

INSPECTION REPORT

CORVEDALE C of E PRIMARY SCHOOL

Diddlebury, Craven Arms

LEA area: Shropshire

Unique reference number: 123559

Headteacher: Ms S J Farrell

Lead inspector: Mr J Earish

Dates of inspection: 24th - 26th May 2004

Inspection number: 255889

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 aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	104
School address:	Diddlebury Craven Arms Shropshire
Postcode:	SY7 9DH
Telephone number:	01584 841630
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Appropriate authority:	The governing body
Name of chair of governors:	Mr D Burford
Date of previous inspection:	8 th June 1998

CHARACTERISTICS OF THE SCHOOL

Corvedale C.E. Primary School is situated in the village of Diddlebury in Shropshire. There are 104 boys and girls on roll, aged 4 to 11 years. Pupils come from a wide range of settings, but mainly from surrounding small rural villages consisting of largely farming and owner-occupied professional households. Seventy per cent are eligible for free transport to school, and a considerable number of the remaining pupils travel to school by car. Therefore, the school does not have regular daily contact with the majority of parents. Most pupils have some pre-school experience before starting school shortly before they become five. Twelve and a half per cent of pupils are identified as having special educational needs. This proportion is below the national average. The range of pupils' needs includes social, emotional and behavioural difficulties and moderate learning disabilities. The percentage of pupils with statements of special educational needs at just under 1 per cent is below national figures. The proportion of pupils eligible for free school meals, at 3.7 per cent, is well below the national average. Very few pupils come from ethnic minorities, and all pupils have English as their first language. Attainment on entry to the school is average, but each year group has a different proportion of higher and lower attaining pupils.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23216	J Earish	<i>Lead inspector</i>	Science; Information and communication technology; Physical education.
9736	J Brasier	<i>Lay inspector</i>	
2866	R Battey	<i>Team inspector</i>	Mathematics; Design and technology; Geography; History; Special educational needs.
7336	L Howard	<i>Team inspector</i>	English; Foundation Stage curriculum; Art; Music; English as an additional language.

The inspection contractor was:

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	1
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	3
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	5
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	9
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	11
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	21

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Corvedale C.E. Primary School is a good school that has been through a period of turbulent change. The new headteacher, the teachers, and the governors are all committed to maintaining standards and improving them further. The school now caters well for pupils with a wide range of abilities. It is well led and managed. The teaching is of a good standard, and this results in good achievement by pupils. The school provides good value for money.

The school's main strengths and weaknesses are:

- Pupils enjoy coming to school and achieve well.
- The headteacher provides very good leadership, and all adults work effectively as a team.
- The governance of the school is very good.
- Teaching is good overall, with three quarters of the lessons good or better.
- Pupils' very good attitudes to learning and very good behaviour contribute to the very good relationships within the school.
- The youngest children do not have their own separate outdoor learning area.
- Teachers could make greater use of target setting to inform the next stages of learning.

Improvement since the last inspection has been good. Pupils' attitudes, behaviour and personal development have all improved. Most of the key issues from the previous report have been successfully addressed. Teaching and learning, previously satisfactory, are now good, as are leadership and management overall. The governors are now fully involved in the running of the school. The quality of information for parents is now good, and all pupils have equal access to the broad and balanced curriculum. A comprehensive assessment policy has been put into practice. However, this is very recent, and all teachers need to build on the existing good practice of using target setting to inform the next stages of learning to ensure greater consistency across the school.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
Reading	A	B	A	C
Writing	A	A	A	B
Mathematics	A	B	B	C

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

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

A means that results were in the top 5 per cent in the country.*

Achievement is good overall. Standards in the current Year 6 are average in English and mathematics, and above average in science. However, this represents good achievement, since these pupils attained standards that were below the national average in reading, writing, and mathematics when they were aged seven years. Inspection evidence also shows that pupils in Year 4 and Year 5 are already attaining standards that are above the national average. Pupils aged seven years are achieving good standards in reading, writing, speaking and listening, and science. Standards in information and communication technology (ICT) are good across the school. All groups of pupils are achieving well. Standards in Reception are average in relation to the goals children are expected to reach by the end of the Foundation Stage, with over a quarter of the children exceeding these goals in all areas of the curriculum.

Pupils' personal qualities, including their spiritual, moral and social development, are very good, although opportunities for understanding our own cultural diversity are less well developed. Pupils get on very well with one another, and their behaviour is very good, both in lessons and around the school. Pupils enjoy school and are very keen to learn, but they would have a better understanding of what they need to do to improve if teachers made greater use of target setting. Attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education is good. Teaching and learning are good, but the use of assessment data for target setting is **unsatisfactory**. Teachers have good knowledge of the subjects they teach and work well to ensure that lessons are interesting and capture pupils' imagination. Teachers and pupils are using ICT effectively as an aid to learning. Teachers are planning their lessons well to ensure that all groups of pupils have challenging tasks set for them. Overall, the curriculum is broad, balanced and of good quality. It is enriched by a very good range of well-attended clubs and activities. However, the youngest children do not have access to their own secure outdoor learning area.

Good links with parents have been maintained. Teachers and teaching assistants know, support and care for pupils well. Pupils are made to feel valued and are very involved in the running of the school. There are effective links with other schools to ensure that pupils are well prepared for the next stage in their education. Links with the community are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The school has been through a period of turbulent change. However, the new headteacher, the teachers, and the governors have built an inclusive school where all pupils are equally involved. The school is good at identifying areas for improvement and in seeking ways to overcome weaknesses and address disadvantage. It has recently been effective in raising pupils' standards in reading, writing and mathematics by the age of seven years and in improving standards in ICT across the school. Governors are very supportive of the school and have a very clear understanding of what the school does well and how they can help improve things further. Statutory requirements are met. The policy for Race Equality is being reviewed.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents express very positive views about all aspects of the school. They believe that children are treated fairly and are expected to work hard, and that teaching is good. The inspection team fully agrees with them.

Pupils say they feel safe and secure, and very well involved in the running of the school.

IMPROVEMENTS NEEDED

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

- Improve the accommodation for children in the Foundation Stage so they have access to a secure open-air space for outdoor learning.
- Build on existing good practice in using target setting to inform the next stages of learning, so that all pupils understand what they need to do to improve.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' overall **achievement is good**. Children join the school with a very wide range of capabilities, but, taken overall, attainment on entry is average. Standards are good by the age of seven years. The present Year 6 are achieving satisfactory standards overall. However, this represents good achievement for this particular group of pupils, since their attainment was below the national average when they were aged seven years. Pupils in Years 4 and 5 are already attaining standards that are above the national average in English, mathematics and science.

Main strengths and weaknesses:

- Pupils' good achievement benefits from the school's commitment to educational inclusion and to the promotion of equal opportunities in all that it does.
- Children receive a very good start to their education in the Foundation Stage.
- Standards are above average in reading, writing, speaking and listening, and science by the age of seven years.
- Standards in ICT are good across the school.

Commentary

1. The school's commitment to educational inclusion and to promoting equality in all that it does is a key factor in pupils' good achievement. The school caters well for pupils whatever their backgrounds, gender or ethnicity. The new management team has been successful in raising the standards of teaching and learning. Teachers now identify precise learning objectives, grouping children and pupils carefully, varying the activities, and choosing the best methods. Lessons are planned so that work is well matched to pupils' differing abilities. These features, together with the teachers' enthusiasm and pupils' very good attitudes to learning and their very good behaviour, make a significant contribution to pupils' good achievement.

2. It is difficult to make an overall judgement about attainment on entry to school when this is based on very small numbers of children. Attainment spans a wide range of skills and abilities, with a significant number of lower attainers, but overall it is broadly in line with national expectations for this age group.

3. Children receive a very good start to their education in the Reception class. Good induction procedures serve to ease the children's transition from home to school. They also help to establish very good links with parents, who are very positive about the start their children receive to their education. Teaching is very good, and children also benefit from a well planned curriculum and from very effective support from all the adults involved. There is a good balance between self-selected and adult-directed activities, with a strong emphasis on the development of literacy and numeracy skills. Children achieve well, and about a quarter of the children exceed the Early Learning Goals in *all* areas of the curriculum, while the other children exceed them in many of these areas.

4. In 2003, standards achieved by the pupils in the national tests for seven year olds were well below the national average in reading and writing, and below average in mathematics. When compared with those of schools in a similar context, standards were well below average in reading, writing and mathematics. Conclusions from these results are not reliable, since the group of pupils assessed was very small and a considerable percentage change can be caused by a movement of

one level by one pupil. Similarly, an analysis of trends over the past four years shows considerable variations. This is because the year-on-year differences in the attainment of small numbers of pupils are magnified when each individual pupil represents a large proportion of the total.

5. The new management team put in place an action plan to improve teaching and learning. This has been successful, and inspection evidence shows that pupils in the present Year 2 are above average in reading, writing, and speaking and listening, and average in mathematics. There are no national tests in science in Year 2, but inspection evidence shows standards as being above average. This represents good achievement and is a significant improvement on the standards reported at the time of the last inspection, when standards were satisfactory in Year 2 and progress was satisfactory overall. There are no significant differences between the achievement of boys and girls.

6. The table below shows the average point scores attained in the Year 6 tests in 2003.

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

Standards in:	School results	National results
English	28.3 (28.2)	26.8 (27.0)
Mathematics	29.3 (29.8)	26.8 (26.7)
science	29.9 (29.3)	28.6 (28.3)

There were 23 pupils in the year group. Figures in brackets are for the previous year.

7. Standards achieved by pupils in the national tests in 2003 for 11 year olds were well above the national average in English and mathematics, and above average in science. When compared with those of schools in a similar context, standards were well above average in all three subjects. However, when compared to prior attainment, standards were above average in mathematics, and average in English and science. Moreover, there has been significant change within this year group, and a recalculation using only matched sets of data for the 13 pupils who had been at the school at the end of Year 2 shows that the value added measure was good.

8. Standards in the current Year 6 are average in English and mathematics, and above average in science. However, this represents good achievement, since this group of pupils attained standards that were below the national average in reading, writing, and mathematics when they were aged seven years. Over time, the trend in attainment by age 11 has been well above average in all subjects. Inspection evidence shows that well above average attainment is likely to be sustained in the future, since pupils in Year 4 and Year 5 are already attaining standards that are above the national average in all three subjects.

9. Inspectors were unable to conduct a detailed inspection of all the areas of the curriculum in the time available, although all subjects were at least sampled. However, evidence shows that standards in ICT are now good across the school. This finding reflects the good progress made since the last inspection, when standards were judged to be only satisfactory.

Pupils’ attitudes, values and other personal qualities

Pupils’ attitudes and behaviour are **very good**. Provision for Pupils’ personal development is **good** overall. Attendance is **satisfactory** and punctuality is **good**.

Main strengths and weaknesses:

- Pupils’ enthusiasm and their interest in lessons provide a very good foundation for learning.
- The school has very high expectations of work and behaviour.
- Pupils are aware of the cultural traditions of other countries, but their understanding of the multicultural nature of our own society is less well developed.

Commentary

10. Pupils are very keen to answer questions and contribute their own ideas to lessons. They listen with respect to others' viewpoints and can show pleasure in the achievements of others. Pupils say that nearly everyone works hard. This is the result of good teaching that maintains a high level of interest and sets appropriately challenging tasks, ensuring that pupils of all abilities have the opportunity to achieve well. Older pupils are mature and respond well to the many opportunities offered for them to take on responsibility, such as the 'buddy' system for helping and supporting the younger children during playtime.

11. Pupils' behaviour throughout the school is very good. In lessons, pupils behave well because they have very good relationships with their teachers and want to work hard for them. Pupils have good understanding of the school's ethos, which emphasises self-discipline and respect for adults and one another. They respond very well to the lunchtime supervision, and playtimes are very good social occasions, with boys and girls happily playing together. No instances of bullying, or of aggressive, sexist or racist behaviour were observed during the inspection.

12. Pupils are confident and environmentally aware. They are encouraged to think deeply about the complexity of living in a modern western society, and have attended a meeting of Ludlow Council and on another occasion interviewed catering officials from the School Meals Service. Pupils have good knowledge and experience of their own culture and of those in other countries. For example, teachers and pupils are developing links with schools in Romania and Italy. However, pupils' understanding of other cultural traditions represented within our own diverse society are less well developed.

Attendance in the latest complete reporting year 2002/3

Authorised absence	
School data	6.4
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.

13. The rate of attendance for the previous year was just below the national average. However, it is adversely affected by unavoidable absences which were beyond the control of the school. The rate of attendance for the current year is average.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. The good teaching enables all pupils to make significant gains in their learning and to **achieve well**, but the use of assessment data for target setting is unsatisfactory. There are good arrangements for the care and welfare of the pupils, and they are made to feel valued.

Teaching and learning

The quality of teaching is **good** overall and pupils learn well. The use of assessment data for target setting could be improved.

Main strengths and weaknesses

- Teaching in the Foundation Stage is very good.
- Teachers ensure that all groups of pupils have equal opportunities to learn and to achieve very well.
- Teachers plan lessons well and ensure that work is well matched to pupils' differing needs.
- The use of assessment data to inform the next stages of learning, so that all pupils understand what they need to do to improve, could be further developed.

Commentary

14. The quality of teaching is good overall. For the Foundation Stage in Reception, teaching was judged to be very good. This is an improvement on the previous report, when teaching was reported to be satisfactory overall, with no lessons being of very good or better quality. Parents said they were happy with the quality of teaching in the school.

Summary of teaching observed during the inspection in 16 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2	6	5	3	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.

15. The very good quality of teaching in the Foundation Stage reflects very good subject knowledge and skilled management. Adults are calm and friendly in their management of children, who are made to feel valued and confident. The teacher and her assistant show very good understanding of the curriculum and of how children of this age learn. There is a strong commitment to help children learn through planned play opportunities and from making independent choices. Explanations are very clear, and carefully phrased questions help the children to think. There are very good systems in Reception for keeping track of each child's progress, and the information is very well used when planning future work for all groups and abilities. The quality of teaching and care children receive in the Foundation Stage ensures that their early experiences of school are very happy ones.

16. Teaching and learning in Years 1 to 6 are of good quality overall. The best teaching was seen in Year 4, where it was very good and resulted in very good learning. During lessons, pupils benefit from challenging tasks that take account of their previous learning and capture their attention and imagination. In turn, pupils respond very well to these challenges, settle to work quickly without fuss, and work hard. The classrooms are places where learning can take place without interruption and in a good atmosphere of mutual respect. When teaching is satisfactory, introductory sessions are too long and pupils do not have enough time to complete the tasks. In mathematics, some teachers rely too much on commercially produced worksheets, and work is not sufficiently well matched to pupils' individual needs once the main task is completed.

17. Teachers ensure that all pupils have equality of opportunity, and they plan activities that are well matched to individual needs, irrespective of age, ability, gender or ethnicity. They identify learning objectives, grouping children carefully, varying the activities and choosing the best methods to use. This is an important feature that enables pupils to make good progress, particularly in the mixed age classes. Teachers always share the learning objectives with pupils at the start of lessons so that the purpose of the work is made clear. In the very best lessons, teachers move from group to group, helping, monitoring progress, correcting misunderstandings, presenting new challenges and drawing together ideas. In addition, pupils are encouraged to evaluate their own work and identify areas where they could improve.

18. The teaching and learning of pupils with special educational needs (SEN) are good. When working in small groups in English, mathematics and science, pupils receive good levels of support from their teachers. In addition, teachers are making effective use of ICT, particularly the interactive whiteboards in several of the classrooms, to add interest and excitement to lessons.

19. The school has recently put into practice a new assessment policy. Teachers record the National Curriculum Levels each pupil is expected to reach each year. National test data is carefully analysed, shared with governors and teachers, and used to develop the curriculum and a programme for staff training. However, the school could make better use of this data to set targets for all groups and individuals, including those with SEN. Some good practice was seen in science in Year 4, where systems to track the achievement of groups and individuals were being tested. Here, pupils have the opportunity to evaluate their own success and to set new learning targets in partnership with their class teacher. This is being evaluated and will be used to develop the school's expertise in target setting, so that all pupils will have a better understanding of what they need to do to improve in other subjects.

The curriculum

The curriculum is **good**.

Main strengths and weaknesses:

- There are very good opportunities for enrichment through visits, visitors and extra-curricular clubs.
- The Foundation Stage curriculum is very good, and children are very well prepared for their transfer to Year 1.
- The outdoor accommodation for the Foundation Stage children is unsatisfactory.

20. National Curriculum requirements are fully met, as are requirements for provision for children in the Reception Year. The school has been innovative in making the curriculum interesting, relevant and fun for pupils. As a result, the curriculum is well matched to their needs and contributes to the good achievement of the pupils throughout the school.

21. Learning is successfully extended through a very good range of special events and visits that are used well to broaden pupils' experience and focus their learning. These include visits to the theatre to experience drama, and to art galleries and exhibitions. Pupils also have access to live music through a termly programme of visits from a wide variety of music groups. They also make numerous visits to the nearby villages and small towns to support work in history, geography and science, and have taken part in an art in the environment project. Pupils also have opportunities to experience a wide range of sporting, artistic, and musical activities which are organised at lunchtimes and after school by staff, parents and other members of the community. In addition, a parent introduces the younger pupils to simple conversational French, which is built upon in the Years 5/6 class by the class teacher.

22. The curriculum for children in the Foundation Stage is very good because all six areas for learning are taught in an exciting and creative way, and children are well prepared for their transfer to Year 1. However, children do not have their own separate secure outdoor learning area. They share an outside space with the adjacent pre-school group. Although this provides good opportunities for sharing and co-operation with very young children, it limits the range of activities that take place at certain times of the day. The equipment is too small for the older children, cannot be seen from the classroom, and limits the range of activities that take place.

Care, guidance and support

23. The school provides pupils with **good** support, advice and guidance. Arrangements for ensuring pupils' care, welfare, and safety are **good** overall. The school takes very **good** account of pupils' views.

Main strengths and weaknesses:

- The school seeks and genuinely values the views of its pupils.
- Pupils are well cared for.
- Pupils have very good and trusting relationships with teachers and teaching assistants.

Commentary

24. The school council is a very good feature of the school's work. All pupils are aware of how it functions, and staff and pupils appreciate what it does. The school values the council's contribution to improving school life and the pupils know that their views are acted upon. For example, class representatives have met prospective applicants for teaching posts, questioned catering officials from the School Meals Service, and are involved in discussions about new school projects.

25. The school looks after pupils well because it has good procedures for their health, safety and welfare and because it is committed to supporting every pupil, including those with SEN. Pupils told inspectors how happy they were in the school, and parents confirmed this.

26. The school has newly developed systems to monitor pupils' personal and academic progress and to reward their achievements. However, teachers need to make better use of target setting to inform the next stages of learning so that all pupils have a better understanding of what they need to do to improve. Teachers know their pupils well, take great interest in their progress, and constantly give good advice and encouragement. Pupils' successes are celebrated in class and in whole school assemblies. Every Thursday is designated as an 'open school' day, when parents can visit classrooms to share in their children's achievements at first hand.

27. Pupils settle in well, because the school is caring and adults have very good relationships with them. Pupils told inspectors how pleased they were with the way they were introduced into the school, both in Reception and at later stages. Pupils have a trusting, secure and confident relationship with their class teachers and teaching assistants. They know there is a trusted person they can turn to if they need help and support. Supervision is good during break and lunch times. Virtually all parents consider that good care is taken of their children and that their children are treated fairly.

Partnership with parents, other schools and the community

Links with parents are **good**. Links with the community are **very good**.

Main strengths and weaknesses:

- The information provided for parents is good.
- Parents provide very good practical support to the school.
- There are good transfer arrangements to the secondary school.
- There are very good community links.
- Links with partner institutions are good.

28. The school communicates with parents well on a regular basis though its newsletters. Parents benefit from a helpful and informative Prospectus and Governors' Annual Report, which are both of good quality. This means that parents are well informed about the work and the school's

expectations of their children. The pupils' annual reports are also of good quality and give information on what pupils can do and what needs to be improved. Virtually all parents felt happy about approaching the school with questions or with a problem or complaint.

29. Parents are very supportive of the school, and the School Association has raised considerable funds to help to improve the education of pupils. In addition, parents help in classrooms, coach sports, provide transport to school events and help with homework and reading. Every Thursday is designated as an 'open school' day, when parents can visit classrooms and stay for lunch.

30. There are very good links with the community. The Young Farmers Club sponsors pupils' sports kit, a local business partnership helps with training and with funding joint ventures, and an engineering company helps support science lessons with equipment and expertise. Senior citizens are invited to Christmas celebrations and talk about their childhood experiences during history lessons. Villagers are invited to join in a 'Fit and Fun Week' that culminates in a triathlon. In addition, the headteacher represents the schools on the Village Hall committee and the Parish Plan working party.

31. The school has good links with its partner primary schools, through joint training days and curriculum working parties. Links with the secondary school are well organised and enable pupils to make a smooth transition at the end of Year 6. The oldest pupils from Year 11 help organise tag rugby, and they complete their annual work experience at the school. The school's good links with the local playgroup, which shares the school site, ensure that children are well prepared for the next stages in their education. Trainee teachers are also welcomed to the school to gain teaching experience.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher provides very good leadership. The leadership by other staff is good. The school is well managed, and self-evaluation is now well established. The governing body makes a very good contribution to the leadership of the school and its developments.

Main strengths and weaknesses:

- The headteacher provides very good leadership and has clarity of vision and sense of purpose.
- Self-evaluation is well established within the culture of the school and is having a positive effect on pupils' attainment.
- Governors successfully monitor the work of the school.
- Financial management has improved and is now good.
- The school's strategic plan and the annual improvement plan are of good quality and map out future development clearly.

Commentary

32. The school has been through a period of turbulent change, with the appointment of a new headteacher and a new senior teacher, and the long-term illness of teaching staff. The leadership displayed by the new headteacher during this time been very good. Working closely with the chair of governors and new senior teacher, she has quickly created a strong sense of loyalty and motivation in staff and enabled all to make a contribution to school development. The effects of this leadership and management are significant in the good progress the school has made recently in many areas of its work, such as the quality of teaching and learning. Whilst all members of staff recognise that progress has been made, they are determined to pursue higher standards for all pupils throughout the school.

33. One of the significant strengths of the headteacher's leadership is the degree to which all staff now share a very clear vision for improvement. She has achieved this in a short time by introducing self-evaluation. A very good example is the way in which she has allowed all staff to express their views in a new climate of openness, so they are actively involved in making decisions about the future direction of the school. For example, they have managed to raise the attainment of boys and girls by end of Year 2 by improving the quality of planning, so that all ability groups are given challenging work.

34. The commitment of the chair of governors is considerable. Under his leadership, the governing body is effectively organised and successfully fulfils its obligations in monitoring the work of the school. This was identified as an area for improvement at the time of the last inspection report. Governors have a very clear understanding of the strengths and weaknesses of the school, including the curriculum. Those governors who were interviewed showed a very clear view of the long-term strategic development of the school, and are making good use of data to compare the school against others in terms of its performance and income. They ensure that statutory policies and guidelines are implemented and monitored, including those for race equality.

35. The new headteacher has introduced a school improvement plan of good quality, which maps out future development clearly. It provides a lucid analysis of the school's context, evaluates progress already made, and sets out precise and measurable targets for the future. The plan contains precise detail about the school's targets and sets out a clear time-scale for each initiative. Details of the personnel responsible, the likely cost, and the way in which success in reaching the target is to be measured are all carefully tabulated.

36. The management and leadership of special educational needs are good. The new special educational needs co-ordinator (SENCO) has a very clear vision and strategy to improve the present satisfactory provision for this group. The linked governor, who works in the school, has established very productive working relations with those adults who support pupils with SEN. However, some support staff are not sufficiently well informed on the needs of the pupils. There is very good inclusion of pupils with SEN in the day-to-day life of the school.

37. Financial management has improved and is now good. Accounts are regularly scrutinised to ensure that spending limits are followed, and funds for specific purposes, such as the additional money for SEN, are used well. In addition, the new management has turned a deficit budget of over £3000 to a projected surplus of about £6000 in one year. The school has a predicted carry-forward figure of 3.8 per cent, which is within national guidelines.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	281,693.00
Total expenditure	270,491.00
Expenditure per pupil	2,600.00

Balances (£)	
Balance from previous year	-3,236.00
Balance carried forward to the next	7,939.00

38. A wide range of indicators show that the school is effective. They include the quality of teaching, the quality of leadership and the good improvements made since the last inspection. When its expenditure per pupil is considered, the school provides good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the Foundation Stage is **very good**. This is better than at the time of the previous inspection.

39. Attainment on entry to the school is difficult to assess when based on small cohorts of children. It spans a wide range of skills and abilities, with a significant number of lower attainers, but overall it is in line with national expectations for this age group. Children make good progress and enter Year 1 with standards that are similar to those expected for the age group. About a quarter of the children exceed the Early Learning Goals in all areas of the curriculum, while the other children exceed them in many of these areas. All groups of children are achieving well.

40. The leadership of the Foundation Stage is very good. The co-ordinator has a very good understanding of the Foundation Stage curriculum. Teaching is very good, and the class teacher is very well supported by a teaching assistant and other helpers. Planning is very good, assessments are used to good effect to plan the next stages of learning, and children are well prepared to start work in Year 1. This ensures that all groups of children achieve well, including those with SEN and the higher attainers. However, children do not have their own separate secure outdoor learning area.

Personal, social and emotional development

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

Main strengths and weaknesses:

- Teachers treat children with respect, so they become confident.
- Opportunities for personal, social and emotional development are well planned.

41. In this area of the curriculum, the children achieve very well. The majority reach the Early Learning Goals by the time they enter Year 1, and many will exceed them. This is because of the very well planned curriculum, very good teaching, very good relationships and high expectations of behaviour. Children soon adapt to school routines and feel safe and secure. Staff have high expectations of learning and behaviour, and children respond very well to these. They quickly learn to work together in small and large groups, and are able to share and take turns. Children concentrate for increasing lengths of time without adult intervention, especially when involved in exciting, creative activities. Adults provide very good role models for the children, who quickly become happy, confident and active learners.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses:

- Teaching is very good.
- About a quarter of the children exceed the Early Learning Goals for reading and writing.
- There are very good links between subjects.

Commentary

42. Early reading skills are very well taught. Work is very well planned and carefully matched to the ability of each child. Phonic skills are taught in a lively way, and children listen carefully and are keen to learn. A few children are already fluent readers, while most are able to read simple texts, using picture clues and their developing word recognition skills. The very good relationships between children and adults encourage the less confident children to participate. The children enjoy listening to stories, both old favourites and new ones, and adults use these opportunities well to develop vocabulary and early reading skills. Most children write recognisable letters and can write their names. Some write at length, spelling most words accurately and making recognisable attempts at others. Adults provide well-planned opportunities throughout the school day for speaking and listening.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses:

- Achievement is good because teaching and learning develop children's mathematical skills through a practical curriculum.
- Work is well planned, with the result that children are interested and want to learn.

Commentary

43. Most children are on course to reach or to exceed the Early Learning Goals for mathematics, because of the good teaching they receive. This area is well taught because activities are well matched to the children's abilities and capture their interest. Children enjoy these activities and work hard to complete them. They are well supported by adults who allow them time to work out the answer for themselves. The teacher skilfully adapts the lesson as it evolves, to meet the changing needs of the children. This ensures that all children are challenged throughout the lesson.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for knowledge and understanding of the world is **very good**.

Main strengths and weaknesses:

- Teaching is excellent and staff provide a vibrant, exciting environment for this area of the curriculum.
- Children have good access to computers.
- Very good use is made of the local area and of people who live there.

44. Children achieve very well and most will reach the Early Learning Goals by the time they enter Year 1, with many exceeding them. The teacher provides a very wide and interesting range of experiences that capture pupils' interest. These help children to become eager and confident to explore new situations, for example when working alongside visitors to talk about the recent past. They listened spellbound to the adults describing what it was like to live in Diddlebury when they were young, and constantly asked searching questions. The following day they recalled in great detail what they had learnt and in the literacy lesson were able to write lively descriptions. Computer skills are well taught and are used well to support teaching and learning. Children have good mouse control and confidently use the keyboard to respond to prompts on the screen.

PHYSICAL DEVELOPMENT

Provision is **satisfactory** for physical development.

Main strengths and weaknesses:

- There are well-planned, appropriate indoor lessons.
- Children do not have their own separate secure outdoor learning area.

Commentary

45. Children have regular opportunities for physical activities, such as running, jumping, climbing and balancing. These take place in the small school hall during physical education lessons, and the majority of the children will achieve the Early Learning Goals by the time they enter Year 1. However, they share an outdoor area with the adjacent pre-school and so do not have their own designated outdoor learning area where adults can arrange activities appropriate for their age. Although this shared outdoor area provides very good opportunities for sharing and co-operation with very young children, it limits the range of activities that take place at certain times of the day.

46. Children are given frequent opportunities to use paintbrushes, pencils, crayons, glue and scissors to develop their co-ordination skills. Management of the children is very good, which ensures their safety when using apparatus and tools.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses:

- Children have many opportunities to choose their own activities.
- Adults are skilful at helping children to respond creatively to their familiar surroundings.

Commentary

47. The majority of children will reach the Early Learning Goals by the time they enter Year 1, as a result of good teaching and learning. Children's creative talents are developed well. Staff are very skilful at enabling children to respond sensitively and creatively to what they see, hear, feel and imagine, through a wide range of interesting topics and imaginative play. There are many opportunities for the children to choose their own activities, and there is a good balance between working on their own, in small groups, and working with an adult. All the children enjoy singing, using construction toys, and role-playing together. Staff carefully select resources which are well matched to the children's developmental needs and take every opportunity to extend children's vocabulary and thinking skills.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Teaching assistants are well deployed and make an effective contribution to pupils' learning.
- Pupils attain good standards by the age of seven years.
- Pupils in Year 6 are enthusiastic about reading.
- Literacy skills are well used across the curriculum.
- All pupils achieve well.
- Teachers could make greater use of target setting so that all pupils understand what they need to do to improve.

Commentary

48. Standards in speaking and listening are good. There are many planned opportunities to develop speaking and listening skills across the curriculum. Teachers use subject-specific vocabulary in lessons and ensure that pupils understand the meaning of the words used. Pupils listen carefully to each other and to adults and respond very well to questions and discussions.

49. Standards in reading are above average by the end of Year 2. This is better than at the time of the previous inspection. Phonics are well taught from the reception class onwards, and this enables pupils to decode unfamiliar words. Standards in Year 6 are in line with those expected nationally. This represents good progress for this cohort of pupils, who were below the national average in the national tests at the end of Year 2. The guided reading sessions provided in addition to the literacy lessons are very well taught and help pupils make very good progress in understanding more broadly about books. Pupils in Year 6 talk enthusiastically about the sort of books they like to read, and their favourite authors, and can recall complicated plots in great detail. Teaching assistants help pupils who find reading difficult. Adult helpers also hear pupils read. These strategies bring about the good progress made by most pupils. However, the location of the library makes it difficult for pupils to research or to browse at leisure.

50. Standards in writing are above average by the end of Year 2. Pupils write in a variety of styles, such as narrative, information text, letters, stories and poetry. Higher attaining pupils in Year 2 write at length, with very good use of punctuation and the correct use of such words as *meanwhile*. Less able pupils in Year 6 find writing difficult, complete less work, and make slower progress than their classmates. However, the school's focus on writing and the regular monitoring of writing are having a positive impact on standards.

51. Handwriting and spelling are taught regularly, and standards are in line with expectations, but too little attention has been given to these areas for better progress to be made.

52. The quality of teaching is good overall, but it is inconsistent. It is better at the beginning of each key stage than at the end. The strengths of teaching are:

- * The insistence on high standards of behaviour.
- * Well matched work for all ability levels.
- * Good questioning techniques which ensure that all pupils are able to answer.
- * Interesting plenary sessions.

The weaknesses are:

- * Introductory sessions are sometimes too long, so pupils do not have enough time to complete the tasks set.
- * There are too many new elements within one lesson for pupils to grasp well.

53. The school wants to improve the use of assessment data to inform planning and target setting. Teachers carefully assess what pupils can do and achieve, but they are less successful at sharing this information with the pupils so that all have a better understanding of the targets they have to achieve or how well they are progressing towards them. The school has made a good start by introducing learning journals for some pupils so they can become more involved in setting their own targets and assessing their own progress.

LANGUAGE AND LITERACY ACROSS THE CURRICULUM

54. The National Literacy Strategy has been implemented very well and provides a structure for the progressive development of pupils' reading, writing, spelling, and speaking and listening skills across the curriculum. Teachers create opportunities for pupils to use spoken language in most lessons, and this process helps pupils to develop their ideas and to share them with others. Additional support by teaching assistants is of good quality and helps pupils to improve their skills.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses:

- All pupils achieve well because of the good teaching and learning.
- The curriculum is of good quality.
- The subject is well managed and led.
- There has been a good improvement since the last inspection.
- The assessment of pupils' competences is underdeveloped.

Commentary

55. Standards attained by pupils in the national tests at the age of seven are average. This is an improvement on the national test results last year, which were below the national average. Standards of the current Year 6 are average, but this represents good progress for this cohort of pupils, who were below the national average in the national tests at the end of Year 2. Pupils in Year 1 and Year 5 are already achieving above average standards for their age, and all groups of pupils are making good progress and achieving well. The introduction of grouping by ability is ensuring that work is well matched to pupils' different abilities and extends the learning of the more able pupils. Pupils with SEN achieve as well as their classmates.

56. The school has worked hard to raise achievements in mathematics since the last inspection. The proportion of pupils achieving the higher levels has steadily risen as the quality of teaching has improved. The trend over time, compared with that in similar schools, has been for attainment across the school to be well above average by the end of Year 6. By Year 2, many pupils successfully use mental recall of addition and subtraction facts to numbers up to 100 when working on problems. The more able can add and subtract two-digit numbers mentally, and add and subtract three-digit numbers by written methods. They are successfully taught to recognise number patterns and use different strategies to solve number problems. As pupils move up the school, the

speed and range of their calculations increases. By Year 4, they can quickly double and halve whole numbers up to 100 and above, using mental arithmetic. By Year 6 they know percentages and can convert them into fractions and decimals, successfully showing a working recognition of the approximate proportions.

57. The school has a good quality curriculum, with an appropriate focus on mental calculations and numeracy skills. The emphasis placed on practical and investigative tasks is a key factor leading to the steadily rising proportion of pupils achieving the higher Levels 3 and 5. Every attempt is made to link the application of numeracy to practical situations, for example when older pupils developed business plans for the marketing and selling of a range of food products. Here pupils had to calculate costs and take account of value for money when developing their business strategy.

58. Overall, the quality of teaching and learning is good, and in one Year 4 lesson it was very good. Strengths include:

- * Lessons are carefully planned, with clear learning objectives that are shared with the pupils. These have a positive impact on the rate at which pupils learn and on their achievement.
- * Teachers capture pupils' interest and enthusiasm, so they work hard and give of their best.
- * Questioning is used well to check pupils' understanding and to challenge their understanding of new ideas.
- * Pupils are given clear explanations, matched to individual needs, to ensure that all understand what they have to do to complete their tasks successfully.

59. However, a few teachers rely far too much on the use of worksheets from the adopted commercial scheme. On some occasions, pupils are not being given work that is sufficiently well matched to their individual needs once the main task is completed. In some lessons, learning support assistants do not have an agreed system with the class teacher to record pupils' progress easily at the end of the session.

60. The use of assessment is unsatisfactory. The school recognises the need to improve the use of assessment data to track the progress of individuals and groups. Although the school matches pupils' work to the National Curriculum, it does not yet sufficiently share this information with pupils to give all a good understanding of the targets they have to achieve or of how well they are progressing towards them. In addition, the quality of marking is variable and does not often indicate to pupils how they can improve. There has been a good improvement since the last inspection, particularly in the quality of teaching and learning, and in the achievement of pupils across the school. The use of ICT has greatly improved.

Mathematics across the curriculum

61. Mathematics skills are well supported in other subjects, such as design and technology, science and geography. Data handling skills are being well developed and there is an increasing use of ICT to support this aspect and other areas of the mathematics curriculum. The use of timelines in history enables pupils to calculate differences between different historical periods. There are many opportunities for the application of mathematical skills in everyday situations, for example through the use of spreadsheets and business plans.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses:

- Standards are good by the end of Year 2 and Year 6.
- The curriculum is good and places a strong emphasis on investigational and experimental science.
- Pupils are very enthusiastic about science, are inquisitive, and achieve well.
- The subject is very well led, and progress is carefully monitored.

Commentary

62. The emphasis that the co-ordinator places on practical and investigative tasks is a key factor leading to the good standards achieved by pupils by the age of seven years and 11 years. This is an improvement on the findings of the last inspection, when standards were judged to be only satisfactory overall. Standards of the current Year 6 are above average, but this represents very good progress for this cohort of pupils, who were judged to be below the national average in the national tests at the end of Year 2. Pupils who are currently in Years 4 and 5 are already attaining standards that are above the national average for their age. Teachers have high expectations of what pupils can do, and boys and girls of all backgrounds and abilities are well supported and achieve well in relation to their prior attainment.

63. The new co-ordinator has undertaken a thorough and constructive review of science teaching, and has identified areas for future development. The most important of these has been the development of systems to track the achievement of individuals and cohorts, and the use of information to set targets for groups and individuals. She has developed good systems whereby pupils can evaluate their own success in the skills of scientific enquiry, as well as in scientific knowledge and understanding. This process is being piloted in Year 4 and will be used to inform the school's expertise in target setting, so that all pupils will have a better understanding of what they need to do to improve in other subjects. In addition, statutory tasks are now being analysed to identify any areas of weakness, which in turn will inform the school development plan and the programme for developing staff skills and competencies.

64. Although it was possible to see only one science lesson being taught during the inspection, there was a scrutiny of work on display, of written work, and of teachers' planning. This showed that teachers capture pupils' enthusiasm by devising many challenging opportunities to learn through practical activities. The curriculum is of good quality, with a clear development of the skills of scientific enquiry. Pupils are very enthusiastic about science and say it is one of their most interesting lessons. They enjoy designing their own experiments and researching new ideas. Pupils of all ages were able to describe in detail how they carry out their own experiments and plan their own investigations. They understand the importance of recording their findings, and can analyse them and draw simple conclusions.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- There has been good progress since the last inspection.
- All groups of pupils are achieving well.
- The subject is very well led and managed.
- Information and communication technology (ICT) is used well in other subjects to enrich learning.
- Pupils' understanding of what they need to do to improve could be better.

Commentary

65. The school is enabling pupils to use ICT effectively across the curriculum. The success of this strategy owes much to the very good leadership and management of ICT. A scrutiny of work and discussions with pupils show that they are offered good levels of challenge to develop their skills. Standards were judged to be average across the school at the last inspection. This position has changed over the last few years, and standards are now above average by the end of Year 2 and of Year 6. All groups of pupils are achieving well.

66. Information and communication technology (ICT) is continuously evaluated and improved through the very good leadership and management of the co-ordinator. Pupils are helped to appreciate that ICT is a valuable skill for themselves, as well as for others in the community. Teachers emphasise the important part ICT plays in our everyday lives by relating its use to pupils' own experiences, whilst balancing its limitations against its advantages. In addition, very good use is being made of interactive whiteboards for teaching, demonstrating, and the sharing of learning. It reinforces key skills and enables pupils to share with each other what they have achieved.

67. The curriculum is of good quality, and the new software is significantly increasing the opportunities for individual pupils to practise new skills and to develop their competence in the use of information technology. For example, during a Year 4 science lesson, pupils and teacher alike constantly used the interactive whiteboard to identify the different parts of a flowering plant. They pointed out structures such as anthers and stamens, and were able to use a microscope attached to the computer to print enlarged pictures for closer scrutiny. However, the headteacher and the co-ordinator have recognised the need to start updating the current computer, so that progress can be sustained as more powerful software become available.

68. There were limited opportunities to see the direct teaching of ICT, and there is therefore not enough evidence to make a secure judgement on the quality of teaching and learning. However, teachers ensure through their planning that all groups of pupils have equal access to suitably challenging activities.

69. As part of the Government's ten new Culture Online Projects older pupils used the Web to link with three different inner city schools in Birmingham so they could learn about one another and about the theatre. Pupils were challenged to write and direct a play about each other's lives and they communicated by using message boards and individual WebPages. Members of the Polkadot Theatre Company in London acted as online consultants and gave advice on producing a play from 'page to stage'. Pupils then presented their work at the Young People's Parliament at the Millennium Point in Birmingham and won two of the four 'Oscars' for their contributions. This project gave them excellent opportunities to build web pages collect and edit digital photographs and recordings and write about their lives in a safe and secure environment.

70. The co-ordinator ensures that pupils' attainment is regularly assessed and that this information is used to plan lessons and develop the curriculum. She is currently developing new ways to use the data more effectively to develop target setting for groups and individuals. This includes building in opportunities for individuals to assess their own progress in partnership with their teachers.

Information and communication technology across the curriculum

71. Information and communication technology (ICT) is used well to support learning in other subjects, and there was an excellent example of the use of the Internet to work with others. Opportunities for ICT are now being identified in English, mathematics and science, as well as in the foundation subjects¹. Interviews with pupils show that the youngest are working with pictures and text in most subjects. They can use a digital camera and navigate around databases to find information. The oldest pupils have made multimedia presentations and monitored environmental information during a scientific study of a local wood. They confidently use spreadsheet to collate, analyse and present mathematical data in a range of contexts.

HUMANITIES

72. In **humanities**, work was sampled in **history** and **geography**, with only one history lesson observed. It was not possible to form an overall judgement about provision in these subjects. Evidence from the scrutiny of work suggests that standards are broadly average at the end of Year 2 and Year 6, and have remained the same since the last inspection.

73. The school makes very good use of the local community to support work in **geography and history**. For example, pupils learned about the recent past when local senior citizens were invited to school to talk about their own personal experiences of living and working in an isolated rural community. In addition, pupils have visited local farms and museums, looking at buildings and searching for changes occurring in the environment. This has helped to show them how the countryside has changed and to build their knowledge and understanding of environmental changes and sustainable development. Older pupils have studied the lives of people in other countries, for example in India. Their classroom display shows good use of secondary sources of information, such as maps, plans and photographs, to explore the location. The quality of teaching and learning in the single history lesson seen was very good. The teacher made very good use of the interactive white-board to develop the pupils' understanding of the historical background to the movement for Indian independence and the life of Mahatma Gandhi. Time lines are in abundance around the school, and these help pupils to place events, people and changes into their correct time periods.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

74. It is not possible to make a secure judgement about provision in **art and design, design and technology, music and physical education**. In addition to observing lessons, inspectors talked to teachers about their work, spoke to pupils about what they had learned, and examined pupils' work.

75. It is evident from a scrutiny of work on display, and from discussion with pupils and an examination of completed work, that pupils experience an interesting **art and design** curriculum. Teachers plan effectively, using the nationally recommended guidelines, and make good links with other subjects. For example, younger pupils make sketches using pencil and coloured crayon, and experiment with repeating patterns. They experiment in their sketchbooks with gradations of texture and tone, using pencil and paint, and have produced some very eye-catching pictures of fossils and shells. They have also looked at the work of Jackson Pollock and Mondrian, and have

¹ These are subjects other than English, mathematics and science.

used the computer to design and produce images in that style. Older pupils collect visual and other reference materials when developing their artistic ideas. For example, they have studied how figures move, through careful analysis of the work of Matisse and Van Gogh. They took these ideas beyond the classroom when visiting Ludlow to sketch the public going about their normal lives.

76. In **design and technology**, pupils design, make and evaluate their work from an early age. Year 1 pupils, for example, have designed and made their own 'ideal' model playgrounds. They collected ideas during visits to 'full-size' working playgrounds and incorporated the best features into their own designs. Year 4 pupils have examined the criteria for evaluating food products such as pizza. Good links were made with mathematics when they developed a business plan for marketing and selling pizza. The oldest pupils have developed these ideas further, and produced their own range of biscuits based on their own recipe. A careful product analysis was carried out, and the results were used to design eye-catching packaging to stimulate sales.

77. Pupils have the opportunity to learn a wide variety of **musical** instruments from peripatetic teachers, and about a third do so. These pupils reach good standards, learning to sight-read music and to play in parts. There is a school choir and orchestra who regularly enter local musical festivals and competitions. Some pupils have a music notebook in which they explore and express their own feelings and ideas about the music they listen to. Some of these responses show a high standard of sensitivity to a wide range of music.

78. Pupils experience a varied **physical education** curriculum, including aspects of gymnastics, dance, athletics, swimming and team games. The standards in swimming by Year 6 are good, and all pupils benefit from sessions in the local swimming pool during the spring term. The quality of teaching and learning in the single lesson seen was good. Pupils were very enthusiastic about physical activity and achieved good standards in athletic skills. The teacher had high expectations of what pupils could achieve, and continually challenged them to improve their athletic skills and techniques. All pupils had equality of access to all activities and were very well supported. The school is now making very good use of the nearby village hall, where older children are able to improve their gymnastic skills. This would not be possible in the very small school hall. There is a very good range of out-of-school clubs that includes football, hockey and cricket.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social and health education (PSHE) and citizenship is **good**.

Main strengths and weaknesses

- Pupils are learning to play an active role as citizens.
- Pupils' views are valued.

Commentary

79. The school does not specifically timetable PSHE lessons across the school. Personal, social and health education (PSHE) and citizenship are covered within other curriculum subjects and the weekly 'class council time'. The pupils are successfully learning to play an active role as citizens. They are well informed about the need for rules in school and the community. Older pupils, in particular, learn what it means to be a good citizen and understand about living in a community. Pupils throughout the school are well represented by the school council, which works hard to bring about and influence change. Its elected members are enthusiastic about developing their role and accepting the added responsibility that membership of the council carries with it. For example these pupils have met with candidates for teaching jobs and asked them questions about teaching, and they are also involved in planning new school projects.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
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
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	5
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	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	2
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).