

INSPECTION REPORT

**GAMSTON CHURCH OF ENGLAND
PRIMARY SCHOOL**

Gamston, Retford

LEA area: Nottinghamshire

Unique reference number: 122801

Headteacher: Mr K A Fitzpatrick

Lead inspector: Mr John D Eadie

Dates of inspection: 13th and 14th October 2003

Inspection number: 256190

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

© Crown copyright 2003

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll:	76
School address:	Rectory Lane Gamston Retford
Postcode:	DN22 0QD
Telephone number:	01777 838631
Fax number:	01777 839022
Appropriate authority:	Governing body
Name of chair of governors:	Mrs E Turner
Date of previous inspection:	30 th November 1998

CHARACTERISTICS OF THE SCHOOL

Gamston Primary School is a small voluntary aided Church of England school which draws its pupils from the village and a number of smaller communities scattered around the countryside. An increasing number of pupils comes from the nearby town of Retford and these now make up over half of the school population. There are areas of deprivation, both in some of the rural areas and in Retford. The school attained the Investors in People award in 2003. The majority of pupils is of White British heritage, though there are a small number of pupils of Asian heritage who live in a community nearby. All of these pupils speak languages other than English as their mother tongue and all joined the school with little English. The percentage of pupils with special educational needs is above average. Most of them have moderate learning difficulties. Children's attainment on entry to the school is below average. The school has plans to move to a new building late next year.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20191	J D Eadie	Lead inspector	Mathematics Science Music Personal, social and health education Physical education
9146	M Brennand	Lay inspector	
17263	A Bond	Team inspector	Art and design Design and technology Geography History
8710	J Moore	Team inspector	Foundation Stage Special educational needs
15015	M Wehrmeyer	Team Inspector	English as an additional language English Information and communication technology

The inspection contractor was:

TRIO Inspections Ltd

Unit 2, Barclays Venture Centre
University of Warwick Science Park
Sir William Lyons Road
Coventry

CV4 7EZ

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

REPORT CONTENTS

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

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Gamston Primary is a **very good school** and gives very good value for money. The family atmosphere is very evident in all aspects of school life and all the staff have a genuine desire to provide the best for their pupils. This is obvious in the standards being achieved due to the initiatives put in place by the leadership of the school and the quality of teaching. The present accommodation is inadequate for a modern education and hampers learning in some areas, but the school is planning to move into a new building in due course.

The school's main strengths and weaknesses are:

- the pupils are reaching well above average standards in English, mathematics and science by the time they leave and are achieving well;
- the school is very well led and managed and the governors have been instrumental in supporting the progress that has been made in recent years;
- the accommodation is cramped and is not suitable for providing all the opportunities that are usual in a modern education;
- the school is a very caring community in which every pupil, regardless of gender and ethnicity, feels valued and is given equal opportunities;
- standards in information and communication technology, although satisfactory, are not good enough.

The school has made **very good progress since the last inspection**. Standards have risen significantly from the average standards reported previously to well above average standards currently. All the key issues from that inspection have been addressed well, except for that concerning standards in information and communication technology. Although provision has improved in this area, progress has been slowed by a lack of space in which to put computers. Pupils have the capacity to reach higher standards in information and communication technology.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			similar schools
	2001	2002	2003	2003
English	A	B	A	A*
Mathematics	C	A*	C	A
Science	A	A*	A	A*

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

The pupils throughout the school are **achieving well**. Children enter the school with below average attainment and achieve well to reach the goals they are expected to reach by the end of reception. Pupils continue to achieve well in Years 1 and 2 to reach above average standards in reading, writing and mathematics by the end of Year 2. Good achievement is maintained through Years 3 to 6 and standards in Year 6 are well above average in English, mathematics and science, though progress is faster in Years 5 and 6. The A* grades in the table above put the school in the top five per cent of all schools for its performance in the mathematics and science tests in 2002. The A* grades in English and science when compared with similar schools in 2003 reflect the good progress that pupils make from Year 2 to Year 6. These grades put the school in the top five per cent of schools whose pupils scored similarly in the tests for Year 2 in 1999. As is common with small schools, results are variable and the slightly lower test scores in 2003 are explained by the fact that there was a significantly greater proportion of pupils than usual with special educational needs in this group.

The pupils' personal qualities, including their spiritual, moral, social and cultural development are **developed well**. The pupils are **enthusiastic about their school and work very keenly**. **Attendance is average**.

QUALITY OF EDUCATION

The school provides a **good education**. **Teaching is good** overall and consequently the pupils learn well throughout the school. Teaching is very good in the Years 5 and 6 class. The school provides a broad curriculum, which is significantly enriched by a wide range of visits, visitors and extra-curricular activities. The whole ethos of the school is based on its very caring nature; each child is regarded as important and special. There are particularly effective partnerships with parents who support the school and their children's learning very well.

LEADERSHIP AND MANAGEMENT

The **leadership and management of the school are very good**. The headteacher has a very clear vision for the school and he is very ably supported by other staff with leadership roles. The school is very well managed at all levels and the governing body are very knowledgeable and have been instrumental in aiding development.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have positive views of the school. No parents raised any strong criticisms of the school, though a minority think that homework is inconsistent, that they do not receive sufficient information about their children's progress and that some children are bullied or harassed. The inspection team agree that homework is sometimes inconsistent. However, the team felt that parents receive good information about their children's progress. They also agree with pupils that although there was a minor problem with bullying in the past, initiatives taken by the school have been successful in eliminating it, and any instances that might occur are dealt with well. **The pupils are very happy with their school**. A minority felt that some children do not always behave well, but the judgement of the inspection is that behaviour is very good on the whole.

IMPROVEMENTS NEEDED

Bearing in mind that this is a very good school, none of the following are significant weaknesses. However, the school could improve further by taking the following action:

- work together with the local education authority and other agencies to expedite the building of a new school to eliminate the shortcomings with the present accommodation, and especially so that there is space for the curriculum and adequate resources to be provided for the children of reception age;
- improve the resources for information and communication technology to help to raise standards, and widen its use to support learning, in different subjects;
- formalise systems of assessment in all subjects;

and, to meet statutory requirements:

- ensure that all aspects of the curriculum for physical education can be taught;
- ensure that all aspects of recent disability acts can be met.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils are achieving well. Achievement is very good in the Years 5 and 6 class and good in the other two classes. Standards in English, mathematics and science are well above average by the end of Year 6.

Main strengths and weaknesses

- The standards being achieved by the end of Year 6.
- The improvement in standards in recent years.
- The very good achievement of the pupils in the top class.
- Standards in information and communication technology (ICT), whilst satisfactory, are not as good as they should be and pupils' achievement in this subject is not as good as in other subjects.

Commentary

1. Children enter the school with below average attainment and most achieve well to reach average standards by the time they start the subjects of the National Curriculum in Year 1. Some do not, as about a third of the children only spend one term in reception and this is not long enough for many of them to reach the expected levels. This judgement was reached by analysing the careful records kept as a limited range of the areas of learning was seen during the inspection. The only areas of learning where judgements could be made was in personal, social and emotional development, communication, language and literacy and mathematical development, where at this early stage of the year standards are still below expected levels for children of this age. The children have already made progress in these areas of learning since they started and they are achieving well.
2. Standards achieved in the national tests in 2003 at the end of Year 2 were above average in reading and mathematics and well above average in writing. Standards found during the inspection confirmed that standards are generally above average in Year 2. Pupils are therefore achieving well in Years 1 and 2, from their average starting point. The school has a small numbers of pupils in each year group so there is considerable variation in the results from year to year. However, the general trend is upwards, particularly in writing.
3. In the national tests in Year 6 in 2003, standards were well above average in English and science and average in mathematics. Once again there were only nine pupils in this group so the results of one pupil makes a significant difference. There was a high proportion of pupils in this group with special educational needs and these pupils achieved particularly well in English and science as they all achieved the nationally expected level. Only one missed this level in mathematics, but two others who were expected to achieve the higher level missed by a mark or two, resulting in the average grade in this subject. As can be seen from the grades in the final column of the table in the summary report, the pupils who took the tests last term achieved remarkably well in terms of their progress from the tests in Year 2 in 1999. Standards in the national tests in Year 6 have improved considerably in recent years from below average at the time of the last inspection to well above average now. Findings from the inspection are that pupils currently in Year 6 are achieving well and standards are well above average in English, mathematics and science. The pupils are well on course to meet the challenging targets that have been set for their performance in the national tests next summer. Standards in ICT are average though pupils are achieving well.

4. Throughout the school, those pupils with special educational needs are achieving well owing to the very good support they receive from their teachers and the teaching assistants. Potentially higher attaining pupils are also achieving well as the teachers generally have high expectations of what pupils are expected to do and are providing them with challenging work appropriate to their needs. The small proportion of pupils for whom English is not their home language are achieving well. Their needs have been analysed well and good support for them ensures that they master English quickly and soon take a full part in lessons. For example, in a mathematics lesson in Years 3 and 4, two of these pupils were answering quickly and explaining their reasoning well, although they have not been in the school for long. The pupils' achievement is particularly good in the Years 5 and 6 class due to the quality of teaching. Teaching in this class is stimulating and challenging and the pupils are therefore achieving very well in this class.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Personal development and relationships are good. The pupils' spiritual, moral, social, and cultural development is good overall. Their moral and social development is particularly good and their spiritual and cultural development is satisfactory. Attendance is satisfactory.

Main strengths and weaknesses

- The school manages behaviour in a positive way, with clear rewards and sanctions. This helps to build self-esteem and positive attitudes.
- The school develops very good relationships with its pupils and staff provide good role models.
- The school provides good opportunities for pupils to develop initiative and responsibility.

Commentary

5. The school provides a happy and stable environment in which pupils are encouraged to build good relationships and are given every opportunity to develop responsible attitudes.
6. The pupils' attitudes to the school are very good. In lessons they demonstrate good levels of enthusiasm. For example, in a reception and Years 1 and 2 English lesson, the pupils listened and followed the text with a good degree of interest. Good pace at the start of a Years 5 and 6 mathematics lesson also ensured that pupils were fully engaged. Interviews with pupils confirmed their positive attitudes to their school and their work.
7. Behaviour is also very good, this being the result of an emphasis on promoting the positive. This is also due to the good provision that is made for the pupils' moral development. The staff are very good role models and set high standards in all areas. The insistence on high standards of behaviour contributes significantly to the harmonious atmosphere in the school. In the majority of lessons observed behaviour was good or better, as it was in the playground at break and lunchtime. No incidents of bullying or racism were observed and conversations with pupils and parents confirmed that such occurrences are very rare. There have been no recorded instances in recent years, either of racism or bullying. There are currently no exclusions and there have been none in the last six years.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Asian or Asian British – Pakistani

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
70	0	0
2	0	0
6	0	0

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

8. Relationships are very good largely due to the good provision that the school makes for the pupils' social development. At lunch in the dining room, in the playground and in the classroom pupils were friendly and courteous to one another. Pupils of all ethnic groups play together very happily and parents commented that pupils don't seem to notice the differences. Pupils learn from the very good relationships they experience with all the adults who teach and support them. In reception, children demonstrate an ability to share resources and take turns and by Year 6 they can discuss issues in a mature way. The school council and buddy system provide very good opportunities for pupils to develop initiative and responsibility.
9. Attendance over the last three years has been either slightly above or slightly below the national average. Overall it is therefore satisfactory. The majority of absence is due to illness and despite many pupils being bussed in from outlying areas punctuality is good.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.0
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.5

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. This provision is very good for the pupils in the Years 5 and 6 class.

Teaching and learning

The quality of teaching is good and the pupils therefore learn well, although the pupils in the Years 5 and 6 class are learning very well due to very good teaching in this class.

Main strengths and weaknesses

- Teachers know their pupils very well, so know what they can and cannot do.
- The teachers' planning is very effective, ensuring that appropriate work is set for pupils of all abilities, challenging and extending the pupils' learning.
- The teachers have high expectations of their pupils' performance and behaviour. The pupils rise to these expectations and work well with good levels of concentration.
- The teachers provide a good range of opportunities for pupils to exercise independence and responsibility in their learning.
- The teachers are very good at ensuring that all pupils are fully included in all aspects of lessons.
- Assessment is good in English, mathematics and science and is used well, based on targets set for pupils.
- The recording of assessments in subjects other than English, mathematics and science is insufficient.
- Although there is a limited number of support staff, there is a very good number of volunteers, and this ensures that there are very good levels of support for the pupils in lessons.
- The teachers do not always make good use of ICT to support work in other subjects.
- Very occasionally, opportunities are missed to extend the pupils' learning by learning independently.

Commentary

10. Almost all the teaching seen in the Years 5 and 6 class was very good. The teaching in this class is exemplified by enthusiasm and energy, which engages and interests the pupils, ensuring that they are learning very well. One of the key successes of the teaching in this class is the way that the teacher uses questions and research to give the pupils responsibility

for their own learning. The pupils respect this and try very hard. For example, in a science lesson on investigations, almost the whole lesson was taken up with discussions. A brief time was spent as a whole class activity at the start of the lesson when ideas were pooled about the nature of an investigation. The pupils then discussed in groups exactly how they would set up an investigation to explore the hypothesis that being placed in water makes a difference to the weight of an object. The discussions between the pupils, who were working in groups that they hadn't worked with before, were lively, informed and purposeful. The ideas that came out of these discussions were original and very sensible and were to be followed up with a practical investigation in the next science lesson. The teacher was careful not to guide the discussions so that pupils would learn from their mistakes. She spent her time questioning the groups and ensuring that they had sound reasons for their decisions. The consequent learning about the nature of an investigation was very good.

Summary of teaching observed during the inspection in sixteen lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	7	5	0	0	0

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

11. A general strength of the teaching throughout the school is that the teachers know all the pupils very well. Because they know their needs and capabilities, not just of the pupils in their class but of all pupils, each pupil is challenged at their own level. Part of the success of this is the very effective planning carried out by the teachers. This planning clearly identifies how each ability group within the class is to be given work to extend their learning. The planning is particularly effective in the class for the youngest pupils, where there are children of reception age, as well as pupils of Year 1 and Year 2 age. The teacher's planning clearly indicates what each group will be learning and all ages within the class are catered for effectively. A further strength is the high expectations that the teachers have of their pupils. The pupils respond very well to these expectations, behaving well and trying their best. The workmanlike atmosphere created enables good learning to take place. The teachers are also very good at ensuring that all pupils are able to take a full part in lessons. For example, a number of instances were observed of a teacher asking a specific question of a pupil for whom English is not their home language to ensure that they understood and were able to take part.
12. Systems of assessment are very thorough and used very well in English, mathematics and science. They are based on targets set for the pupils, which are stuck in the front of their books. The older pupils are involved in their own assessment as they are expected to highlight targets as they consider that they have achieved them. They carry this out very responsibly, giving them a very good understanding of their own learning. The teachers therefore have a very good idea of what individual pupils have learnt and know what they need to learn next. Subject co-ordinators have also carried out some very good analysis of national test papers to identify weak areas within the curriculum, enabling them to target these for staff training and improvement in pupils' performance. The recording of assessments in other subjects is not so good and, although the teachers know their pupils' capabilities and stage of learning very well, there are no records that could be used by a future teacher, for example.
13. A very good number of volunteers adds to the provision for the pupils. For example, a number of governors and parents come into school to carry out a wide variety of duties. A number listen to individual pupils read; one governor takes small groups of pupils in the ICT suite to teach them particular ICT skills; another governor comes in to play the piano for singing. All these aid the pupils' learning significantly. As well as this, a skilled nursery nurse often takes responsibility for the small number of children of reception age in the class of youngest children. This helps to ensure that these children's learning is appropriate. A further teaching assistant often supports pupils with special educational needs and there are other volunteers who help in classes, increasing the learning provision for the pupils.

14. There are only two minor shortcomings with the teaching. ICT is not always used effectively to support learning in different subjects. There are also occasions when the teachers miss opportunities to extend the pupils' learning. For example, in the reception and Years 1 and 2 class, when the youngest children were doing some number work, they concentrated on recognising the number '2', when some were quite ready to go further.

The curriculum

The school provides a good curriculum for its pupils.

Main strengths and weaknesses

- The curriculum is planned well for the mixed age classes.
- A wide range of other opportunities significantly enriches the curriculum.
- There is good provision for those pupils with special educational needs and those for whom English is not their home language.
- Resources for English, mathematics and science are good.
- The accommodation limits a number of curriculum areas, particularly gymnastics and practical subjects.
- Resources for ICT and the Foundation Stage are unsatisfactory.

Commentary

15. The school has been careful in its curricular planning to ensure that all pupils have equal opportunities to study all aspects of the curriculum. This is particularly important as all classes contain pupils from more than one age group, and the school has been successful in guaranteeing that all can achieve well. Within the curriculum there is good provision for the pupils with special educational needs, which is an improvement since the last inspection. These pupils have detailed individual plans made for their learning. These plans are reviewed regularly and teachers know them well so that they are able to target work specifically for these pupils' needs. The Local Education Authority has visited the school and given good advice on how to ensure that the pupils for whom English is not their home language learn English effectively. The school has put these procedures into place very effectively and the level of support that they receive from their teachers and other adults ensures that these pupils are quickly able to take a full part in all lessons and activities.
16. A very wide range of other opportunities is provided to enrich the curriculum. For example, because of the difficulties with covering the curriculum for gymnastics within the physical education programme, given that there is no hall, all pupils are taken swimming throughout their school career. Visits to places of historical and geographical interest support pupils' achievement in these subjects well. A number of visitors into school also enrich the opportunities available. For example, the school nurse visits regularly to talk about health issues and also helps with the good programme of sex and relationships education for the older pupils. A wide range of sporting activities, including expert coaching in football for girls, basketball, cricket and badminton is available. There are a number of musical opportunities. Several pupils learn violin or guitar in school and a large choir performs at various venues at Christmas, including the Market Square in Retford.
17. Resources are good for English, mathematics and science, giving the pupils as much opportunity as possible to select from a wide range of books and other equipment. However, the classrooms are too small for the pupils to learn effectively in practical subjects. The teachers do their best and organise their classrooms very well but there is not room for pupils to have a wide range of equipment available at hand. There is presently insufficient space for the full range of equipment for ICT, which is restricting the pupils' standards in this subject. The limitations of space have also resulted in a lack of room for all the equipment necessary for the curriculum for the Foundation Stage. Resources for these children are unsatisfactory.

Care, guidance and support

The school **cares well** for its pupils. The staff know pupils very well and provide good support. The school is good at seeking and acting upon pupils' views.

Main strengths and weaknesses

- The knowledge which teachers have of their pupils is very good.
- The systems for monitoring personal development are successful.
- The arrangements for seeking and acting upon pupils' views are effective.

Commentary

18. Being a small school staff know pupils very well and their knowledge is enhanced because pupils spend at least two years with the same teacher. As a result they have good knowledge of what pupils are capable of and what is required to help them develop. The school also ensures their safety, health and welfare very well. This caring ethos is particularly effective for the small number of pupils for whom English is not their home language. They are very quickly made to feel part of the school family and encouraged to play a full part in school life. Once pupils are ready to leave the school there are good arrangements for their transfer to Tuxford Secondary School. A bridging unit, usually in literacy, is now an established and valued aspect of the transfer and there are regular visits to Gamston from teachers at Tuxford so that they can get to know the pupils who will be starting with them.
19. The procedures for monitoring the pupils' personal development are good. Early on in the Autumn term parents and children complete a form identifying individual strengths and weaknesses in regard to behaviour, attitudes, emotions, enthusiasm, concentration, relationships and independence. These are monitored throughout the year and then reviewed again in the summer term to assess progress. In addition, throughout the year pupils can receive certificates for a range of exploits including good behaviour, initiative and acts of kindness.
20. Through the pupil council the school provides a forum by which it seeks and also acts upon the pupils' views. Minutes of meetings are posted on the main notice board outside the headteacher's office and these chronicle discussions on issues ranging from the way behaviour is managed in the playground at lunchtime to requests for improved playground markings and toilet facilities. The headteacher recognises that the pupil council can play a significant role in the running of the school and he is looking to develop it further.

Partnership with parents, other schools and the community

The school has established **very good links with parents**. There are good links with both the community and other schools.

Main strengths and weaknesses

- The very good links with parents through an open and welcoming approach.
- The very good support from parents in lessons, for extra curricular activities and through the work of the Parents and Friends Association (PFA).
- The good range of visits and visitors into and from the local community.
- The information provided in the reports to parents on pupils' progress, although satisfactory, could be better.

Commentary

21. The effectiveness of the school's links with parents is very good. The headteacher works hard to cultivate a positive and supportive partnership with parents by operating an open door

policy. Teachers are also on hand at the beginning and end of the day to meet with parents and chat informally about concerns. Newsletters are sent out every half term and parents are consulted on an annual basis with questionnaires asking for feedback on “How are we doing?” and “What can we do better?”

22. The impact of parents’ involvement on the work of the school is good. Six parents regularly give up time to help out hearing readers during the day. Two of the parents are trainee teaching assistants, another comes in to teach first aid and the school website was designed by one of the fathers. Other parents help to ferry pupils to sports events. There is a very active PFA which organises a variety of fund raising and social events and the money raised has been used to purchase learning resources including computers, software, books and physical education equipment
23. The links with the community are good, particularly with the church where the school holds services. Each Friday the vicar leads the special mentions assembly in the school. At Christmas the school choir sings carols at Bassetlaw Hospital and in Retford market square. Year 2 visit Mansfield Museum for their study of the Victorians and training is provided in hockey, cricket, soccer and basketball by a range of sporting visitors. There is a good small schools cluster through which joint training events are organised. Through science, ICT and sports there are good links with Tuxford Secondary School.
24. The quality of the annual reports to parents on pupils’ progress is satisfactory. Being computer generated, parents find them a little impersonal saying that the comments are a little too similar for different pupils. Targets are set to address areas of weakness but there is no indication of the level at which each child is working and whether this is appropriate to their age.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good.

Main strengths and weaknesses

- The very good leadership of the headteacher and key staff.
- The governors’ close involvement with the school helping to shape the vision for the school’s future.
- Very effective management of the school through rigorous self-evaluation.
- The good management of special educational needs and the Foundation Stage.
- Very good development planning closely linking finances, teachers’ professional growth and high standards.
- The monitoring of teaching is still a difficulty because there are few staff and the headteacher teaches for two days each week, restricting the time available for monitoring.
- The well above average standards and many good qualities show that the school is providing very good value for money.

Commentary

25. Under the very good leadership of the headteacher, the school has turned round since the last inspection to become a source of pride in the community. Parents and pupils alike value the family feel of the school. Inclusion and care for pupils are embedded in the heart of the school’s work. The headteacher has a particularly clear vision for the future of the school. This vision is shared by all the staff and governors. By hard work and careful planning the staff halted the decline in standards at the time of the previous inspection. They have secured the upward trend and now have a continuing commitment to very high standards. The school has

as its ambition the pursuit of excellence. The school's success has been brought about through the efficient systems the staff use to measure the pupils' and the school's performance. Every aspect of school life is carefully monitored. The teachers set challenging targets, not only in their action plans but also in their own performance management system. All staff contribute effectively to the whole school improvement plan, which drives a strong cycle of continuous improvement. The plan is held up as a model of good practice for other schools by the Local Education Authority.

26. The headteacher listens well to parents and pupils, and their views are taken into account in the planning. The headteacher has designed a very effective programme of in-service training to develop subject leadership skills. Central to the School Improvement Plan, this programme combines the needs of the staff and of the school particularly well. As in all small schools, teachers lead on several subjects. The difficulty is finding the time to monitor provision in all the subjects. This is an area for further development. Wisely the teachers have focused particularly on the core subjects of English, mathematics and science. The results of their monitoring, scrutiny of pupils' books and moderation of their levels are clearly evident in the high standards achieved.
27. The governing body is very much involved with the well-being of the school. Governors make regular visits. They get to know the school well by receiving verbal reports from subject leaders and the very good formal termly written reports from the headteacher. Consequently they know the school's strengths and weaknesses well, and are able to challenge the school as critical friends. They keep a full oversight of the well-run financial systems. With the unobtrusive guidance of the headteacher they ensure that the budget is a strong vehicle to drive the school improvement plan effectively. They have been successful in reducing the large overspend of recent years. The surplus has been wisely used to support the stability of staffing last year, and to kickstart the school's drive to improve ICT provision, the school's number one priority. The planned surplus for the current financial year is still nearly ten per cent of the budget. In the circumstances this is prudent as the school prepares for its move into new premises.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	234 736
Total expenditure	226 007
Expenditure per pupil	2 898

Balances (£)	
Balance from previous year	32 322
Balance carried forward to the next	41 051

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision in the Foundation Stage is **satisfactory**.

In this small school the reception children are taught in the same class as children in Years 1 and 2. In this inspection it was only possible to observe a small number of sessions and to sample others. Judgements are made on a limited number of the areas of learning. On the limited evidence it is not possible to judge improvements since the last inspection.

When the children start school, at the beginning of each term, their skills and understanding are below average, especially in communication, language and literacy, personal, social and emotional development and physical development. They are broadly average in mathematical development, knowledge and understanding of the world and creative development. Teaching is good. Effective systems for assessing how well the children are doing help staff to identify where there are gaps in learning, which are dealt with speedily. Lower attaining children, and those with special educational needs, are identified early on and appropriate support provided. This helps them progress well. It is early days, but many children are on course to reach their goals¹. This is not always the case with younger children who have only one term in the reception group. Records show that most of these children do not achieve their goals because they are only in this group for one term and this is not long enough.

Adults working with the class are a good team and they work together successfully, enabling the children to make good progress. Tasks are carefully planned and based on the early learning goals, and this is appropriate, but the main issue is the lack of space in the classroom. This curtails the way that activities can be arranged, resulting in limited opportunities for the children to explore and initiate their own tasks. Plans are in hand to rectify this with the move to a new building. Staff do their best to meet the requirements of the Foundation Stage curriculum, and they are successful to a large extent. However, the limitations of both the indoor and outdoor space inhibit the curriculum that can be provided. This is a weakness and is unsatisfactory.

The management of the Foundation Stage is good. Until very recently it was the responsibility of a very experienced co-ordinator, who led the stage well. Future developments are carefully planned and costed, as part of longer-term developments, and staff have a clear view of where the strengths and weaknesses lie. Equally importantly, they know what needs to be done to improve the school's provision for its youngest children.

Main strengths and weaknesses

- The Foundation Stage is well led. Tasks are pitched at the right levels and learning is effective. It is less so in physical development because of the limited provision. Staff have created imaginative ways to use the available space, but cold or wet weather imposes limits. This is unsatisfactory.
- Children and their families have a good induction to school life, and this helps them to settle in well. Parents are fully involved in all aspects of their children's education, giving them an additional insight into ways in which they can support their children.
- Children have limited speaking skills and they need many planned opportunities to talk and to express themselves orally. The limited space inhibits the opportunities for them to speak to each other in pairs or small groups so that they gain in confidence.
- There are good systems for tracking and recording children's achievements and progress. This helps staff to pitch tasks at the right level, including those tasks for children with special

¹ These are the Early Learning Goals and is the name given to the targets that are set for the reception children to achieve by the time they leave the reception class.

educational needs and those for children with English as an additional language. Everyone is fully included in every aspect of school life and no-one is left out.

Commentary

Personal, social and emotional development

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

28. Strong teamwork and good teaching mean that children are encouraged to become independent learners right from the start of their time in school. Staff provide many opportunities for the children to take turns, to co-operate with each other and to share toys and games. This helps to develop their social skills successfully. It is early days, and the children have not been in school for long, but they already recognise the need for good behaviour and rules, responding well to the challenges set for them. Higher, average and lower attaining children are achieving well. Children are relaxed and comfortable with their school and its surroundings, but many do not have the confidence to really achieve as well as they can in all aspects of the curriculum

Communication, language and literacy

Provision for communication, language and literacy is **satisfactory**.

29. Planning is good, and good use is made of early assessments so that tasks are pitched at the right levels for the children. This helps them to progress in their learning. Early writing skills are developing well, and higher attaining children are able to write their name unaided. The others are not at this level, but they are able to make marks on paper and to use pencils and crayons confidently. Books are enjoyed, and the children like to talk about the characters in their stories, such as '*Elmer the elephant*'. However, many of them have limited vocabulary, but they try hard to use the correct words. The limitations of the accommodation mean that opportunities to talk and listen are curtailed. This falls short of expectations.

Mathematical Development

Provision for mathematical development is **satisfactory**.

30. Staff are making good use of the limited space available. This works well when the weather is good, but is inadequate when the children have to be indoors all the time. The outdoor mathematical activities are well planned, and, like all other activities, are well matched to the children's levels. A game involving putting socks on the clothes line helped all children to count accurately. Higher attainers were well capable of counting to 10; lower attainers needed much help from their teacher to count to two. Children with special educational needs were well supported, and they made good progress, starting to be aware of numbers and counting. All the children were fully engaged in learning, they listened carefully to their teacher and they tried hard because the session was interesting for them.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**. The school has acted on the recommendations of the previous report with determination to achieve significantly improved provision.

Main strengths and weaknesses

- Well above average standards in which the strongest areas are pupils' listening and reading skills.

- Good teaching and a curriculum that values the pupils' independence.
- The sensitive support given to those pupils with special educational needs and those for whom English is not their home language, enabling them to achieve as well as their classmates.
- The subject management and the school's action to develop the subject.
- Good use of an extended range of assessment procedures and analysis of data.
- The very good booster arrangements and support by classroom assistants and volunteers.
- The pupils' formal speaking skills are not as well developed.
- The pupils do not have a well-developed knowledge of their own learning.

Commentary

31. The very good subject leadership has enabled the school to address and rectify all the weaknesses from the previous inspection. This halted the decline in standards and achieved a dramatic rise over the last few years. A key part of the school's performance management arrangements has contributed to this. The teachers set themselves challenging targets for the performance of their pupils. This translates into the thorough planning of activities that place a high expectation on pupils to try hard. Every lesson is seen as a unit for distinct progress. The teachers use the school's much improved assessment and tracking systems well to help them pitch the work at appropriate levels for the different ability levels. This means that all pupils are given tasks that are demanding but achievable.
32. Surprisingly, many pupils say that English is not their favourite subject. They find writing hard. This is not evident in lessons, since pupils settle to work quickly and enthusiastically. Teachers encourage pupils to talk to their work partners to develop ideas. This is both popular and valuable. Teachers give pupils useful strategies like 'spidergrams' that help them to plan their writing. Consequently virtually all pupils achieve very well in relation to their starting points. This is especially true of pupils who have special educational needs. Frequently the support they get is particularly good, enabling them to achieve very well. In the best lessons, teachers give pupils considerable latitude to select their own approach and researches. Pupils know their skill targets, which are separate for each year group. The older pupils evaluate their own work against these criteria. These strategies have a strong impact in developing pupils' maturity, ownership of their work and personal organisation. Provision for pupils for whom English is not their home language has been good. Following a valuable initial input by the Local Education Authority team, the school has brought the non-English speakers to satisfactory fluency. All these pupils achieve at least as well as their peers.
33. Standards are strongest in listening and reading. The emphasis on handwriting is successful in raising standards of presentation. The regular spelling practices and the 'try-it' strategy are raising pupils' confidence and accuracy. However, pupils do not always give sufficient attention to using the spelling rules they have been taught. Pupils speak fluently and effectively in informal situations, and teachers give them ample opportunities for developing this skill. However there are not enough occasions for pupils to engage in formal speaking, with a system of measuring their progress. For instance, pupils do not know their levels in various aspects of English, such as reading. From reception onwards pupils read well. Years 1 and 2 pupils are particularly enthusiastic. The pupils just out of Year 5 discuss their ideas about books and characters with considerable insight. Yet they do not know about genre and their range of reading is quite restricted. The school is rightly continuing its focus on developing writing. Years 3 and 4 pupils have an instinctive feel for widening their vocabulary, to make their writing livelier. Although resources are good for English, the class thesaurus they use is of a basic nature and does not give them scope for fast access to a wide range of new words.

Language and literacy across the curriculum

34. Teachers use a good range of systematically planned opportunities to enable pupils to practise and use their language skills. For instance, Year 6 pupils used research reading skills well to bring geography alive within the literacy hour in their study of a Northumbrian leisure park. To make their writing look professional they transfer their draft ideas for brochures into a computer format. Year 2 pupils extend their range of styles of writing in science and design

technology activities, as they lay out their design proposals for their towel material project. Years 3 and 4 pupils learn how to sequence paragraphs by acquiring text-wrap skills in information and communication technology lessons.

MATHEMATICS

Provision in mathematics is **good**. This represents a considerable improvement since the last inspection when standards were below average.

Main strengths and weaknesses

- Well above average standards are being achieved.
- The good quality of teaching, which is very good in the Years 5 and 6 class, is leading to the good achievement of pupils of all ages.
- The school's action has enabled very good improvement in the subject.
- Good assessment of the pupils' achievements and the targets that are set help their future learning.
- There are occasions when the time allowed for mathematics sessions is too long and lessons are not sufficiently brisk.

Commentary

35. There have been considerable improvements in standards since the last inspection. This is largely due to the procedures put in place by the school, in line with the National Numeracy Strategy, and the determination of all the staff to raise standards. A great deal of training has been undertaken, and there is a clear view of how continued improvement can take place. The quality of work in the pupils' books is of a high standard and the presentation of this work particularly is very good. The pride that the pupils take in their work, and their keenness to do well, is obvious and are significant contributors to their good achievement.
36. Teaching in the subject is good, and often very good in the Years 5 and 6 class. In this class the lessons move at a very good pace; the teacher ensures that the pace is challenging for pupils of all abilities and therefore extends their learning. In most lessons the start of the lesson is brisk and efficient, with the teachers expecting high levels of concentration and performance from their pupils in the mental and oral start of the lesson. However, the time allowed for mathematics is often longer than that suggested in the National Numeracy Strategy. There are times in lessons when the material expands to fill the time available, rather than being presented in a stimulating and punchy style. At these times the pace of learning, whilst still satisfactory, is not so good.
37. Very clear targets are set for the pupils' achievement and the pupils are involved very well in the checking of their own progress as they are expected to highlight targets achieved. This involvement aids the pupils' achievement as they clearly see the next step in their own learning. There are very good levels of support for the pupils with special educational needs and those for whom English is not their home language, enabling these pupils to achieve as well as their classmates. Although ICT is used satisfactorily to support learning, opportunities are missed to make the fullest use of it.

Mathematics across the curriculum

38. Mathematics is used well in other subjects of the curriculum. For example, pupils measure accurately in science and design and technology and use tables and graphs to present data in science and geography.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- The pupils' good achievement resulting from good teaching.
- The innovative curriculum based on an experimental and investigative approach.
- The very good development of the subject and the curriculum since the last inspection, resulting in the very good improvement of standards.
- The very good leadership of the subject.
- The very good assessment procedures, involving pupils in self-assessment.
- ICT is not used as well as it could be to support learning in the subject.

Commentary

39. The pupils are achieving well, due to the good teaching of the subject. The curriculum is based around an investigative and experimental approach, which has been developed by the current co-ordinator. This curriculum is innovative and successful in taking the pupils forward. Each term there is a different focus to this approach with the final term in each year being a challenge to see how investigations can be taken further, based largely on the pupils' own experiences. This relevance enthuses and engages the pupils and ensures their good achievement. A great deal of discussion based on open-ended questions takes place in lessons, thus re-enforcing the investigative approach and teaching the pupils to think for themselves. The testing of hypotheses and the setting up of a fair test are becoming second nature to these pupils. Pupils of all abilities are achieving well, with many of the pupils in the Years 5 and 6 class, which is taught by the co-ordinator, achieving very well. It is, therefore, no surprise that standards in science are so good.
40. The subject is very well led by an enthusiastic co-ordinator who has been largely responsible for the current standards. Very good assessment procedures are in place. The pupils have targets set, which are stuck in the front of their books. They are expected to self-assess their success against these targets and their involvement in this process ensures that they are fully engaged in their own learning. ICT is not used as well as it might be to support learning in this subject. For example, there is little use of monitoring equipment in experiments.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**. The school has acted on the recommendations of the previous report with determination to achieve improved provision. However, there is capacity for standards to be higher.

Main strengths and weaknesses

- The pupils are achieving well.
- There is a sound teaching strategy which is developing basic skills soundly.
- The strong subject management and the school's action have been instrumental in developing the subject.
- The range of applications in other subjects could be wider.
- The pupils' next step is to develop greater independence in selecting some of their own applications.

Commentary

41. The good subject leadership has encouraged staff to use the school's new and enhanced computer resources more effectively than in the past. An effective programme of national and school-based training has increased confidence and expertise. As a result all teachers are able to use the classroom computers effectively. The deployment of a part-time IT assistant to work with groups in the new mini-suite is proving to be a valuable boost in building up the

pupils' basic skills in core areas. The nature of the building does not allow for any more generous provision. The strongest areas are linked to word-processing and graphics. Year 6 pupils are confident in finding files, moving text about and illustrating it. They open up the Internet rapidly and are proud of their research work in various subjects. The good planning by all teachers takes pupils through a carefully structured set of learning steps. The IT assistant focuses on the skills that the teachers want pupils to apply in particular topics, term by term. Overall, by the time they leave at the end of Year 6, the pupils' standards are broadly average.

42. Because the groups are small the pupils receive good individual attention, and make good progress during lessons. The groups take turns on a planned rota basis. This ensures that all pupils receive equal time on computer activities. The school is well aware that some pupils bring considerable skills from home. The planning takes account of this, and, as well as being given more challenging tasks, the more experienced pupils are frequently a valuable help to the less experienced. Most pupils achieve well because they are constantly acquiring new skills. For the first time this year, the Year 6 curriculum fulfils the complete range of required topics. The pupils are looking forward to using the computer for sensing information in science lessons, and controlling devices by computer in technology projects.
43. Pupils are making better progress than that reported by the previous inspection. For instance, Year 2 pupils are learning a technique known as text wrapping that allows them to sequence words into proper sentences. Years 3 and 4 pupils extend this skill to involve longer text, producing paragraphs. Years 5 and 6 pupils develop the skill further to create a professional effect for their travel brochures, involving captions, titles and illustrations. In the planning, this pattern of progression is used for the wide range of skills being developed. The teachers encourage pupils to use their new-found skills within a sound range of interesting applications relevant to their class work.

Information and communication technology across the curriculum

44. The teachers use a satisfactory range of opportunities to enable pupils to apply their ICT skills in other subjects. Teachers regularly make good use of the classroom computers to make learning more effective in English and mathematics. Years 5 and 6 pupils, for instance learn how to search and sort information in small databases, so that they can learn more about how graphs are constructed. Most classes use the Internet to seek information for history and geography studies. Older pupils learn about e-mails and the school web-site, as part of their language and communication awareness. All classes have the opportunity to incorporate the computer into art activities. However, on occasion opportunities are missed, particularly the kind where pupils could use their own initiative to select an application that fits with the topic they are researching.

HUMANITIES

Religious education is inspected separately as this is a voluntary aided Church of England school. Neither geography nor history was a focus for this inspection. No geography had been taught by the time of this inspection and a judgement on provision is therefore impossible for this subject.

Geography

Commentary

45. Discussions were held with the co-ordinator for the subject and curriculum planning was reviewed but it was not possible to observe teaching and learning because the cycle of topics

for geography does not begin until the spring term. Curriculum planning is thorough and covers a good range of topics which includes local, European and world-wide topics. Learning outcomes and the programmes of study are clearly identified in planning documents. An appropriate time is set aside on the timetable throughout the school. The older pupils have the benefit of a visit to Derbyshire which enhances their learning, especially in the knowledge and understanding of rivers and the environment. There is some evidence displayed in Years 1 and 2 of a village study which indicates that pupils are reaching average standards. The headteacher is leader of the subject and monitors pupils' achievements through observation of lessons and scrutiny of pupils' work.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- The curriculum is of good quality. Topics are interesting and are enriched by the use of artefacts and by well-planned visits that extend the pupils' knowledge about times past.
- Pupils' literacy skills are developed well but there are insufficient opportunities for pupils to express their own views, for example through discussions in class or in personal writing.

Commentary

46. The school has planned the history curriculum well. A two-year cycle of topics is organised in order to cater for the pupils who spend two years in one class. This ensures that work is not repeated. Clear learning opportunities, activities and resources are identified in each topic which build on previous experiences. In lessons, teachers provide a good range of historical resources in order to interest and inspire pupils. In a Years 3 and 4 lesson, the teacher produced a reed to demonstrate how the Egyptians wrote using different coloured inks. Later, pupils were given the opportunity to write on papyrus using the hieroglyphics they had discovered on reproduced sheets. They found the work stimulating and it increased their levels of understanding. The school organises visits to museums and other places of interest. Older pupils visit Derbyshire as part of a residential field trip. History comes alive when pupils visit Haddon Hall and find fossils embedded in rocks in a nearby quarry.
47. Standards are broadly average. Pupils build up their knowledge, skills and understanding at a steady pace as they move through the school, achieving satisfactorily. In Year 2, although they recognise artefacts from the past their concept of the passage of time is limited. In Year 6, pupils distinguish well between fact and opinion. They also develop their literacy skills by describing the characteristics of the wives of Henry VIII using rich and varied vocabulary. However, much of the work set by teachers is within a set writing framework and pupils receive too few opportunities to write their own views of events. Their factual knowledge of key events in Tudor times is developing well. The quality of teaching and learning is sound overall. Teachers ensure that all pupils, including boys and girls and ethnic minority pupils, join in lessons. Those pupils for whom English is not their home language keep pace with their classmates because teachers give individual support when necessary. Classroom assistants or parent helpers also give additional help to pupils with special educational needs. History is a popular subject and most pupils show good levels of interest and enjoy finding out about the past.
48. The headteacher is the curriculum leader for the subject. He leads the subject satisfactorily, checking standards and achievement levels periodically by holding discussions with pupils, by viewing their work and observing lessons. There are no formal assessment systems but teachers have a good understanding of individual pupil's capabilities and know intuitively what the next step in their planning should be. The building is cramped and limits some possibilities

for research activities, especially in Years 5 and 6. The school has maintained its provision since the last inspection. There are growing opportunities to use ICT to support their learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

None of these subjects was a focus of inspection and only in art and design was a judgement on provision possible.

Art and design

The provision for art and design is **satisfactory**.

Main strengths and weaknesses

- The quality of teaching and learning is very good in Years 5 and 6.
- Pupils concentrate and work hard in lessons but could be more involved in evaluating their own work and that of others.

Commentary

49. It was only possible to observe one lesson in art and design during the period of the inspection. This was a very good lesson and pupils achieved very well in creating designs based on Celtic patterns. All of the pupils showed sustained concentration and produced elaborate and novel designs, which they eventually went on to paint. The teacher exuded confidence and taught with enthusiasm and skill. Technical terms were used accurately and enhanced the pupils' understanding and skills very effectively. The class was extremely well managed even though space was very limited for this type of practical work. The teacher gave pupils good advice on how to modify and improve their designs but gave insufficient opportunities for pupils to evaluate their own work and that of others. However, pupils were confident and experimented with colour mixing and were successful in using a new technique of drawing with two pencils strapped together to make parallel lines.
50. Standards are broadly average. There are good examples of art and design being linked to other subject areas, especially history and geography. In Years 1 and 2, pupils make wax rubbings of features they pass on the way to school, such as trees and buildings. In Years 3 and 4, pupils complete sketches of the local church and replicate designs related to agriculture in Ancient Egypt. Sketchbooks are also used effectively to develop pupils' skills, although annotating and dating of work would improve the presentation. Pupils achieve satisfactorily in Years 1 to 4 and very well in Years 5 and 6 because of the strong teaching provided. Teachers support pupils with special educational needs effectively. They understand their needs well and cater for them appropriately. Those pupils with English as an additional language are integrated well into lessons and receive individual support when the need arises to enable them to achieve as well as their classmates.
51. The curriculum is broad, covering a good range of art and design topics. The school ensures that all pupils receive their full entitlement, including those pupils from ethnic minority backgrounds. The subject leader is knowledgeable and provides a good role model. There are few opportunities to monitor standards of work although there is formal and informal contact with pupils and staff, which helps to provide an accurate overview of the subject. There is some evidence of literacy and numeracy skills being developed in art and design, but at this early stage of the school year there was no evidence of ICT being used in connection with art and design. Formal assessment procedures are not established but staff have a clear understanding of pupils' performance and the next step required to make progress. The school has made satisfactory progress in this subject since the last inspection.

Design and Technology

It is not possible to make an overall judgement on the effectiveness of the provision due to insufficient evidence.

Commentary

52. During the inspection it was not possible to observe teaching and learning in the subject. The curriculum plans, based on national guidance, were scrutinised and a discussion was held with the subject leader. This evidence suggests that leadership and curriculum planning are satisfactory but at this early stage in the school year there was no evidence of any completed work by the pupils on which to base a reliable judgement of overall provision.

Music

There was insufficient evidence to make a valid judgement on the quality of provision as only one lesson was observed.

Commentary

53. The pupils are provided with a good range of opportunities to perform and learn music as well as their class music lessons. For example, tuition is available in violin and guitar and a large choir performs in a number of venues at Christmas. During the inspection a satisfactory lesson was observed, where pupils demonstrated average skills in singing and in accompanying taped music on untuned percussion. Assemblies have to be held in a cramped classroom, where there is no piano, so the hymn or song is accompanied by digitally recorded music. Their singing was relatively tuneful, but lacked enthusiasm, possibly because the pupils had to listen quite hard to hear the recording. Opportunities are missed to raise the profile of the subject as, although music is played as the pupils come into assembly, this is not commented upon and pupils have no idea what is playing. This curtails opportunities for appreciation of and reflection on music.

Physical education

No lessons were seen in this subject and it was therefore impossible to make a judgement on the quality of provision.

Commentary

54. A number of opportunities are provided for participation in sports and the school was remarkably successful in inter-school competitions last year. There is a tradition of success in swimming as all pupils swim every term to compensate for the inability of the school to offer a full curriculum in gymnastics and dance due to the lack of a hall. There are appropriate plans in place to address these shortcomings when the school moves to its new premises next year where accommodation will not present these limitations.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social, health and citizenship education is **good**.

Main strengths and weaknesses

- The whole ethos of the school supports learning in these areas.
- There is a good plan of work for the weekly lessons in each class.
- Pupils develop as responsible future citizens in a very caring environment.

Commentary

55. Although a limited amount of learning in this area was observed during the inspection, judgements are possible after discussions with pupils and the headteacher, who leads in this area, and observation of planning and the outcomes of two lessons. The pupils are achieving well in developing personally and socially as evidenced by their attitudes and behaviour in the school. There is a very clear policy for their development and each class has a timetabled session each week. Health education is built into the science programme as well as being discussed in some of these sessions. In the lessons seen, good social and personal learning was taking place. For example, in the class for reception children and Years 1 and 2 pupils, the pupils were establishing a set of positive rules on how to behave when in church. The discussions, not allowing the pupils to start a rule with "Do not ..." were perceptive and valid. In Years 3 and 4, the pupils showed good sensitivity in discussing the factors involved in choosing and caring for a pet.
56. The system of involving the pupils and their parents in assessing and checking on their personal development is unusual and plays a significant role in their personal development. The pupils respond very well to the provision made for them and act very responsibly and with maturity. Almost all pupils are very keen to be involved in the Buddy system and a careful rota has to be organised to ensure that all are given opportunities. The pupils in Years 5 and 6 are particularly responsible in their attitudes to others and to their school. The whole caring environment and ethos of the school plays a large part in this aspect of the pupils' education.

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	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	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	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	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)