

INSPECTION REPORT

KINGSWOOD PRIMARY SCHOOL

Wotton-Under-Edge

Gloucester

LEA area: Gloucestershire

Unique reference number: 115529

Headteacher: Mrs Carol Brodie

Lead inspector: Mr Peter Mathias

Dates of inspection: 22 – 24 September 2003

Inspection number: 256636

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

© Crown copyright 2003

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	109
School address:	Abbey Street Wotton-Under-Edge Gloucester
Postcode:	GL12 8RN
Telephone number:	01453 842197
Fax number:	01453 842197
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Nick Rowson
Date of previous inspection:	27 April 1998

CHARACTERISTICS OF THE SCHOOL

Kingswood is a small primary school situated in a village between Gloucester and Bristol. There are 109 pupils on roll. The school holds the Basic Skills Quality Mark, Investors in People and the School Achievement Award. It caters for boys and girls between the ages of four and eleven. The youngest children attend reception class from September, initially on a part-time basis until the autumn half term, when they attend full time. Currently there are 14 children in this class. During the last school year, eight pupils joined the school and three pupils left.

Children's attainment on entry is considered to be broadly average. At the beginning of Year 1 all are ready to begin the National Curriculum. There are 17 pupils who are considered to have some degree of special educational need, which is just below average. Of these five pupils receive help from outside agencies for a range of difficulties.

About two per cent of pupils are considered to be eligible for free school meals, which is well below average for most schools. Pupils come from homes where there is a spread of social and economic advantage and disadvantage. No pupil has English as an additional language and nearly all pupils are from white British backgrounds. In the last two years two teachers have left the school. Currently two out of the four teachers are newly appointed, one since the beginning of the summer term and the other since the beginning of this term.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21945	Mr Peter Mathias	Lead inspector	Mathematics Science History Music Physical education Foundation Stage English as an additional language
10329	Mr Brian Sampson	Lay inspector	
10329	Mrs Christina Morgan	Team inspector	English Art and design Design and technology Geography Information and communication technology Religious education Special educational needs

The inspection contractor was:

Cambridge Education Associates
Demeter House
Station Road
Cambridge
CB1 2RS

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	27

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Kingswood is an effective school. It provides good value for money. Standards in pupils' work and the progress they make in subjects are generally high. The school is very well led and works closely and effectively with parents.

The school's main strengths and weaknesses are:

- The very effective links between home and school.
- The value the school places on pupils' views and the opportunities it provides for all pupils to contribute to the way the school is organised.
- The clarity of vision shown by the headteacher.
- The close and effective working relationship between the governing body and the school.
- High standards reached in English and mathematics.
- The inadequate emphasis given to the development of skills in history and geography

The school has improved significantly since its last inspection. Standards in writing in English and across the curriculum are better now than they were. The key issues of the previous inspection have been thoroughly addressed. All pupils have good access to the whole curriculum. Teachers now plan carefully to ensure that work is well matched to the different abilities and ages of the children, so that they make good progress. Following a dip in results in the national tests in science in 2002, the school has taken effective steps to raise standards to previous levels in this subject.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Prior attainment
	2000	2001	2002	2002
English	A	A	A	C
Mathematics	A	A	A	A
Science	B	A	C	E

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.
Prior attainment grades are based on what pupils attained in the national tests at the end of Year 2.*

Care should be taken when analysing these results because of the small size of the groups of pupils who took these tests at the school.

Overall levels of achievement are high. Achievement and standards in the Foundation Stage are appropriate. In Years 1 and 2 and in Years 3 to 6 pupils achieve well and generally reach high standards.

Children enter the reception class with broadly average levels of basic skills and make steady progress towards the goals children are expected to reach at the end of reception. All are ready to begin the National Curriculum by the age of six. In Years 1 and 2 pupils achieve well and reach high standards in the national assessments at the age of seven. Through Years 3 to 6 pupils achieve well in most subjects and by the age of eleven many currently achieve better than could be expected. A fluctuation in 2002 national test results in science was in large part related to the small size of the group of pupils who took this test. There is strong evidence to suggest that there has been a significant improvement in individual performance in the tests in 2003. Both boys and girls achieve well in English, mathematics and science.

Standards in history and geography, although in line with those expected, could be higher and pupils' progress greater if more emphasis were given to planning and teaching the skills required in these subjects.

Pupils' personal qualities are very carefully fostered and are very well developed. The provision for pupils' spiritual, moral, social and cultural development is good.

Pupils' attitudes and behaviour are very positive. Pupils' willingness to assume responsibilities for others and to help in class and school councils is outstanding. Levels of attendance are high and pupils arrive at school punctually.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The quality of teaching is good.

In the relatively small number of lessons seen, over half were good, and in one in ten of the lessons the teaching was very good. No unsatisfactory teaching was seen. Particular strengths in the teaching are to be found in the way teachers plan, teach and evaluate the work in literacy, numeracy and science. They carefully match work to different abilities and ages and ensure that the information they have from their regular assessments of pupils' work is well used to set new targets for pupils to achieve.

Children in the reception class work willingly and enjoy the sound opportunities arranged for them to widen their knowledge and understanding. In Year 1 and Year 2, pupils make good progress, particularly in English, mathematics and science. This progress is clearly linked to teachers' consistent planning. Many older pupils in Years 3 to 6 work conscientiously together and wish to please their teachers.

The curriculum is generally wide and interesting. A strong feature is the way in which the curriculum is enriched by a wide variety of visits and visitors. This stimulates pupils' interest and widens their experience. However, insufficient attention is given to teaching specific historical and geographical skills.

Particular strengths are the outstanding arrangements to maintain very close links between home and school so that parents and teachers are equal partners in helping pupils to achieve well. There are also extremely well developed arrangements through class and school councils for pupils to have an understanding of the democratic process and to behave as responsible members of the school community.

LEADERSHIP AND MANAGEMENT

The quality of leadership by the headteacher is very good. The school is well managed.

The headteacher has an exceptional sense of purpose and vision for the school. The governing body works closely and effectively with the school. Governors are very aware of the school's strengths and weaknesses and act very successfully as critical friends.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are rightly pleased with the quality of education the school provides. They are pleased with the progress their children make. They are confident about approaching the school with any concerns. They feel that the school is well managed. They appreciate the way the school encourages their children to become mature and independent. Parents, both in their responses to the questionnaire sent to them and in their discussions with the inspection team, expressed overwhelming support for the school.

Pupils are very happy at school. They appreciate and take seriously the way their views are valued and acted upon. They feel that they are very well supported and treated by adults.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is to:

- Strengthen teachers' planning and teaching in history and geography to give a greater emphasis to the acquisition of skills.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are above average, particularly in the core subjects of English, mathematics and science. Pupils achieve well in these subjects from average starting points. Particular strengths are the standards and progress made by pupils in Year 1 and 2 and in Years 5 and 6, where the impact of good teaching and learning is clear.

Main strengths

- Very high results (in the top five per cent in national assessments in 2001 and 2002) in reading, writing and mathematics for pupils aged seven.
- Well above average standards amongst eleven year olds in 2001 and 2002 in English and mathematics.
- Many pupils achieve better than expected results in mathematics.
- Standards in English and mathematics in 2002 were well above most similar schools and pupils make the expected progress.
- Very strong links with parents, which help pupils achieve well.

A main weakness is that

- Standards in history and geography are not as high as they could be because of a lack of emphasis on the development of skills.

Commentary

1. Standards attained in Year 6 in English and mathematics and science are above average. Pupils achieve well in these subjects. They make good progress from an average starting point when they enter the reception class. In the national assessments for seven year olds in 2001 and 2002 standards in reading, writing and mathematics were very high and in the top five per cent of schools nationally. In comparison to schools considered to be broadly similar, these results were also very high. In the national tests for eleven year olds results in English and mathematics have been consistently well above average in the last three years.
2. In science, results amongst eleven year olds were well above average in 2001 but average in 2002. When compared to schools considered to be broadly similar, the year 2002 results in English and mathematics were well above similar schools. Boys and girls reached similar standards in reading and girls did better than boys in writing and in science. In science, test results amongst eleven year olds were below those of similar schools. When a comparison was made with the standards these eleven year olds achieved when they were seven, the pupils were judged to have made the expected progress in English, well above expected progress in mathematics but well below the anticipated progress in science. The school has carefully analysed the reasons why pupils underachieved in science and has put in place very effective strategies to address the shortcomings. There is evidence to suggest that overall results in 2003 are high and there has been a marked improvement in the expected performance of individual pupils in science. In recent years, overall trends of improvement in the tested subjects have been better than the national picture. Pupils with special educational needs achieve well because of the well organised and specific support they receive.
3. The school has set demanding but realistic targets for pupils to reach in the national tests and these have been met. This success is based around a rigorous and detailed analysis of information from national tests and local sources. This is very well used in an extensive procedure to predict future progress and to identify clearly what each pupil should strive to

achieve in the shorter term. These targets are shared with parents, who work closely with their children and the school to provide very good support.

4. In the six areas of learning for children under six in the reception class pupils make at least sound progress in each area and all are likely to be ready to begin the National Curriculum by the end of the reception year.
5. In art and design, and in religious education standards of attainment are above those expected at the ages of seven and eleven. In information and communication technology (ICT), history, geography, music and physical education, standards are in line with those expected nationally. It was not possible to reach a judgment on standards in design and technology because of the lack of evidence. This arose because the school has a policy of teaching design and technology in a specific block of time at a later stage in the school year. Overall, pupils make sound progress in these subjects. The school is in the early stages of putting in place strategies to improve standards and progress in music.
6. The school has taken well throughout steps to develop pupils' writing and literacy skills in other subjects and to utilise pupils' numeracy skills in science and geography. During the inspection there was limited first-hand evidence of pupils using their skills in information and communication technology in other subjects, although in previous work there was evidence of this.

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

Standards in:	School results	National results
Reading	19 (18.8)	15.8 (15.7)
Writing	16.9 (17.3)	14.4 (14.3)
Mathematics	19.1 (18.8)	16.5 (16.2)

There were 19 pupils in the year group. Figures in brackets are for the previous year.

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

Standards in:	School results	National results
English	29.4 (30.2)	27.0 (27.0)
Mathematics	29.8 (28.4)	26.7 (26.6)
Science	28.6 (29.8)	28.3 (28.3)

There were 19 pupils in the year group. Figures in brackets are for the previous year.

Pupils' attitudes, values and other personal qualities

The pupils' attitude to their school is very good, as is their behaviour. Attendance and punctuality are very good, and spiritual, moral, social and cultural development is good overall.

Main strengths

- Pupils' willingness to be enterprising and to take responsibility.
- Attendance, punctuality, and parents' efforts to ensure the attendance of their children.
- Pupils' interest in school life and the range of activities provided.
- Pupils' freedom from bullying, racism and other forms of harassment.
- Pupils' relationships with each other.
- Pupils' desire to learn.
- The high expectations set by the school for pupils' conduct, and how the school works to achieve this.
- The school's promotion of good relationships, including racial harmony.
- The way that the school deals effectively with all forms of harassment.

Commentary

7. Attendance is well above the national average, compares well with the previous inspection, and, together with punctuality, is very good. This adds significantly to pupils' progress and achievements.
8. In the Foundation Stage children make appropriate progress in their personal, social and emotional development and by the age of six are at the levels of development expected. Throughout the school pupils' attitudes are very good, stimulated by the way that the school encourages them to learn. This was clear in a health lesson where pupils in Years 1 and 2 plotted their emotions, throughout the day, on a graph. There was excitement as it was revealed who were the happiest or saddest in the class. Pupils' confidence and esteem are good and relationships are very good. The latter are well backed by the school's active promotion of very good relationships and racial harmony.
9. Most pupils show considerable interest in the wide range of activities that the school provides, such as after school sport, plays and visits.
10. Pupils' willingness to be enterprising and take responsibility is noteworthy. There are separate class and school's councils, trained peer "mediators" to whom children can turn, and class and assembly monitors.
11. Behaviour is very good. The school sets high expectations for conduct. No bullying, graffiti, rubbish or vandalism was seen. The pupils are proud of their school and very polite, directing visitors and holding doors open. There have been no exclusions in 18 years.
12. Provision for spiritual, moral, social and cultural development is good overall. There are good arrangements for pupils to take part in a range of cultural activities locally and further afield. The arrangements for pupils' social development and sense of responsibility are of a high quality. The school gives appropriate emphasis to the multicultural nature of modern society and provides pupils with good opportunities to appreciate the writing, art and music of non-European traditions. Provision for spiritual development is satisfactory.
13. Pupils' attitudes, values and other personal qualities have improved since the previous inspection and contribute considerably to the children's successful learning.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	3.8
National data	5.4

Unauthorised absence	
School data	0.2
National data	0.3

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

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
109	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 quality of education provided by the school is good. Particular strengths lie in the detailed use of assessment information to help individual pupils achieve well. This is successfully utilised through the home/school link to help raise pupils' achievements. The involvement of pupils in the day-to-day work of the school through class and school councils is outstanding.

Teaching and learning

The quality of teaching is good. Teaching in the reception class is good overall; pupils in Key Stage 1 and Key Stage 2 make good progress and learn well, particularly in English, mathematics and science.

Main strengths

- The effective use of assessment in English, mathematics and science.
- Teachers' subject knowledge.
- Good relationships with pupils.
- Very thorough planning, marking and support for individual pupils.
- The use of homework through a very well developed home/school link.
- High expectations in terms of achievement and behaviour.
- The effective deployment of teaching support assistants.

Main weaknesses

- In a few lessons a lack of clear learning objectives, results in pupils not appreciating what is expected of them in those lessons.
- In a small number of lessons insufficient attention is given to the organisation and presentation of some written work.
- In a small number of lessons the pace of learning is too slow, so that pupils' concentration and interest wane.
- An over-emphasis on factual content in history and geography with insufficient attention given to the development of skills

Commentary

Summary of teaching observed during the inspection in 23 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Nil	3	12	8	Nil	Nil	Nil

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

14. The quality of teaching in the reception class is good and appropriately fosters the early learning goals in each area of learning. Provision for outdoor activities is well organised. However, the provision of indoor activities to encourage children's creative skills and knowledge and understanding of the world is somewhat limited because the room is also arranged to meet the needs of some older pupils in Year 1. However, the teacher and teaching assistants are working effectively together to try to overcome these difficulties.
15. The teaching of pupils in Year 1 and Year 2 and in Year 3 to Year 6 is particularly effective in English, mathematics and science. Teachers plan and teach these subjects enthusiastically and well. They show a good understanding of the national literacy and numeracy strategies. Teachers provide a variety of tasks matched to the learning needs of the wide range of different abilities and ages within classes.

16. The teaching of mathematics in Years 5 and 6 is a particular strength. For example, in one numeracy lesson the teacher introduced the topic to be taught in a brisk and purposeful way so that pupils were aware of the high expectations she had for them. They responded well to the encouragement and recognition they were given, so that all were eager to participate in the question and answer session and to explain their own strategies for calculation. The teacher maintained this high pace of learning throughout the lesson, reviewing pupils' progress in an enthusiastic and inspirational way so that pupils were ready to learn more.
17. Teachers have high expectations of their pupils and have very effective systems of assessment in place to ensure that individual pupils achieve well. For example, there are numerous occasions when teachers formally assess what pupils do in English, mathematics and science. Many pupils make greater progress than expected because of these arrangements. There are very well developed links between home and school so that small, short-term targets for improvement form the basis of homework. The headteacher provides a very strong lead in this. She ensures, through the use of extensive record keeping, and an analysis of previous results, that pupils achieve well in these subjects and that standards are high.
18. The quality of teaching in art and design, music and religious education is good and reflects teachers' individual interests and specific subject knowledge. In history and geography the quality of teaching is satisfactory. Because of a lack of evidence it was not possible to form judgements about the quality of teaching in information and communication technology and design and technology.
19. The teaching of pupils with special educational needs is good. They are well integrated into all activities and have full access to the curriculum. Teachers provide a variety of tasks, which are carefully matched to the learning needs of the wide range of different abilities and ages within classes. Additional skilful support is provided to address the specific learning needs of individual pupils. No pupils have been formally identified as being gifted or talented.
20. Overall, pupils learn well and make good progress. Teachers plan carefully so that the skills of information and communication technology are included in other subjects. However, in their own use of information and communication technology, for example to record and track the progress of pupils, more use could be made of computer programs to help complete these activities speedily and efficiently.

The curriculum

The school provides a broad and balanced curriculum, which meets the needs of pupils. It is enriched by a wide range of extra-curricular activities, visits and visitors to the school. The curriculum is given an overall coherence by interesting and meaningful cross-curricular links between subjects.

Main strengths

- The emphasis on providing a stimulating and interesting curriculum, which motivates the pupils.
- Very effective links between home and school, whereby work to be done at home proceeds organically from that undertaken in lessons.
- Successful enrichment of the curriculum by visiting writers, designers and artists, and sports coaches.
- Very good range and quality of extra-curricular opportunities.
- The very good provision for pupils' personal, social and health education, including citizenship.
- The many positive benefits to the curriculum provided by links with other local schools.

Commentary

21. Both pupils and their parents value the stimulating and interesting curriculum provided by the school. The school works very closely with parents to ensure their support for, and participation in, their children's learning. The curriculum in religious education is well matched to that set out in the locally agreed syllabus.
22. The school is constantly reviewing and refining what is already good provision. The National Literacy Strategy has been successfully adapted to meet the needs of the school while much of the philosophy and many of the strategies of the National Numeracy framework were already part of the school's practice before its formal adoption. The school has used national guidelines as the framework for other subjects of the curriculum and is gradually reviewing and adapting these to its own specific circumstances.
23. The school puts considerable emphasis on its provision for pupils' personal and social development. Its citizenship programme, in which the school council is a key element, is designed to give pupils a voice and a feeling of involvement. This has an impact on other areas of the curriculum and pupils' learning, as they learn to take responsibility for their own actions, to make decisions and to learn independently.
24. There is good provision for pupils with special educational needs. Additional support is used not only to enable pupils to access the curriculum but also to address their specific learning difficulties. Additional opportunities are provided for pupils with specific talents, for example through sports coaching. Pupils with special educational needs are well integrated into all activities. They and all other pupils in the school are well prepared to move on to the next stage of their education.
25. There is considerable enrichment of the curriculum through a wide range of visitors and visits, including a residential stay on the Isle of Wight. Much of the work in history and geography is based on field trips and work in the immediate locality. Insufficient written evidence of this was seen during the inspection and the school is aware of the need to ensure that there is a written outcome from the investigative work undertaken. The school also has specific "themed" weeks in which attention is given to providing pupils with direct first-hand experience.
26. Good cross-curricular links are made. However, in history and geography there is insufficient emphasis on the development of subject specific skills alongside a knowledge-based curriculum. Art is used well to support and illustrate aspects of other curriculum areas. Focus weeks such as the recent Indian week and Healthy Living week are designed specifically to make links between different curriculum areas. Staffing levels are good, so that all pupils have good opportunities to work with adults. Resources are good and used appropriately. Extra classes provided by the cluster group of schools in the Easter holiday give additional support for pupils.

Care, guidance and support

Pupils' care, welfare, health and safety are very good, as is the provision of support, advice and guidance. The involvement of pupils through seeking, valuing and acting on their views is excellent.

Main strengths

- The involvement of pupils through seeking, valuing and acting on their views.
- Procedures to ensure that pupils work in a healthy and safe environment.
- The extent to which each pupil has a good and trusting relationship with one or more adults in the school.
- Pupils' access to well-informed support, advice and guidance.
- Induction arrangement for pupils.

Commentary

27. Child protection procedures are very good. The named person ensures that all staff have been trained and there is good liaison with the social services. Children in care are very well provided for.
28. Health and safety procedures are very good. The named person and responsible governor ensure that risk assessment documents are provided for all eventualities. Fire, portable electrical and physical education equipment are checked annually. Fire exercises are held every term and escape routes are clearly indicated and accessible. Accident and medicine procedures are caring and efficient. The school makes very good use of outside professional help such as the police and school nurse. Lunches are served in hygienic conditions. The school is mindful of safety procedures in the use of the Internet and has a clear policy for this.
29. Each pupil is known very well to every member of staff, and the children are aware that they can safely turn to anyone for support, advice and guidance. Their personal development is carefully recorded. All staff are also aware of any medical needs of pupils. Pupils' academic progress is carefully monitored and they are given good individual help and guidance, often through a detailed system of target setting based on teachers' assessments.
30. The school has very good induction arrangements for children's transfer from pre-school. Parents and children are invited in, well beforehand, shown around and given a starter-handbook. There are good arrangements for parents to be involved when their children start school.
31. Involvement of pupils through seeking, valuing and acting on their views is excellent. A class council member is elected for twelve months to appear at the regular school council meetings. Each meeting has an elected chairperson, a secretary to take notes, and a treasurer. Minutes are fed back to individual pupils and proposals put to the headteacher and/or governors and the Kingswood School's Association. Pupils' views are also sought via regular, written questionnaires. The school acts appropriately on this information.
32. The school looks after its pupils very well and this aspect has improved upon even the high standards noted at the previous inspection. Such caring provision contributes significantly towards the success of pupils' learning. The school very carefully monitors its provision to ensure that all pupils have good access to what is taught, and that boys and girls are given the same opportunities.

Partnership with parents, other schools and the community

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

Main strengths

- The very positive contribution of links with parents to pupils' learning at school and at home.
- The outstanding provision to parents of information about the school and about pupils' standards and progress.
- The successful involvement of parents through seeking, valuing and acting on their views.
- The strong procedures to ensure satisfaction and to deal with any concerns and complaints.
- The effective mechanism for the transfer of pupils.
- The outstanding educational links with other schools and colleges.
- The effective management arrangements for shared or linked provision.

Commentary

33. Parents receive very good information, and those with children who have special educational needs are fully involved in the process for helping their children. All parents receive a governors' report, a full prospectus and an academic report. All these conform to statutory

requirements. Reports cover every subject of the curriculum, say what a child can do, give realistic targets and are easy to understand. Regular newsletters are relevant and informative, for example, they state what a child will be studying. There are regular 'meet the teacher evenings' to discuss pupils' progress and open days to look at children's work. The headteacher and staff are available at any time. Responses to the parents' pre-inspection questionnaire were very positive with minimal negative opinions. The school very much values the opinions of its parents, and its very energetic school association raises considerable funds. Parents' contribution towards their children's learning is excellent. Many come in and help with reading, mathematics, computers and visits out of school. A swimming session during the inspection had two mums and one dad helping. Parents find the home/school books a very useful form of communication and sign them regularly. They are only too pleased to help with topics and projects. Parental concerns are dealt with very quickly.

34. Links with the community are very good. The school works very closely with two local churches. The pupils visit the local Church as part of their religious education and ministers occasionally come in and take assemblies. Local firms and shops support the school association and the fruit bar. During the previous twelve months children have supported: Samaritan Purse, Comic Relief and Jump Rope for Heart. The police and fire brigade come and talk about "Stranger Danger", fire and road safety. The school is used for meetings of the school association and for parish meetings.
35. Arrangements for transfer to secondary school operate very successfully. There are very good mechanisms for transfer to secondary school. Parent meetings are held well ahead Teachers, including the special needs co-ordinator, liaise with their secondary colleagues and Year 6 pupils have taster days. Other links with schools and colleges are also very good.
36. Management arrangements for shared or linked provision are very good.
37. Overall, links with parents, the community and other schools are very good. They have improved upon the already existing high standard of the previous inspection and contribute significantly towards the success of the children's learning.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is very good. The school is very well governed. The headteacher provides very good leadership and is well supported by staff. The day-to-day and long-term management of the school are good.

Main strengths

- The governors have a very good understanding of the strengths and shortcomings of the school and the challenges it faces.
- The governors' role as critical friends of the school is well understood by teachers and governors, so that all work constructively together.
- Governors set targets for the management of the school based on a rigorous evaluation of its work. The governing body has very clear procedures to evaluate its spending decisions.
- The headteacher shows an exceptionally clear vision for the school and high aspirations for pupils and teachers.
- There is a very positive ethos amongst staff and morale is high.
- Systems are in place to improve the teaching and to continue to strengthen the school's ability to identify and meet pupils' needs and so raise standards further.
- The day-to-day administration of financial management is unobtrusive and efficient so that funds are carefully monitored and used well.

Commentary

38. The quality of leadership and management shown by the headteacher and governors is high. Governors are well informed and their role as a critical friend of the school is strong. The school is very well run, with a very clear sense of purpose. The school's self-evaluation is frank and accurate. The leadership of the headteacher is very strong and is based around excellent arrangements to ensure that standards are very high in English, mathematics and science and that pupils achieve well. The school is a lively and stimulating place where expectations for all pupils are high because there is a clear expectation from the headteacher that it should be so. The two newly appointed teachers have received very good support from the school. Arrangements to promote pupils' learning are based around very well thought out and executed strategies to identify pupils' needs. For example the headteacher takes very careful note of each pupil's results and painstakingly looks at the rate of progress pupils are making. The school then provides very well focused work to help pupils overcome any difficulties. However, this process is time consuming. The school does not make best use of electronic systems to handle their data quickly and efficiently. Every care is taken to ensure that all pupils from whatever background receive a wide and interesting curriculum and play a full and responsible role in the school.
39. The special educational needs co-ordinator provides good support and advice for colleagues and ensures good links with outside agencies and with parents. The specific grants and additional funds are well used and closely related to educational projects.

Financial information

Financial information for the year April 2003 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	252,703	Balance from previous year	27,797
Total expenditure	256,361	Balance carried forward to the next	22,743
Expenditure per pupil	2,339		

40. A particularly strong feature is the lead given by the headteacher to the local cluster of schools. This has provided many mutually beneficial outcomes. The headteacher is highly regarded by colleagues in other schools as well as by her staff and governors. Governors work closely in partnership with teachers so that they are very well informed about what is going on and the progress of the initiatives they have approved. They keep a careful eye on continued professional development of staff and are far from complacent. Resources are prudently managed and governors ensure that the money spent is well used to achieve the school's objectives. Currently the carry forward is appropriately earmarked to offset the impact of a possible further fall in pupil numbers. The school provides good value for money.

EXAMPLES OF OUTSTANDING PRACTICE

Example of outstanding practice

The use of assessment information to identify pupils' individual learning needs which are then shared with parents.

There are very thorough procedures from an early stage to identify pupils' strengths and weaknesses and to help them achieve well. These arrangements are meticulously maintained by the headteacher and teachers so that pupils are informed regularly of what they need to do to improve. These targets are clear and designed to be reached in the short term so that pupils know that they are relevant and important. Through an extensive home/school link document, which sets out clearly and consistently what each pupils' needs are, parents are very successfully encouraged to work with their children and with the teachers to help pupils reach their targets. There is a very strong commitment from all parents, pupils and teachers to work together so that progress is made and difficulties are overcome.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **satisfactory** and pupils achieve appropriately.

Main strengths

- Children adapt to school routines well because of the careful way the class is organised.
- There are some appropriate opportunities for role-play for example, "in the garage".
- Children take turns fairly and show consideration for others.

A weakness is that

- There are some limitations in the opportunities for children to develop their social and emotional maturity through role-play.

Commentary

41. The quality of teaching is satisfactory and the organisation of this area of the curriculum effectively encourages children to speak confidently and to act considerately to each other. Children share willingly and seek help, knowing that their needs will be met. They are rapidly encouraged to play a full part in school and class councils. However, because the room is also organised to meet the needs of older pupils in Year 1, there are some limitations in space and in opportunities to provide extended role-play situations.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good** and is based around the good teaching in this area. Pupils achieve well.

Main strengths

- There are a good variety of well-planned activities, which provide good opportunities to develop speaking and listening skills amongst individuals and groups.
- Good emphasis is placed on teaching the sounds letters make, and their shapes.
- There is good provision for children to begin to discuss and to speak confidently about how they feel.
- Children have good opportunities to listen to and share in well-known stories.

Commentary

42. The quality of teaching is good. Children are well supported in this area of learning and make good progress because their skills of speaking and listening are very well fostered through regular and well-planned sessions in which the teacher plays a leading role. The skills of reading are introduced effectively with commendable emphasis being placed on the sounds letters make. Children make good progress in learning to write. Children are prompted to express themselves confidently because they know that their views are valued.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **sound** and appropriately linked to the early learning goals in this area. Children achieve appropriately.

Main strengths

- There are good opportunities for children to use number language in their play.
- Children have good opportunities to record their counting by drawing and colouring.
- Children are able to sort objects by different qualities and characteristics.

Commentary

43. The quality of teaching is satisfactory. The sound progress children make in this area is closely related to careful planning of mathematical experiences. This ensures that children move smoothly along small steps towards the early learning goals. There are good arrangements to experiment and learn by first-hand experience, for example when exploring the properties of simple shapes and the capacities of different containers. Pupils are able to use and say number names up to 10 in order and count three or four objects. They are beginning to talk about shapes they see around them.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **satisfactory** and children achieve appropriately. Arrangements to provide pupils with practical activities and opportunities to interact with each other and with adults are appropriate. As a result children's progress is sound.

Main strengths

- There are good arrangements for children to experiment with a range of tactile materials such as sand and dough in order to discover their properties.
- Children have good opportunities to make simple investigations about the way plants grow.
- Through stories and discussions children have an increasing awareness of how they themselves have changed since they were very young.
- There is good provision for children to use computers to draw and create pictures.
- Children learn how to cut and stick carefully and safely to complete simple design projects.

Commentary

44. The quality of teaching is satisfactory. Children acquire a range of skills and knowledge through a carefully constructed programme of activities. There are good opportunities for practical activities involving adult support, which is well directed to promote discussion and independence. Children are encouraged to explore, experiment and to think about what they see, for example when carrying out simple experiments and when using computers.

PHYSICAL DEVELOPMENT

Provision in physical development is good, with some **good** opportunities for play out of doors. Pupils achieve well in this area.

Main strengths

- Very good provision for outdoor play, using a good range of large play equipment and wheeled toys.
- Teaching is well focused on providing and prompting children to develop their play when using wheeled toys.

- There are well-organised resources to promote an appropriate amount of physical challenge in activities outside.
- Adults encourage and support individuals well so that all children are busily engaged in all the activities.

Commentary

45. The quality of teaching is good. The school has worked hard to plan and organise a good range of equipment and resources in this area of learning where previously this was lacking. Teachers ensure that outside play is constructive and well organised to encourage independence. All children take part in a friendly and outgoing atmosphere so that the activities are fun. As a result the children develop their physical abilities with confidence, for example when acting as “traffic cops” in a session using wheeled toys. They are able to control themselves and their wheeled toys with increasing accuracy.

CREATIVE DEVELOPMENT

Creative development is **sound** and provision in this area helps children to make at least the expected progress by the age of six. They achieve good standards.

Main strengths

- Children have good opportunities to look carefully at how three-dimensional objects such as statues are made.
- Children are well provided with materials to draw, cut and colour to make textured pictures and collages.
- Children in dance and physical activity are encouraged successfully to interpret and express what they “hear” and “see” in a piece of music.
- Children are successfully encouraged to take on roles in imaginative play for example to be a mechanic or customer in “the garage”.

A weakness is that

- Opportunities to extend children’s imaginative play are limited because of a lack of space in the classroom.

Commentary

46. The quality of teaching is good and based on the teacher’s very good understanding of this area of learning. . There is a wide range of activities for pupils to experience and enjoy. Children are given good opportunities to experience different artefacts and materials, for example when looking at “shape” and “form” in the work of some famous sculptors such as Hepworth and Moore. Opportunities for role-play is well organised but limited because the classroom is shared with pupils in Year 1.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

English

Provision in English is **good** and has improved since the last inspection. Standards of reading are well above average in both Year 2 and Year 6 and are above average in writing. The overall standard of teaching is good. Literacy skills are used well to support learning in other areas of the curriculum. Pupils come into the school with attainment that ranges very widely. They achieve well according to their prior ability and make good progress as they move through the school.

Main strengths

- Standards are above average by the time pupils leave the school, with over a third of pupils attaining the higher levels in national tests in 2002.
- School and home work together in exemplary fashion to support pupils' learning.
- Pupils with special educational needs make good progress.
- Teaching was satisfactory or better in all the lessons observed and the scrutiny of pupils' work indicated teaching to be good overall.
- Leadership of the subject is good and procedures are in place for the monitoring of teaching and learning.
- Assessment is used very effectively to track pupils' achievement and work is well matched to the learning needs of pupils of different ages and abilities.

Commentary

47. Pupils make good progress as they move through the school. The school has put in place a very effective range of procedures to ensure that home and schoolwork together to support pupils' learning.
48. The school is constantly refining existing practice and has successfully adapted the National Literacy Strategy to reflect the needs of its pupils. The daily slots for guided reading are particularly effective in developing not only pupils' technical reading skills but also their understanding and critical appreciation of a wide range of literature. As a result, standards of reading are above average across the school and pupils quickly become enthusiastic and independent readers. The school has effectively addressed the disparity in attainment between pupils' reading and writing by introducing a narrative writing project. Specific opportunities for the development of pupils' speaking and listening skills are regularly built into lessons.
49. Leadership and management of the subject are effective in monitoring teaching and learning and in initiating new ways of improving provision. Resources are good and the school and class libraries are used regularly and extensively. The curriculum is enriched by visiting writers and storytellers.
50. The quality of teaching is good. Teachers have high expectations of pupils, and provide tasks, which are carefully matched to the wide range of ages and abilities in each class. Pupils with special educational needs are well supported. A good balance has been established between enabling them full access to the curriculum and addressing their specific learning difficulties. Target setting is well established and the marking of pupils' work is helpful in enabling them to understand what they need to do to improve.

Language and literacy across the curriculum

Literacy skills are used well to support learning in other subjects. The school has recently followed through a successful initiative to give this aspect greater emphasis, for example in writing in history.

MATHEMATICS

Provision in mathematics is **good** and is better now than it was at the time of the last inspection, when standards were average. Standards are now above average at the end of Year 2 and Year 6. The overall standard of teaching is good and many pupils achieve better than could be expected of them when they began school.

Main strengths

- Standards in mathematics in the last two national tests for seven year olds have been very high (in the top five per cent).

- Standards in the national tests for eleven year olds have been well above average over the same period.
- Pupils make very good progress based on the standards they reached in the tests when they were seven and a very high proportion of pupils have reached a higher level (Level 5).
- Work is well matched to the different abilities and ages in the classes.
- Procedures to identify pupils' strengths and weaknesses are very thorough. This information is used well to help pupils achieve well.
- The skills of numeracy are well taught particularly in Year 5 and Year 6. These skills are applied well in other subjects, for example in science.

Commentary

51. Pupils make good progress as they move through the school, reaching high standards in the national tests for seven and eleven year olds. Starting from an average base when they enter Year 1 many pupils achieve well. This success is linked to effective teaching, which is based around thorough planning to ensure that all aspects including numeracy are taught systematically.
52. Teachers have very well developed procedures to record and analyse pupils' progress. This information is very well used to set targets. Homework is set with these objectives in mind. Parental help and support ensure that pupils are given every encouragement to meet these small attainable targets and in the longer term to make significant progress.
53. The quality of teaching is good, and is a particular strength in Years 5 and 6, and a very good understanding of how to teach mathematics. In the best lessons the teachers show a very secure understanding of how to make the subject interesting. They pass on their own enthusiasm by the way they question pupils and respond warmly to the responses they receive. Pupils, including those with some degree of special educational needs, are cleverly involved, for example in suggesting and describing different strategies when working on the "chunking" method of division. Pupils learn well because the pace of work is brisk and the teachers' purpose is evident.
54. The subject is well led by an experienced and knowledgeable co-ordinator. Great importance has been placed on developing the skills of mathematics in a logical way. A good range of resources is carefully used to support planning.

Mathematics across the curriculum

The skills of mathematics and numeracy are well taught and applied in other subjects, for example in geography and science.

SCIENCE

Provision for science is **satisfactory** in Years 1 and 2 and good in Years 3 to 6. Pupils achieve average standards at the end of Year 2 and above average standards at the end of Year 6. This is a slightly better picture than at the time of the last inspection, when standards were average.

Main strengths

- The development of problem-solving skills in Year 5 and 6.
- The good match of work to different ages and abilities.
- The effective and systematic analysis of what pupils need to do to improve.

A weakness is

- An under-emphasis on investigative skills in Year 1 and Year 2.

Commentary

55. Standards in science in the national tests for eleven year olds were well above average in 2001 but fell to average in 2002. Pupils' progress in that year group was well below what could have been reasonably expected. Since then, the headteacher and teachers have taken effective action to ensure that pupils achieve well, particularly in Years 5 and 6. This has included: a careful analysis of why standards fell previously; the introduction, with the help of outside advice, of an action plan to strengthen the teaching of investigative science; rigorous observation of the teaching of science; and the identification and support of pupils whose levels of achievement could reasonably be expected to be raised. The subject is now well taught because of these initiatives. As a result, in the end of year national tests for eleven year olds in 2003, many pupils achieved beyond the levels which were anticipated for them. However, there is still work to do to strengthen the curriculum for pupils in Years 1 and 2 so that they are able to employ confidently the early skills of scientific enquiry.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology (ICT) is **satisfactory** as at the time of the last inspection. Pupils make satisfactory progress as they move through the school and achieve average standards in Year 2 and Year 6.

A major strength is

- The effective use of information and communication technology as a tool to support learning across the curriculum.

A main weakness is that

- The basic skills of information technology are not always taught systematically.

Commentary

56. All aspects of the information and communication technology curriculum are planned for. The school has a policy of teaching discrete skills through other subjects of the curriculum. Subject leaders have looked at how information and communication technology can be used to support learning and have identified opportunities for using it in their medium-term planning. Some evidence of the outcomes of this policy was seen during the inspection, particularly the word processing of pupils' writing and the use of data handling programmes in mathematics and science. However sometimes, teachers missed appropriate opportunities for building information and communication technology into their lessons.
57. In the Year 4/5/6 class the use of an interactive white board helped to demonstrate specific skills. Pupils' progress is regularly assessed and has been recorded on their own floppy disk. A new system of keeping individual folders of pupils' work is being introduced. However, procedures for ensuring that all pupils have regular opportunities for consolidating their skills are not rigorous enough at present.

Information and communication technology across the curriculum

The school now plans carefully to make sure that opportunities are taken to use information and communication technology to handle data in science and geography and to help pupils find out information.

HUMANITIES

History

Provision for history is **sound** and pupils make satisfactory progress as they move through the school. The curriculum is enriched by a good range of visits and visitors. Standards are the same as at the time of the last inspection.

Main strengths

- Good links with writing in English.
- Very good range of artefacts and writing material.
- Good use of the locality and nearby historic sites.

Weaknesses are

- The skills of historical interpretation and enquiry are under-emphasised.
- Pupils' written work in history is not organised systematically

Commentary

58. There has been a recent review of the school's scheme of work and policy for the teaching of history. This is yet to have its full impact. Good opportunities have been created for pupils to write in extended forms and in an historical context. However insufficient attention is given to encouraging pupils to appreciate that the past can be interpreted in different ways and that some sources of evidence are more valid than others. Written work is not carefully organised and presented so that pupils are able to link all the historical aspects of their work; for example to appreciate in a unit of work what life was like in the Victorian period. In the small number of lessons seen the quality of teaching was satisfactory, but too much time was spent on activities, which tested pupils' comprehension rather than extending their historical knowledge. As a result their interest and enthusiasm were not stimulated sufficiently to enable them to make good progress. The co-ordinator, who has recently taken on this responsibility, is beginning to evaluate what needs to be done to address these shortcomings.

Geography

Provision for geography is **satisfactory** and pupils make sound progress as they move through the school. This is the same as at the time of the last inspection. Pupils achieve in line with what could be expected of them. The school has based its curriculum on national guidelines and is gradually modifying these in order to provide a range of interesting and meaningful experiences for pupils. Standards in geography are satisfactory across the school, although there is a limited amount of recorded evidence in pupils' books.

A major strength is

- The successful enrichment of the geography curriculum by visits in the locality, visitors to the school and a residential trip to the Isle of Wight.

Weaknesses are

- The limited -written records of pupils' work.
- The lack of emphasis on the teaching of subject-specific skills.

59. The quality of teaching is satisfactory. Planning for geography indicates satisfactory coverage of the curriculum although there is insufficient recorded evidence of pupils' knowledge and experiences in their books. The immediate locality is used well. For example, older pupils have conducted a local traffic survey to determine whether the high street should be closed to

traffic. A residential visit provides extended opportunities for fieldwork. An Indian focus week led to valuable work on contrasting communities within the sub-continent. However older pupils' mapping skills are underdeveloped and pupils have few opportunities to use and interpret a range of information.

Religious education

Provision for religious education is **good** as at the last inspection. Pupils make good progress in their knowledge and understanding as they move through the school. Good links are made with their personal, moral and social development.

Main strengths

- The systematic progressive development of pupils' knowledge and understanding.
- The regular and systematic coverage of the curriculum.
- Effective links with pupils' personal, moral and social education.

A weakness is

- The limited opportunities for pupils to write at length.
60. The quality of teaching is good. A good scheme of work is adhered to closely. This develops pupils' understanding of world religions and makes effective links with the school's provision in personal and social education. There is a substantial amount of work recorded in pupils' books. However, only a limited amount of this is in the form of extended pieces of writing.
61. Pupils develop a good knowledge and understanding of Christianity and there are close links with the local church. Comparative studies are made of other world religions and pupils are able to make links. For example, they explore their own ideas about what they feel God is like and compare this with ideas about God within Judaism. Visits to other places of worship and speakers from other faiths are a key feature of the curriculum.
62. The school's provision in religious education is closely linked to work in citizenship. Pupils are encouraged to make connections with key events and experiences in their own lives and to analyse Bible stories in order to decide on appropriate ways of behaving.
63. The school also aims to maximize links with other curriculum areas in order to explore ideas more thoroughly and to emphasise the importance of the subject to the ethos of the school. Both art and dance have been used to reinforce work on the creation story. The subject is well led.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Provision for art and design is **good** and pupils reach standards, which are above national expectations in Year 2 and Year 6. Pupils achieve well. This is the same as at the time of the last inspection. The quality of teaching is good.

Main strengths

- A good balance between the development of specific skills and the use of art to support other curriculum areas.
- The use of visits and visitors to enrich the curriculum.
- The use of art to widen pupils' cultural horizons.

64. Art and design has maintained a high profile in the school and this is reflected in stimulating and attractive displays. The curriculum strikes an effective balance between the systematic development of specific skills and techniques and knowledge and understanding of different artists and craftspeople. Art is used effectively to support learning in other curriculum areas.
65. A recent Indian focus week gave pupils an insight into different artistic traditions, for example by designing Mendhi patterns and exploring the artwork associated with the Hindu festival of Diwali. Visiting artists regularly work in the school, for example, in helping to devise the 'creation mural' for the school hall. Older pupils, have worked with a maker of carnival head dresses, linked to their work in literacy on *A Midsummer Night's Dream*.
66. The overall quality of teaching in art and design is good. Teachers have good subject knowledge and high expectations of what their pupils can achieve. For example, pupils in Year 1 look at the work of Barbara Hepworth and Henry Moore as a stimulus for their own abstract clay figures. Concepts of shape and space are explained well and pupils use appropriate techniques to achieve a satisfying result.

Music

Provision for music is **satisfactory** and pupils make steady progress as they move through the school. This is the same as at the time of the last inspection.

Main strengths

- Provision for pupils to perform in groups and as individuals.
- Opportunities for pupils to learn to play an instrument.
- Pupils respond well to opportunities to listen critically to different sounds and rhythms.
- In Years 1 and 2 pupils are making good progress in interpreting and following simple notation

Weaknesses are

- The limited opportunities to appreciate the music of other cultures.
- The lack of expression In some singing lessons
- Some teachers' lack of confidence and expertise

Commentary

67. Following the recent appointment of a new music co-ordinator the school has adopted a new scheme of work and resources to teach the subject in a systematic way. This scheme has yet to have a full impact. Currently the subject is well led. While pupils perform well in out-of-school events and entertainment, singing in lessons and assemblies is often expressionless. This is in contrast to the good standards reached amongst pupils who receive individual instrumental tuition.
68. Recent initiatives have enabled pupils to make good progress in their composing skills, for example when copying and extending a series of African rhythms. In the few lessons seen where the teacher has a strong background in music, the teaching is good, reflecting the individual teacher's confidence and musical ability. Pupils are enthusiastic and retain interest well. The teacher questions cleverly to ensure that all pupils are actively involved in listening and that they copy what they have heard.

Physical education

Provision for in physical education is **satisfactory** and pupils make sound progress as they move through the school. Nearly all pupils meet and many exceed the expectation in swimming (to swim 25m). Their achievement is satisfactory. This is the same as at the time of the last inspection. Good links are made with outside agencies and sports organisations.

Main strengths

- Opportunities provided for swimming, and the progress pupils make.
- Well appointed though small indoor facilities.
- Provision for pupils to take part in a range of team games.

A limitation is

- The lack of a grassed sports area within the school grounds.

Commentary

69. Despite the limitations of the school site the curriculum is well planned to meet the needs of pupils and to provide them with good opportunities to develop skills and techniques in a good range of activities. The school makes good arrangements for pupils to be taught to swim from an early age so that from the reception class pupils swim confidently and well.
70. Pupils receive specialist coaching from a range of different groups and individuals so that, for example tag rugby figures in the curriculum. In the small number of lessons seen teaching was satisfactory. Teachers set high expectations of how pupils should behave. They explore and demonstrate well their expectations of pupils. However, in a very small number of lessons observed the pace of learning is allowed to fall because too much time is taken up talking about an activity rather than in carrying it out. As a result a minority of pupils becomes bored and loses interest in these very small number of lessons seen.

Personal, social and health education

71. Very few lessons were seen in this subject. However it is clear that there is a good provision for this subject within the general curriculum, for example through the very successful establishment of the class and school councils. These organisations play an important part in deciding the school's priorities and in giving all pupils a good understanding of the democratic process. For example, through these councils improvements have been made to the school buildings, playgrounds, food for break times and the keeping of school pets. Pupils know the school rules and expectations and how to make and change them.

Design and technology

It was not possible to reach judgments about this subject, because of the lack of evidence. Design and technology is taught later in the school year.

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	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	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).