also well above average. Given the current rate of progress these are likely to be built on in this school year. Through Years 3 to 6, however, inspectors find that standards are above average rather than well above. This is because the recording element of pupils' work in the subject is, relatively, a weaker element. This is linked with the issue of the development of writing skills (mentioned above).
6. At the time of the last inspection, standards in ICT were judged unsatisfactory and the school was charged with improving them. This it has done: they now meet expectations. An impressive computer suite combined with library resources is all but complete – the final wiring is all that is needed – and when computer access of this magnitude is available to pupils it is likely that standards will rise again. Average standards in religious education have been maintained and those in design and technology and in history have been improved. Lack of evidence in other subjects prevents secure judgements being made.
7. Good achievement results in Reception class children meeting and often exceeding expectations in all six areas of learning. Throughout the school all pupils, including the most able and those with particular gifts and talents, achieve well. Pupils with special educational needs make particularly good progress in literacy where the support in class helps them to learn important basic skills. They make good progress towards the targets on their individual education plans. Changes to pupils' 'writing diet' will further enhance achievement for all.

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

Pupils' attendance and punctuality are very good, as are their attitudes and behaviour. Their spiritual and moral development is very good and their social and cultural development, good.

### **Main strengths and weaknesses**

- Pupils' attitudes and behaviour have a positive effect on learning and achievement.
- So do the very good relationships amongst the pupils, and between the pupils and staff.

### **Commentary**

8. Because of the emphasis placed on personal development, almost all Reception children will meet and many will exceed the expectation of them in relation to their personal, social and emotional development by the end of the school year. Pupils enjoy coming to school and maintain interest and concentration in most lessons. They listen carefully to what their teachers have to say. They are polite and mature and can be trusted to work independently when opportunities arise. They take responsibility for tasks in school such as preparing for assembly,

helping in the library and distributing registers. Year 6 pupils help to prepare equipment in the Reception class and support younger pupils by sitting alongside them in the dining hall at lunchtime. A School Council has been elected to represent the pupils in Years 1 to 6. This allows them to take responsibility for voicing their opinions about school issues. A recent initiative, after discussion with staff, will see the introduction of toast at break-time for the older pupils. A high number of pupils also join in after-school activities such as the choir, country dancing, football, netball and the French club.

9. Behaviour in and around the school is very good. There have been no exclusions in the last year because the staff pursue every avenue to provide the pupils with additional support. Parents say that the school is inclusive, helping and supporting everyone. No incidents of challenging behaviour or bullying were seen during the inspection. Discussions with the pupils confirmed that, when bullying occasionally occurs, they feel they can confidently tell a member of staff. Discussions with the pupils involved and their parents are held and parents have agreed that matters are swiftly resolved. All pupils are aware of the school's behaviour guidelines and an appropriate scheme of rewards and sanctions is in place. Class teachers manage the pupils' behaviour very well. Parents have confirmed that the pupils' behaviour in and outside the school is impeccable.
10. Relationships between the pupils and with staff are very good and support learning. The pupils work together well in pairs and groups and help each other. This results in a very caring and productive working environment for pupils and staff.
11. Pupils' spiritual and moral development is very good. The warmth and care that permeate school and the impact of collective worship foster these two elements extremely well. Opportunities for pupils to develop social skills are good and collaborative work in classrooms plays a large part in this. Pupils become familiar with their own culture through visits and visitors and with other cultures through the work of musicians and artists and with their connections with charities. Pupils from different cultures accept each other's differences happily and this is a good foundation for life in a multi-cultural society.

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

Authorised absence	
School data	3.5
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

**Ethnic background of pupils**

**Exclusions in the last school year**

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
Mixed – any other mixed background
Asian or Asian British – Indian
No ethnic group recorded

No of pupils on roll
157
3
4
1
8
28

Number of fixed period exclusions	Number of permanent exclusions
1	0
1	0
0	0
0	0
0	0
0	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 school provides a good quality of education with many very good features. Teaching and learning are good. The care and support pupils receive is very good, as are the school's links with parents.

### Teaching and learning

The quality of teaching and learning is good overall. Assessment is very good and is used equally well to ensure that pupils achieve well.

### Main strengths and weaknesses

- Teaching is good overall, although variable between classes.
- There is very clear evidence of good quality support and guidance to staff on key features of effective teaching.
- Assessment is used very well to raise standards.

### Commentary

#### *Summary of teaching observed during the inspection in 36 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	13 (35%)	14 (38%)	10 (27%)	0	0	0

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

12. It is clear from the table above that there is no unsatisfactory teaching in the school and the majority of lessons are of good or very good quality. By any standards this is a significant improvement since the last inspection when just less than 30 per cent of teaching was good or better, close to 60 per cent was satisfactory and just over 10 per cent was less than satisfactory. Some very good and good lessons are the work of staff new to the school but there has been a clear improvement in the work of some longer serving members of staff. What is abundantly clear is that training spearheaded by the headteacher has had a real impact. This is evident because there is so much uniformity amongst the good practice. The features that stand out in this respect are that all teachers:
- explain to pupils (in words they can understand) what the lesson will be about and what they should learn;
  - try hard to make sure that the work they set matches the needs of the group of pupils expected to complete it;
  - use the wind-up session to check on what pupils have learned, and involve the pupils themselves in judging this;
  - maintain a good pace to their lessons.
13. Although the overall quality of teaching is good, this disguises some differences between classes. In three classes it is consistently good or very good (predominantly the latter) while in the remaining four there is a balance between good and satisfactory teaching. Amongst the lessons where teaching was satisfactory there was no one weakness: they were individual features, usually relating to just one lesson. For example:
- too much attempted in too short a time;
  - uninspiring delivery of a lesson with great potential;
  - some lack of challenge to higher attaining pupils.
14. Conversations with the headteacher and evidence from the school's improvement plan show that she is not yet wholly content with the quality of teaching and learning in the school. There is

every reason to have confidence in further improvement because she is absolutely clear about where it should be secured and has her own very good practice to underpin guidance to staff.

15. The quality of teaching and learning for pupils with special educational needs is good. Teachers make good use of pupils' specific targets when planning lessons. They explain new concepts well, reinforce the idea through practice and then give pupils the chance to apply their new learning in group-work. Knowledgeable teaching assistants support groups of pupils well: they explain to them what they have to do and often support them through the small steps of learning that these pupils require. Consequently their learning is good.
16. After the last inspection the school was charged with making better use of assessment data. It has done this convincingly and now has very good systems, which it uses intelligently to provide focused data on pupils' achievement. For example, at whole school level it calculates the 'value added' in terms of points scores that will be needed in each year group if its projected Year 6 targets for Levels 4 and 5 are to be met. It compares the achievement of classes, of boys and girls, of the most and least able and of pupils from ethnic minority groups. At the end of the year when 'value added' is calculated, successes are celebrated. Any shortfalls are investigated with rigour, explanations found and appropriate action taken. As an example of its high aspirations for attainment, the school aims for a four-point improvement over the year as opposed to the national average of three points. At class level, movement in the way pupils are grouped shows the fine-tuning that staff are able to make, week-by-week. Finally, at individual level, pupils really do have a good idea of how well they are doing. They have their own targets and, on a lesson-by-lesson basis, they think carefully about whether they 'know they've got it, think they've got it or know they need more help'.

## **The curriculum**

Good curricular opportunities engage the interest of all pupils and help to create a good atmosphere for learning. The quality and range of learning experiences outside the school day are good and the many activities enrich pupils' learning. Accommodation and resources are satisfactory overall.

## **Main strengths and weaknesses**

- The curriculum is much broader and richer than at the last inspection.
- This is an inclusive school committed to ensuring that individuals and groups have equal access to all that is on offer.
- The range and quantity of activities outside lessons are good.
- In Reception, the outdoor area needs further development to allow its greater use for learning activities.

## **Commentary**

17. The school has worked hard since the last inspection to produce a well-balanced and relevant curriculum, which meets the needs of all its pupils. Appropriate schemes of work are in place for all subjects. Good use has been made of national guidelines to help develop planning. The effective development in policies and planning has successfully addressed the weaknesses in science and ICT identified in the last report. The ICT suite, which will be in use before the end of this term, will strengthen and secure the use of ICT across the curriculum. There is a good focus on developing basic skills in literacy and numeracy, with the school having adopted the National Numeracy and Literacy Strategies with considerable success. There are occasions when pupils use their writing skills in other subjects and this good practice should be developed further so that they have the optimum opportunities to see themselves as writers. The curriculum for pupils in the Reception class is satisfactory and will be further improved when the school has established an outdoor learning area.
18. The school has high expectations for all its pupils and a strong commitment to ensuring equality of access and opportunity whatever their needs. It works hard to make sure they get

the best from their time at the school. Curricular provision for pupils with special educational needs is now very good. At the time of the last inspection, teachers did not consistently take account of pupils' individual education plans when planning their teaching. Now pupils' individual targets are well thought out and their progress is reviewed regularly. Targets include goals for literacy, numeracy and behaviour. The annual reviews of pupils with statements of special educational need provide a good focus for further improvement. It is equally vigilant in its provision for its most capable pupils. These features, combined with sensitive care, are what makes the school so inclusive.

19. The curriculum is especially well enriched by a very extensive range of lunchtime and after school clubs and activities. These are very popular and pupils have experienced a high level of success in competitive sporting events. Additionally, there are opportunities for pupils to develop their skills in drama, music, team games and French. For those in Years 5 and 6 there is a residential weekend in the Lake District where, in addition to experiencing a variety of outdoor pursuits, they develop their self esteem and learn the importance of teamwork.
20. The school building is clean and welcoming and provides an attractive learning environment. Most resources are adequate but there is no secure, well resourced outside area for Reception children and this is holding back their achievement in terms of physical development: climbing, pedalling, steering, for example. Such an area is planned, however, and should be complete by the end of this school year. Pupils' work is celebrated in many attractive displays around the school, which enhance and reinforce the atmosphere for learning. There is a well-stocked library adjacent to the new ICT suite, which will become the focus of a resource area to support pupils' learning.

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

Pupils' care, welfare, health and safety are very good. Provision of support, advice and guidance based on monitoring is very good. Involvement of pupils through seeking, valuing and acting on their views is good.

### **Main strengths and weaknesses**

- Pupils' academic and personal development is very well supported by staff.
- Staff know pupils well, value their views and act upon them.

### **Commentary**

21. Very good procedures are in place for child protection. All staff, including lunchtime supervisors, are aware of procedures and receive annual training. The school adheres to the health and safety policy, and whole-school risk assessment is carried out each year by the headteacher and governors. Safe procedures are in place to deal with accidents, and the majority of teaching and support staff are trained to administer first aid. Pupils are well cared for at breaks and lunchtimes. The After-School Care Club, held in the school, also provides a safe and secure environment for the pupils until their parents can collect them at the end of the day.
22. The care and support for pupils with special educational needs is good. Teachers and teaching assistants know the pupils they work with well. The school's values are well reflected in the way that pupils with special educational needs are given opportunities to take part in all school activities. Their contributions are valued highly and their achievements recognised. The teacher with responsibility for special educational needs keeps good records of pupils' progress as they move through the school.
23. All pupils are encouraged to reflect on their learning. Older pupils discuss targets for improving their work with class teachers. Year 6 pupils are involved in a 'pupil conference' with the headteacher and class teacher to discuss their work and progress. Parents are informed of their children's targets for improvement and discussions are held during parents' meetings.

These targets give the pupils an insight into the progress that they make and what they can do to improve their work. Personal and social education and a discussion period called 'circle time' also support the pupils' personal development. Issues such as behaviour are discussed and additional support is available from outside agencies such as health professionals, the outreach worker and the police. Parents feel that the school is an 'extension of the family,' and confirm that sensitive issues are handled well by the friendly and supportive staff. The high quality of care and guidance provided by the school supports the pupils' learning and personal development.

24. The school has an 'open door' policy and parents can easily speak to the headteacher or a member of staff if they have any concerns. The staff know the pupils and their families very well. Pupils' views are valued highly and acted upon: the headteacher and staff welcome their ideas and suggestions. A recent idea, suggested by the School Council, has seen the purchase of a good range of playground equipment.

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

The school maintains very good links with parents. Links with the church and local community are good. The school has satisfactory links with other schools and colleges.

### **Main strengths and weaknesses**

- The strong partnership with parents contributes to pupils' learning at school and at home.
- Information about the school and the pupils' standards and progress is very good.
- Links with the church and local nursery school are good.

### **Commentary**

25. The school benefits from a very good partnership with parents. Parents' questionnaires confirm the school is approachable and parents are pleased with the information the school provides. No issues were raised and there is a high degree of satisfaction with the particular support given to Year 6 pupils. The school seeks to obtain the views of parents by distributing an annual questionnaire. The results are conveyed to parents and, where possible, acted upon. Concerns are discussed and resolved swiftly.
26. The school promotes very good links with parents by inviting them to assemblies, church services, school productions and sports day. A Parents and Teachers Association has been established to organise social and fund-raising activities. Substantial funds are raised through activities such as cake sales, book day and the end of year Gala Day. Funding has provided resources for the new ICT suite, purchased televisions and supported educational visits. Many parents and grandparents volunteer to act as helpers in classrooms and on educational visits. Parents are aware of the school's expectations regarding homework and provide very good support.
27. The school provides parents with a very good range of information regarding academic and pastoral issues. The weekly newsletter (also available via e-mail) keeps them informed of forthcoming events and pupils' achievements. Information to explain what the pupils will be studying in the coming term is also available. Workshops have been held to explain the National Numeracy Strategy, National Tests and Sex Education. Pupils' progress reports are good: they explain each pupil's targets for improvement, contain all the required information and include a parents' reply slip. Each year, two formal and one informal parents' meetings are held. These provide an opportunity for parents to discuss in detail their child's progress and targets for improvement, and are very well attended. Parents of pupils with special educational needs are kept informed of their child's progress and collaborate with teachers in reviewing and identifying the next steps for their children.

28. Good links with the local community support and enhance pupils' learning. Strong links are in place with St. Mary's Church where the chair of governors is the vicar. He takes collective worship at the school on a weekly basis, and termly communion for Year 6 pupils. Parents and parishioners are invited to attend. Strong support is also given on pastoral matters. Pupils occasionally write articles for the parish magazine and pupils and their parents have an open invitation to attend the church. Good links exist with staff from Whitefriars Nursery School who run the After-School Care Club and who are invited to school productions, the Teddy Bears' Picnic and Christmas activities.

## **LEADERSHIP AND MANAGEMENT**

The leadership of the school is very good. The leadership of staff with curriculum responsibilities is good. Management of the school is effective. Governance is good.

### **Main strengths and weaknesses**

- The headteacher and deputy headteacher are a highly effective team with very clear vision and high aspirations for the school.
- The school's approach to financial management to achieve educational priorities through the principles of best value is very good.
- Leaders' commitment to the inclusion of all pupils is a hallmark of the school.
- Performance data is used very effectively to raise standards.
- Governors have a good understanding of the strengths and weaknesses of the school.
- Most subject leaders do not yet have the skills to monitor teaching in the classroom effectively.

### **Commentary**

29. The leadership and management of the school have improved considerably during the last two years, since the appointment of a new headteacher, deputy headteacher and chair of governors. These have had a positive impact on standards. The headteacher and her deputy have created very good teamwork at all levels. The strategic planning they have established reflects the school's unremitting drive to raise standards. Analysis of all aspects of the school's work is thorough. Open lines of communication have led to a common sharing and understanding of vision and strategy. As a result, teamwork is highly effective. The leadership provided by subject leaders is good. However, some leaders are not ready to monitor teaching in the classroom effectively. This has been identified as an area for development and action is already planned to improve these skills.
30. Staff's concern for the needs of all pupils is a hallmark of the school. All pupils are given every opportunity to take a full part in lessons and activities. As a result of this and of good teaching, all pupils achieve well. A particularly impressive improvement since the last inspection is the very good provision the school now makes for more able pupils and those who have special educational needs. The co-ordinator carries out her responsibilities effectively and efficiently. Good teaching assistants have a significant role to play in pupils' progress.
31. Financial management is very good. Thoughtful planning means that the cost of projects is carefully worked out. The school provides the best it can and does not accept the lowest cost if this compromises quality. Spending is expected to lead to higher standards and tracking of this is automatic. Performance management is making a good impact on standards overall and on whole school improvement in the way teachers approach identified weaknesses. For example, the recent focus on mathematics has led to standards that are well above average. Another example is the focus on improving teaching and learning in classes where data show that attainment falls short of targets. The headteacher has a clear and realistic view of how well the school is doing because of the skilful way that performance data are used to monitor this.
32. The governors play an active part in the life of the school and are fully supportive of the headteacher and staff. They are very perceptive and have the interests of pupils and staff

genuinely at heart. For instance, they actively and appropriately supported the decision to develop a large budget surplus so that single-age classes and the present establishment of teaching and support staff could be maintained as long as possible.

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

Income and expenditure (£)	
Total income	514,573
Total expenditure	492,572
Expenditure per pupil	2,462

Balances (£)	
Balance from previous year	62,979
Balance carried forward to the next	84,979



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

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

The quality of provision is **satisfactory**.

Provision has improved since the last inspection when teaching, learning and the curriculum were all judged to be unsatisfactory. The combined work of the teacher and the nursery nurse is now good overall, particularly in children's personal social and emotional development, communication, language and literacy and in mathematical development. This enables children to progress well and to get a good start in Year 1. In all areas of learning almost all children reach the early learning goals by the end of Reception and many exceed them. Leadership and management are satisfactory and the good, close teamwork between the reception class staff adds much to the overall quality of provision.

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

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

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

- Children learn how to play together because adults are good role models.

#### **Commentary**

33. Teaching is good and children achieve well. Staff are caring and ensure that children have clear boundaries within which to play. Children follow rules and routines well, lining up sensibly and moving quietly around the building. Staff work hard to develop children's social skills, particularly with regard to sharing. At this early stage of the year, some children have formed friendships, share equipment and take turns – one little boy offered his friend one of his two pennies when his friend 'lost' his coin. Others find sharing very difficult but the staff's work remains focused. Children show interest and excitement during practical activities and sustain concentration well.

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

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

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

- Children learn well because staff adopt a systematic approach to teaching basic reading and writing skills.

#### **Commentary**

34. Good teaching leads to good achievement. Children delighted in sharing a Big Book story and their teacher generated excitement. They listened very well and were thrilled at being able to 'read' much of the story as they enjoyed it the second time around. Good interaction between the adults in the room added to children's delight. Most children recognise initial letter sounds and the work of the current Year 1 pupils is evidence of good progress through the Reception class: by the end of the year most write a simple sentence, forming almost all letters correctly and spelling simple words accurately. ICT plays an important role in this development as children have ready access to software to support what they have been learning.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Children learn well because staff know what they understand and can do, and build systematically on it.

### **Commentary**

35. Adults place good emphasis on number skills and make learning fun. Teaching is of good quality and children achieve well. About two thirds of children can count to ten and the rest can count to five. They were delighted to count coins and showed great excitement when the toyshop opened. Activities are well matched to the needs of individuals so they all achieve well. They identify simple shapes and paint repeating patterns. ICT software is used well as part of this good teaching.

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

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

### **Main strengths and weaknesses**

- Good use is made of ICT.
- Little use is made of the outdoor environment.

### **Commentary**

36. Teaching is satisfactory and children achieve satisfactorily. Plans show that there are adequate opportunities to explore and investigate but use of the outdoor area as an extended classroom is limited. Staff play alongside children - with construction equipment and with 'old' and 'modern' toys, for example - and help them to explore what each might do. There is an ethnic mix of children in this class but there was little evidence during the inspection of them developing an awareness of the culture of others. They learn about their own culture through the various celebrations during the year.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **unsatisfactory**.

### **Main strengths and weaknesses**

- Children's achievement is limited by lack of access to a challenging outdoor environment and equipment.

### **Commentary**

37. Children develop their fine manipulative skills: they control brushes, glue spreaders and pencils well. They pour liquid carefully as they play. They develop an awareness of a healthy lifestyle when they have healthy snacks. Outdoor opportunities to climb, throw and catch, and to push and peddle wheeled vehicles are very limited and, as a result, children do not develop their 'motor skills' as well as they could. However, the school does the best it can to compensate by using the school hall. Here, children have a good sense of space and move creatively. The school is fully aware of the shortfall and its plans are securely in place for it to be remedied by the end of the year.

## CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

### Main strengths and weaknesses

- Creativity is encouraged through good indoor resources.

### Commentary

38. There is a good range of creative materials and there is some encouragement to children to experiment for themselves. They paint spontaneously and have opportunities to select collage materials from a good range. On these occasions teaching is good and pupils achieve well. Occasionally, however, there is over-direction. They sing songs and rhymes and are encouraged to clap to music. Children play with imagination in the Home Corner but these good opportunities seldom extend to outdoors. It is this that pegs achievement at satisfactory. The school is aware of the need to extend the classroom outdoors.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **good**.

### Main strengths and weaknesses

- All pupils are quick to acquire basic skills because they are taught well.
- In writing, they do not yet develop and consolidate these skills well enough because there are too few opportunities for practice (in other subjects of the curriculum).

### Commentary

39. Pupils of all capabilities and backgrounds achieve well. Overall, pupils attain above average standards with no significant difference between the four component parts of the subject: speaking, listening, reading and writing. There are differences, however, in the way that these are developed across the curriculum (see below).
40. Good listening skills are nurtured from the Reception class upwards and are supported by pupils' good manners and very respectful behaviour. This attentiveness ensures that pupils hear what their teachers tell them. They seldom need a second explanation.
41. Speaking skills are good in that, in relation to their age, pupils have a broad vocabulary. They are sociable, used to expressing opinions and to providing explanations. The school places adequate emphasis on the acquisition of subject specific, technical vocabulary and teachers often encourage pupils to rehearse their ideas with a friend before sharing them with the class. Pupils are less adept at speaking with a real awareness of their audience when it is larger than their immediate vicinity. In this respect teachers do not always make best use of the wind-up session at the end of a lesson. Insistence on a 'class-sized' voice would be a useful development.
42. Pupils read well and this is generally matched by their comprehension. Whilst not detracting from the good work of the school in this respect, parents are to be commended for the part they play. The vast majority of them, particularly those of younger pupils, hear their child read on a daily basis. The result is that pupils have the reading skills they need for their work in other

subjects of the curriculum. Despite these above average standards, few pupils are real bookworms.

43. The good features of pupils' writing relate to technical accuracy, above average spelling standards and neat presentation: the nuts and bolts of literacy lessons, where pupils are taught consistently well and sometimes very well. However, pupils do not accrue the long-term benefits they should from this good quality teaching. There are several contributory factors but the most significant is that too many writing opportunities are heavily 'supported' – by worksheets, exercises or 'stems' of sentences, for example. Too few are 'from scratch' writing opportunities where pupils' sole tools are 'what I have been taught, my pencil and a blank sheet of paper'. This prevents pupils from developing greater independence as writers. Second is the time factor: there is insufficient time dedicated, on a weekly basis, for pupils to produce longer pieces of writing. However, these opportunities are essential if basic writing skills are to become second nature to pupils.

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

44. To its credit the school has already realised the need to devolve some responsibility for the development of writing skills to subjects of the curriculum other than English, but, as yet, has not gone far enough in controlling the nature and frequency of them. Reading, listening and speaking skills, on the other hand, are developed well in lessons other than English by dint of the fact that they are constantly in use. The work of the co-ordinator is sound and the leadership of the headteacher is driving standards up.

## **MATHEMATICS**

Provision for mathematics is **good**.

### **Main strengths and weaknesses**

- Leadership and management have improved since the last inspection.
- Standards have improved.
- All pupils achieve well because of good teaching.
- There is a strong focus on giving pupils a broad curriculum.
- The school has a very good understanding of strengths and weaknesses in the subject.
- Pupils are less sure of solving problems than other aspects of the subject.

### **Commentary**

45. Standards in Year 2 and Year 6 are well above average. There are two main reasons for this improvement: the recent introduction of the National Numeracy Strategy and the school's very good provision for more able pupils.
46. Recent training in teaching numeracy skills is paying off in the school's unremitting drive to raise standards. Teachers have a secure knowledge of the subject and make lessons interesting for all pupils. They challenge pupils who thrive on this more demanding work and appreciate the efforts teachers make on their behalf. As a result a large proportion of pupils attain higher levels. Provision for pupils who have special educational needs is also very good. Teachers and teaching assistants give them a lot of help, so they achieve as well as their classmates. As a result, hardly any pupils attained less than average standards in the national tests.
47. Teaching is good overall; ranging from satisfactory to very good. The best teaching seen was in Years 4 and 6. The main factor distinguishing these lessons from others was the particularly impressive level of the teachers' expertise. This shone through in the stimulating pace, the

thoroughness of teaching and the high level of pupils' interest and productivity. Common strengths in most teaching are:

- very good use of assessments of what pupils know and can do to set a good challenge for all;
- checking on learning in lessons, so teachers and pupils respectively are aware of how effective teaching and learning have been;
- good use of available computers to practise numeracy skills in the classroom.

48. Most pupils enter school with above average mathematical understanding. In Year 2, they are working well beyond average levels. For instance, many pupils showed good knowledge of pounds and pence to £5. In Year 4 their very good recall of mathematical language such as 'frequency table', 'horizontal axis' and 'vertical axis' showed the extent of their ability to handle data. In Year 6 a large proportion of pupils are already well advanced in identifying and drawing the position of shapes after a rotation of 90° and 180° about a vertex.
49. As a result of good leadership and management, issues identified in the last inspection have been effectively tackled during the last two years. For instance:
- planning is good and well-matched to the needs of all pupils;
  - pupils are encouraged to discuss mathematical strategies;
  - monitoring of planning and teaching is good.
50. Consequently, standards are high. A good indication for the future is that the school is fully aware of the strengths and weaknesses in the subject and has a programme to maintain the pace of improvement. For instance, teachers have already begun to focus on the need to improve pupils' ability to solve word problems. Additional factors which would contribute to improvement are:
- clearer marking so that pupils understand what they have to do to improve;
  - a consistent approach to ensure that pupils write a suitable title or brief objective at the beginning of their work.

### **Mathematics across the curriculum**

51. Plans are in hand for the imminent use of the new computer suite, which will allow whole-class access to computers as an integral part of lessons. Mathematics already supports pupils' work well in subjects such as science and design and technology.

### **SCIENCE**

Provision for science is **good**.

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

- Leadership and management are good.
- Teaching is good overall and pupils achieve well.
- There has been a very good improvement in standards since the last inspection.
- There is a very good focus on experimental and investigative science.
- There is an inconsistent approach to teaching pupils how to record their work.

#### **Commentary**

52. Standards attained in the national tests were well above average in 2003 for pupils in Year 2 and Year 6. Inspection findings reflect these standards for pupils in the current Year 2. However, inspectors judge that Year 6 standards are a little lower than those in the tests - this is because the inspection covered a wider view of science and incorporated pupils' recording skills. Nevertheless, this represents a considerable achievement for the school in raising standards from an unsatisfactory level to above average since the previous inspection.

53. This significant improvement owes much to better leadership and management. It has inspired all staff to work with commitment as a team to improve the way science is taught. They have responded well to put right critical weaknesses identified in the previous inspection. As a result:
- the curriculum is broad and balanced;
  - the scheme of work helps pupils to build on their learning well;
  - pupils are given lots of opportunities to explore and investigate;
  - more able pupils now fulfil their potential.
54. Teachers have a firm grasp of the subject and make lessons really interesting. They take good account of the need for pupils to learn facts and they regularly check the effectiveness of learning. This gives them very good information of what pupils know and can do, so work is carefully geared to their differing abilities. A major step forward is the faster progress made by more able and less able pupils, including those who have special educational needs. All these pupils now achieve well. A group of more able Year 6 pupils who were interviewed during the inspection displayed a passion for science and clearly appreciated the efforts teachers made to challenge them at a high level.
55. As a result of good teaching in Years 1 and 2, pupils make fast progress and reach levels well above average in Year 2. Teaching in Years 3 to 6 is more variable, ranging from satisfactory to very good. Consequently, pupils progress at a variable rate. Nevertheless, overall teaching has improved a great deal since the last inspection: there is no longer any unsatisfactory teaching and pupils in Year 6 attain above average standards. Many have very good investigative skills and a very good bank of scientific knowledge. However, the standard of their written recording falls short of their investigative skills and knowledge. This is because there is an inconsistent approach to teaching pupils how to record in a scientific way. It is a weakness, which in some classes prevents pupils from achieving well in this aspect of science.
56. The best teaching seen was in Years 4 and 6. Several factors contributed to this highly effective teaching and learning:
- good, realistic challenges for all pupils;
  - very good motivating skills;
  - organisation which enabled teachers and teaching assistants to give quality time to all groups;
  - use of assessment as an integral part of the lessons.
57. As a result, pupils were extremely enthusiastic and achieved very highly. The lessons exemplified the school's success in improving its provision for more able pupils. For instance, in Year 4 a few pupils gained an understanding far beyond their years from an investigation, which helped them to generalise about the forces between an object and the surface it rests or moves on. In Year 6 pupils rose to the challenge to 'be scientists' and were exacting in their demands for accuracy in their investigations to show that air resistance slows moving objects. More able pupils went beyond others and calculated average readings from repeated observations and measurements.
58. The school has identified science as a priority area for next year. Good leadership and management of the subject give the school the capacity to maintain its pace of improvement.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

59. It was only possible to see one subject-focused lesson during the inspection. It is, therefore, not possible to form a secure judgement about provision. However, there is every indication that the below average standards from the last inspection are currently at least average. There are now many opportunities for pupils to develop skills: examples of work show that they are learning to use ICT for word processing, graphics, data handling, sensors and accessing the Internet to research information. A significant improvement is the installation of a computer suite and interactive whiteboard that will be operational by the end of this term.

## Information and communication technology across the curriculum

60. An improvement since the last inspection is that the school is now using ICT well to support learning in other areas of the curriculum. There are examples across all elements of the ICT curriculum, including the use of the Internet.

## HUMANITIES

History and religious education were inspected in detail and are reported in full below. Only one lesson was seen in **geography**, so it was not possible to form an overall judgement about provision. As history and geography alternate on the timetable, no work was available from some year groups but the teaching seen was good and from the work seen, standards meet expectations and achievement is satisfactory.

### History

Provision in history is **good**.

### Main strengths and weaknesses

- Standards for pupils at the end of Year 2 and Year 6 are above those expected nationally.
- The scheme of work promotes the teaching of skills.
- Teaching is at least good across the school.

### Commentary

61. Standards for all pupils, including those with special educational needs, are above those expected of pupils at the end of Years 2 and 6 and achievement is good. This represents an improvement on the last inspection findings when standards at the end of Year 6 were only at the expected level and progress at the end of Year 2 and Year 6 was just satisfactory.
62. Standards have risen as the result of a more cohesive and structured programme of study, which ensures there is now continuity in the teaching of skills in lessons. Whilst marking the books of older pupils, teachers comment on how work might be improved or extended and this has also had an effect on raising standards.
63. In the lessons seen during the inspection, teaching was good or very good. Lessons are planned well. Pupils are told what they will be learning about and, at the end of the lesson, they are expected to judge how well they have done. Work is designed to meet the different abilities of pupils and teaching assistants provide good support for those with special educational needs and lower attaining pupils. The teachers' knowledge and enthusiasm for the subject challenges pupils and makes demands on those of higher ability through well-matched research assignments. Pupils in Year 6 enthusiastically searched the Internet and used the library to extend their knowledge and understanding of Britain during the period of the Second World War. Some were intrigued and eager to try food made from wartime recipes. Teachers know how to engage the attention of pupils and those in Year 2 clearly enjoyed learning about the achievements of Florence Nightingale. Their interest in the subject was demonstrated by the way in which they made connections with other topics such as transport and the work of George Stephenson. They are developing a good understanding of chronology and an awareness of the passage of time. Teachers sometimes give pupils opportunities to record their findings in the form of diary entries, letters and narrative. This is good practice and should be extended.
64. The co-ordinator sees samples of pupils' work but does not monitor teaching. Throughout the school, there are good displays of work and objects of historical interest, which pupils can look

at and handle to bring history alive. The work done in history also has a good impact on pupils' cultural development through the study of their own and others' cultures.

## **Religious Education**

Provision in religious education is **satisfactory**.

### **Main strengths and weaknesses**

- The curriculum is well planned and well balanced.
- Good, well structured teaching is matched to pupils' needs.
- The subject makes a good contribution to pupils' spiritual, moral, social and cultural education.
- The co-ordinator has no opportunity to observe teaching to identify good practice or areas for development in order to improve standards.

### **Commentary**

65. Standards in Year 2 and Year 6 are in line with the expectations of the locally agreed syllabus. Pupils, including those with special educational needs, achieve well. This is because teachers make sure that work is matched to their needs.
66. There is a good balance between the study of Christianity, Islam and Hinduism. The pupils' work shows that there is also an appropriate balance between learning about and learning from religions. By Year 6, pupils are showing an understanding of what belonging to a religion means and involves. They spoke with interest of Ramadan and know that Moslems live by the rules of the Qu'ran, that Hindus aim for a good karma and that the Commandments are a way of life for Christians. In a lesson about good news, Year 2 pupils eagerly shared their own thoughts before considering the news brought to Mary by the Angel Gabriel.
67. Other strengths in the lessons seen were the good relationships between pupils and teachers and between pupils themselves. As a result boys and girls of all capabilities were confident in sharing their ideas, secure in the knowledge that both teachers and their peers would value and respect what they had to say. This not only added to pupils' positive attitudes in lessons but also contributed to the respect they show for the views and beliefs of others. In this way, the subject makes a good contribution to pupils' spiritual, moral, social and cultural development.
68. The co-ordinator sees samples of pupils' work and assesses these against the curriculum targets. However, she has had no opportunities to monitor teaching and learning in the subject to enable her to have a clear picture of standards across the school. For these reasons, leadership and management are satisfactory.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

Design and technology was inspected in detail and is reported in full below. Limited evidence has meant that secure judgements about provision in art and design, music and physical education have not been possible.

69. No lessons were seen in **art and design** and the work on display represented part of the curriculum only: there was little evidence of two or three-dimensional art. Nevertheless, all the work on display was at least of the standards expected and some was of good quality. Some particularly impressive work had been produced by Year 5 pupils. It was inspired by 'The Lady of Shallot' showing how the scenes from the poem could be painted onto paper and transferred from there onto fabric. There are examples of art servicing other subjects of the curriculum: Year 4's careful paintings of Viking boats, for example. There are also links with ICT with pupils using software to 'paint' in the style of Monet and Mondrian.



70. In **music** pupils were observed singing and playing percussion in Year 4 and singing two-part rounds in Year 5. In both lessons teaching and learning were satisfactory. In addition, all pupils were heard singing in assemblies. They sing tunefully and pleasantly, and enjoy doing so. Extra-curricular activities provide opportunities for older pupils to sing in a choir, join a recorder group and learn country dancing. Peripatetic music specialists offer tuition on wind and stringed instruments. Concerts and performances also contribute to pupils' musical experiences. Teachers are hindered in providing depth to pupils' musical experiences in lessons because the time allotted is limited.
71. In **physical education** the Year 1 lesson observed was taken by the subject leader and serves as a very good model for other teachers to follow. She sets high standards for her own class and for the many pupils who take advantage of the numerous good opportunities the school offers in clubs and activities. All strands of the subject are taught, including adventurous and outdoor activities at a residential centre. Standards in swimming are good. School teams in several sports achieve impressive success in local competitions. The subject leader is very active in promoting opportunities for pupils.

## **Design and Technology**

Provision in the subject is now **satisfactory**.

### **Strengths and weaknesses**

- By Year 6, pupils have a good understanding of the principles of design.
- All pupils are given the opportunity to participate fully in the activities.
- Teaching is good overall and sometimes very good.
- A lack of resources limits some activities.

### **Commentary**

72. In Years 1 and 2 there were no lessons on the timetable during the inspection. Discussion with pupils showed that they were gaining experience of using a variety of materials and they recollected making models from 'junk'. They had drawn a design, made it and evaluated the finished product. Evidence from the discussion suggests that teachers have addressed the criticism in the previous report and have helped pupils to develop the skills of evaluation. However, there was too little evidence to make a firm judgement on standards for these pupils.
73. By Year 6, standards of attainment meet national expectations. An improvement in the allocation of time to the subject since the last inspection has led to an improvement in standards. All pupils, including those with special educational needs, achieve well because teachers organise the work in such a way that their planning takes account of the varied needs in the class and makes appropriate provision.
74. The quality of the teaching is good overall. In the best teaching, the teachers' knowledge of and enthusiasm for the subject challenges pupils well. They are skilled practitioners who know how to question pupils effectively to help them to learn. Most teachers extend vocabulary by giving pupils the specific terms they need. Pupils' very good attitudes to school means that they work carefully and present their work well. Pupils in Year 3 showed suitable skills in scoring, cutting and glueing when making packaging. There was evidence of pupils' enthusiasm in Year 6. Many pupils had searched the Internet at home to provide information and pictures for their preliminary work on shelters. This topic is integrated with their current work on the Second World War where they have learned about Anderson shelters. Lessons have clear objectives which identify what the pupils will learn from the activity so that the development of skills is sound.
75. The curriculum is based on the national scheme of work. There are insufficient resources for some of the activities in this scheme, particularly for pupils in Years 3 to 6. The co-ordinator

has the opportunity to monitor progress through looking at pupils' work but has not yet been able to monitor the quality of teaching and learning. Nevertheless, leadership and management are good.

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

76. No lessons were seen during the inspection so no overall provision judgement can be made, but the school's contribution to pupils' personal, social and health education and citizenship clearly has a very positive impact on their behaviour, work ethic, courtesy, sociability and maturity.
  
77. The school successfully develops warm and trusting relationships between staff and pupils. It encourages pupils to take their work seriously and to become actively involved in their own learning. This involves knowing about what they are to learn and being able to make a reasoned judgement at the end of each lesson as to whether or not they have been successful. Pupils have good social skills: they talk to visitors willingly, smile readily and are quick to show common courtesies like holding doors open for friends, staff and visitors. They listen attentively and behave consistently well; two features which have a positive impact on learning. They clearly know right from wrong and the spiritual influence of the school along with all these other features helps to produce the school's 'finished product': mature and responsible young citizens. This is all the more commendable because it is not easily earned. Not all children have good or even satisfactory social skills when they join the Reception class and so this 'finished product' is the result of much hard work but, in particular, a consistency of approach by all adults who work in the school.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	3
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	3
<b>Overall standards achieved</b>	3
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
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	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	3
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).*