

INSPECTION REPORT

Godley Community Primary School

Hyde

LEA area: Tameside

Unique reference number: 106199

Headteacher: Mrs L Johnson

Lead inspector: Mr J Palk

Dates of inspection: 17th – 19th May 2004

Inspection number: 256220

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	196
School address:	St John's Drive Godley Hyde Cheshire
Postcode:	SK14 2QB
Telephone number:	0161 3683162
Fax number:	0161 3517218
Appropriate authority:	Governing body
Name of chair of governors:	Mr S Grime
Date of previous inspection:	22 nd February 1999

CHARACTERISTICS OF THE SCHOOL

Godley Community is a typical sized primary school. Pupils come from a range of housing and the socio-economic profile is average. The number of pupils in receipt of free school meals is similar to the majority of schools. The proportion of pupils with special educational needs is below average; most have moderate learning difficulties. There is one pupil with a statement of special educational needs. One pupil is in public care and receives additional support from a number of agencies outside school. The majority of pupils are of white British origin with small minorities of African and Asian backgrounds. One pupil is learning English as an additional language.

The movement of pupils leaving and joining the school, other than at the usual times, are typical of most schools. Children join the reception class in the year they are five and their overall attainment is average. Pupils are taught in year groups. During the inspection the school was experiencing substantial building work and two classes were taught in the hall and one in the library.

The school provides out of school hours childcare; this is inspected separately. As part of an Excellence in Cities Action Zone the school provides additional provision for more able pupils.

The headteacher was appointed in February 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23630	Mr J Palk	Lead inspector	Mathematics Information and communication technology History Geography
19419	Ms S Boyle	Lay inspector	
23412	Mr A Jeffs	Team inspector	English Music Religious education Physical education Special educational needs
24342	Ms D Franklin	Team inspector	The Foundation Stage Science Art and design Design and technology

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **effective** school that provides good value for money. Standards are average overall and most pupils are achieving as well as they should. The teaching is good, with very good teaching in some years. The headteacher gives a very clear steer to the school, ensuring it has high expectations of its staff and pupils. The school is improving rapidly in all areas of its work at costs that are average.

The school's main strengths and weaknesses are:

- Standards attained in year 6 are above average in mathematics.
- Pupils are achieving well in English and mathematics through the school, although in science pupils in year 2 do not achieve as much as they should.
- Standards attained in year 6 in information and communication technology (ICT) are below average.
- The headteacher is very good at taking action that will make the school better and involving all staff in improvement.
- Pupils' behaviour is very good and they have very positive attitudes to their work.
- Teaching is good; teachers make good use of information about pupils' progress in most lessons but this could be better in the reception class.
- There is good provision for those with special educational needs including the gifted and talented pupils.
- Pupils are well cared for and support is well organised to meet pupils' particular needs.
- A very good partnership with other schools enriches the curriculum.

Overall, the school has made good progress since the last inspection. The school has responded well to the previous issues and standards are now higher in all subjects, although there is still room for improvement. Teaching is of a better quality, there is greater challenge and there are higher expectations of pupils in most lessons, based on assessment information. The management of the school is now good and procedures for evaluating and taking action are strong features of the leadership.

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	D	E	C
mathematics	D	E	E	C
science	D	E	D	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 table above represents the performance of pupils in year 6 who have left the school. Achievement is **good** overall. Performances in National Curriculum tests in year 2 are improving. Those in year 6 have been falling. The inspection found that children make sound progress in the reception class. They attain average standards in relation to the goals children are expected to reach by the end of the reception class in all areas of learning, and exceed those for their personal development. Pupils achieve well in years 1 and 2, and standards are above average in reading, and average in writing and mathematics. In science very few pupils reach the higher levels of which they are capable, and standards are below average. By year 6 pupils are achieving well in many subjects. All pupils are achieving well in English and mathematics and in their ICT lessons. The current year 6 pupils are reaching standards that are above average in mathematics and average in English and

science. They do not have enough experience of some aspects of ICT and consequently standards are below average. Pupils with special educational needs make good progress, and those from different ethnic backgrounds make the same progress as other pupils. The curriculum provides additional challenge for gifted and talented pupils who are making good progress.

Pupils' personal qualities are **good**. Their attitudes and behaviour are very good, and attendance is good. Assemblies and acts of worship are excellent and pupils' spiritual, moral and social development is very good. Their cultural development is good.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**. Teaching and learning are **good** overall. Teachers work hard to make the lessons interesting and their questions demand the right amount of intellectual challenge so that pupils will make good progress. Relationships are very good and teachers manage their lessons very well ensuring that pupils work very well together. Work is generally well matched to pupils' needs, enabling pupils to consolidate but also stretch that little bit further in each lesson. Teaching in the reception class is sound. There is good emphasis on teaching personal and social skills but there is not enough challenge in other areas of their learning. Throughout the school teaching assistants and other staff provide good support based on good information about pupils' needs.

The curriculum is satisfactory. The emphasis on raising standards in literacy and numeracy has taken priority over other subjects that are not as well represented in pupils' work. Subjects such as science, history and geography are enriched well through visits. The very good links with local schools and colleges have improved opportunities for gifted and talented pupils. These are well managed to ensure that other pupils also benefit. The school has made good plans to provide the full range of physical education (PE) opportunities during the recent building work. Resources for ICT are insufficient to enable all areas to be taught well, and this hampers pupils' progress. Pupils are well cared for and there are effective relationships with parents and the community.

LEADERSHIP AND MANAGEMENT

The leadership and management are **good**. The school is very well led by the headteacher. Other key staff provide good leadership and management. They have a good understanding of developments in their subjects. Pupils' achievements are adequately tracked and teaching monitored effectively so that the school is good at coming to a view about its strengths and weaknesses. Governance is satisfactory. The governors provide good support but are not so good at coming to a view about overall strategic development. They have ensured that statutory requirements are now met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are pleased. They feel their children are well looked after. Pupils like their school very much. They like their teachers and the responsibilities they share to make the school even better.

IMPROVEMENTS NEEDED

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

- Raise standards in ICT in years 3 to 6.
- Improve the provision in the reception class.
- Improve achievement in science in year 2.

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, regardless of gender, level of attainment or special educational needs. Overall standards are average in English and science and above average in mathematics by the time the pupils leave the school. Pupils with special educational needs and those who are identified as gifted and talented make good progress.

Main strengths and weaknesses

- Pupils achieve well throughout the school in English and mathematics.
- Pupils are achieving well in ICT but are below average in control and modelling skills¹ because of a lack of experiences.
- Achievement in science is satisfactory overall, but more able pupils could be further challenged in years 1 and 2.
- Pupils with special educational needs achieve well in respect of their individual education plan targets.

Commentary

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

Standards in:	School results	National results
reading	15.9 (15.1)	15.7 (15.8)
writing	14.5 (13.8)	14.6 (14.4)
mathematics	16.7 (17.0)	16.3 (16.5)

There were 30 pupils in the year group. Figures in brackets are for the previous year

1. The 2003 results were average overall in comparison with all schools but below average in writing when compared to similar schools. Results vary from year to year although the underlying improvement is in line with the national trend. The best gains over time have been in writing. There is no marked difference in the performances of boys and girls. Teacher assessments in science are below average.

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

Standards in:	School results	National results
English	24.8 (25.9)	26.8 (27.0)
mathematics	25.5 (24.9)	26.8 (26.7)
science	27.9 (26.1)	28.6 (28.3)

There were 32 pupils in the year group. Figures in brackets are for the previous year

2. Overall performance in last year's tests was well below the national average and that of similar schools. Eleven year olds did not reach the targets for their performance in tests, although most pupils made satisfactory gains on their previous attainment. National Curriculum test results have been declining, particularly in English. Girls have made better gains in all subjects than

¹ These terms refer to the use of ICT to create, test and refine sequences of instructions and to use simulations and explore models as part of their investigations.

boys. Proportions reaching higher levels were well below average in English and mathematics compared to similar schools. Less able pupils achieved better in mathematics and science than English.

Inspection findings

3. Inspection evidence indicates a significantly improved picture of attainment in year 6 and continuing improvement in standards in year 2. Most children start school with standards similar to those expected for their age and firmly consolidate and broaden their skills as they move through the reception class. Standards are above average in reading and average in writing and mathematics in year 2. Pupils have made good progress in their writing, particularly in their grammar skills, although spelling is still a weak aspect. Less able pupils are making good progress in reading because of well-targeted literacy support. Work in mathematics is challenging all pupils to use their calculation skills. They are developing a secure base of mental arithmetic skills. There is insufficient practical work in science that is matched to the pupils' abilities, and investigative skills are below average.
4. Standards in English and science are average in year 6. There are average proportions of pupils reaching the higher levels in both subjects because of challenging teaching. Less able pupils are achieving well and some reach average standards. Speaking and listening skills are above average in year 6; a good range of experiences that develop these skills supplements the informal provision in lessons. The good teaching of mathematics combined with improved levels of support and resources has resulted in more pupils reaching average levels in year 6 with an above average proportion reaching the higher levels. There are no differences in achievement between boys and girls throughout the school; in the main this is a result of pupils enthusiasm for learning. Older boys are very well motivated and serve as good role models for other pupils throughout the school. They respond very positively to working in groups and problem solving activities and have risen to the high expectations the school has of them. The evidence indicates that with the good quality teaching standards will improve still further and the challenging targets set by the school in future years will be met.
5. Pupils achieve well throughout the school in ICT lessons. There has been considerable investment in improving the facilities for teaching ICT and staff expertise is good. However there has not yet been enough investment in resources to teach control and modelling skills. With the very positive attitude to learning and the proven ability of the pupils to learn ICT skills quickly and competently it is only a matter of time before standards come into line with expectations.
6. Progress is regularly tracked and support is put into place to help pupils meet their well-chosen targets. The school is successfully raising pupils' self-esteem through a number of strategies including the regular celebration of achievements. This is having a positive effect on the progress of older pupils. There is regular support for lower attaining pupils throughout the school that ensures they make consistent progress. Very good use is made of teaching assistants and support staff and small group teaching. Evidence from the individual education plans and from talking with pupils indicates good progress for all pupils with special educational needs in respect to the targets identified in their individual education plans. They achieve well in literacy and numeracy skills in class and in general confidence. Those pupils with organisational, co-ordination and behavioural difficulties also make good progress.
7. The provision for gifted and talented pupils is well organised and now links clearly to meeting their academic needs. There are high expectations of these pupils and this has a positive impact on the achievements of other pupils in all classes where the programme is underway.

Pupils' attitudes, values and other personal qualities

The level of attendance is good. Pupils' attitudes and behaviour are very good. Overall pupils' spiritual, moral, social and cultural development is very good.

Main strengths and weaknesses

- The school provides very good opportunities to help pupils to develop self-esteem and a sense of personal responsibility.
- Assemblies are a very effective part of the school day for promoting pupils' spiritual, moral, social and cultural development.
- Pupil attendance and punctuality have improved over recent years.

Commentary

8. Improvement in pupil behaviour has been dramatic since the last inspection and recognised by parents and others linked to the school. Children in the reception class quickly develop personal and social skills that help them enjoy school and build positive relationships with each other. Behaviour within lessons and around the school is very good, characterised by politeness, a willingness to carry out tasks and an enthusiasm for learning in general. This is a tribute to all staff, who make school highly enjoyable. Pupils are also very caring for each other. They sympathise and help when friends are unhappy, they listen with respect when others speak and they take serious notice of other pupils' opinions and ideas. There have been some incidents of bullying which adults and pupils working together have dealt with effectively. Behaviour in the playground, in assemblies and at lunch is mature and this contributes to the overall atmosphere of happiness and stability within the school as a whole.

Exclusions

Ethnic background of pupils

Exclusions in the last school year (2002/03)

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	187	5	0
Mixed – White and Black Caribbean	3	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Pakistani	3	0	0
Asian or Asian British – any other Asian background	2	0	0

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

9. There have been no exclusions this academic year. This results from the consistent implementation of procedures and positive attitudes that have developed since the arrival of the new headteacher.
10. The excellent school assemblies, backed by good work on personal and social education in class, provide a very good focus for the school's development of spirituality in pupils. Joy in being at school, wonder at the diversity of the world and respect for the achievements of others are major strands in this. Assemblies seen during the inspection were outstanding. They generated a very real sense of family and set a very positive and exciting tone for all pupils. The use of song, the total involvement of all staff and the inspiring content from staff and visitors alike provided a lively and stimulating start to the day.
11. Attendance is now good, largely as a result of pupils' enthusiasm to get to school. Within the day punctuality and time-keeping are also good, as pupils enjoy the work they do and respect the adults who work with them.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.0
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good education. The curriculum is broad and balanced and lesson planning is catering well for the gaps in learning. Good and very good teaching ensures that pupils' achievement is sustained through the school. Pupils are well cared for. There are very good links with the community and other schools and good links with parents.

Teaching and learning

Teaching and learning are good overall. Assessment is used well.

Main strengths and weaknesses

- The quality of teaching in year 6 is very good, enabling pupils' to make very good progress in their last year.
- Assessment information is used to plan work that is well-matched to pupils' needs and to direct support staff to where they can help pupils, but it is not regular enough in the reception class.
- Teaching assistants support teachers very well, and contribute to the successful learning.
- There are suitably high expectations of the pupils in most lessons, sustained by very good relationships between teachers and pupils.
- In the satisfactory lessons the pace of lessons was not as crisp and sharp as it could be.

Commentary

Summary of teaching observed during the inspection in 42 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	8 (19%)	20 (48%)	13 (31%)	0 (0%)	0 (0%)	0 (0%)

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

12. The very best lessons were typified by enthusiasm, excellent awareness and understanding of how pupils were learning. Questions were well matched to individual pupils to move the learning forwards. The pace of the learning was quick and sharp with a good balance made of the available time, allowing the teacher and support staff to attend closely to teaching small groups. Enough time was left for new ideas and learning to be drawn together at the end of lessons.
13. Teachers use the information about what pupils have learned to group pupils in lessons well. They are conscientious about setting realistic targets and in the best lessons use the time for checking work to refer to these. Good assessment information means lesson objectives are modified to meet the specific needs of different pupils, including those with special educational needs and the gifted and talented, and teachers take time to prepare particular resources for these groups. Lesson planning is satisfactory in the reception class. Adults are well organised. There is good emphasis on practical activities that make a valuable contribution to the success of children's personal and social development. However there is insufficient assessment of what

has been learnt during the teaching. Consequently the teacher does not have enough information to plan future activities to meet the needs of individuals.

14. The teaching assistants and support teachers work closely with individuals and groups of pupils and have a sharp grasp of what pupils need to learn. They are well deployed to give the best support in English, mathematics and ICT lessons where they have a good understanding of how to support pupils effectively.
15. Teachers develop and sustain very productive relationships with pupils; they encourage them, praise them and give them confidence in their abilities. Teachers are skilful at making the learning enjoyable, whilst at the same time making sure it is purposeful and rigorous. In a successful music lesson pupils organised themselves quickly and just the right balance had been struck between what was expected and collaborative working. The comments made to the pupils during the group work were in the form of additional challenges that inspired the pupils to extend their musical compositions using knowledge they had learnt in earlier lessons. This made the learning fun for pupils and consequently there was a positive response.
16. Whilst no lessons were unsatisfactory, which is a significant improvement since the last inspection, some still lacked sharp questioning of all pupils and some activities lacked clear objectives matched to different abilities. This dilutes the otherwise good teaching.

The curriculum

Overall the curriculum is satisfactory and meets statutory requirements. The range of extra-curricular activities provides good opportunities for enrichment. Accommodation in the school is currently satisfactory and most resources are satisfactory.

Main strengths and weaknesses

- The development of withdrawal groups provides effective additional support and contributes well to the progress of pupils with special educational needs and those pupils who are gifted and talented.
- A good number of visits to places of interest and visitors to school support the curriculum well.
- The reception children do not get enough opportunities to choose their own activities.
- Resources for science and ICT are unsatisfactory.

Commentary

17. The school organises lessons to boost the attainment of particular groups of pupils and this is supporting their learning well. Pupils with special educational needs enjoy the small group and one-to-one work with support assistants which contributes well to the progress in their literacy skills. They are proud of the good progress they make. The current timetable for withdrawal work means that pupils are missing the same subjects each week. The implication of this has not been adequately monitored. Provision for pupils identified as having above average attainment or with specific skills is carefully planned to fit in with the regular curriculum. Consequently other pupils in their class benefit from the activities provided for them.
18. The school ensures that all pupils have good experiences through visits to places of interest and encourages visitors to school to support the curriculum. For example, musicians and the local Methodist minister regularly visit. Older pupils are involved in initiatives such as 'Shakespeare for Kids' and opportunities to see performances at the theatre. Visits linked to science, history and geography topics are regular and provide good opportunities for pupils to develop their research skills. The art curriculum benefits from regular trips to local art galleries. The headteacher has reintroduced a good range of extra-curricular activities and these are popular and well attended by the pupils. They make a valuable contribution to the development of pupils' confidence and self-esteem.

19. Curriculum provision in the reception is satisfactory. The recommended guidelines for children in the reception class are in place. However there are insufficient opportunities for children to follow their interests and develop independence during activity times. This is because there is a greater emphasis, this term, on preparing the children for year 1 of the National Curriculum, which is not appropriate for all the children in the class.
20. Resources are well organised but there are not enough resources for science, particularly to extend the more able pupils. The limited software for ICT impedes pupils' learning in other subjects.

Care, guidance and support

The arrangements for pupils' care, welfare, health and safety are good. Provision for support, advice and guidance based on monitoring is good. The involvement of pupils through seeking, valuing and acting on their views is good.

Strengths and weaknesses

- There are excellent relationships between pupils and adults working in the school.
- The care, guidance and support for pupils have improved since the previous inspection.
- The health and safety policy has been adapted well to reflect the dangers associated with building work.
- Pupils are listened to and their views taken into account.

Commentary

21. The school's policies for managing behaviour and tracking academic and personal progress have been very effectively implemented and contribute to the high expectations all staff have of the pupils. This makes a significant contribution to the quality of relationships within the school. Adults, including the caretaker and those helping at mealtimes, are recognised by pupils as people that they can trust to help them. There is very good liaison between the staff on matters relating to personal development and pupils are very appreciative of the support they receive. Parents feel that the strength of the school is the way in which children's personal needs are met. Arrangements for pupils starting in the reception class are good, and pupils joining the school later feel that they are helped to settle and quickly make friends.
22. There is now good attention to child protection. The designated person is very experienced in child protection matters, and all staff have had recent training and are clear about policy. The result is that concerns are picked up quickly and monitored appropriately.
23. Health and safety procedures are secure. The school has adapted its policy to reflect the impact of the building work. Staff and pupils are aware of the new arrangements for fire drills and moving safely around the school.
24. Pupils feel they are involved in the life of the school and that the school is interested in what they have to say. This is because the school keeps pupils well informed about developments, and seeks their views on important issues. Pupils have been canvassed about how they feel about school, and what they want for the school.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- The school has developed very good links with other schools to support the curriculum.
- Most parents are very positive about the school but a very small minority of parents feel that their concerns have not been fully met.
- Information for parents about the curriculum is limited.

Commentary

25. The school links very well with other schools through the Excellence in Cities funding, and particularly through the gifted and talented strand, which has given pupils experiences over and above what would normally be provided. Many pupils, including those who are not part of the gifted and talented programme, have joined in with these experiences. Other benefits from Excellence in Cities include the learning mentor, who has been effective in giving support to the very few pupils who have problems with attendance and punctuality. The school has a very good relationship with the high school, and makes very good use of its specialist PE teachers.
26. Inspectors judged that the school consults with parents well, particularly about pastoral matters. One example is the very thorough consultation about the new school uniform. Parents' views have been sought through a questionnaire and they have been consulted about some policies, such as the behaviour policy. Nearly all parents attend the more than usual number of parent teacher consultation evenings. These meetings ensure that parents are kept informed about their child's progress and discuss ways in which they can help. This contributes to the improved pattern of achievement and very positive attitudes of pupils.
27. The very regular newsletters are attractively presented and ensure that parents are well informed about what is happening in school. Some parents would like more notification of the themes and topics to be taught each term. There are plans to give parents more information about the curriculum that would help them support their child's learning at home more effectively. Parents are mostly satisfied with the arrangements for homework, but there have been breaks in its regularity due to temporary teachers not following the school policy.

LEADERSHIP AND MANAGEMENT

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

Main strengths and weaknesses

- The headteacher has a very clear vision for the school that is central to the whole school's effectiveness and improvement.
- The monitoring of teaching and standards is rigorous and leads to improvement.
- The positive partnership between the special educational needs co-ordinator, classroom teachers and teaching assistants, requires a tighter structure.
- Governors are committed but lack a wider perspective on school development.

Commentary

28. Bringing stability and raising the achievement of pupils have been central to the headteacher's work. The headteacher's strongest feature is the ability to instil confidence in people after a long period of staffing uncertainties. She leads by example and is a very good role model for teachers and pupils. As an experienced practitioner, she provides plenty of support for newly appointed staff. Along with senior staff she has established good systems to keep track of individual pupils' achievements and openly shares her expectations of progress with staff. The headteacher is thorough in her evaluation and monitoring of the standards and teaching and in a little over one year has gained a strong understanding of the strengths and weaknesses of her staff. There is an extensive programme for checking on teaching quality. This has helped improve provision and

is beginning to raise standards. The use of an additional teacher to cover for staff assisting the headteacher with monitoring or supporting newly appointed staff has meant that this important work is undertaken conscientiously. Good follow up and an honest approach to evaluation has served to unify the teaching team.

29. The school self-evaluation, completed before the inspection, closely matches the judgements in most areas of the inspection. Strategic management is of a very high standard, with difficulties anticipated and action taken to avoid delaying the necessary improvements to raise standards. For example two key members of staff with responsibilities are absent and this workload has been smoothly transferred to other staff with the necessary management training provided.
30. Co-ordination of special needs provision is comparatively informal at present and is not wholly effective. Training has been good for all involved in setting pupils' targets but the impact of this development is not monitored rigorously. Consequently there is inconsistent practice in the way that staff work with individual education plans and involve pupils in reviewing their own progress. There is no effective link from the governing body to the special educational needs co-ordinator and governors do not receive the sort of detailed information that is necessary.
31. The governors play an important role in formulating policies, which reflect well the ambitions of the school. There is a good feeling of teamwork that embraces the local authority. Governors are prepared to challenge and debate on matters of strategy. However there is not enough routine monitoring to help them shape the long-term development of the school.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	487,827	Balance from previous year	76,145
Total expenditure	487,771	Balance carried forward to the next	76,201
Expenditure per pupil	2,356		

32. The school manages its resources well. The school's basic income has been spent fully over the last two financial years². There is a very large contingency fund that has been built up over previous years and is carried over to fund the resources required as phases of the re-modelling to the building are completed.

² Financial years 2002-03 and 2003-04.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

33. Provision for children in the reception class is satisfactory. There is now a covered outdoor area, used to provide additional creative and physical activities. Teaching and learning are satisfactory in all areas of learning and children are in line to achieve the early learning goals by the time they start year 1. The majority exceeds the expectations in personal, social and emotional development.
34. Leadership and management are satisfactory. Suitable experiences are planned for children and assessment procedures are satisfactory. However, there is not enough regular observation of children's progress during activities to provide the adults with the information needed to plan follow up work for individuals. Consequently activities are not always matched well enough to what the children need to learn next and the expectations are sometimes unrealistic or are not high enough.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Most children achieve well because of good teaching.
- There are insufficient opportunities for children to plan their own activities, be responsible for their own learning and so develop good independent working skills.

Commentary

35. Staff are good role models. They work effectively together as a team to provide a calm and secure learning environment. This helps children to settle into school and adapt to others around them. Consequently children are happy and play in harmony with their classmates. For example they took turns to play a mathematics game and asked politely for someone to help build the train track. They understand what is acceptable behaviour and have a good awareness of the consequences of inappropriate behaviour.
36. Opportunities are provided for children to choose their own activities but they do not have to plan what they are going to do or be responsible for getting the equipment out. Whilst some children work well independently a significant minority depend too much on adults to direct their learning and quickly lose concentration during independent activity.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Good attention is paid to how children's work is presented.
- Children have positive attitudes to reading but do not change their books regularly enough.

Commentary

37. Many children start reception with average communication and language skills. They make satisfactory progress and when they leave the reception class most are achieving the early

learning goals. The quality of teaching and learning is satisfactory. Most activities have a strong focus on developing speaking and listening skills. Children speak confidently in a range of situations, such as in the playhouse and baby hospital. They enjoy listening to stories and rhymes, recognise familiar words in text and talk about the pictures in detail.

38. Planning is satisfactory overall, but the introduction of a full literacy hour is too long for some children to concentrate. There is some overuse of worksheets during these sessions, which do not extend the learning of the more able children. The teacher successfully helps children develop their writing skills for a range of purposes in their writing books. These are well presented and handwriting skills and correct pencil grip are well promoted. By the end of the reception year most children write letters and many make good attempts at writing words and short phrases independently, showing good application of what they have learned about letter sounds.
39. The children's reading skills develop steadily. Most children read almost every day at home and many are eager to change their reading books more regularly than once a week. The lack of flexibility in the current system means that some children keep their reading books too long and this is inhibiting enjoyment of reading and love of books in general.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **satisfactory**.

Main strengths and weaknesses

- Practical games act as a base for learning about numbers and how they work.
- There are missed opportunities to track children's progress.

Commentary

40. Many children start school with mathematical skills just below those expected for their age. Children achieve well and meet expectations in this area because they are taught well. Interesting activities are planned for including number games that extend the children's reasoning and patterning skills. In one lesson pencil and paper tasks encouraged children to form their numbers correctly. About two thirds of the class recognised numbers above ten, and added and subtracted numbers accurately to five. The nursery nurse provides good support and has a good understanding of the needs of young children. However there are missed opportunities for adults to judge individual attainment and progress. Observation notes are often too general and not specific enough in tracking how well individual children have progressed towards the objectives of the activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

41. It was not possible to make an overall judgement of provision or standards in this wide area of learning but the work seen was satisfactory. Those observed using the computers were confident enough to complete a simple program on the computer.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- The limited space, due to building works, is used well to develop children's physical skills.

Commentary

42. Children enter reception with physical skills expected for their age and with satisfactory progress most achieve the early learning goals by year 1. Pupils use scissors and paintbrushes effectively. There are daily class PE lessons to supplement the activities set up in the small covered play area, so ensuring all children are active each day. The quality of teaching and learning during PE lessons is satisfactory. In one lesson observed, children co-operated very well because the lesson was well managed. However children were not given enough guidance to show how they could improve their techniques or a range of challenges that encouraged them to practise their skills.

CREATIVE DEVELOPMENT

43. It was not possible to make an overall judgement of provision or standards in this wide area of learning. Their paintings and decorative sunglasses indicated satisfactory progress. They play imaginatively in the home area and in the baby hospital. Resources are well organised to allow children to choose a creative activity but there is very little adult interaction during these sessions to develop their skills.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Provision and standards have improved significantly, particularly in writing, since the last inspection and are now average.
- Teaching is good and often very good and pupils achieve well overall.
- There is a lack of consistency and unsatisfactory attainment in spelling throughout the school.
- The use of additional literacy strategies supports learning well and teaching assistant support is of a high quality.
- The co-ordinator has provided very good leadership and this has contributed to very effective standards and teaching in this subject.

Commentary

44. The previous inspection report found that attainment by the age of seven was below the national average and that, although standards were better in years 3 to 6, there was a lot of work to be done to make effective provision for English throughout the school. This work has been carried out and standards have risen significantly.

45. All pupils achieve well. Pupils' speaking skills develop well through the school and this helps them shape their written work and extend their vocabulary. By year 6 their speaking and listening skills are of a good standard. Less able and average pupils develop good reading skills by the age of seven, together with a love of books and a strong repertoire of skills. The teaching is well informed by careful tracking of their progress. More able pupils show very high standards of reading in year 2 and pupils in year 6 are articulate about which books they like and how different authors' techniques compare.

46. The good guidelines for teaching writing are now firmly established and good, consistent marking contributes to good achievement. There are high expectations of pupils' written work and the more able are challenged well in most classes. All pupils now take great care with written presentation, and the development of regular print in younger pupils together with good attainment in the development of neat handwriting in older pupils, make stories and reports a

pleasure to read. This work is celebrated by good displays within classrooms and in the reception area.

47. The school recognises that there is still a significant weakness in spelling standards throughout the school and has identified this as an area for development during the coming year. There is no agreed system for practising and memorising difficult or frequently needed 'key' words. Without a method of memorising important words, pupils fall back on using sounds to spell out words. Errors such as 'wos' for 'was', 'sed' for 'said' and 'xctng' for 'exciting' persist too long and contribute to a poor attitude to accuracy. Older pupils' work is also flawed by difficulties in memorising unusual word patterns producing errors such as 'inplikabul' and 'fritining', which are inappropriate. This means that writing that is interesting in content is marred by simple inaccuracies.
48. Teaching in English is characterised by careful planning, good group activities for the range of attainments and good pace on the part of the teacher. Teaching assistants provide skilled support for all pupils and use questions and explanations well to challenge pupils of all abilities. Thus, in a very good year 2 lesson the teacher used pace, very good photographic resources and probing questioning to stimulate pupils on the subject of seaside holidays. The pupils showed very good achievement in this lesson, volunteering words such as 'promenade', 'souvenir' and 'entertainment', while they also demonstrated strong independent skills in using reference books.
49. The school has used additional support strategies well to boost literacy skills. These are reinforced well within the classroom, where teaching assistants provide very good support for language and reading skills, ensuring that pupils read regularly and that their reading is well guided and informed by challenging questions. Additional support for pupils with literacy difficulties is good, with good adult-pupil relationships and the imaginative use of games and drills to develop their knowledge of sounds. Recording and assessment in these areas are good and often very good giving the school a clear view of where teaching is successful.
50. The good progress over the past two years results from very good leadership in the subject. The reasons for underachievement has been analysed and strategies developed that have assisted in good development, particularly in writing and reading. The co-ordinator is a very good practitioner who sets a high standard in planning and teaching.

Language and literacy across the curriculum

51. Literacy skills are assisted and developed well in most subjects and high expectations for reading and writing are consistent across the whole curriculum. Many subjects provide good opportunities to further develop speaking and listening skills, whether it is evaluating performance in year 1 PE lessons or discussing peer pressure in a year 6 personal, social and health education (PSHCE) lesson.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils are achieving well and standards are above average by year 6.
- The teaching is good with some very good teaching in year 6.
- There is very good leadership with a strong emphasis on teaching mental skills and problem solving.

Commentary

52. Achievement is good and standards are reaching above average levels because of the good teaching. Standards are average in year 2, representing good achievement as these pupils were below average on entry. Less able pupils are confident using their number facts and are beginning to apply these to new situations. Average and more able pupils develop a strong foundation of mental skills because of regular practice. They acquire a flexible approach to working with numbers and shapes during practical activities. There is very good emphasis placed on presentation, forming numbers correctly and setting out work accurately in year 2 that serves as a strong platform for later work. More could be expected of pupils in working with patterns and sequences. By year 6 standards are above average. Pupils have a very quick recall of number facts and are good at using a variety of strategies to solve number problems.
53. The teaching is good and a major factor in the good improvement in standards since the last inspection. The successful learning is due to the ability of teachers to communicate their enthusiasm to the pupils, to stimulate and give them greater confidence in their abilities. Careful lesson planning reinforces this element. There are high expectations, and the challenge and questioning all contribute to the good achievement. In a very good lesson in year 6 the vigorous warm up helped pupils refresh their knowledge of quick ways to find simple percentages. The systematic questioning and cross checking with simple examples that increased in difficulty, ensured that all pupils were confident in the process to be used. The well matched activities for more able pupils demanded the intellectual effort that enthused and motivated them to use a wide range of mathematical skills. Overall, lessons have a good pace, and resources such as number tracks and fraction cards help move them along. The use of additional support from trained and enthusiastic teaching assistants has been very helpful to less able pupils. This has been effective in sustaining their confidence and ensuring they reach and sometimes exceed the expectation of average levels.
54. The rapid development of assessment and its use has had a positive impact on standards. The co-ordinator has reacted quickly to address areas of mathematics where there have been problems, for example in teaching a range of strategies for division, percentage and fractions. The progress towards high but realistic targets for pupils is regularly checked on and support staff are well deployed particularly to support less confident pupils. In the main teachers target those with special educational needs and less able pupils for additional support, but the information they are working with is incomplete and consequently some gaps in pupils' skills have not been eradicated.

Mathematics across the curriculum

55. This is satisfactory. Use is made of computer programs, for example to extend work on data bases, creating graphs and spreadsheets³. However, there is little work on control and modelling⁴ that challenges and extends pupils' mathematical skills in science or in art and design. This is largely due to a lack of suitable programs and hardware.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- The recently introduced scheme of work in years 3 to 6 is having a positive impact on standards, which are now average by the end of year 6.
- Standards are still below average by end of year 2 because very few pupils reach higher levels.

³ Spreadsheet. A mathematical table for performing complex calculations quickly and accurately.

⁴ See footnote 1.

- Teaching is satisfactory but assessment procedures require further development.
- Resources available for science lessons are unsatisfactory.

Commentary

56. Most of the weaknesses identified in the last inspection have been successfully addressed. Consequently standards in science are improving significantly. Pupils have plenty of opportunities to plan their own investigations. For example pupils in year 4 investigate that water resistance slows an object moving through water and pupils in year 3 plan how they are going to test a variety of paper for absorbency. They use graphs and tables to present their work and older pupils are expected to record their own investigations in detail. Pupils use scientific language appropriately because explanations of specific vocabulary are well explained to them by teachers.
57. During the last inspection there was an issue of unsatisfactory progress in years 1 and 2. The teachers lesson planning is sound and most pupils make satisfactory progress. Tasks are well matched to the needs of less able pupils. However much of the work is planned for pupils of average ability and does not extend the more able. Guidelines for teaching in years 1 and 2 do not set out what is expected of more able pupils, particularly in investigative skills, and this hampers their achievement.
58. The school has adopted commercial guidelines to support them with teaching science. This has given teachers more confidence and, although the quality of teaching and learning is satisfactory overall, there is evidence that more informed planning is having an impact on raising standards in years 3 to 6. Teachers make use of assessment criteria at the end of each unit of work but the information is not yet used to ensure that teachers go on to plan activities to meet the needs of all pupils. There has been no evaluation of past test papers so that common errors can be addressed through the school.
59. Leadership and management of science is satisfactory. The co-ordinator is new to the post but has clearly identified the key issues that need to be addressed to further improve standards across the school. She has recently completed an audit of resources and has identified where the shortages are limiting teaching.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Teaching is good and pupils achieve well.
- The resources for teaching ICT have improved significantly since the last inspection but are still insufficient to teach all aspects successfully.

Commentary

60. By the end of year 2 standards are average and by the end of year 6 they are below average. This is satisfactory improvement since the last inspection, but not as good as the school would like it to be. Pupils throughout the school are confident using a range of computer software and learn well when faced with new programs. Older pupils have experience of the full range of processing skills⁵ and are very capable using programs to import text and download pictures for presentations. Their skills in control and modelling are underdeveloped because of insufficient resources and in these areas standards are below average.

⁵ Preparing information, sharing and exchanging information, organising and reorganising text including tables and images as appropriate.

61. Despite the limitations of the suite the teaching is effective and pupils learn well. Teachers are well organised and where necessary match their expectations accurately to pupils' skills. They manage sessions very well, and this is important given the cramped conditions and the fact that sometimes three pupils are sharing one computer. There are regular opportunities for pupils to visit the suite and practise the skills they have been taught. The use of a trained teaching assistant is valuable in giving support to these small groups but has also been successful in supporting teachers. For example the teaching assistant maintains the efficiency of computers ensuring teachers spend their time teaching rather than dealing with technical problems. Consequently teachers have grown in confidence teaching.
62. Assessment systems have been strengthened and there is a strong focus in all the lessons on pupils' learning skills. The information is allowing teachers to match work to pupils' different abilities. However, the computers can only store a limited range of pupils' work for teachers and pupils to refer back to to help keep track of progress. There are also some significant limitations in the software available. For example, in preparing a web page for their work on the Greeks, year 6 pupils had to perform numerous small step operations before they could begin to carry out their ideas for the page. The well organised teaching, plenty of guidelines for the pupils and a very strong working ethos ensured that the pupils made rapid progress.
63. In discussions with pupils and from sampling their work it is evident that they have very little experience of control. For some older pupils they have not moved beyond programming simple instructions to move a robotic toy or direct a pointer around the computer screen. They have some experience of monitoring through, for example, altering the fields on a data base program but do not have the resources to extend either of these skills to the standard expected. The pupils in year 6 have a reasonable understanding of spreadsheets, although they lack confidence manipulating this data. Despite being without a co-ordinator, teachers have worked together well alongside the local education authority and teaching assistant to provide a strategy for improving their teaching and pupils' learning.

Information and communication technology across the curriculum

64. Good use is made of opportunities provided by the computer programs. For example, in researching facts on life during the second world war, pupils gained experience of using a range of computer techniques to move between sources of information. Good links were made to their science work whilst sorting and classifying minibeasts and the pupils in year 4 used a graphing programme well to help them present results on pupils' views of school uniform.

HUMANITIES

There was insufficient geography work sampled and no lessons seen. Consequently this subject is not covered by the report.

Religious education.

Provision in the subject is **satisfactory**.

Main strengths and weaknesses

- Good progress has been made since the last inspection when provision was deemed unsatisfactory throughout the school.
- Opportunities to fully engage with faiths other than Christianity are limited.
- Assemblies make a very powerful contribution to the development of religious knowledge and understanding.

Commentary

65. Standards by the age of seven and eleven now meet the expectations of the locally agreed syllabus and pupils' achievement is satisfactory. Since the last inspection RE has received good attention. The subject is now well resourced and there is a good stock of books relating to RE in classes.
66. The strong link with the local church provides a very valuable regular input from the minister. Pupils get opportunities to visit places of worship and learn about celebrations in faiths other than Christianity. These opportunities require enhancing for pupils to gain the fullest understanding of the diversity and richness of life and local culture.
67. Teachers build well on assembly themes, PSHCE topics and many issues that relate to moral and social development. There is a strong connection between whole school and class-based assemblies. RE lessons draw on experiences arising from assemblies and the linkage provides a strong reinforcement of stories, themes and values for all pupils. They enjoy hearing about the celebration of festivals and learn that the different faiths have the same moral tenets, but different forms of worship. Teachers make good use of all opportunities to create connections in pupils' minds. Thus, in a year 5 lesson two stories were read and compared: a Russian folk story and New Testament story, the Good Samaritan. The themes of charity and what it means to be a Christian were explored by the teacher and pupils ended with a clearer idea of what 'your neighbour' means and how you can demonstrate love for him.

History

Provision in history is **good**.

Main strengths and weaknesses

- The teaching is interesting and encourages different ways of learning.
- There is good leadership and strong links are being developed with pupils' literacy skills.

Commentary

68. Pupils achieved well in the lessons. Standards are meeting expectations throughout the school and their research skills are good. A very exciting lesson with year 6 pupils in which two pupils presented themselves as King Theseus and Ariadne⁶ to be interviewed by the pupils was a powerful tool for teaching pupils to sort out information into factual and anecdotal. The lesson was made even more powerful because the pupils and actors had put the lesson into a contemporary context. They captured well the feelings of the two actors in this Greek drama/tragedy through an excellent display of standard and colloquial English. The opportunity for two gifted and talented pupils to extend their skills to their class was a very good example of the inclusive provision provided by the teacher and the school.
69. Role-play was also successfully used in year 1 and year 4 lessons to engage the pupils in interpreting information from a variety of sources. Well-prepared information presented in this manner fully engaged all pupils, and the chance to prepare their own questions to follow through in the session strengthened their learning.
70. The subject is well led. A recent review of the units to be covered has focused teachers on subjects and themes they enjoy teaching. The co-ordinator has provided staff with good guidelines on the study skills to be taught to pupils. The success of this is evident in the good standard of written work seen from most classes. Resources are well organised. There are a good range of trips to supplement the pupils' studies and give them a practical experience. The

⁶ The main characters in the Greek legend of the Minotaur.

addition of the yearly visit by a historical drama company is both informative and also serves to encourage teachers to consider exciting ways of presenting information. The teaching by the two temporary teachers was not of the same high standard and reinforces the need for the co-ordinator to monitor more frequently the teaching throughout the school.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

71. Only two lessons in art and design and no lessons in design and technology were observed during the inspection. Therefore it is not possible to make a firm judgement about provision. In addition to observing lessons inspectors discussed both subjects with the co-ordinator, spoke to some pupils and looked at displays and sketchbooks.
72. **Art and design** sketchbooks are used satisfactorily to enable pupils to practise techniques and to experiment with ideas. However there is little evidence of marking, particularly to inform pupils what they need to do to improve their work. Displays around the school, somewhat limited by building work, indicate that the curriculum is appropriately covered and pupils are achieving satisfactorily. Visits to local art galleries support the art curriculum well.
73. In **design and technology** pupils in year 6 have designed and made pairs of slippers of good quality. The designs are clearly labelled and work carefully evaluated. Photographic evidence shows that pupils in year 4 have designed and made a model that they had to light up, using their knowledge gained in science lessons.

MUSIC

Provision in music is **good** throughout the school.

Main strengths and weaknesses

- Music is well used within the school to create an atmosphere of joy and happiness.
- Pupils are achieving well and standards of singing at seven and eleven exceed expectations.

Commentary

74. Music is a regular feature of school life, whether it is to express joy in assemblies, achieve a settled atmosphere during a year 4 reading session or to provide reinforcement of mathematics skills by the use of song with younger pupils. As a result, pupils enjoy music and speak highly of it as a subject that they look forward to. Teaching is good. Pupils have the opportunity to compose, perform and analyse work and this adds to the strong contribution that music makes to spirituality within the school. They like the range of songs they sing from around the world, the opportunities now developing “to make our own new music” and further chances to take part in some of the many successful performances staged by the school.
75. Singing is very strong at all levels. In assemblies pupils sing with tunefulness, good phrasing and humour. They progress well from ensemble to two- and three-part singing and this provides an atmosphere of celebration and praise that would be difficult to better. Pupils leave whole-school assemblies with a radiance that arises from the opportunity to sing with the staff as much as from what has been said. Staff all provide enthusiastic and creative role models for singing on such occasions. Audio evidence also indicates that all pupils get the opportunity to perform to school and adult audiences on a regular basis and these are high quality occasions.

PHYSICAL EDUCATION

Provision in PE is **good** throughout the school.

Main strengths and weaknesses

- There is a strong focus on skills and enjoyment and pupils meet expected standards.
- Teaching is of a good quality; good use has been made of coaches to enrich the PE curriculum.

Commentary

76. The school continues to provide good experiences for pupils despite the disruption caused by building work. Good use is made of the playground to ensure that pupils develop the relevant athletics and gymnastic skills. A residential long weekend for year 5 and 6 pupils provides very good adventurous activities and there is good access to swimming. In 2003 75 per cent of pupils in years 4, 5 and 6 accomplished the 25 metres free swimming target. All indications are that pupils meet national expectations at all ages. Pupils develop balance, movement, use of space and games skills well as the result of enthusiastic and knowledgeable teaching.
77. Class teachers are good at teaching PE. They set clear boundaries, important for health and safety, as much as for behaviour. They use language well to explain, praise and question all pupils. In addition, they provide challenging and enjoyable tasks to help in the development of ball skills, balance and co-operation. Thus, in a good year 1 lesson the teacher extended throwing and catching skills by enlarging the pairs to foursomes and then to eight. Each time pupils had to explain to those joining them the rules of the game they had devised. Good class teaching is enhanced in two ways. Firstly, the use of local coaches means that pupils have access to expert advice and training in areas such as shot put and javelin. In addition, very good links with local colleges mean that pupils have access to good quality provision and surfaces.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

78. The very good quality of the informal development of personal and social skills is not fully matched at present by a strong classroom curriculum. There is currently no specific PSHCE programme to ensure all pupils receive a well monitored curriculum with the appropriate breadth and depth in all years. The school uses assemblies, RE, science and English well to support this subject. There are also many opportunities for all pupils to develop and propose their views on topics such as the wearing of school uniform and capital punishment. A strong emphasis is placed on developing maturity in attitudes and judgements. The success is apparent in the very good behaviour and collaboration that characterises pupils at Godley. Both adults and pupils are responsible for this success.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

