

INSPECTION REPORT

HOLMGATE PRIMARY SCHOOL

Clay Cross

LEA area: Derbyshire

Unique reference number: 122530

Headteacher: Charles Rice

Lead inspector: Barbara Crane

Dates of inspection: 6th – 9th October 2003

Inspection number: 256473

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary with Nursery
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	228
School address:	Holmgate Road Clay Cross Chesterfield Derbyshire
Postcode:	S45 9QD
Telephone number:	01246 862270
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Linda Spiteri
Date of previous inspection:	30 th March 1998

CHARACTERISTICS OF THE SCHOOL

This is an averaged sized primary school with a Nursery. Children start at the Nursery when they are three and transfer to Reception at the start of the term in which they are five years old. The school's assessment of children when they start school shows that their attainment is below average.

Nearly all of the pupils come from white, British backgrounds, with a very few pupils of dual heritage. All pupils have English as their first language. An average number of the pupils have special educational needs and there are four pupils with Statements of Special Educational Need. About a quarter of pupils are entitled to free school meals. The school serves a very mixed area, but on the whole, the socio-economic indicators are below average.

The school gained a School Achievement Award in 2001. The school is taking part in the ENABLE scheme, piloted by the Department of Health.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21227	Barbara Crane	Lead inspector	English, Foundation Stage, art and design.
1112	Peter Oldfield	Lay inspector	
18935	Chris Bolton	Team inspector	Mathematics, design and technology, music.
32180	David Sleightholme	Team inspector	Science, information and communication technology, physical education.
23610	Jean Denton	Team inspector	History, geography, religious education.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school and it has several very good features. Pupils enjoy their work and are keen to learn and to do well. Their achievement is good because of good quality teaching throughout the school. The school is very well led by the headteacher and is effectively managed. The school provides good value for money.

The school's main strengths and weaknesses are:

- Pupils of all ages do well and standards are above average in English, mathematics and science by the time they leave.
- Pupils with special educational needs do very well because of carefully planned provision.
- The teaching is good; the staff form a strong team and there are high expectations of pupils' work and behaviour.
- The school puts pupils first and works hard to make sure that all are included; it gives pupils good advice and takes very good care of them.
- The school has a very good partnership with parents.
- The headteacher provides very effective leadership and the school is well managed to bring about improvement.
- A few of the higher attaining pupils do not make the best possible progress in reading.
- There are too few opportunities for pupils to use their ICT (information and communication technology) skills because there are too few computers.

There has been good improvement since the school's last inspection in 1998; standards are now higher and the teaching is better than it was. In response to its previous issues, the school has developed very good systems to check how well pupils are doing and uses the information very effectively to plan work for different abilities. The role of the curriculum co-ordinators has improved so that they have a clear understanding of what needs to improve in their subjects. Opportunities have been increased for investigational and experimental work and for pupils to use their own ideas.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	C	A	C	A
Mathematics	E	B	D	C
Science	C	A	B	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.*

By the end of the Reception year the children reach the early learning goals set for them and they achieve well in all areas. **Pupils achieve well** in all year groups and standards are above average in Year 2 and Year 6 in English, mathematics and science. Pupils do very well in writing and use their skills very effectively in other subjects. Most pupils make good progress in reading but a few of the most able pupils are not sufficiently helped to make the best possible progress. Standards in ICT are broadly average but pupils do not use their skills often enough because of the lack of computers. Pupils with special educational needs make very good progress because of high quality support.

Provision for pupils' moral, social, spiritual and cultural development is very good. Pupils' attitudes to school are very good because they know that the staff appreciate their efforts. They are polite and sensible, and relationships in the school are very good. The school promotes in pupils a

very strong sense of responsibility and community and so they understand the importance of working together and respecting themselves and each other. Pupils behave very well and they show a strong sense of self-discipline. Attendance is average; it has improved from the previous year because of the school's action to promote better attendance.

QUALITY OF EDUCATION

The school provides a good quality education. It successfully combines strong support for pupils' personal development with a rigorous approach to raising standards through looking at how it can improve what it offers its pupils. **Teaching and learning are good** in all parts of the school. Teachers have high expectations and manage pupils very well. Good teaching in the Nursery and Reception classes means that children start with firm foundations to their learning and develop good work habits. The basic skills continue to be very well taught throughout the school and so pupils approach work confidently. Teaching is well adapted to the needs of different ability groups and pupils with special educational needs are provided for very well. Classroom assistants work effectively alongside teachers. The school provides a good, interesting curriculum and a very good range of activities outside normal lessons. The school places a high priority on pupils' well-being and takes very good care of them. Pupils know what to do if they have problems and that staff are on hand to help them. The school's partnership with parents is very good.

LEADERSHIP AND MANAGEMENT

The leadership of the school is very good. The headteacher's influence is evident in all aspects of the school's work and he has the full support of the staff in his endeavours to improve standards through looking at how teaching and learning can better meet the needs of all pupils. **The management of the school is good.** The school knows what it needs to work on next and has a good track record of working effectively towards the targets it sets for itself. Over the past couple of years, for example, its priorities have been to improve standards in writing and mathematics and it has been successful in both areas. **The governance of the school is good.** Governors are well informed and ask the right questions to challenge the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents hold the school in high regard and express confidence in its work. Pupils appreciate what the staff do for them and are proud of their school.

IMPROVEMENTS NEEDED

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

- Improve the progress made by some of the more able pupils in reading.
- Improve pupils' progress in ICT by enabling better access to computers.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning subjects and courses

Pupils achieve **well** throughout the school. Standards in English, mathematics and science are **above average**.

Main strengths and weaknesses

- Pupils achieve well to reach good standards in English, mathematics and science in Year 2 and Year 6.
- Pupils' achievement in writing is very good.
- Pupils with special educational needs do very well because of well-planned support based on individual needs.
- Some of the more able pupils do not do the best that they can in reading.

Commentary

1. Children in the Foundation Stage achieve well and reach the goals set for their age in all areas of learning by the end of the Reception year.
2. The standards for pupils in Year 2 in 2002 (shown in the table below) were very good and stood up very well against similar schools. Pupils' performance in reading and writing has improved greatly over recent years. Standards in mathematics have been good over time.

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

Standards in:	School results	National results
Reading	16.7 (16.4)	15.7 (15.8)
Writing	16.1 (16.0)	14.3 (14.4)
Mathematics	18.0 (17.0)	16.2 (16.5)

There were 29 pupils in the year group. Figures in brackets are for the previous year.

3. The 2003 results for Year 2 pupils were not as good as in previous years, but this was a very much lower attaining cohort, with attainment on entry that was well below average. Given these pupils' starting point, they achieved well.
4. Results for Year 6 pupils have kept pace with the national trend in standards over the last few years. The standards in 2002 (shown in the table below) were average in English, below average in mathematics and above average in science compared to the national picture.

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	27.2 (29.4)	27.0 (27.0)
Mathematics	26.1 (27.7)	26.7 (26.6)
Science	29.6 (30.1)	28.3 (28.3)

There were 33 pupils in the year group. Figures in brackets are for the previous year.

5. Pupils did much better than expected in English and mathematics from their results when they were in Year 2. What is striking about the Year 6 results over time, however, is that standards in mathematics have been consistently lower than other subjects. The results for 2003 were an improvement on the previous year but standards were still better in English and science than in mathematics. Compared to their performance in Year 2, pupils did much better than expected in English, but not as well as expected in mathematics. The school has looked carefully at what it needed to do to improve performance for the older pupils in mathematics and the improvement seen in standards in 2002 for Year 6 pupils has been further built upon.
6. Currently, standards are above average in English, mathematics and science in Year 2 and Year 6. Pupils are achieving well to reach these standards as they come into school at a below average level. The pupils' good competency in literacy and numeracy supports their learning in other subjects well. Pupils are fast and accurate in mental calculation and use their skills effectively to solve problems. In science, pupils understand how to set up an investigation so that the results will be reliable. They have a good breadth and depth of scientific knowledge. Pupils' writing is particularly good. This is because they have been taught the basic skills very thoroughly and then given very good opportunities to use them in other subjects. The quality of pupils' writing also reflects the rich vocabulary that teaching builds right from the early days in the Nursery. Most pupils make good progress in reading but the work for some of the more able pupils in Years 3 to 6 lacks the challenge needed to fully exploit their capabilities. In ICT, pupils' achievement is satisfactory but is restricted by the lack of resources.
7. Pupils with special educational needs make very good progress throughout the school. This is because their needs are quickly identified and very well met.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school and their behaviour are **very good**. The school provides **very well** for pupils' spiritual, moral, social and cultural development and so pupils grow in confidence, are aware of others' needs and feel involved in the school's daily life. Attendance is **similar** to most schools.

Main strengths and weaknesses

- Pupils enjoy school and take part in a good range of activities.
- Pupils of all ages and from different backgrounds get on well with each other.
- By the time they leave the school, pupils are confident and know their own worth.
- Pupils want to do well because their efforts are valued.
- High expectations of behaviour pervade the life of the school.
- Pupils understand why they have to help each other.

Commentary

8. Pupils are very positive about all aspects of school life. They find the work interesting and so enjoy learning. They appreciate the wide range of outside visits, such as the trip to the Yorkshire Sculpture Park, as well as the opportunities to meet the visitors to the school, including musicians and artists who help them to learn about different cultures. They appreciate the good range of after-school clubs and many take part with great enthusiasm. Pupils have very good opportunities to work together and share ideas in lessons and outside the classroom and so they learn to get on well together and respect others' views and opinions. Relationships between pupils and between pupils and adults in the school are very good. Staff know pupils well and are happy to talk to them if they have any concerns or problems. There is a high level of mutual respect in the school and pupils are encouraged to develop their self-esteem. Achievements are always recognised and valued and so pupils want to do well. For example, in a Year 6 mathematics lesson, a pupil succinctly expressed how to solve a mathematical problem and was rewarded by spontaneous applause by classmates.

9. Pupils know what is expected of them and respond very positively to the school's expectations of them to use their common sense and exercise self-discipline. The school has simple rules and pupils understand why these are necessary and keep to them. This is very well demonstrated when pupils come into school from the playground, which they do quietly and very sensibly. Pupils are very well behaved in classrooms and settle quickly to their work. This ensures a prompt start. Pupils greet visitors politely and are keen to talk about their work. They sensibly and willingly carry out a range of jobs within their own classrooms and across the school. Older pupils have a keen sense of responsibility for younger ones, escorting them to lunch, and helping them if they are in difficulty. Members of staff provide good role models and provide clear guidance on how pupils can become responsible citizens.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.8	School data	0.3
National data	5.4	National data	0.5

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

10. Attendance has improved in the last school year and is now average. Good attention is given to raising levels of attendance through staff vigilance and other measures, for example displaying the attendance of each class weekly on the parents' notice board. Pupils are punctual and ready to work and this ensures a prompt and efficient start to the school day.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	226	0	0
Mixed – White and Black African	1	0	0
Mixed – any other mixed background	1	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality education.

Teaching and learning

Teaching and learning are **good** in all parts of the school. As a result, pupils make good progress and enjoy their work.

Main strengths and weaknesses

- Teachers manage pupils very well, with a consistent approach in all parts of the school.
- Checks on how well pupils are doing are mainly used very well to plan work to meet the needs of different pupils but could be better used for more able pupils in reading.
- Pupils with special educational needs are very well supported in their learning.

- Lessons are interesting and activities are varied so that pupils' interest is high and they want to learn.
- The basic skills are taught very well and teachers ensure that pupils have very good opportunities to use their skills in literacy and numeracy in other subjects.

Commentary

11. The staff work closely together to ensure that teaching approaches are consistent across the school and they are committed to improve through sharing good practice. The pupils know what is expected of them in terms of behaviour and hard work, right from the start. This provides a calm environment for learning and because pupils know that their efforts will be appreciated, they try hard to do well. In the Nursery and Reception classes, good work habits are quickly established and children are encouraged to try out their ideas and work together to solve problems. There is a strong emphasis on developing children's language so that they develop confidence and contribute to discussions. The organisation of lessons takes good account of young children's need for varied activities and so they maintain interest and enthusiasm.
12. The basic skills in literacy and numeracy are taught very well. The teachers have a firm grasp of how the national strategies can be used to enhance pupils' learning and adaptations have been made to suit the school's particular circumstances. This means that pupils approach their work confidently, because they have the skills to tackle new tasks. Teachers are careful to plan opportunities for pupils to use the skills they have learned in other lessons. As a result, pupils see the relevance of their learning and use their mathematical skills when measuring or calculating in science, for example, and organise their writing in different ways when they write accounts in history, or present information in geography.
13. The checks on how well pupils are doing are thorough and, in nearly all cases, well used to plan work that meets different needs. This has been very successful in writing and mathematics, where targets are precise and are used very effectively to improve pupils' standards. Through its good checks on pupils' progress in reading, the school has identified that more able pupils' skills in comprehension are not as good as they should be and time has been set aside for the pupils to read in groups based on ability, supported by teachers and classroom assistants. While this is proving effective for most pupils, there are times when the level of challenge for some of the more able pupils is too variable for them to make consistently good progress. This is because some questioning by adults does not sufficiently probe pupils' thinking or develop their understanding of how to infer from what they have read.
14. Pupils with special educational needs do very well because of high quality support that is informed by individual education plans that set clear targets for improvement. Classroom assistants play a very valuable part in this support and are well prepared. The support is provided sensitively, so that pupils are included in activities and develop independence, but help is there when needed.

Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3%)	9 (29%)	15 (49%)	6 (19%)	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.

The curriculum

The school has a **good** curriculum that meets pupils' needs well. There are **good** opportunities for enrichment through extra-curricular activities, especially in sport.

Main strengths and weaknesses

- Skills in literacy and numeracy are used well in other subjects.

- There is very good provision for pupils with special educational needs who make very good progress in learning throughout the school.
- The curriculum is enriched well through extra-curricular opportunities and learning outside the school day.
- There are not enough resources for ICT and this limits opportunities for pupils to develop their skills further.

Commentary

15. The school has devised a broad curriculum, with an appropriate emphasis on developing skills in numeracy and literacy. Pupils are developing above average literacy and numeracy skills because staff are well trained, planning is very good, and both areas are very well led and managed. Pupils' skills are particularly well developed in writing because teaching provides frequent opportunities to write for a variety of purposes.
16. Pupils with a special need are provided for very well. Education plans are clear and give very good direction on how to achieve targets. School and visiting staff are very knowledgeable in supporting children towards their goals in the Nursery and Reception classes and throughout Years 1 to 6. The very good guidance enables pupils to achieve well in other areas of learning such as in investigation skills in history. Very good attention is paid to ensuring pupils with special educational needs are able to benefit from all areas of the curriculum, including visits and physical activities, such as the visit to Kelham Island for a Victorian project.
17. The school provides good opportunities for pupils to take part in activities outside the normal school day. For example, there are very good opportunities for pupils to participate in sport, including football, netball, table tennis, cricket and cross-country running, and to test their skills in competitive matches against local teams. There are good opportunities for pupils to take part in the arts by joining the school choir or chess club, and through the good range of educational visits, and visitors. For example, pupils have taken part in an archaeological dig, and visited churches, shops and museums in the locality. Visitors to the school have included a potter, and drama workshops bring live theatre into the school.
18. The accommodation is good, with spacious areas for teaching. Most subjects are adequately resourced to support teaching and learning. However, there are not enough computers to meet national guidance of one to eight pupils. As a result, pupils do not have sufficient opportunities to develop computer skills because teachers have to adapt ICT lessons to match the resources available. For example, only two pupils used a computer in a Year 5 ICT lesson, the rest had to use 'dummy' keyboards. Consequently, those on 'dummy' keyboards had no way of knowing if they had selected the correct keys, when they took part in a keyboard challenge, using the 'home' keys. There are also gaps in resources for the control and monitoring programmes of study. Pupils have opportunities to fulfil some aspects of controlling events by programming a toy robot, but they have no experience of programming the computer to control lights, or of monitoring temperature with a sensor, for example. As a result, pupils' opportunities to develop skills in control and monitoring are limited.

Care, guidance and support

The school provides a **very good** level of care, guidance and support for its pupils.

Main strengths and weaknesses

- The staff know the pupils very well as individuals and safeguard their well-being very effectively.
- Pupils know that staff will listen to them if they have concerns.
- The school has very good arrangements to help children settle down when they start school.
- Pupils know that their views about the school matter to adults.

Commentary

19. The school places a high priority on ensuring that pupils learn in a safe and secure environment. Thorough checks are undertaken to ensure that the building and premises are free from risks and pupils are taught how to behave sensibly and safely, both in practical activities and around the school. When pupils use the stairs, for example, a simple and well-known system to guide their movements ensures that they move sensibly and they do so even when they are not directly supervised. The school's procedures for child protection are robust and known to the staff.
20. Pupils' individual needs and circumstances are very well known to the staff, who are readily available to give support. Advice is sought, and acted upon, from outside agencies where necessary. The support for pupils with special educational needs is very well planned and delivered.
21. The very good relationships between pupils and adults underpin the school's daily work in ensuring that pupils feel secure. Pupils of all ages know who they can turn to if they need help or advice and they do so comfortably, in the knowledge that any concerns will be dealt with promptly. Pupils' views are sought about what happens in the school and are taken into account. They influenced plans for the new markings on the school's playground, for example, and revised arrangements for older pupils changing for physical education lessons. The arrangements for gathering pupils' views are largely informal but work well; the school has plans to establish a more effective forum for hearing pupils' views and working with them.
22. There are very good arrangements to help children settle into school and also to ease their transfer to other schools. Good information is provided to parents so that they can help.

Partnership with parents, other schools and the community

The school enjoys a **very good** partnership with parents.

Main strengths and weaknesses

- Very good information is given to parents. Parents are very confident about the work of the school.
- Good community links are effective and good links with other primary and secondary schools help to enrich the curriculum.
- Except in Year 2 and Year 6, written reports do not give parents a clear idea of the level at which pupils are working.

Commentary

23. The school has a very good partnership with parents. The very strong partnership contributes very well to pupils' learning and generates high confidence in the school. This partnership is supported by consultations with parents, most recently about the provision of homework. Parents express a high level of satisfaction with the school. This strong partnership is much in evidence at the beginning and end of the school day, where parents and their children mingle with staff. The headteacher is always in evidence at these times. The school seeks to welcome parents; indeed, the staff handbook specifically records the procedure to meet and welcome a parent who may have a concern. A high number of parents regularly help in classes.
24. Parents are given very good information about how they can help their child when starting school and also in the later years. The school has looked at ways that parents can more easily understand pupils' annual written reports of progress. These reports give a good summary of the work undertaken in classes but apart from the test results for Years 2 and 6, the levels of working are not made clear and some parents feel that this could be improved.

25. Within the local community, the school is much valued and its links with its community are good. Members of the community help with sporting activities and reading. The provision of a morning club and after-school provision at the school allows for working parents' needs to be accommodated. The school has a parent and toddler club that eases children into starting at the Nursery. Parent workshops are regularly held at the school and give parents a greater understanding of the curriculum and are supplemented by newsletters, showing topics to be covered in class in the term ahead. The local environment and community are used very well to support pupils' learning, for example, a local veterinary surgeon has visited to talk to young children about looking after pets.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**. The headteacher and key staff provide very good leadership. The school is well managed and the governance of the school is **good**.

Main strengths and weaknesses

- The staff and governors have a clear understanding of the school's strengths and weaknesses; they know what to do and are committed to bring about improvements.
- The headteacher leads the school very well, focusing his energies on continuous school improvement.
- There is a very clear vision for the work of the school that is shared by all members of the school community.
- The school places the inclusion of all pupils high in its priorities and works hard to achieve this.

Commentary

26. The leadership of the school is very good and is a crucial factor in the drive to raise standards and in the pupils' good achievement. The school has a very clear vision and sense of purpose, central to which is that all pupils should do their best and be included in activities. The headteacher and key staff know what they need to do to ensure that pupils of all ages, groups and abilities achieve their potential because they check on what is happening in the school. This has resulted in a three-year pattern of rising standards in mathematics so that standards now match the good standards in English and science for the oldest pupils. Pupils' good standards in writing have resulted from the school's concerted efforts to get to grips with weaknesses in teaching and learning. The provision for pupils with special educational needs is very well managed, and as a result, these pupils make very good progress in learning. The school works closely with its community, sharing its vision with parents, who are regarded as partners in their children's education. The headteacher is always about the school and is readily available to pupils, staff, parents and governors.
27. The monitoring, evaluation and development of teaching are very good and linked to priorities in the school improvement plan. Teachers are enthusiastic about observing each other because they gain insights about their own teaching as well as the teaching being observed. There is a very good climate of self-evaluation in the school and the staff see the benefits that accrue. The school analyses data from tests effectively and uses this information to improve teaching and learning. Through this effective analysis of performance, weaknesses in pupils' reading comprehension have been identified. A very clear school improvement plan plays a significant part in determining the school's educational direction. The staff and governors work rigorously towards the targets that are set. The school spends its money on the right things to support pupils' personal development and to raise standards, such as improving the playground and enhancing support for lower attainers.
28. The governors do everything they should; they know what is happening in the school, what its strengths and weaknesses are and why particular action is being taken. Governors also identify

their strengths and areas for development, and, as a result, have recognised a need for further training in target setting and the induction of new governors.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	547304
Total expenditure	554401
Expenditure per pupil	2319

Balances (£)	
Balance from previous year	12412
Balance carried forward to the next	5315

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good**.

Commentary

29. Children start in the Nursery when they are three and attend part-time. They transfer to the Reception class in the term in which they are five years old. When they start in the Nursery, their language and personal development is below that expected for their age. Good teaching means that by the time they reach the end of the Reception year, children achieve well to reach the expectations for their age in all areas of learning. The staff work very well together to ensure that transfer between the Nursery and Reception is smooth and that the curriculum offered builds carefully upon what has previously been learned.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Warm and supportive relationships mean that children feel secure and become more confident.
- Good routines and consistent expectations of behaviour mean that children quickly know what to do in different situations.

Commentary

30. Teaching is very good because it meets individual needs and all staff are well versed in what young children need to grow in confidence. The staff quickly get to know the children in the Nursery and help them to settle into the routines. Children respond very well to the clear guidelines and learn to share, take turns and help each other. A small group of children, for example, were looking at books together in one session and happily shared a book with a child who joined them. Another group were using ladles and spoons to lift toy creatures from a water tray and discovered that they could do this more easily if they helped each other from opposite sides of the tray. Staff warmly encourage children to do things for themselves but are quick to intervene if they start to struggle. In Reception, for example, most children changed competently and swiftly for a physical education lesson, setting their clothes out in neat piles. The teacher waited for just the right length of time before offering help to those who were experiencing difficulty.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children's language is very well promoted through questions.
- Writing and reading skills develop quickly because the basic skills are very well taught.

Commentary

31. Teaching is very effective. The staff place great emphasis on encouraging children to talk about what they are doing and provide them with a good vocabulary so that they can do this more

effectively. In the Nursery, for example, children were taught the names of less familiar fruit as they sorted them into different groups and the children used the correct terms later in the lesson when they explained what they had done. The classrooms are full of interesting activities so that children want to talk and explore and adults are always at hand to provide models of good language that they can follow. Children are encouraged to record their ideas, right from the start. In the Nursery, the teacher asked a child to show her how he wrote his name and after he had made a series of marks, praised his effort and said "That's how you do it, now let me show you how I do it", and after trying again, the child announced "I can do it." Children rehearse what they are going to write in both classes, before putting it on paper, and so they write confidently. Careful checks are made on how well children are developing basic skills. In Reception, for example, the teacher watched carefully as children practised forming letters and supported those having problems. There is good support for different abilities. In Reception, at the end of a reading session, the teacher asked challenging questions of the more able children about why they thought characters had changed their behaviour during the story. The staff infuse learning with a sense of fun, whether through using puppets or rhymes and actions, and so children are keen to take part.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Mathematical skills are practised in relevant situations throughout the day.
- There is good support for children's mathematical language.

Commentary

32. Teaching is good and so children learn at a good rate. The staff plan good direct opportunities for children to learn about shapes, measurement and numbers through practical activities and also make sure that they use these skills at other times during the day. Children in the Nursery learn to count up to five objects and some go further. In one session, the teacher had identified a small group who were confident in counting up to ten and extended their understanding of what was 'one more' or 'one less' than a given number. These children made good progress because the activity was lively and challenging for them. In Reception, children play number games that help them to count and calculate, and again, staff emphasise mathematical language very effectively so that children can talk about what they are doing. This extends to other activities throughout the day, so that children have good opportunities to practise the terms they have learned. When they choose paper to draw or paint on, for example, children are encouraged to say whether they want paper in the shape of a rectangle or a triangle. They are encouraged to say whether houses they have painted are larger or smaller than others, or on other occasions what the number would be if there were one or two more children present that day when the register is taken.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- There are plenty of interesting activities planned that excite and interest children.
- Teaching builds children's vocabulary so that they can talk about their ideas.

Commentary

33. Teaching is good. The staff plan work that capitalises on children's curiosity about the world around them and encourages them to use their senses, as well as what they already know to find out more. Children in the Nursery, for example, investigated the different ways of making bubbles appear by blowing through hoops dipped into soapy water. One child was amazed when he discovered that he could create bubbles not just by blowing, but also through pulling the hoop through the air. Another group worked with the Nursery nurse at lifting logs to see what they might find underneath. She questioned them about what they might find before they did this and they used terms such as 'tiny spiders' and 'woodlice' in reply. When the log was lifted, several children asked if they could draw what they could see. Reception children have learned from a visiting veterinary surgeon who talked to them about how to look after pets, which they then put into practice in the 'vet's surgery' area in the classroom. Children in both classes have used the computer microscope in their work on keeping healthy.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The Nursery children benefit from a well-equipped and spacious outdoor play area.
- The work is well planned in both classes to develop control of both small and larger physical movements.

Commentary

34. Teaching and learning are good. The Nursery children have access to a very good outdoor play area and the staff make full use of the opportunities it provides for children to explore space and engage in imaginative play. The children are full of ideas about what they want to do in this area. In one session, for example, a group decided that they would gather paper and crayons and make rubbings of different textures in the area, because they had previously been taught how to do this. The children develop good control as they ride on wheeled toys or climb on the small hill that enables them to see the surrounding fields and identify changes in the seasons. Reception children show good control of their movements. In a lesson in the hall, for example, they made fine movements with their fingers and heads in response to percussion instruments and then moved on to well-controlled jumps forwards and backwards, with most landing on two feet. Fine control is well promoted in both classes through the good opportunities that children have to draw, paint, assemble and model. The staff check how children hold tools and correct any problems.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children have good opportunities to use their imagination in role-play activities.

Commentary

35. Teaching is good. In both the Nursery and Reception classes the staff plan areas where children can use what they have learned from topics, such as people who help us like the dentist or the vet, or healthy eating. As children have learned the vocabulary through teaching in these topics, their play in these role-play situations is well sustained. When playing in this area, Reception children use the vocabulary they have learned, such as 'injection', and use the props well to promote play.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The basic skills are well taught and learned thoroughly.
- Pupils' skills in speaking and listening are very well promoted by teaching.
- Writing is very well promoted through work in other subjects.
- Pupils with special educational needs are well supported and make very good progress.
- The subject is very well managed and maintains a close focus on what needs to improve.
- Some of the more able pupils do not achieve their very best in reading.

Commentary

36. There has been good improvement since the last inspection. Teaching and learning are good and pupils achieve well. Standards are above average in Year 2 and Year 6. Teachers have a very good understanding of how to teach the basic skills in English and use the National Strategy for Literacy very well to support their planning. They keep a close check on how well pupils are learning and make thorough and accurate assessments of what has been achieved and mainly use the information to set challenging targets for pupils to aim at. Pupils with special educational needs have specific targets that are drawn from the careful assessment of individual needs. Very good support from both teachers and classroom assistants means that pupils meet with success.
37. Teaching places great emphasis on developing pupils' vocabulary and promoting good listening. This means that discussions are lively and because pupils know that others will listen to their opinions, they express these readily. In a Year 2 lesson, for example, the teacher asked the class what "the proper word for the drawings that go with instructions" was and nearly all of the class remembered the term 'diagrams'. The pupils listened intently to each other's suggestions about instructions for making toast and several more able pupils offered ideas about how to improve the finished instructions, by using bullet points or diagrams.
38. Pupils know what to do when they meet unknown words when they read. For example, Year 1 pupils sound out strings of letters or look at the overall sense of the sentence and the first sound of the word to see what it might be. Older pupils use good expression when they read, changing their voices when characters speak. The pupils are confident writers because they are building on secure skills; they know how to form letters properly, and understand spelling patterns. They have plenty of ideas when they write, because teaching encourages them to think through what they want to say and the best words to use. A Year 3 higher attaining pupil suggested, in one lesson where teaching focused on enlivening writing with adjectives, that "lying quietly in my deep, shadowy bed" was an improvement on his first idea. Year 6 pupils' poems written after studying Keats' *Ode to Autumn* show a very good use of language to capture atmosphere and include phrases such as "oranges all dressed up in supermarket nets" and "fruit with ripeness to the core, yellow and bright like a quarter of the moon". Year 6 pupils write very confidently, organising their work to suit its purpose.
39. The school has identified the need to improve the progress of the more able pupils in understanding and interpreting what they read. To this end, the organisation of reading groups has been altered and specific times allocated outside normal literacy sessions for pupils to enhance their skills. A teacher or classroom assistant supports each reading group, and assessments are made of individual pupils' progress. Some of the teaching for more able pupils in these groups, however, still does not challenge their thinking about why certain things happen in stories, or develop skills of inference sufficiently. Opportunities are missed to probe

pupils' understanding and thinking through further questions to expand the pupils' first impressions or ideas.

40. The co-ordinator leads the subject very well, adopting a close focus on improving provision through analysing data, tracking pupils' progress and observing teaching and learning. This has led to the improvements in standards in writing throughout the school and enabled her to identify the current weakness in reading for more able pupils. The current initiative in reading is not yet working as well as it might be, but the school's system of reviewing its provision has ensured that the problems encountered have been recognised and the commitment shown to bring about improvement puts the school in a very good position to resolve its difficulties.

Language and literacy across the curriculum

41. Teachers plan very well to extend and consolidate skills in literacy in other subjects. Writing and reading are used very well across the curriculum and play a major part in pupils' achievement. Pupils gather information quickly and accurately in science, history and geography, for example, because they have very good opportunities to practise their skills in relevant situations. Pupils readily adapt styles of writing to suit different purposes and are given plenty of opportunities to decide how to do so, when they record investigations or write accounts or diary entries in other lessons.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards have risen significantly over the past two years. By the time pupils leave the school they attain standards that are above average.
- Teaching is very good across the school.
- Assessment is used very well to set clear targets for pupils, which help them to improve.
- Leadership and management of the subject are very good.
- Opportunities to develop skills in shape, space and measures are more limited.

Commentary

42. Standards in the current Year 2 are above average. This is an improvement since the last inspection when standards were average. In Year 6 pupils are now achieving standards that are above average. This is a significant improvement on the results in national tests in 2002, when they were below average. Current standards are now similar to those at the time of the last inspection. A strength in attainment is the very good number skills shown by pupils. Throughout the school, most pupils are confident about carrying out mental calculations. Older pupils clearly explain the strategies they have used, helping the teacher identify areas for improvement. The analysis of the pupils' work by the subject co-ordinator shows that pupils do not achieve as well in shape, space and measures. They have had insufficient opportunities to develop skills in this aspect of mathematics and planning is being adapted this year to improve this aspect.
43. The quality of teaching is very good. Teachers are secure in their knowledge of mathematics, which means they make clear teaching points and answer pupils' questions accurately. There is a shared focus on what is to be learnt. This is shared with the pupils, so they know what is expected of them. Teachers plan and organise their lessons very well and use a variety of approaches to keep pupils interested, such as mathematical games and puzzles. Very skilful questioning consolidates and extends learning, for example in a Year 4 lesson, when the teacher led pupils to find an efficient way of finding the perimeter of a rectangle. Teachers' skills of encouraging pupils to explain their thinking are particularly strong and as a result pupils build

up a good range of strategies for solving problems as they move through the school. Teachers manage pupils very well. They expect pupils to concentrate in lessons and this has a positive effect on the quality and quantity of work produced.

44. The subject is very well managed by the co-ordinator. The monitoring of the teaching of mathematics is thorough and effective. Areas for improvement are identified and a detailed action plan shows clearly how the subject is to be further developed.
45. The school has made very good progress in its approach to assessment since the last inspection. It is now very good and being used effectively to help pupils achieve as well as they can. Assessment and the resulting provision for the pupils identified as having special education needs are very good, and pupils achieve very well for their ability. A feature of the assessment across the school is the setting of clear targets for pupils, which they understand and are keen to achieve. Parents are given good opportunities to help their children at home through workshops run for parents at the school.

Mathematics across the curriculum

46. Pupils' mathematical skills are developed sufficiently well to enable them to make good progress in other areas of the curriculum, such as history when they analyse census information and represent this through graphs and charts. Teachers ensure that they plan work that enables pupils to practise their skills in different situations and so pupils see that what they have learned in mathematics has many practical applications.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils' attainment is above average.
- There is a good focus on investigations, and this builds well as pupils progress through the school.
- Teachers plan activities well so that pupils of all abilities succeed.
- The marking of pupils' work helps them to improve.
- The subject is well led and managed by the joint co-ordinators.

Commentary

47. There has been good improvement since the last inspection. By the end of Year 2 and Year 6 pupils attain standards that are above average, and they achieve well. This reflects good progress in learning as many pupils enter the school with below average knowledge and understanding of the world. Pupils with special educational needs make very good progress in learning because teachers plan appropriate activities for them, and adults support them well.
48. The quality of teaching is good and this is contributing to pupils' above average standards. For example, in a very good Year 6 lesson the teacher created opportunities for pupils to investigate how quickly sugar would dissolve in liquid. The lesson focused on planning a scientific investigation. As pupils' investigational skills have developed well over time, they demonstrated a very good understanding of how to create a fair test, introduce a variable into an experiment, and of the importance of making a prediction before starting work. The teacher managed the lesson skilfully because she ensured pupils drew their own conclusions from the findings; she did not tell them what they were expected to find and so they used their thinking skills very effectively.

49. Pupils of all abilities are succeeding in science lessons because activities are planned well. For example, lower attaining pupils are provided with support for their recording to help them think about appropriate questions when planning an investigation, and prompts that help them record their findings. This good matching of tasks to pupils' abilities enables all to make good progress. Good marking of pupils' work helps them to understand what they have done well, and what they need to do to improve, and includes corrections of spellings of scientific words.
50. The joint co-ordinators lead and manage the subject well. They have given greater emphasis to investigational activities recently as they are aware of the need to increase the number of pupils achieving at higher levels. They have also identified the need to make greater use of ICT in science in all year groups. Pupils' work in Year 6 indicates good links have been made between science and ICT in data handling and interpretation. There are good systems in place for using assessment information to inform teaching and planning.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- ICT is used well to support teaching and learning in a number of curriculum areas.
- Teachers' skills in ICT make a positive contribution to pupils' learning.
- Pupils have positive attitudes to ICT and work hard in lessons.
- Pupils do not have enough opportunities to develop ICT skills because there are not enough computers available.
- The National Curriculum programmes of study in control and monitoring are underdeveloped because the school does not have some of the equipment it needs for this.

Commentary

51. By the end of Years 2 and 6 pupils attain standards that are average for their age, and they achieve satisfactorily. All pupils, including those with special educational needs, make satisfactory progress throughout the school.
52. The quality of teaching is satisfactory, overall, with some aspects of good teaching. For example, in a short session in Year 5, the teacher provided opportunities for pupils to develop keyboard skills. In this whole-class ICT lesson only three computers were available, the rest of the class used 'dummy' keyboards. These keyboards were made from card, laminated to give them a longer life. The teacher presented pupils with a number of keyboard challenges, using the 'home' keys to help locate letters. Pupils did their best to respond to the challenges, but those using 'dummy' keyboards had no way of telling how accurate they had been. Consequently, progress in learning did not match the good teaching. The teacher's own skills enabled him to make good use of the overhead projector as a teaching aid, and to devise appropriate tasks for pupils.
53. The low number of computers in classrooms is affecting pupils' skills development. For example, in a good Year 6 lesson pupils used three computers to carry out advanced searches on the Internet. The teacher limited the time each pupil spent on the computer so that the whole class would have an opportunity to do this activity. Pupils made good progress in a short space of time because they enjoyed the activity, and because they received good guidance from the teacher. However, they did not have enough time to develop skills further by refining their searches.
54. The school uses a toy robot to help it fulfil some of the aspects of controlling events by teaching pupils how to program it to move along an imaginary street; going forwards, backwards, and turning left and right. Pupils in Year 2 have completed this work well. However, other aspects of

control and monitoring for older pupils are not taught at present because the school does not have the necessary equipment. Consequently, there are no opportunities for pupils to use computers to operate other devices, for instance, monitoring sound, wind and rain with a sensor, or controlling traffic lights, and this is having a detrimental effect on pupils' attainment in ICT.

55. There has been satisfactory improvement since the previous inspection, because standards of attainment have been maintained, and pupils have continued to make satisfactory progress. However, progress in aspects of control and monitoring is restricted. During the total refurbishment of the school, computers were not used for almost one year. This gap in provision, and the inadequate number of computers, has affected the breadth of curricular opportunities and the development of pupils' skills.

ICT across the curriculum

56. Teachers plan well for ICT, within the constraints of the resources available, using it to develop learning in a number of areas. For example, in Year 2 the digital camera has been used to record pupils' work in science on structures, and in Year 6 to support pupils' compositions in music. ICT is used well in Year 6 science for data handling. For example, pupils have measured pulse rates, and used ICT to create block graphs and pie charts.

HUMANITIES

Geography and History

57. No lessons were seen in these subjects. However, previous work was sampled and discussions held with pupils, leading to the view that there is a strong curriculum in both subjects. There are strengths apparent in both subjects. Year 2 pupils have a good grasp of mapping skills because they have been given a wide range of activities to explore and develop these in the local area and further afield. Their ability and confidence to use a range of map symbols and written commentaries and geographic research are above those expected for their age. This is an improvement since the last inspection. By the age of 11, Year 6 pupils have an enthusiasm for history because they enjoy using investigational skills to find out about the past. Visits to exciting venues to dress up and experience life as Victorians and opportunities to pretend to be archaeologists and to look for clues to the past, have increased pupils' eagerness to work hard at their tasks. The good range of investigations using the Internet, CD-ROMs, books, photographs, videos and artefacts promotes pupils' independence and enthusiasm and so they achieve well. Pupils who have a special need are very well supported to achieve standards similar to the majority. Pupils make good use of their writing skills, using different styles to present their work, such as when they explored their own feelings about being a World War II evacuee.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils use their skills in writing very well in this subject to record their thoughts and findings when they research topics.
- The work is often related to the pupils' personal experience and this makes learning more relevant to pupils.

Commentary

58. No lessons were seen but pupils' work was sampled and discussions were held with them. The school uses the local guidelines effectively to support teaching that ensures that pupils meet the expected standards for their age. Year 2 pupils know a range of stories from the Bible and have visited the local church. They remember what made the building special, such as the stained glass, the pews and the kneelers for use in prayer. They know that this is a holy place and that people who follow other religions have different special places and books. They have learned about the festival of Diwali through sampling food and listening to stories. Teaching enables pupils to relate what they have learned to their own experience. When Year 4 pupils learned from the story of Noah's Ark, for example, they wrote about times when they had missed opportunities and so had 'missed the boat'. Older pupils have undertaken some good research into the life of Gandhi and considered how one man could have such an impact on so many others.
59. Pupils use their skills in writing very well in religious education, to record their thoughts and present information. Year 2 pupils, for example, set out confidently what makes people happy, sad or upset and why it is important to have friends and people who love you to help in difficult times.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology, physical education, music

60. No lessons were seen in art and design and design and technology and so it was not possible to make overall judgements on provision in these subjects. From sampling previous work, displays and discussions with pupils, however it is evident that standards in **design and technology** have improved since the last inspection. Across the school there is plenty of photographic evidence of pupils designing, making and evaluating their models to identify how they could improve them further. In Year 4 there is an impressive display of felt bags of very individual design. Pupils made the felt and produced work with a good quality finish. By Year 6 pupils' sewing skills have progressed further and they design and produce attractive quilted cushions. Discussions with pupils show they enjoy the practical nature of this subject.
61. In **art and design**, samples of pupils' previous work and displays in classrooms indicate that pupils benefit from a wide range of experiences and express their ideas in a good range of media, often combining these imaginatively. Their observational skills develop well and pupils learn to develop good control over line and colour to create desired effects. Pupils in Year 1, for example, have looked at a range of old toys and captured the detail of these in pencil drawings. Year 6 pupils have visited a sculpture park and used what they saw to create impressive large-scale sculptures of natural forms using wire and tissue paper. Older pupils have also worked in fabric, creating seasonal panels combining collage, sewing and quilting. Pupils' work is inspired by a good range of art from different cultures, for example designs based on images from Bolivian and Malaysian textiles.

Music

Provision for music is **good**.

Main strengths and weaknesses

- Teaching is good; music has a firm place in the school's curriculum and pupils enjoy working together.
- The scheme of work is sufficiently detailed to enable non-specialists to teach music.
- The subject co-ordinator leads well by example.

Commentary

62. Standards in music are at the level expected nationally by the age of seven and by the time the pupils leave school. This is similar to the last inspection. By the time they are seven, pupils sing with a pleasant tone, good intonation and clear diction. They can hold simple parts in melodies. Pupils reflect on their performance and say how it might be improved. Older pupils follow rhythmic and pitch notation very well. They express their feelings about pieces of music well and give good reasons for their preferences.
63. Teaching is good; it is based on the national guidelines and adapted to the needs of the school. The quality of the planning for lessons means that non-specialist teachers can teach confidently. This ensures that pupils' understanding builds up steadily. Lessons have a clear focus and teachers are definite about what they want pupils to learn. Pupils are keen to learn because lessons are lively and they enjoy working together. Lessons begin with a brisk 'warm-up' activity. For example, Year 6 pupils put their own names to a steady beat. This proved challenging and enjoyable. In a lesson with younger pupils the teacher's own good singing helped pupils to pitch the notes correctly. Teachers select interesting pieces of music for the pupils to listen to and pupils are keen to find out more about them. In one lesson, three pupils made good use of ICT to compose complex rhythms that were much appreciated by their classmates. Teachers listen to pupils' compositions carefully, making good teaching points and encouraging those pupils with special educational needs to participate fully.
64. The leadership and management of music are good. The subject leader promotes the subject well and motivates staff to teach music in their own classes. Good use is made of visiting musicians to the school, such as the African Art Workshop, linking mime, music and dance.

Physical education

65. Only one lesson was seen, as well as a range of extra-curricular activities. There is too little evidence to make judgements overall on the quality of provision, or standards. The full range of activities in physical education is planned for, however, and older pupils benefit from outdoor activities such as orienteering. In the lesson seen in Year 2, there were good activities to warm up and cool down that were linked well to pupils' learning in science on how exercise affects the body. The school provides a very good range of extra-curricular clubs and activities, for example in football, netball, cricket, table tennis and cross-country running; pupils support these activities very well. Matches and tournaments are arranged with other schools so that pupils can test their skills in competitions. Older pupils have weekly swimming sessions that enable the great majority to reach the expectations for their age by the time they leave the school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- The school instils in pupils a strong sense of taking responsibility for being part of a community.
- Pupils voice their feelings and thoughts freely because of very good relationships.
- Pupils have good opportunities to learn about the importance of a healthy lifestyle.

Commentary

66. Only one lesson specifically devoted to personal, social and health education and citizenship was seen but the promotion of pupils' personal and social development is central to the school's aims and permeates all of its daily life. The school's success is evident in the warm, supportive atmosphere in classrooms and the tolerance and respect that pupils show to each other. Pupils are involved in drawing up the rules for their classrooms and have a very good understanding of how a harmonious community needs to set guidance for behaviour. The natural courtesy and self-discipline shown by pupils and their ability to see what needs to be

done to help others are demonstrated both in lessons and at play. Pupils were keen, for example, to explain the playground system that alerts them to classmates who lack someone to play with and quickly respond with companionship. The pupils feel comfortable to talk about their ideas, feelings and concerns because they know that adults will value what they say and give help when it is needed. Whether in sessions that are set aside specifically for pupils to consider issues that are important to them and their community, or when these arise naturally in lessons, the staff promote pupils' learning effectively. In the lesson seen, Year 5 pupils were effectively helped to consider how they could cope with moral dilemmas or situations that arise in friendships that require sensitivity. All of the pupils were helped to extend their thinking about issues because of good teaching that was carefully adapted to suit the needs of different groups, as the pupils worked together to solve problems.

67. The school plans well to help pupils develop a healthy lifestyle. They learn about the importance of good nutrition from an early age in science and understand the need for exercise and rest through physical education lessons. Older pupils take part in a 'safety crew' event each year that promotes their understanding of how to keep safe.

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	2
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	4
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	2
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
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).