

INSPECTION REPORT

FLADBURY CE FIRST SCHOOL

Fladbury, Pershore

LEA area: Worcestershire

Unique reference number: 116879

Head teacher: Ann Embury

Lead inspector: David Marshall

Dates of inspection: 6th – 9th October 2003

Inspection number: 256134

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Voluntary aided
Age range of pupils:	4 – 9
Gender of pupils:	Mixed
Number on roll:	90
School address:	Church Street Fladbury Pershore Worcestershire
Postcode:	WR10 2QB
Telephone number:	01386 860301
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Appropriate authority:	The Governing Body
Name of chair of governors:	Dr John Holah
Date of previous inspection:	May 1998

CHARACTERISTICS OF THE SCHOOL

Fladbury is a smaller than average, aided Church of England First school with 90 pupils on roll; 49 boys and 41 girls. There are four classes from reception class to Year 4. There are very few pupils from minority ethnic groups, but there are two traveller children. There are no pupils with English as an additional language at an early stage of language acquisition. Children's attainment on entry is broadly average, but there are several pupils who have above average levels of language ability in each year group. This reflects the average to above average socio-economic background of most pupils. Eleven pupils have special educational needs. The main feature of pupils' special needs is speech and language difficulties.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
27681	David Marshall	Lead inspector	English Music Information and communication technology Foundation Stage Special educational needs English as an additional language
9652	Colin Herbert	Lay inspector	
32345	Harold Bailey	Team inspector	Mathematics Art and design Design and technology Physical education
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PART A: SUMMARY OF THE REPORT

This is a very good school. Pupils achieve well and make good progress because the teaching is very good throughout the school. Standards in many subjects are above average by the time pupils leave school. Its caring ethos results in the very effective personal development of all pupils. The school is very well led and managed, and the head teacher motivates and influences both staff and pupils very effectively. **The school provides very good value for money.**

The school's main strengths and weaknesses are:

- Pupils achieve well and, by Year 4, many work at higher than expected levels in English, mathematics and science.
- All pupils are highly valued and included in all aspects of the school life.
- The head teacher leads and manages the school very well. She is very well supported by staff and governors.
- Links with the local community are very good.
- Interesting work is well planned to match all pupils' capabilities.
- Extra-curricular activities are very good.
- Arrangements for managing and checking up on pupils' behaviour are very good.

Since the school was inspected in 1998 the rate of improvement has been good. This is due to the very effective work of the head teacher and staff who have not only maintained the many good features noted at the time of the last inspection, but built on them by incorporating the many national initiatives very well.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2000	2001	2002	2002
Reading	D	D	A	A
Writing	C	D	A	A
Mathematics	B	D	B	B

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

The grades in the above table should be viewed cautiously, as the numbers of pupils taking the test each year are quite small.

In the Foundation Stage, the children are on course to reach the early learning goals set for them and some will exceed them. The children are very well taught and achieve particularly well in their personal and social, and language development. **Throughout the school pupils are achieving well and standards are consistently above average in English, mathematics and science** by the time they leave. Thanks to the many additional activities provided, pupils also achieve above expected standards for their age in art and design and physical education. Overall, pupils with special educational needs make good progress and achieve well.

Pupil's personal development is very good. Provision for their moral and social development is very good. For their spiritual and cultural development it is very good. As a result, pupils have very positive attitudes to school. They are enthusiastic and motivated, and enjoy coming to school. Pupils' behaviour is very good at all times. They form excellent relationships and are keen to help each other and enjoy each other's success. The school's attendance rate is above the national average.

QUALITY OF EDUCATION

The quality of education is very good. The quality of teaching is very good. This is based on teachers' consistently high expectations and the care they take to make sure all pupils are well involved in all lessons. In the Foundation Stage, the teaching is very good and helps children to settle into school well and develop good learning habits.

In Years 1 and 2 very good teaching reflects the teachers' care to use language carefully to explain well and question effectively. This gives pupils the confidence to express their own ideas, and enables them to achieve well.

In Years 3 and 4, teaching is very good as teachers have good subject knowledge and very clear planning. The links they make between different subjects produce activities that are particularly valuable. The emphasis on self-evaluation enables pupils to learn well and leads to them acquiring independent learning skills and to their good personal development.

Overall the school provides a good, well-balanced and stimulating curriculum. The many extra-curricular and additional activities enrich the curriculum very well. Literacy and numeracy skills are well developed, and pupils also achieve very well in science and physical education.

Partnerships with parents are good. Parents are kept well informed of their children's progress and support the school well. In particular the Parent Teacher Association is a very active organisation whose fund raising has enabled many of the significant changes in the school's learning environment to take place. **The school provides very effective care for all of its pupils.**

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The head teacher provides very good leadership that promotes a constant drive for improvement. She has established a very clear school improvement plan that enables the management of the school to be very good. The checking of standards, teaching and learning is strong. The governors organise their work very well and make a good contribution to school improvement. Overall, governance is **good**.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a very high regard for the school and recognise the many ways in which the head and staff give of their time for the pupils in their care. The pupils enjoy school and recognise the way they are supported so well.

IMPROVEMENTS NEEDED

There are no important things for the school to improve. More minor issues for this very effective school to tackle are:

- To continue to review the use of assessment in the investigative aspect of science and in the non-core¹ subjects.
- To complete the review of the personal, social and health education scheme of work that is drawing together all elements of the school's very good practice.
- To build on the governors' good practice by firmly establishing procedures for them to monitor the impact of their decisions on standards and pupils' welfare.

¹ The core subjects are English, mathematics and science. Geography, history, art and design, design and technology, physical education, religious education, music and ICT are the non-core subjects

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is good throughout the school. Standards in reading, writing, mathematics and science are above average by the end of Year 2. By the time pupils leave the school standards in English and science are above average and in mathematics well above average. Pupils also achieve above average standards in art and design and physical education.

Main strengths and weaknesses

- For pupils in Year 2, achievement and standards in English and science have improved significantly since the last inspection. The above average standards in mathematics have been consistently maintained.
- By the end of Year 4 standards in English are above average; junior pupils achieve very well in English. Bearing in mind the fluctuations due to the small numbers of pupils in each year group, this maintains the position at the time of the last inspection.
- By the time pupils leave the school, achievement and standards in mathematics are well above average and in science, art and design and physical education are above expectations for their age.
- Pupils with special educational needs achieve well.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
Reading	17.1 (15.2)	15.8 (15.7)
Writing	15.5 (14.1)	14.4 (14.3)
Mathematics	17.1 (15.9)	16.5 (16.2)

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

Commentary

1. The small annual cohorts mean that comparisons from year to year are unreliable. Inspection findings show that standards in the core subjects have sustained an upward trend, though within this there are expected annual fluctuations. They are confirmed by the results of recent national tests in reading, writing and mathematics. This steady improvement reflects the continued, very effective management, well-organised curriculum and very good teaching.
2. Generally, pupils enter the school with average attainment, though some pupils score significantly higher than this and some fall below. Standards by the end of the Foundation Stage are in line with expectations for children of their age. Because of the very good provision, pupils of all abilities make good progress through the school and achieve well. In reading and mathematics, Year 2 pupils consistently attain as well as pupils in similar schools but do better in writing. There are no significant differences in the performance of boys and girls. The results of national tests show that well above average proportions of pupils attained or exceeded the average levels in reading and writing and above average proportions in mathematics. In writing, a high proportion exceeded the expected level while in mathematics, an above average proportion exceeded it. The incidence of higher attainment in reading was average.
3. There are no statutory national tests for the end of Year 4. Inspection findings show that the school builds well on the above average attainment at Key Stage 1 and that overall attainment

is above average by the end of Year 4. Pupils continue to achieve well. The school sets individual targets for all pupils that are well informed and reflect suitably high expectations. Records and inspection findings show that most pupils reach their targets and many exceed them.

4. By the time they leave school, pupils develop sound speaking and listening skills, which enable them to join in discussions confidently. Many are enthusiastic readers who have a good knowledge of books and authors and can express their preferences confidently. They use their skills to find information in the library; they use CD-ROMs and the Internet appropriately. In mathematics, pupils have a good understanding of place value and a grasp of the four operations in number that they can apply to solve problems. They have a good recall of number facts, they can work with large numbers and with decimals, and they understand the relationship between fractions and decimals.
5. In science, standards for Year 2 and Year 4 pupils are above the expected levels. Pupils have a good knowledge for their age of some features of the natural world, of different materials and some physical processes. They have sound experience of practical work and a good understanding of scientific investigation. In the investigation aspect of their learning the more able pupils are not always well challenged, although in all other subjects they achieve well.
6. In art and design and physical education, standards are above average by the end of Years 2 and 4. In all other subjects standards are in line with the expected levels.
7. Pupils with special educational needs make good progress and achieve well. This reflects the very good quality of provision. The planning for pupils' individual needs is concise, practical and clear. Support within and outside the classroom is responsive, thoughtfully devised and purposeful. The high quality of relationships and the school's inclusive ethos enable pupils with special educational needs to work confidently and attain or exceed their personal targets.

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes to school and to their learning and they are very well behaved. Attendance is very good and well above the national average. Punctuality is good. Pupils' moral and social development is very good.

Main strengths and weaknesses

- Relationships between pupils and with all adults are excellent.
- Pupils are very enthusiastic about school, they enjoy participating in lessons and their behaviour in lessons and around school is very good.
- The provision for spiritual, moral, social and cultural education is very good overall.
- Attendance rates are high.

Commentary

8. From the moment that they arrive at school, pupils are enthusiastic about school. In the playground each morning or on coming into school pupils have a smile on their faces. This enthusiasm extends into the classroom. For example, in a Year 3 French lesson, pupils were very keen to participate and try out their newly acquired language skills.
9. The pupils' behaviour is very good. In the classroom, the playground or in the dining hall at lunchtime there is consistent very good behaviour. Pupils are polite and very well mannered towards visitors as they move around school. There are no indications of any unsociable or racist behaviour. There are no exclusions.

10. Relationships within the school community are excellent and this is a very happy institution. Boys and girls play very well together and all pupils respond very well to the guidance that adults give them. At lunchtime, in the playground, pupils thoroughly enjoy the opportunity to play group games with the supervisors. The impact of these very high quality relationships is that all pupils are fully included in all school activities.
11. Parental responses to the questionnaire were very positive about this aspect of school life and they all agreed that the behaviour of children in school was good.
12. The provision for spiritual, moral, social and cultural education is very good. Spirituality and moral development is fostered through assemblies and in some lessons. Pupils know right from wrong and are encouraged to feel part of the whole school community. There is a strong sense of doing one's best and this is evident in lessons and discussions and is developed through high expectations that teachers have of the pupils. Multi-cultural education has been a high priority and has been improved, for instance by a range of visitors to the school and by the links with a school in Ndola, Zambia.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	3.5
National data	5.4

Unauthorised absence	
School data	0.5
National data	0.5

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

13. The school works hard to maintain the high level of attendance and parents are very responsible in that the majority do not take their children out of school during term time. Punctuality to school is good.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good, overall. There are strengths in teaching, levels of care and welfare, and links with parents.

Teaching and learning

Teaching is very good and consistently high in the Foundation Stage and Key Stage 1.

Main strengths and weaknesses

- Lesson planning is detailed and thorough, giving lessons purpose and drive.
- Teachers motivate pupils effectively and engage them very well, securing their commitment to learning. They provide very well for pupils' differing needs and abilities, enabling them all to achieve well.
- In literacy, numeracy and science teachers' expectations are high, enabling all pupils, including the most able, to be challenged well.
- Provision for special educational needs is very good and promotes good achievement.
- Teachers manage pupils very well, promoting excellent relationships and very good behaviour.
- Very effective group work is provided for pupils with below average social and listening skills.

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	10	6	4	0	0	0

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

Commentary

14. The school has maintained the very good standards in teaching and learning identified at the last inspection. There is good, very good and sometimes excellent teaching in all parts of the school. No unsatisfactory lessons were seen and, overall, more than half of all lessons were very good or better.
15. The very good quality of teaching in the Foundation Stage reflects very good subject knowledge and skilled management. The teacher and classroom assistants provide a broad, interesting curriculum that engages children effectively. They draw on their close, detailed knowledge of individual children to ensure that learning is relevant to children's developing needs. Expectations in terms of learning and social skills are high, resulting in very good progress overall and challenge for all children, including the most able. Classroom support is effective and well organised. This helps to ensure that the least able children also progress very well and gain satisfaction from learning.
16. The very good or excellent teaching at Key Stage 1 turns pupils' energy and enthusiasm to very good account, using it skilfully to inspire progress in learning. Carefully targeted questioning, appreciation of pupils' ideas and well-judged use of praise motivate pupils and carry learning forward very well. Teaching at Key Stage 2 is more variable, but is very good overall. Teachers plan lessons very carefully ensuring that lessons challenge pupils well and take account of the full range of needs. Classroom assistants work very effectively in all classes, valuably enhancing the quality of teaching and learning. Assessment arrangements for English, mathematics are particularly detailed and informative.
17. The provision for pupils with special educational needs is very good. Teachers and support assistants track and respond to pupils' needs sensitively and effectively. They build pupils' confidence and social skills alongside their other learning. Support is very thoughtfully managed to do the best for each pupil. Group work to improve some pupils' social and listening skills is beginning to prove effective.
18. Teachers manage pupils very well, insisting on and securing high standards of behaviour. In a very few lessons observed, older, talkative pupils sometimes tried to dominate discussions. The school's action to counter this is excellent. (See separate **Example of outstanding practice** below.)
19. The school has a mixture of experienced teaching staff and some who are recently qualified. The school is able to deliver all aspects of the National Curriculum because it has sufficient staff to meet the requirements. Assistants and lunchtime staff support them very well in classrooms and at lunchtime. The well-landscaped grounds enhance opportunities for learning. There is also a computer suite and a well-stocked library. Best use is usually made of the space that is available in rather small classrooms. Resource provision is good overall and particularly good in the core subjects. This enables pupils to benefit from the educational opportunities offered.

The curriculum

The school provides a good, broad curriculum with a wide range of opportunities for enrichment. The good curriculum is extended very well by extra-curricular work.

Main strengths and weaknesses

- A broad range of rich and stimulating learning opportunities are provided, both within and beyond school.
- There is very good provision for pupils with special educational needs.
- The curriculum is well supported by visiting specialists and members of the community. There is good peripatetic music support.
- There are good cross-curricular links.
- There is good provision for personal, social and health education and citizenship.

Commentary

20. The school successfully meets the needs of all pupils, including those with special educational needs. Statutory requirements for teaching all the subjects of the National Curriculum are met. Class teachers are very skilled at planning work which is suited to pupils of all abilities, including higher achieving pupils.
21. The curriculum for pupils with special educational needs is very good. It is carefully planned and responsive to pupils' individual needs. Teaching and classroom support are very carefully organised to promote effective learning and further pupils' personal and social development. Secure assessment procedures support teachers' and teaching assistants' detailed knowledge of pupils. This enables the curriculum to be matched closely to pupils' individual aptitudes and emergent needs.
22. The school has very effective strategies in place for teaching numeracy and good strategies in place for teaching literacy. The school makes very good provision for their pupils to use their literacy and numeracy skills in other subjects of the curriculum. National guidance for planning is used well in all subjects. The school works very hard to ensure that all pupils have equal access to all areas of the curriculum and have equal opportunities to succeed in them.
23. A very good range of extra-curricular activities enrich the curriculum. Teachers, parents and members of the local community provide these. The curriculum is extended through many visits out of school. Visitors also come into the school in order to support pupils' work. In Years 3 and 4, the curriculum is enriched by introductory work in French. The provision of additional instrumental lessons enables all pupils to make greater progress in music as their interest and expertise is shared in class lessons very well.
24. Provision for personal, social and health education is good and there is a clear policy for teaching sex education. The school is very successful in promoting opportunities for pupils to accept responsibility and take the initiative.

Care, guidance and support

The school provides a high level of care for the physical and emotional needs of its pupils. Procedures for checking pupils' progress and providing support and guidance for pupils are very good. The school takes pupils' views into account well.

Main strengths and weaknesses

- All pupils are looked after very well.
- The high level of care provided is underpinned by the excellent relationships that exist in the school community.
- Very good supervision is now provided in the playground.

Commentary

25. Provision has improved since the last inspection. Pupils are looked after very well. In addition to the exceptional care that all adults provide, pupils also care for each other. The school has very good procedures in place to check on pupils' personal development and to provide additional support whenever needed. The procedures for monitoring their academic progress are very good in English and mathematics and thorough but still developing in all other subjects.
26. The governing body takes its responsibility for health, safety and child protection seriously. The school maintains appropriate records for risk assessment; first aid, fire drills, accident recording and the procedures for child protection are very effective. Very good efforts have been made with the outside play area which ensures that all the equipment meets safety requirements.
27. The school looks after pupils very well at lunchtime and in the playground. The midday supervisors are a very effective and important part of the school family.
28. There is a very good level of provision for the support, advice and guidance of all pupils, including those with special educational needs. This is based on the very good knowledge that all adults have of pupils and the trusting relationships that exist between children and adults within the school community. Pupils know that the school will listen to their concerns. Pupils describe teachers as very friendly – "They help us if we get stuck."

Partnership with parents, other schools and the community

Links with parents and the community are very good. Links with other schools are good.

Main strengths and weaknesses

- Parents have very positive views about the school.
- The Parent Teacher Association is very effective.
- Very strong community links exist.
- Information for parents has improved and is now good.

Commentary

29. The school promotes itself very well to its parents, and those who responded to the questionnaire or who attended the meeting or who were spoken to in school had very positive views about all aspects of school life. It is very clear that parents hold the school in very high esteem.
30. Although many parents are unable to help in classrooms because of work commitments, they are very supportive of the events and activities run by the hard-working Parent Teacher Association. These events raise considerable sums of money for such things as the new decking and seating area in the playground.
31. The quality of information provided for parents is now good. Newsletters are informative, and annual reports on progress are appropriately personalised and include targets. Pupils are also

encouraged to comment on their own progress. The School Information Diary (SID) also provides useful information for parents.

32. Community links and particularly links with the village remain very strong. The school is proud of its village heritage and the village is proud of its school. A particularly good feature is the bell boating experience where Year 4 children take part along with pupils from neighbouring schools in an annual festival. Local clergy visit the school and very close links exist with the village church and the weekly Eucharist provides a wonderful opportunity for pupils to reflect. There are very effective links with partner institutions. Good links exist with a nursery. There is a smooth transfer of pupils from first to middle school which includes the efficient transfer of pupils' records, including those for pupils with special educational needs. There are very strong links with the local cluster schools and the quality of these links ensures that pupils are able to make a seamless transition to the next stage of their education.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are very good. The governance of the school is good.

Main strengths and weaknesses

- The head teacher is an exceptional leader and manager of the school and is supported by a very able deputy head.
- The priorities to promote effective learning have been very successful and have raised the standards of attainment to a high level.
- The school evaluates its own performance very well and uses information very well to promote improvement.
- The governing body is very effective in fulfilling its responsibilities.

Commentary

33. The head teacher's clear vision and purposeful management have maintained the school's very good provision since the last inspection. The emphasis on inclusion is strong and effectively realised. High aspirations and a resolute emphasis on raising achievement are reflected in all areas of the school's work. Staff monitor standards thoroughly and make very good use of data collected to analyse standards and set targets. There is a strong sense of teamwork in the school. All staff work very well together, united by shared values and common purpose. Teachers' and learning assistants' personal targets are carefully aligned with school priorities. Secure planning and communication arrangements ensure that action taken is understood by all staff and implemented consistently. The action the school takes on its priorities for development is rooted in detailed, accurate information and is rigorously reviewed.
34. Governors are fulfilling their statutory responsibilities very well and, through sub-committees, check the school's overall progress towards its aims very well. They have fully developed their role in recognising the school's strengths and weaknesses and now have very good skills in questioning and challenging decisions made by the senior management team.
35. The school manages all aspects of work very well. The aims are clearly understood by staff, parents, governors and pupils and are explicit in the daily life of the school. The result is the school's excellent ethos and a positive and effective learning environment which is based on very good relationships and good pupil behaviour. This allows all pupils direct access to all learning experiences in an enjoyable and supportive environment.
36. The special needs' co-ordinator is experienced and well organised. The special needs' policy was reviewed and updated recently to ensure that it is in line with the changes to the revised

Code of Practice. The special needs governor takes a very active role, which she describes accurately as 'a critical friend of the school'.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	286274	Balance from previous year	21919
Total expenditure	232126	Balance carried forward to the next	27074
Expenditure per pupil	2579		

37. The school has well-established systems for managing the budget. Spending decisions are firmly linked to the educational priorities identified in the school improvement plan. The budget is managed by the school's administrative staff and is monitored well by the head teacher and governing body. They give very careful consideration to major spending decisions which are taken for the benefit of raising standards. The use of resources, including specific grants, is good and principles of best value are always applied.

Example of outstanding practice

A small minority of pupils come to school with very challenging and over-confident social development and poorer listening skills. They find it difficult to conform in their lessons where discussions are an important component

Twice a week a small group of pupils with challenging behaviour meet with a specially trained teaching assistant to talk and reflect together. The aims are: **Let's communicate**, **Let's be friends** and **Let's practise**. They are given time to work out their anxieties and feelings and to enhance their listening skills. The emphasis is on eye-to-eye contact, awareness of others, being a comfortable distance from the speaker, sitting still and focusing.

The pace of the session observed was very brisk, but quiet and on task. Throughout, the teaching assistant insisted that pupils always used the correct polite forms of speech in the variety of situations she created. They all understood the very well-structured format and followed without exception – this was outstanding for these pupils. To watch them thinking hard and then giving each other a 'compliment' that they could justify was exceptional. Teacher and pupils look at the mark book together to judge whether they need to repeat this session or not.

In a later lesson, a teaching assistant looked at a boy who was about to interject inappropriately in a discussion. With a shrug, he remembered. With a conspiratorial smile, she silently congratulated him and mimed an additional tick in his book – to his satisfaction and that of the class teacher who could continue without interruption.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation stage is good.

38. Children start school at the beginning of the year in which they have their fifth birthday. At the time of the inspection there were 17 reception-aged children in a class, along with six of the youngest Year 1 children. Attainment on entry is broadly average, but varied. Although some children have above average language skills on entry to the school, others have poorly developed personal, social and language skills. Despite this, by the time they enter Year 1, standards are likely to be in line with expectations in communication, language and literacy, and personal and social development, because of the consistently very good teaching by, and teamwork between, the teacher and teaching assistant. By the end of their reception year, most children, including those with special educational needs, are also likely to meet the early learning goals in mathematics, creative development, physical development and knowledge and understanding of the world. The good quality of relationships with parents results in children settling into school well. All children achieve well, regardless of their standards when they entered school, in all areas of learning. There is a well-planned, practical curriculum and consistently very good teaching that focuses on those who have most need. There is a very good balance between directed activities and those that children can choose. The classroom provides an environment where children have very good opportunities to develop their speaking and written skills.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The classroom provides a welcoming and secure environment, which helps young children to settle quickly.
- Teaching in this area is good, and as a result children develop their skills well.

Commentary

39. The personal, social and emotional development of children is very varied on entry to the school. A few children have underdeveloped social skills. At this early stage of the year some children have difficulty in sustaining concentration but because of good support from adults they become able to persist with activities. The teacher and teaching assistant set a very good example for children to follow. They work together very well as a team and as a result the children see the value of co-operating with one another. Staff are very careful to distinguish between the needs of the reception year and Year 1 pupils. Children progress well as there are frequent opportunities for children to work together, alone or in a variety of small groups, such as when using construction resources or role-playing. Children are already beginning to know the routines and are beginning to behave sensibly.
40. Children' confidence is developed well as all staff welcome children's contributions. They respond to class routines and are beginning to organise themselves appropriately. For instance they are expected to clear up after themselves and are now quick to get on with this when prompted. The continual reinforcement of routines by adults is resulting in good gains in learning, and establishing the very high quality of relationships seen across the whole school.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is good.

Main strengths and weaknesses

- The classroom provides an environment where children have good opportunities to develop their oral and written skills.
- Children achieve well because the teaching is very good.

Commentary

41. Lessons focus well on supporting and developing language for all children. This enables them to learn well in all areas of learning and the majority of children are on course to meet expectations for their age in this area of learning. Children make good progress because of the variety of games, methods and activities that are used to help them speak, read and write, learn their sounds and write correctly. Some children are in the early stages of learning to read and write, and copy the older Year 1 pupils well, but few are able to copy underneath the teachers' writing.
42. Adults use clear speech in discussions, share books and provide writing opportunities. Children enjoy listening to stories and are beginning to understand that text has meaning; some children are able to recite. Many labels and instructions are attractively displayed around the classrooms and children are encouraged to read them.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is good.

Main strengths and weaknesses

- Children make good progress in developing their mathematical understanding because of the good teaching and range of interesting activities.

Commentary

43. Teaching and learning are good. Children develop their mathematical skills through practical activities, number rhymes, games and songs that their teachers provide. Day-to-day use of numbers in counting familiar objects in the classroom is being well established. Children learn to count numbers to 10 objects and to recognise numerals to nine. They have very good regular experiences of singing action and number rhymes which encourage them to count. The use of a glove puppet – Linda the Ladybird – in a very good lesson really gripped the children's attention and led them to consolidate their learning very well. A strength of the teaching is the good range of practical activities which reinforce learning; for example, the computer is used regularly for children to identify and match shapes, and the children all enjoyed finding and counting the objects buried in the sand outside. Children are introduced to patterns, shape and measures through activities using sand and water.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

There is good provision for knowledge and understanding of the world.

Main strengths and weaknesses

- The very good teaching in this area of learning is helping children to understand the world in which they live.
- A wide range of practical activities helps them achieve well.

Commentary

44. Teaching and learning are very good as a wide range of practical activities helps children to achieve well. A very good variety of appropriate and interesting activities are provided to stimulate children's imagination. In a good lesson, adults encouraged children to talk when discussing parts of their body. The painting and good sequencing activities were skilfully used to move the children outside to check on what they had discovered. Good opportunities are provided for children to use the computer in the classroom, where they demonstrate sound control of the mouse. Good learning opportunities are provided for children to learn about their own cultures and beliefs and those of other people.

PHYSICAL DEVELOPMENT

Provision in physical development is good.

Main strengths and weaknesses

- Teachers make the most of the good accommodation and resources.
- Outside sessions are very well planned and directed

Commentary

45. Many children manage their own clothing before and after physical education activities. The children have their own play area, which is well supervised. They use the outdoor area to climb, jump and play with large and small equipment. The children have some awareness of their own needs with regard to sleeping, eating and hygiene. Many children are starting to use mark making implements confidently. They play with simple construction sets which encourage them to develop their hand-eye co-ordination, and are given many opportunities to use a wide range of tools for construction.

CREATIVE DEVELOPMENT

Provision in creative development is good.

Main strengths and weaknesses

- A good curriculum is provided for children's creative development. There are many opportunities for painting, collage making, model making and using malleable materials.
- Creative skills develop well and children make good progress.

Commentary

46. The teacher and teaching assistant encourage the children to express their feelings through exploring media and materials, story making and imaginative play. All children enjoy this good range of creative activities that develop their imagination and give them opportunities to

experiment with a variety of materials. For example they paint, draw and develop cutting and sticking techniques to make their own objects. The lesson observed on mosaics and tiles was very good – and the children were excited to see the range of resources available to them. Children have many opportunities to sing, and to use musical instruments. They use the classroom computer to ‘paint’ pictures and have good control of the mouse.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision for English is good.

Main strengths and weaknesses

- Standards in English are above average by the time pupils leave the school. Pupils make good progress through the school and achieve well.
- Pupils’ writing is good overall.
- The teaching of English is consistently good.
- The school provides well for pupils of differing abilities.
- Pupils’ attitudes to learning are very good.
- The management of English is good.
- Pupils use writing well across the curriculum.

Commentary

47. The inspection found that pupils, including those with special educational needs and higher attaining pupils, achieve well throughout the school. Pupils progress well in all aspects of English because of the consistently good teaching they receive and this is sustained through the school. Infant pupils attain average standards in writing and above average standards in reading by the age of seven. For most pupils, standards in speaking are also above average but there are a number who do not yet listen as well at this stage.
48. By the time they leave the school, most pupils are confident writers. They express themselves clearly, using apt vocabulary, and show a good grasp of grammar and punctuation. More able pupils write with energy and versatility, draw on a wide vocabulary and range of expression, and make few mistakes. All pupils take great care with their writing and produce a good amount of work. They take pride in all they do and present their work attractively in a well-formed fluent hand. Most pupils read well for their age. They read a good range of texts fluently, accurately and with good understanding. Most junior pupils speak clearly and confidently, and begin to adapt their language to the situation and the needs of the listener.
49. Teachers set high standards and are skilful in enabling pupils to progress towards them. They manage pupils positively and thoughtfully, praising and recognising their achievements. Lessons are interesting, engaging pupils well and inspiring them to do their best. Lively, flexible questioning draws well on teachers’ detailed knowledge of pupils and accurately targets pupils’ individual learning needs. Work is carefully planned to challenge pupils at the right level. This enables pupils of differing abilities to progress and achieve well.
50. Pupils’ very good attitudes to learning reflect the skill and sensitivity of teachers and teaching assistants in their management of pupils, the caring ethos, the warmth of relationships and the strong positive role models that staff present. Pupils work hard and concentrate well. They behave very well, are polite towards adults and each other, show suitable independence and, when working together, support each other thoughtfully and generously.

51. The subject leader is enthusiastic, knowledgeable and effective. Teachers use the results of monitoring and the analyses of results very well to target areas for improvement and this has raised standards, for example in reading.

Language and literacy across the curriculum

52. Pupils use language, especially writing, consistently well across the curriculum, for example to present arguments, describe investigations or narrate historical events. In some lessons they use word processing in relevant ways to improve the quality of their writing. This reflects the school's well-organised planning for English and the effectiveness of subject leadership in co-ordinating teachers' pursuit of high standards.

MATHEMATICS

Provision in mathematics is good.

Main strengths and weaknesses

- Standards are above average in Year 2 and well above by Year 4.
- Pupils make very good progress and achieve well throughout the school due to the very good teaching they are receiving.
- Progress since the last inspection has been good, current work indicating standards are maintained at a high level.
- Teaching assistants are used very well.

Commentary

53. Standards across the school are above average, and pupils often attain well above expectations for their age by the time they leave school. The school does well for all of its pupils, with all groups making good progress and achieving well. Pupils with special educational needs are well supported by teachers and teaching assistants, and achieve as well as their classmates. There is no difference in the attainment of boys and girls.
54. The quality of teaching is very good and in some cases excellent. For example, in a very good lesson in Year 4 in which the focus was identifying three-dimensional shapes, the teacher was expecting pupils to explain their thinking in answering questions and say in some detail what the particular qualities of the named shape were. Some oral sessions at the start of lessons encourage these thinking processes by the use of skilful questioning, enabling pupils to apply previously learned knowledge. Year 3 pupils are beginning to understand rotation of a shape by orienting the vertex. Some able Year 3 pupils had a quick grasp of work that was new to them. The highest attaining pupils in Year 4 are working at a good level.
55. Pupils enjoy their work in mathematics and the challenge set by teachers to respond well and work quickly. In Year 2, a forest of hands shot up at the first question. In almost all lessons seen, pupils settled to work quickly. Year 3 and 4 pupils, for example, co-operated well in groups and set out their work carefully. Less able pupils in Year 4 also learned well through good concentration. Pupils' good behaviour means that they can concentrate and learn. There are very good relationships in lessons, creating a purposeful atmosphere where a lively pace is maintained. The learning support assistants are used well in all lessons to offer good levels of support for the learning of individuals and small groups. A feature of a Year 3 lesson, commonly found throughout the school, was the independence that pupils were given for their own work.
56. The use of homework focus sheets enriches daily lessons. Plenary sessions were well focused and summed up the aims of the lessons well. The school uses the National Numeracy

Strategy successfully, giving very good coverage of the National Curriculum, and shape to the planning of mathematics.

57. The curriculum leader has an excellent view of strengths and weaknesses within the subject and leads the subject very well. She has developed appropriate action plans to meet the school's numeracy targets. She has supported the development of teaching by tracking progress, using assessments and demonstrating her enthusiasm in the delivery of lessons. National test results are analysed and the results used to set targets to guide future teaching. Very good use is made of resources to support the pupils' learning in all lessons, with laptop computers being used for extension work. Displays and weekly targets are found in every classroom to help the children focus on their learning.

Mathematics across the curriculum

58. Numeracy skills are used satisfactorily across the curriculum in other subjects such as ICT, with room for further development. Lower attaining pupils have clearly benefited from the use of computers.

SCIENCE

The provision for science is good.

Main strengths and weaknesses

- Standards in science are above average by the end of Year 2 and by the time pupils leave the school.
- Pupils of all abilities achieve well because of the good provision.
- However, some of the most able infant pupils are not challenged as well as they should be in their learning about investigations.
- The few lessons seen, supported by discussions with pupils and analysis of their recent work, suggest that teaching is good overall.
- Pupils' attitudes to learning are very good.
- The after-school science club, taken by the subject leader, enhances provision well.
- Assessment processes give teachers useful overall guidance but do not focus sharply enough on the progress of individual pupils.

Commentary

59. Infant pupils have a good understanding of some features of the natural world, of different materials and their properties and of processes such as the action of forces in pushing and pulling. They show a good level of understanding in answering scientific questions, for example in describing elasticity in a band and explaining how it might exert a force.
60. The school's results show that some of the most able infant pupils achieve well in most aspects of science. However, do not so as well as they should in developing the skills of investigation. This reflects minor shortcomings in assessment. Teachers assess pupils' progress carefully after each unit of study but the systems they use do not give precise enough information on how best to challenge above average pupils and plan for improvement, especially in investigative work.
61. By the time they leave the school, pupils have a good knowledge and understanding of some different aspects of science, for example, the action of electricity in simple circuits, ways in which materials can be changed and the relationship between living creatures and their habitats. They are confident for their age in planning and interpreting investigations. They use a good scientific vocabulary, readily and accurately.

62. The lessons seen were characterised by very good presentation and planning that engaged and secured pupils' interest. Teachers questioned carefully, varying their approaches well and using their knowledge of each pupil to clarify and respond to individual needs. They used praise well to encourage and give pupils pleasure in learning. They drew pupils' attention to key scientific vocabulary, encouraging exact usage.
63. By their skilled management, teachers and classroom assistants promote very good behaviour and attitudes to learning. Pupils of all abilities are enthusiastic about their work, often being imaginative and resourceful in problem solving. In conversation, they are polite and support one another well.
64. The management of science is effective. The subject leader has good experience and subject knowledge and a sound grasp of strengths and weaknesses in the subject. The after-school science club she runs is a valuable addition to the curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is good.

Main strengths and weaknesses

- There is a very good ICT suite that is well planned for and, therefore, well used.
- Pupils make good progress through the school and achieve well.
- Teaching is consistently good.
- The school provides well for pupils of differing abilities.
- Pupils' attitudes to learning are very good.
- The management of the subject by the co-ordinator is good.

Commentary

65. Pupils achieve standards that are in line with expectations for their age by the end of Year 2. They are now making good progress in Years 3 and 4, and achieve above expectations in some aspects of the ICT curriculum. Teachers are now taking the opportunity to plan activities that will use skills acquired in ICT lessons in other subjects of the curriculum.
66. By the end of Year 2, pupils are able to program a moveable toy, record their writing and amend it in a word-processing program and put data into the computer to produce a graph. They are able to search on a CD-ROM for information useful to them in a class topic. By the time they leave the school, pupils are able to put together a word-processed presentation that uses all the skills they have learnt in previous years. Work on data handling is at a level above that expected for their age. Pupils are able to use the Internet well and safely due to the care taken by the school.
67. Teaching throughout the school is good. Teachers have good subject knowledge due to the training organised by the good subject co-ordinator. Teachers now have appropriate expectations of what they want pupils to achieve and, therefore, plan for pupils to meet the full range of activities outlined in the school's good scheme of work. This often includes using aspects of ICT other than computers. The Year 4 lesson seen where the teacher used a video and multi-media screen to show aspects of World War II was very effective and pupils were spellbound and learnt very well as a result.

Information and communication technology across the curriculum

68. Overall, ICT is used well and is a regular component of teachers' planning for all subjects. There were several examples of pupils using ICT effectively during the inspection. For instance,

the use of the Internet and word-processing in history and geography are two of many examples where pupils are now using ICT skills in other subjects.

HUMANITIES

History and Geography

The provision for history and geography is satisfactory.

Main strengths and weaknesses

- Pupils' attitudes to learning are very good.
- Teachers are beginning to use ICT well in history.
- In some lessons, artefacts are used effectively to improve pupils' understanding of evidence and give substance to pupils' sense of the past.

Commentary

69. Infant and junior pupils' achievement in history and geography is sound. Infant pupils begin to link cause and effect, for example in their studies of the Great Fire of London. They show sound knowledge of facts and events and a suitably developing sense of chronology. They discuss the emotions of people who experienced the Fire and begin to discuss its impact on their lives. In geography, pupils show satisfactory awareness of their own locality and its features and compare them with those of a contrasting locality. They refer, for example, to building materials and food sources and begin to associate the features of peoples' daily lives with the resources and physical features of the places in which they live.
70. By the end of Year 4, pupils have a secure sense of the passage of time and can use some dates accurately and meaningfully. They have a sound factual grasp for their age of periods they have studied, such as World War II, and empathise with the experience of people living at different times, for example, with the predicament of evacuees. They begin to understand the motives behind events such as the Viking invasions, and discuss the strength of different kinds of evidence. In geography, pupils show suitable progress in their understanding of the human and physical features of different places. They discuss at an appropriate level how people have changed their environment, and speak of the need to care for it.
71. Teachers show secure management, and planning is linked well with previous learning. This ensure sound overall progress. Artefacts from the time of World War II engaged pupils effectively and brought learning to life. ICT is used well to extend pupils' learning and to help them to present their work in different ways, for example, as an evacuee's postcard home or a newspaper account. This adds interest and realism to learning. The excellent quality of relationships and the very good examples set by teachers and classroom assistants promote very good attitudes to learning.
72. The subject leader has only recently joined the school and therefore has had little time for her expertise to have an impact. She is beginning to build an informed picture of strengths and weaknesses in the subjects.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Provision in art and design is good.

Main strengths and weaknesses

- Pupils' standards in art and design are above expectations for their age. By the end of Year 4 pupils are able to draw confidently and use different media well.
- The use of local artists to support teaching and learning is good.
- The use of displays to enhance art appreciation is good.
- Pupils enjoy their lessons and find them stimulating.

Commentary

73. There are a number of very artistic pupils and the quality of their work is particularly effective. The various exhibits and drawings on display show a good understanding of blending and tones and demonstrate various methods of illustrating movement and depth. A particularly effective art gallery in one entrance highlights many different aspects of artistic endeavour. Pupils in other year groups are learning skills through a balance of well-planned and thoughtful projects, for example the mixing of colour in Year 1. Some of the work in Years 3 and 4 is linked to other subjects, such as geography and history, and the work in these subjects is lively and competent. The planned artwork includes exercises on texture and colour mixing and the effectiveness of this approach is reflected in the finished project. There is very good use of local artists to enhance teaching of this subject. One member of the governing body visits regularly as a local artist to share her expertise.
74. No overall judgement can be made about the quality of teaching. However, teachers prepare each task carefully and this ensures that all pupils have similar experiences. From the work on display it is clear that teachers try to incorporate as much work as possible that will help pupils improve their technique, as well as develop their confidence in drawing and modelling. Consequently, progress in learning is good throughout the school. In the lesson seen the teacher's knowledge of the subject was good. The pupils were sketching a family picture showing relationships and studying ratio and size. Skilful questioning by the teacher helped them to adjust their perspective and see how their efforts could be improved. Their enthusiasm for the work was demonstrated through their high levels of concentration and their interest in the final results. The lesson moved at a fast pace and the teacher was asking astute questions related to the artistic content. In each class the displays represent a wide range of work that has been undertaken recently.
75. The co-ordinator provides good advice and support for the planning of lessons. She has not been able to undertake an effective monitoring or evaluation of teaching due to time constraints and this limits her ability to be fully aware of the strengths and weaknesses within the subject. To counteract this shortcoming she has been keeping a portfolio of work from different year groups and there is some photographic evidence of successful projects. There are currently plans to update the existing policy. Resources for the subject are good and the school benefits from sharing resources with its cluster group of schools.

Design and technology

Provision in design and technology is good.

Main strengths and weaknesses

- Throughout the school, pupils' progress well and achieve standards in design and technology in line with expectations for their age.
- Standards have improved since the last report.

Commentary

76. Pupils in the present Year 4 attain standards in line with the national expectation. They are able to talk about different modelling that they have done and how they designed and assembled the

models. They are not clear as to why they have chosen particular designs because they have not had sufficient opportunity to take models apart and discuss what has been successful in the design stage. Overall, resources are good and more use could be made of resistant materials such as wood and plastic.

77. Pupils are keen, eager and interested in their work. They talk enthusiastically about the lessons and they are confident about the differences between an art lesson and one involving designing. Work is planned as a block of lessons by each class teacher in conjunction with their year group themes. This ensures that all pupils have similar experiences. The planning is linked to a long-term plan but this does not clearly highlight the skills that are to be taught and relies more on the task or model. On display was a design made fully from papier-mâché, in which the pupils had experimented with raised levels and three-dimensional work. The result was very effective, but the design stages were not apparent.
78. The co-ordinator is effective and is well aware of any shortcomings within the subject and is planning some professional development for staff in the near future. Schemes of work are now more closely allied to the nationally recognised plans. The co-ordinator is also in the process of developing more tasks using materials such as wood and plastic. Although the subject has not been of high priority until very recently, resourcing for the subject was highlighted for improvement at the time of the last inspection and some improvements are already apparent.

Music

The provision for music is satisfactory.

Main strengths and weaknesses

- Pupils make good progress in music and achieve standards in music in line with expected levels by the time pupils leave the school.
- The opportunities for performance by pupils are good.
- The quality of extra-curricular activities, including peripatetic instrumental tuition, is good.

Commentary

79. Pupils achieve well and all attain the standards expected for their age and enjoy the many music-making activities provided for them. This reflects the changes and improvement since the last inspection. The tuition provided by the visiting instrumental teachers in violin adds a great deal to the good provision throughout the school. The school choir further enhances the provision for older pupils. This enables the more able pupils to achieve well.
80. Pupils in Years 1 and 2 sing well and show good control of pitch, rhythm and dynamics. They compose and perform simple songs well. They are introduced to a good range of different musical experiences.
81. In Years 3 and 4 pupils have good musical opportunities and they achieve well. Their performances, both as a choir and in musical plays, are good. The way older pupils responded to the effective teaching showed a good understanding of rhythm and they were able to maintain the shape of the melody very well. The two lessons seen clearly demonstrate the overall good quality of the teaching of music.
82. The subject is well managed and monitored by the co-ordinator who gives unstintingly of her time to run the choir and orchestra. This enables her to monitor the progress and achievement of many pupils.

Physical education

Provision in physical education is good.

Main strengths and weaknesses

- Teachers have good subject knowledge. As a result, the planning and sequencing of lessons is also good.
- The school has been awarded the Active Mark Gold.

Commentary

83. The quality of teaching is good overall and, therefore, pupils achieve well. Good subject knowledge and detailed planning combine to develop pupils' skills, knowledge and understanding. Activities are well supervised and teachers pay attention to safety issues. All lessons begin with well-structured warm-up sessions: the pupils are actively involved in demonstrating stretches for each muscle group and can explain the benefits of performing them well. A strength of the lessons seen were the explicit links with other National Curriculum areas such as personal, social and health education and science.
84. Discussions with Year 4 pupils reveal that they enjoy physical education. Pupils have a very secure understanding of important features of this curriculum area, such as health, safety and the significance of warm-up and cool-down within lessons. Children are aware of the equal part boys and girls can play in a range of physical activities, such as hockey or football, and they work well in pairs and in small teams.
85. Although not all elements of the National Curriculum for physical education were seen during the inspection, from the lessons seen, it is clear that pupils achieve above the expected levels of agility, strength and mobility and their overall achievement is good. In a Year 3 lesson they created their own movements and developed sequences for a dance lesson. The strength of their achievements is the way they apply thinking skills to their actions. Because they receive clear instructions, the pupils know the lesson objectives and thus make good use of the time available to them. In some lessons, however, time was short and the full benefit of the lesson was lessened.
86. The teachers make effective use of warm-up sessions. One lesson in Year 2 was inspirational in the way it moved pupils to a state of high physical activity ready for the next aspect of the lesson. Teachers demonstrate activities well or use examples of good practice by pupils. This enhances the standards achieved, motivating and involving pupils. Occasionally, some pupils are too enthusiastic and do not listen well to instructions, not making best use of the teacher's instructions.
87. The subject leader is effective as her knowledge of strengths and weaknesses within the subject is very good and enables her to draw on the expertise of the staff well. They make good use of community resources such as local tennis courts and participate in a local Short Tennis Tournament. The school offers a wide range of extra-curricular sports which has led to it receiving the prestigious Active Mark Gold from the Sports Council.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Although no separate lessons were seen it is clear that the optional national programme for personal, social, health and citizenship is implemented very well. The school sees the pupils' personal development as integral to its whole purpose. The programme includes work on healthy eating, personal safety, sex, and drugs.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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