

INSPECTION REPORT

**LITTLE WEIGHTON ROWLEY CHURCH OF ENGLAND
VOLUNTARY CONTROLLED PRIMARY SCHOOL**

Cottingham

LEA area: East Riding of Yorkshire

Unique reference number: 117990

Headteacher: Mr G Barker

Lead inspector: Mr J Hagan

Dates of inspection: 22nd – 25th September 2003

Inspection number: 256758

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	61
School address:	White Gap Road Little Weighton Cottingham
Postcode:	HU20 3XE
Telephone number:	01482 844743
Fax number:	01482 844743
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr I Chalmers
Date of previous inspection:	March 1998

CHARACTERISTICS OF THE SCHOOL

This Church of England Voluntary Controlled School is situated in the village of Little Weighton, a rural location in the East Riding of Yorkshire. The school is smaller than most primary schools with 61 pupils on roll. It serves a socially advantaged area, and all of the pupils come from the local community, and from families of white, British Heritage. Children start school in the term of their fifth birthday. At the time of the inspection there were only 4 children in the reception year with another 10 expected to join in either the spring or summer terms 2004. Most children have experienced pre-school provision before they start. There are three mixed-age classes; one for children aged 4 to 7 years, and two for the junior aged pupils. Children can spend between 2 and 3 years in the same class. There are two full-time and three part-time teachers. Although the school's intake of pupils represents the full ability range, they usually start in the reception class with better skills and knowledge in most areas of learning than is typical for their age. The percentage of pupils eligible for free school meals (2.8 per cent) is well below average. The percentage of children with special educational needs is below the national average. Most of these have specific learning difficulties. No child has a statement for special educational needs.

The school has strong links with the local church. The school's performance in the national tests was recognised in 2003 by an award from the Department for Education and Skills (DfES) for achievement.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1065	Mr J Hagan	Lead inspector	Mathematics Science Geography History Physical education Special educational needs
13723	Mrs J Overend	Lay inspector	
2810	Mrs C McBride	Team inspector	English Information and communication technology Art and design Design and technology Music Religious education The Foundation Stage

The inspection contractor was:

Primary Associates Limited
Suite 13 West Lancs Technology Management Centre
Moss Lane View
Skelmersdale
Lancashire
WN8 9TN

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	1
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	3
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	6
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	9
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	11
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	22

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school. By the time children leave, the school is successful in helping them to achieve above average standards in both their work and personal development. It provides sound value for money.

The school's main strengths and weaknesses are:

- Standards are above average at 7 and 11 years in English, mathematics and science;
- The teaching of writing is very successful in enabling children to achieve well;
- The quality of teaching in the infant and older junior classes enables pupils to make good progress and achieve well;
- The school provides a broad range of interesting activities, which motivate pupils to learn;
- Leadership is good; relationships are excellent and there is a very positive ethos;
- The rate of progress in some parts of the school is not as rapid as in others; this is where the teaching is more ordinary and activities are less challenging;
- Whilst management is satisfactory, the monitoring process is not focused sharply enough on pupils' learning outcomes and is not identifying when their progress and pace of learning are less marked;
- The outdoor play provision for children in the Foundation Stage (reception class) is not good enough.

The level of improvement from the previous inspection has been satisfactory. Good standards have been maintained and better use is now made of national curriculum assessment tests and data to plan future work programmes. Whilst the school has improved its monitoring systems, they are still not as effective as they could be. The school now meets all its statutory duties.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	A	A*	A*	A*
mathematics	A*	A*	A*	A
science	C	B	A*	B

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

Because the number of children in some year groups is small, caution is needed in interpreting data as individual pupils can often represent up to 20 per cent of the total.

The results in the table present a very positive picture at the age of 11. In 2002, results in all three subjects (A*) were in the top 5 per cent in the country. Inspection findings show that **by the time they leave, pupils reach above average standards in English, mathematics and science and they achieve well over time**; their rate of progress however, is uneven. In the Foundation Stage, infant and older junior classes it is good and sometimes very good. It is satisfactory, but not as marked in the younger junior class. Standards in writing are particularly strong. In information and communication technology (ICT), standards are above average at the age of 11 and across the school in observational drawing and painting are better than those seen in most schools. Pupils with special educational needs make good progress and achieve well in relation to their capabilities. Children in the Foundation Stage are on course to meet or exceed the goals they are expected to

achieve in all areas of learning by the end of reception. They are achieving very well in their personal, social and emotional development but not as fast as they might in the physical area of learning because of weaknesses in the provision for outdoor play. **Pupils' personal qualities, including their spiritual, moral, social and cultural development are good.** Their attitudes to work are very good and their behaviour, at all times, is excellent. Pupils' attendance is very good.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Whilst **teaching is good overall**, it is much better in the infant and older junior classes where children make rapid gains in their learning across most subjects. The teaching of the Foundation Stage is also good but would be better if some activities were planned more effectively to challenge higher attainers. The teaching in the younger junior class is more ordinary and less successful in promoting children's learning. Writing is taught particularly well and is a strength of the school. Science and mathematics are also taught well. Teaching of the older children in art and design and ICT is of a high quality and as a result, children achieve standards that are better than those seen in most schools. The curriculum is well set up to enable children to experience a broad range of interesting activities; it enables children to develop skills as well as knowledge and understanding. They have plenty of opportunities to use and apply their literacy and numeracy skills in other subjects. The school has a very successful partnership with its parents.

LEADERSHIP AND MANAGEMENT

Leadership is good and management is satisfactory. The governance of the school is strong. The governors have a good understanding of what the school does well; they keep a careful overview on the school's performance and search for answers if they have any concerns. The headteacher's leadership is good. The school has a very positive ethos, which is underpinned by the excellent relationships that exist within the whole-school community. Management of the school is satisfactory. Whilst systems for monitoring and evaluating teaching and learning have improved, they are not focused sharply enough on identifying when progress and pace of pupils' learning is less marked.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Both pupils and their parents have very positive views about the school. A high level of satisfaction was clearly communicated through the parents' meeting and their questionnaire returns. Parents are particularly impressed with the quality of relationships and the way the school treats pupils as individuals and cares for them. Children really enjoy school and feel their views are listened to and respected.

IMPROVEMENTS NEEDED

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

- Increase the pace of learning in lessons where teaching is less effective in Years 3 and 4;
- Improve the provision for pupils in the Foundation Stage by making better provision for outdoor play when funds allow;
- Sharpen the focus of monitoring; more attention needs to be placed on how well pupils are progressing during lessons and the outcomes seen in their work.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall judgement

Achievement of pupils in the Foundation Stage and in Key Stage 1 is good. In Key Stage 2, it is good overall, but most progress is made in Years 5 and 6. By the time they leave, pupils are reaching above average standards in all core subjects.

Main strengths and weaknesses

- Pupils with special needs achieve well in relation to their capabilities;
- Standards in writing are particularly strong and children achieve really well with their written work;
- Children are given plenty of opportunities to use their literacy, numeracy and ICT skills in other subjects;
- The achievement of pupils in Years 3 and 4 could be better;
- The children in the Foundation Stage achieve especially well in their personal, social and emotional development; they could achieve more in their physical development.

Commentary

1. The positive picture presented in the last inspection report on the standards achieved by pupils at the age of 7 and 11 has been maintained.
2. The school's performance in the national tests for pupils aged 7 has fluctuated, with the strongest and most consistent performance in writing. Based on the most recent published results (2002), the school is doing as well in reading and mathematics as schools with pupils from a similar background and better in writing. Having identified writing as major focus for improvement, the school put a great deal of effort into developing it and pupils now reach above average standards. Samples of their work seen during the inspection show that the present Year 2 group are on course to reach above average standards in reading, writing and mathematics; the vast majority of them are likely to achieve the higher Level 3. This is a particularly strong year group who are being stretched by the quality of teaching, which is challenging them and moving them on at a fast pace.
3. In Key Stage 2 the school is doing very well in both the national and similar school contexts. When all the subjects are taken into account there is a consistent picture of either well above average or very high standards for each of the last 4 years. The improvement the school has made to its national test results is faster than the national trend. In science, good quality teaching has resulted in year-on-year improvement and in 2002, it took the school's performance in all three subjects into the top 5 per cent of the country. When compared with similar schools, the most recently reported results for English (2002) also placed the school in the top 5 per cent of the country.
4. The school's results for 2003 at the age of 11 have not yet been validated, but they indicate a drop in performance. Of the 5 pupils taking the tests, 2 did not achieve the average level and this had a disproportionate affect on the school's overall results because each pupil accounted for 20 per cent of the total marks awarded. Inspection findings are that the present Year 6 pupils are on target to reach above average standards in English, mathematics and science. Standards in ICT at the age of 7 are average and at the age of 11 are above average.

5. Although standards are above average on leaving, pupils' rate of progress throughout the school is uneven and it is tied closely to the quality of teaching. In Years 3 and 4, progress is not as good because teaching is more ordinary. Pupils achieve more where staff subject knowledge or interest is strongest. In art and design, for example, the standard of the sculpture work and observational drawings produced by pupils in both the infants and juniors is better than that normally seen in most primary schools. In music, standards are above average because children have lots of opportunities to learn to play instruments or take part in performances.
6. The few pupils with special educational needs make good progress and achieve well in relation to their capabilities because their needs are accurately identified and they are well supported in class during lessons. The school makes good use of external agencies to provide effective additional one-to-one support for these pupils.
7. Children in the Foundation Stage benefit from the example of the older ones and learn to work as part of a large group and to socialise really well. The school does not have enough outdoor play resources to give them challenges and extend their physical skills.

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

Standards in:	School results	National results
English	31.3 (31.7)	27.0 (27.0)
Mathematics	30.4 (30.3)	26.7 (26.6)
Science	30.0 (29.0)	28.3 (28.3)

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

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

Standards in:	School results	National results
Reading	16.7 (15.3)	15.8 (15.7)
Writing	15.9 (15.0)	14.4 (14.3)
Mathematics	17.5 (15.9)	16.5 (16.2)

There were 13 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

- Pupils' attitudes, values and personal qualities are **very well developed**. Attendance and punctuality are **very good** and pupils' behaviour is **excellent**.

Main strengths and weaknesses

- Pupils get on really well together and relationships are excellent;
- Pupil enjoy coming to school;
- The school is good at helping pupils to develop maturity, use their initiative and take on responsibility.

Commentary

8. Pupils like the friendly atmosphere in their school; they are very keen to attend, extremely enthusiastic and find their work interesting and enjoyable. All staff have high expectations and act as excellent role models for them, which helps to contribute to the very high standards of behaviour and excellent relationships. Older pupils take younger ones under

their wing and help them to understand what is expected of them. Strong support for the school from parents means that everyone has the same aim for children to 'attend well, work hard and behave acceptably'. In the Foundation Stage adults encourage children to cooperate and take the views of others into account. All children respond well to the opportunities they are given to develop their independence and take responsibility. Staff respond quickly and support children well when they show initiative, as for example, when they allow older children to run charity events or lunchtime clubs for the younger ones. They expect them to plan and organise the whole programme of events. The children are very keen to please and respond extremely well to these challenges and get a great deal from them. It is noteworthy, but not surprising, that new children comment on how helpful everyone is to them.

9. The school encourages children to develop their thinking skills well through the opportunities they give them to solve problems. The oldest children set their own targets and this helps them understand what they need to improve and enables them to measure their own progress. Children develop the ability to reflect on issues and consider their own and other viewpoints during assemblies and lessons such as history and religious education. Pupils have written their own prayers, which show their reflections on 'Our beautiful world', 'Creation,' 'Hope,' and 'Thankfulness.' Creativity and self-expression are encouraged through children's experiences of the performing and creative arts. Both knowledge and understanding of right and wrong are reinforced consistently throughout the day through class discussions and the clarity of staff explanations. Children work together in many different settings such as in the wider community through participation in local festivals and other community events. The good range of extra-curricular activities, visits and visitors as well as the broad curriculum, ensures children's cultural knowledge is good, though stronger in understanding their own local traditions rather than the diverse cultural background of Britain today.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.4	School data	0.1
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.

Exclusions

There have been no exclusions.

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	60	0	0
White – any other White 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

All pupils, including those with special educational needs, benefit from the **good** quality of education the school provides. Children in the Foundation Stage are given a **good** start to their education. Teaching is good.

Teaching and learning

The quality of teaching is **good** overall and it moves pupils' learning along at a good rate.

Main strengths and weaknesses

- Teaching is consistently good and sometimes very good in the infant and older junior classes; writing is particularly well taught;
- Whilst satisfactory, the pace of learning in lessons is a little slower for pupils in Years 3 and 4, where teaching does not have the same sparkle;
- Whilst the teaching of the Foundation Stage is good overall there are times when higher attainers could be stretched more;
- Relationships between pupils and teachers are excellent;
- Strong subject knowledge and enthusiasm helps teachers to motivate pupils and provide many interesting lessons.

Commentary

10. Overall, the quality of teaching enables all pupils to achieve well. Sound assessment procedures ensure that teachers take pupils' needs into account, and lessons are therefore mostly successful in moving pupils on in their learning. Activities are practical and interesting; pupils are able to see the relevance of what they are doing and its relationship to their previous work.
11. There are many instances where teachers use their own interest and strong subject knowledge to enthuse pupils and help them achieve well. Expertise is used to great advantage in the teaching of writing, science, ICT, music and art. In these aspects, pupils learn at a good pace because they develop a keen enthusiasm for their work, and are encouraged in exploiting and enjoying any particular talents they show.
12. Although teaching helps pupils to achieve well overall, the pace of progress is slightly uneven. In Years 3 and 4 the pace falls off a little because of weaknesses in some lessons where activities are not purposeful enough. For instance, in a numeracy lesson, an interesting game was set up to develop pupils' understanding of number bonds to one hundred. The groups taking part in the activity were too large however, and consequently most spent too long observing rather than practising their skills. Work samples show that pupils in the Foundation Stage make good progress and that teaching over time is effective. During the inspection however, the rate of learning for higher attainers in some lessons could have been better if activities had challenged them more. In a mathematical activity for example, children learned about two-dimensional shapes by using them to create a picture. Higher attainers already knew the names of the shapes and therefore marked time rather than moving on in their learning.
13. The last inspection report also judged teaching to be good. It identified very few shortcomings; these have now been successfully addressed. Teachers now make better use of homework and assessment information to support pupils' learning.

Summary of teaching observed during the inspection in 17 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	4 (24%)	6 (35%)	6 (35%)	1 (6%)	0 (0%)	0 (0%)

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

The curriculum

The school offers a **good** breadth of curricular opportunities and a **good** range of enrichment activities. The quality and quantity of the school's accommodation and resources is **good**.

Main strengths and weaknesses

- The curriculum is organised to help pupils make links in their learning and to apply what they have learned in one subject to their work in others;
- Pupils have plenty of practical, first-hand experiences;
- There is good provision for pupils' development in personal, social and health education and citizenship (PSHCE);
- Children in the Foundation Stage need more opportunities for physical development.

Commentary

14. Although it enables pupils to achieve well in acquiring basic skills, the school also successfully maintains a good range of activities within its curriculum. Pupils reach at least average, and sometimes better standards in practical and creative subjects because the school has organised the curriculum in such a way as to ensure that these aspects receive enough attention. It also evaluates what is taught and reorganises where necessary to accommodate pupils' needs in mixed-age classes; work is therefore not repeated with the same children. Some parts of subjects are taught at the same time as others so that they form natural links and this helps to reinforce pupils' learning well. Some parts of the history curriculum, for example, provide a good basis for art or pupils' writing.
15. Many visits to places of interest bring the curriculum to life and help pupils to make more sense of their work. Having visited a local history centre, for example, their study of the Vikings was much more meaningful to them. The clubs and activities provided outside lesson time support pupils with special gifts or talents well. Very able musicians, for example, have the chance to develop skills further and to perform for others.
16. The provision for pupils with special educational needs or those who fall behind in their work is good. The school makes the most of national funding to provide extra support and opportunities for them to make good progress in developing basic skills.
17. The school takes advantage of the spacious accommodation and pleasant outside environment to enhance its curriculum with practical and investigative activities. During the inspection, for example, infant pupils used the school grounds as part of an art project as they photographed patterns in the natural objects they found.
18. Children in the Foundation Stage have limited opportunities to develop their physical skills outdoors. Although they benefit from some of the resources made available through the part-time peripatetic nursery provided by the local education authority, they do not have enough access to larger apparatus, which would allow them to be more adventurous in swinging, climbing or balancing.

Care, guidance and support

Pupils are well cared for, guided and supported.

Main strengths and weaknesses

- Child protection procedures are secure and meet statutory requirements;
- Staff know pupils very well and there is a very high degree of trust between pupils, staff and parents;
- Pupils are very sure that their ideas and efforts are valued and acted upon and they feel consulted about their work and the school.

Commentary

19. The child protection coordinator ensures that all staff have updated knowledge of the child protection policy and correct procedures; the school is therefore very vigilant in these matters. Pupils thrive in the school's close-knit, family atmosphere; the absence of oppressive behaviour and excellent relationships ensures that they are confident to seek help if it is required.
20. The building and equipment are checked regularly so that the children work in a healthy and safe environment in school. Older children know they cannot work near the pond without an adult to supervise them.
21. Assessment of national test data has been improved since the last inspection and is used effectively to identify and plan appropriate support and guidance for the children in their next stages of learning. Staff know the children and their background and abilities very well. The induction of new pupils is very effective and helps them to settle quickly and well. Pupils consider that their views and opinions are sought regularly as a normal part of lessons. They are allowed to bring ideas in to school, such as when they see a competition for schools or individuals on the television, and know that they will be encouraged to take these further. Work pupils do outside of school time is also valued and displayed with that done during normal school work. They like the way the school takes their plans and ideas and uses them in school performances or extra-curricular clubs. They are confident that their concerns or worries will be addressed quickly.

Partnership with parents, other schools and the community

The school has a **very good** partnership with its parents and there are productive links with the community and other schools and colleges.

Main strengths and weaknesses

- Parental satisfaction with the school is very high;
- The school provides good quality information which enables parents to be involved in their children's learning;
- When parents raise concerns, the school responds very well and deals with them effectively;
- The school makes very good use of visits and visitors;
- Children are prepared well for their transfer to the local secondary school.

Commentary

22. At the time of the last inspection, the annual reports sent to parents on their children's progress required improvement. These reports are now of good quality. They set out clearly the progress made and indicate what the children need to do next to improve. The children's

strengths and successes are shown clearly along with 'warts and all' so parents get a very personal picture of their children. Parents find that these reports, along with information they receive on the curriculum, enable them to help their children effectively. Both parents and pupils spoke of ways homework is tailored to the children's needs. They are consulted about and notified of curriculum changes. Parents are very happy that the school responds quickly to their concerns. When unavoidable changes were made to the hot meal provision, the staff and governors did all they could to respond to the parents' concerns and made strenuous, albeit unsuccessful efforts to resolve the situation.

23. Strong links with the local church support the school and provide enriching experiences, which make the children's learning more interesting. They include visits to the church and involvement of the vicar in lessons and assemblies. The school provides opportunities for the local community to make use of its facilities though for example allowing the Beavers and Brownies to use the accommodation.
24. Good use is made of the community to enrich pupils' learning. Visits and visitors add an extra interest and enjoyment as well as valuable insights. The children spoke of their visits to the Synagogue and to Danelaw with great enthusiasm and showed a surprisingly good recall of what they had learned.
25. Children in the junior classes clearly look forward to being old enough to attend the youth club run at the local high school for Year 6 children. Parents speak of how well their children are made ready for the high school and how well they cope with the change from a small school to a very large one. Students from the local teacher training college are mentored by staff at this school, providing a valuable resource for both the school and the college.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are **good**. The leadership and governance of the school are good but the management is satisfactory.

Main strengths and weaknesses

- Good leadership of English, mathematics and science is helping to ensure pupils achieve well by the time they are aged 7 and 11;
- There is a very positive ethos that promotes an excellent atmosphere for learning;
- Good use is made of teachers' particular strengths and interests;
- The governing body fulfils its role as a critical friend to the school well;
- The monitoring of teaching and learning needs to focus more sharply on the outcomes of pupils' work to ensure that they are all achieving as much as they can;
- Resources to support outdoor play for the Foundation Stage need to be improved.

Commentary

26. There has been an improvement since the last inspection when leadership and management were judged to be sound. The three key issues for action were all related to improving aspects of leadership and management. Most of these issues have been successfully addressed but there are still some shortcomings in the effectiveness of the school's monitoring systems. As a result, the strongest aspect is the **leadership, which is good, whilst the management is satisfactory**.
27. The headteacher's leadership is having a positive impact on standards and pupils' achievements. He has successfully created a school where relationships are of a high order. There is a very positive atmosphere evident throughout the school and this helps to create a very good climate for learning. His staff and parents have great confidence in him. He

teaches science throughout the junior classes and with this commitment he has raised standards in the subject. He has worked effectively with his staff to establish a curriculum that enables children to make important links in their learning of different subjects. Good use is made of the individual talents and interests of staff to support children's learning, raise standards and improve the quality of the curriculum. A good example of this is seen in aspects of art and design where children are producing work that is better than seen in most primary schools. The school has adopted an innovative way of dealing with subject responsibilities among staff. Core subjects are allocated to individual staff, but the rest fall under the remit of the 'curriculum co-ordinator'. This has helped to ease the burdens placed on teachers and enable them to be more effective in leading developments within their areas. Good leadership is having a positive impact on standards in science, English, mathematics and ICT.

28. Whilst systems for monitoring and evaluating teaching and learning have improved, they are not focused sharply enough on identifying when the progress and pace of pupils' learning is less marked. A more rigorous approach is needed by using clear criteria to check if the required improvements are being made. Good use has been made of the performance management process to improve teachers' confidence and skills in ICT. This is having a positive impact on pupils' progress and the standards reached at the age of 11.
29. **The governance of the school is good.** Since the last inspection the governors have become more actively involved in the work of the school. They now meet all their statutory duties. They play an active part in the school development planning process and make good use of their own skills and expertise to support and evaluate the school's work. The chairperson provides a very strong steer to the work of the governing body and alongside a number of other governors regularly visits school and sits in on lessons. The vicar makes a strong contribution to both the religious education curriculum as well as the pupils' spiritual, and moral development. She leads assemblies and participates, for example, in discussions with older pupils on her role within the community. Through these activities governors gain a good knowledge of the school's strengths. They fulfil their role as critical friends successfully through recognising and celebrating achievements as well as questioning why things are being done in a particular way.
30. Whilst there are sufficient resources in most areas, the outdoor play provision for pupils in the Foundation Stage is a weakness and this is affecting children's progress in the physical area of learning.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	248160	Balance from previous year	20615
Total expenditure	217292	Balance carried forward to the next	30868
Expenditure per pupil	3043		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

Main strengths and weaknesses

- Children exceed the early learning goals set for their age in all areas of learning except their physical development;
- Children achieve particularly well in their personal, social and emotional development and in all other areas of learning their achievement is good;
- Some activities are not challenging enough for higher attainers;
- Provision for outdoor play needs improvement.

Commentary

31. Most children in school have attended the part-time peripatetic nursery before they start; although the school's intake of pupils represents the full ability range, they usually start in the Reception class with better skills and knowledge in most areas of learning than is typical for their age. By the end of their reception year, their best achievement is in their personal, social and emotional development because the school provides so well for their needs. Their achievement is good, but not quite as marked in other areas of learning.
32. Children are taught in a mixed age class with pupils from Years 1 and 2. When they are included in whole-class activities, such as those at the start of a lesson, they learn at a good pace and are challenged to think hard. When they are taught as a small group comprising only reception children, higher attainers are not always taken far enough in their learning because activities are too easy or not purposeful enough to extend them.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

33. Children exceed the expectations for their age in this area of learning. Teaching is very good; it takes account of pupils' individual needs and helps them to build well on the skills that they have when they start school. They quickly settle in their class and start to show independence and initiative. They take their lead from the older pupils and develop mature, sensible attitudes. Taking part in activities within a larger group does not daunt even the youngest children and during discussions, for example, they will put forward their own view or comment on what others are saying.

COMMUNICATION, LANGUAGE AND LITERACY

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

34. Most children are on course to exceed the expectations for their age by the end of the Reception year. They are well on their way and meeting the appropriate milestones in learning to read and write; they particularly enjoy sharing stories and books as part of the whole class group. Higher attainers show marked keenness to learn; they will often make their way over to groups of Year 1 and 2 children who are working with the teacher; they sit quietly and show a strong interest in what goes on. When they are taught alongside the rest of the class, their learning is taken further; they are keen to have a go at reading familiar words or offering ideas for shared writing with the teacher.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

35. Most pupils are on course to exceed the early learning goals. Many children start school with the advantage of being able to count to at least 10; they have a sound knowledge of two-dimensional shapes and are adept at matching patterns and shapes. They already have a good mathematical vocabulary and can describe objects as being 'bigger', 'smaller' or 'the same size' as others. Very good teaching when they are with the whole class makes the higher attaining reception children think hard and they start to work out simple sums. At other times, they are not learning as much as they could because activities are not matched well enough to their needs.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

36. Children have a good depth of knowledge about the world when they start school and are already meeting the expected learning goals for their age. They thoroughly enjoy the more adventurous activities undertaken with the older children as part of science lessons and show a strong curiosity about how things work. They achieve well in developing their skills on the computer and discussing events in their own lives.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

37. Most children are on course to meet the early learning goals. Although they have better than usual skills for their age in handling small objects and in their awareness of space, most children could achieve more in balancing and climbing. Weaknesses in the school's provision for outdoor play mean that reception children do not have regular access to large outdoor play apparatus. They are able to use small bicycles and they have plenty of space within which to run around freely, but the level of challenge set by the existing equipment does not extend them far enough.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

38. Provision for play is good. Children show good imagination and with only minimal prompts, they slip easily into role play situations. Most of them are on course to exceed the expectations for their age. Adults support children's play well and make timely interventions to extend their ideas or take them a little further. In painting and drawing, some opportunities for children to use their creativity and imagination are lost because their work is directed too closely. In one lesson, for example, they used paint to colour in shapes drawn by an adult, rather than making pictures from their own imagination.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH AND MODERN FOREIGN LANGUAGE

Provision in English is **good**

Main strengths and weaknesses

- By the time they leave the school pupils read and write really well and have above average speaking and listening skills;
- Pupils use their writing skills well in other subjects of the curriculum;
- Pupils' creative and expressive writing is lively and adventurous and they present their work well;
- Some teaching in the lower junior classes has less flair and imagination than elsewhere in the school.

Commentary

39. Inspection findings match the pleasing picture presented by the school's test results. These show that most pupils meet or exceed the average for their age at 7 and 11 years. Good, and often very good teaching in the infants builds well on the skills that children bring from home and helps them to achieve well. They make satisfactory progress in the lower junior years (Years 3 and 4), where teaching is more ordinary; this picks up again in Years 5 and 6 as lessons challenge pupils hard and push them on to reach above average standards.
40. Reading standards are above average in Year 2. Pupils are enthusiastic readers and most read fluently and independently. Higher attainers are already developing preferences for certain types of book, some liking non-fiction rather than stories. Parents provide good support at home by sharing books with children and remark favourably about the way in which the school supports those who find reading more difficult as well as fostering their love of reading.
41. Very good teaching helps pupils to make the most of their reading by drawing upon the styles and ideas of different writers to use in their own writing.
42. Standards in writing are particularly high at the end of both key stages. This owes much to the spark and pace of lessons in the infants and upper junior years. Here teachers' enthusiasm spills over into the activities, and pupils are inspired to produce some outstanding writing, especially poems and stories. Grammar, punctuation and spelling are all dealt with effectively and teachers insist on high standards in presentation. Pupils are encouraged to use their skills in ICT to present their work well. Much of their poetry and story writing finds its way into small anthologies, which are word processed and illustrated to attract readers.
43. Pupils in Years 3 and 4 make sound progress, with lower attainers being supported well in lessons. However, levels of motivation do not run as high as in other classes as tasks are sometimes rather dull and mundane.
44. Standards in speaking and listening are above average throughout the school. Most children have a good range of vocabulary when they start, but the school takes this further and by the time they leave, pupils are confident in speaking to larger groups and explain themselves very clearly. Listening skills are developed particularly well in the infants; children are very attentive to each other and wait their turn patiently during group discussions.
45. The subject is led and managed well. The teacher with responsibility leads strongly by example; her skill and enthusiasm in teaching writing has underpinned both the high profile that it has in the school, and pupils' good achievement.

Language and literacy across the curriculum

46. By the time they leave, pupils in Year 6 are able to use reading skills well in searching for information; they cope very well even with quite complicated reading tasks in other subjects. Standards of writing are high because of the ample opportunities that pupils are given to practise their skills in other subjects.

French

47. Pupils in Years 5 and 6 are taught French. This is a popular lesson each week, during which they make good progress in learning how to engage in a simple conversation, count, tell the time and read notices. The quality of teaching is good and pupils comment that they enjoy French lessons because the teacher uses humour and interesting activities to help them learn. During the lesson sampled, a French puppet named 'Bernard Dupont' caught their imagination and held their interest, as he asked them questions about themselves. Pupils worked hard to improve their pronunciation and learn new vocabulary.

MATHEMATICS

The overall provision for mathematics is **good**.

Main strengths and weaknesses

- Teaching in Years 1,2,5 and 6 is good;
- Standards at the ages of 7 and 11 are above average;
- Pupils enjoy lessons and have excellent attitudes to the subject;
- Numeracy skills are developed well through using them in other subjects;
- The quality and usefulness of marking of work varies.

Commentary

48. The curriculum is broad and covers all the aspects of the subject in sufficient depth to enable pupils to achieve well in relation to their capability across all areas of mathematics. Standards are above average by the time pupils are aged 7 and 11. The strengths identified in the previous report have been maintained.
49. Because much of the work is done through a practical approach, most pupils enjoy their lessons and have positive attitudes to the subject. They are given opportunities to apply their knowledge to solve problems. They are confident when dealing with numbers and have a good understanding of place value. Numeracy skills are well developed and children are regularly encouraged to use their mental arithmetic skills to add, subtract, divide and multiply numbers in different situations.
50. The school's strategy for supporting higher attainers is working very successfully. Pupils in Year 4, identified as high flyers, attend mathematics lessons in the Year 5/6 class. They benefit greatly from this opportunity because they are given work that is challenging and as a result they work at higher levels than would be expected of their age group. A small group of the present Year 6 pupils experienced this opportunity in Year 4. They are now working at a level that is more normally associated with pupils in their first year of high school.
51. Much of the teaching is good and some of it is very good. In most lessons teachers have high expectations and drive the pupils on at a really fast pace. Children produce a very good volume of work and are given plenty of opportunities to apply their mathematical knowledge and learning to solve problems. This enables them to see the relevance of what they do. In the older junior class the teacher is skilled at making children think more deeply and when they have mastered a particular skill or concept she plans the next stage of work to ensure that they apply what they know to solve problems. Children's work is well presented because they respond well to their teachers' expectations.
52. In the best lessons teachers make sure all the class are actively engaged in the activities through effective use of resources such as individual whiteboards. In one session the pupils in the Year 5/6 class had to convert metres into millimetres and centimetres. The teacher

asked the children to record their answers on their whiteboard and show them to her. Not only did this ensure all pupils were actively engaged but it provided the teacher with opportunities to assess their understanding and identify those who were having difficulty. Good questioning is effectively used to make pupils think more deeply. Teachers ensure children see connections between different aspects of mathematics. For example, older juniors are confident when asked to convert fractions to decimals or percentages.

53. The overall assessments of pupils' progress are accurate and well used to inform the next stages of pupils' learning. However, the marking of work varies in its quality and usefulness. At its best it clearly tells the pupil how well they have done or how they can improve their work.
54. The subject leadership is good. The headteacher has a clear overview of standards and how well pupils are doing. Through his own teaching he is able to impact on pupils' learning. For example, he took a group of very able Year 2 pupils and moved them on at a rapid pace. By the end of the lesson not only had they added pairs of numbers to 24 successfully, they were also beginning to recognise multiples of 10 and the importance of the units digit in a two digit number when trying to work out if $24 + 13$ or $24 + 16$ would be a multiple of 10. Whilst the school's systems for checking and evaluating the quality of teaching have improved there needs to be a much stronger emphasis given to evaluating the outcomes in terms of pupils' learning.

Mathematics across the curriculum

55. This is a strong aspect of the school's work. Pupils are given plenty of opportunities to use their mathematical knowledge and skills in other subjects. Data handling, for example, is regularly used to support work in science and in ICT. For example, they gather information and use the computers to produce graphs.

SCIENCE

The overall provision for science is **very good**.

Main strengths and weaknesses

- Pupils achieve well overtime and by the time they leave, their skills and knowledge are above average;
- There is a good balance given to ensuring children learn scientific facts and also develop their skills as 'scientists';
- Teaching is good;
- The subject is well led by the headteacher;
- Children would benefit from more opportunities to pose their own questions rather than answer those set directly by their teachers.

Commentary

56. In science there has been year on year improvement each year in the national tests for pupils aged 11 and by 2002 the school's performance overall placed it in the top 5 per cent of the country. The strengths outlined in the previous report have been maintained.
57. Standards are above average at the ages of 7 and 11. All pupils achieve well over time. The present Year 2 is a very strong year group. They progress at a fast rate because the teacher moves them on quickly and provides them with challenges, which stretch them and fuel their thirst for learning.

58. Each aspect of science is covered in sufficient detail to ensure pupils gain a good understanding across all areas of the subject. A real strength of the provision is the way the school gets the balance right between pupils learning scientific knowledge and developing the important skills to enable them to become 'scientists'. Much of the work involves pupils carrying out practical experiments. They are encouraged to apply their scientific knowledge to support the predictions they make before conducting their experiments. The teachers are skilled at getting over important scientific principles. The good work starts early in the infant department and solid foundations are laid which are then built on and taken further in the juniors so that by the time they are 11 pupils have a clear grasp of the principles of fair testing. One area where children's learning could be challenged further would be if they had more opportunities to pose their own questions rather than answer those set directly by their teachers.
59. Teaching is consistently good throughout the school. Good use is made of teachers' own interest and expertise to support children's learning in this subject. The headteacher has a very positive impact on the standards achieved by pupils in the junior classes because he teaches science to them all. Through his teaching commitment he is able to gain a very clear oversight into how well each pupil is doing and what they need to do to further improve. Assessments of children's knowledge and skills are accurate and work planned for future learning is firmly based on them.
60. Good use is made of the school grounds to support learning in science. For example, pupils enjoyed searching for different materials and then identifying and classifying these materials back in class.
61. Through this subject children are given plenty of valuable opportunities to use and apply their literacy and numeracy skills. Their independent recording of their experiments and the opportunities they are given to draw their own conclusions enables them to use their literacy skills. Their numeracy skills are well used because they are often required to collect data linked to their experiments and record the findings using a variety of graphs. They are very confident when handling data or interpreting information contained within graphs.
62. The leadership of the subject has been good. The headteacher's direct involvement and commitment to teaching science to all the junior aged pupils has given him a clear picture of what is working and what needs to be improved. Analysis of test papers has been used effectively to identify any gaps in pupils' knowledge and understanding and used to adjust where necessary to the content of the teaching programme.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- By the time they leave, pupils' skills and knowledge are above average; their achievement is good;
- ICT skills are developed well in other curriculum areas;
- There is strong leadership and management of the subject.

Commentary

63. The school has ploughed a great deal of energy and resources into improving provision in this subject since the last inspection. This has paid off with higher standards and raised achievement throughout the school. A better than average ratio of computers to children, means that there are now more opportunities for 'hands-on' practice. Staff have increased

their own knowledge and confidence through training, which has resulted in better teaching of skills and the application of ICT in other subject areas.

64. Standards are average by Year 2. Infant pupils experience a good range of ICT tools and progress steadily in their understanding of how to use computers in gathering information and presenting their work. Pupils are confident in collecting and storing information and using it, for example to create graphs or to write instructions.
65. By the time pupils are in Year 6, they have achieved well to reach above average standards. They proudly show off the multi-media presentations they prepare, which include sound and graphics; they evaluate their work carefully and comment to each other on how work could be improved. Good progress is made in developing ideas and making things happen. For example, pupils created and tested a sequence of instructions to make traffic lights work and operate a pelican crossing. They show eagerness and enthusiasm for work in ICT and give examples of how they practise the skills they have learned in school on their computers at home.
66. Teaching is good. Good assessment procedures mean that teachers are able to accurately match tasks to pupils' needs and stage of progress.
67. The teacher with responsibility for leading the subject is very knowledgeable, and she is able to push older pupils on with more adventurous work. Staff are supported well and her clear vision for what needs to be done has resulted in the good rate of improvement seen since the last inspection.

Information and communication technology across the curriculum

68. ICT is used purposefully and successfully throughout the other subjects of the curriculum. Pupils in Years 5 and 6, for example, use a spelling programme to learn more complex and difficult words. Pupils throughout the school use computers to reinforce work in mathematics and research facts in history and geography.

HUMANITIES

Religious Education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- By the time they leave, pupils show a sound understanding of the distinctive features of religious traditions and their application in the everyday lives of believers; they also have a sound understanding of religious symbolism;
- Pupils achieve well in forming thoughtful views on religious issues such as justice, sacrifice and truth.

Commentary

69. In Years 2 and 6, pupils meet the standards and expectations outlined in the locally agreed syllabus and the curriculum is planned and taught to allow sound coverage across all the required elements.
70. At both key stages, the school provides experiences that bring events to life and help pupils to explore the meaning and symbolism behind rituals and ceremonies. Infant pupils for example, take part in a mock wedding ceremony and discuss birthdays and the symbolism of gifts.

71. Visits to places of worship are organised so that pupils are able to see first-hand some of the artefacts used in different religious ceremonies. Junior pupils, for example, visited a synagogue as part of their study of Judaism, and all pupils visit the local church. The vicar is a frequent visitor to school and supports the work done in lessons by helping to develop pupils' understanding of religious concepts.
72. Teaching is good and displays are used well to reinforce key facts, which help pupils to make good progress in learning about Christianity and other traditions. Teachers make good use of pupils' strong literacy skills and ability to explain themselves in developing ideas. The work of the oldest pupils shows that they have achieved well in exploring religious concepts; it reflects their own views and indicates that they are encouraged to think deeply about some of the themes. Throughout the school, class discussions are of good quality and religious education lessons are supporting pupils' personal development well by encouraging them to listen and to take account of the views of others.
73. The subject is led and managed satisfactorily as the teacher with responsibility has overseen the organisation of the curriculum so that all elements are covered in a way that makes it interesting and relevant to pupils' needs. This is supporting at least sound, and sometimes better achievement in all aspects of their work.

History and geography

History and geography are taught alternatively each half term. The focus for this half term is on history and no geography lessons were seen. Therefore no judgement is made on the quality of teaching in geography. However, all the completed work in history and geography from last year for each class was available to the inspection team. Two history lessons were seen.

The provision for history and geography is **satisfactory** with some positive features.

Main strengths and weaknesses

- Good use is made of educational visits to support children's learning and enjoyment of history;
- A strong emphasis is placed on developing children's skills in both subjects;
- Children have plenty of opportunities to use their literacy and numeracy skills in their history and geography work;
- Older juniors make good use of ICT to support their learning in these subjects;
- Some of the activities given to the lower junior class particularly in history are not challenging enough and they do not achieve as much as they might.

Commentary

74. Standards are typical of those seen by pupils at the age of 11 and better than those seen in most schools at the age of 7 in both subjects. The present Year 2 is a very strong group who have very good knowledge and understanding of events and differences between past and present times.
75. The rate of progress is much faster in the infant and older junior class. It is slower in the other class and the children in Years 3 and 4 do not achieve as much as they could because the teaching is more ordinary and not as effective. Activities set in this class are not grabbing pupils' attention or motivating them to the same degree as in the other classes. Much of the work they did in history required pupils to do little more than insert a missing word or words into a passage. In the older junior classes much more emphasis is given to developing not only pupils' knowledge of historical facts but developing their ability to become 'history detectives.' In geography, children are developing their map-making skills at a satisfactory rate. The older juniors are developing a good understanding not only of how to find out about

the past but also of the need to carefully check the factual accuracy of different sources and take into account that a particular report might be written from one person's point of view and present a biased picture. They make good use of ICT to support their learning as they find and record information, for example, about Henry VIII and his wives as part of their present topic on the Tudors.

76. Very good use is made of visits and visitors to support pupils' learning in history. The visit to the Danelaw Centre enabled children to experience what life was like in a Viking Village. They gained much from this opportunity and thoroughly enjoyed the experience as one pupil having written what she had learned during the day finished her letter with, 'It was the best day I have ever had.'
77. Because it is such a small school, staff have to take on many more subject responsibilities than teachers in larger schools. The teacher with responsibility for these two subjects also is in charge of the other foundation subjects as well as English. Given the amount of work this entails, she is doing as much as could be expected of her. Subject leadership is satisfactory. The subject leader has a clear overview of both subjects and has developed better systems for assessing children's progress since the last inspection. She now needs to give more attention to improving the provision for and achievement of the Year 3 and 4 pupils.
78. In two of the three classes the children are given plenty of opportunities to use and apply their literacy skills in their history work. Much of their work shows pupils independently recording information they have found out during their lessons or from book sources they have researched. There are good opportunities to use their numeracy skills, for example when they are calculating differences in time periods or interpreting data from a census.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Provision for art and design, design and technology and music is **good**.

There was insufficient evidence to make an overall judgement on standards and provision in physical education. No lessons were seen in any of these subjects and therefore no judgements are made on the quality of teaching. The school provided samples of work completed last year by all classes in art and design and design and technology. Discussions took place with the curriculum coordinator and pupils about their work in these subjects.

Main strengths and weaknesses

- Although the school enables pupils to reach high standards in reading, writing and mathematics, this is not at the expense of other subjects;
- Teachers use their own expertise and interest well to generate enthusiasm and motivate pupils;
- Standards are better than seen in most schools in art and design and pupils achieve very well.

Art and Design

79. Pupils cover a good range in their work and some of it is better than that typically seen for their age at 7 and 11 years. The headteacher makes a good contribution to raising standards in observational drawing and painting with the older pupils. Work recently undertaken in using watercolours to record features of buildings in the locality is stunning and shows above average standards and very good achievement. Staff interest and expertise is used to good effect in encouraging younger pupils to explore work on a large scale with different materials. Infant classes, for example, have included weaving techniques as part of large mobiles. The school widens pupils' horizons and inspires them through showing them the work of other artists. A visit to a sculpture park resulted in pupils producing exciting and adventurous large-scale sculptures of their own and in developing an appreciation of the work of sculptors such as Henry Moore.

Design and Technology

80. Standards in design and technology are average at the end of both key stages. Pupils cover the full breadth of the curriculum and complete a good range of 'design and make' tasks. They progress well throughout both key stages in generating ideas for their designs, planning what they will use and how they will go about the task. Pupils in Years 3 and 4 show a better than average understanding of how to incorporate materials and components into their designs. In making photograph frames, for example, their work demonstrates that they considered and used various methods to reinforce the corners. By the time they are in Year 6 pupils have achieved well and their work shows that they have good understanding of the design process. They add more detail to the specification for their designs, test out the suitability of materials and evaluate their appearance and suitability.

Music

81. There are many opportunities for pupils to learn an instrument and take part in musical events and performances. The majority of pupils take advantage of this and consequently, standards in music are above average. Pupils accompany singing and play instruments during assemblies and at concerts. The range of instruments covered is good and includes: violins, guitars and recorders. Teachers encourage pupils' own interests and skills and some bring instruments from home; this has resulted in several interesting inclusions including an Australian didgeridoo. The strong commitment of the school to ensuring that music thrives is commendable and several instruments have been purchased to allow pupils to try them out before deciding to buy for themselves. The level of interest and expertise among staff is a key factor in the good level of provision offered by the school as they organise musical groups and extra-curricular clubs to encourage as many pupil as possible to take part.

Physical Education

82. There was insufficient evidence to make an overall judgement on standards, the quality of teaching and provision in this subject. No lessons were seen but timetables were scrutinised and discussions held with older pupils about their physical education lessons.
83. Lessons are planned each week for physical education and all the required elements are covered.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in PSHCE is **good**.

Main strengths and weaknesses

- Good seeds are sown for pupils to become responsible citizens who understand what it means to make a useful contribution to society.

Commentary

84. Children are given a good grounding in how to keep themselves healthy and safe. Relevant lessons are introduced at appropriate points in the curriculum to match pupils' stage of need and understanding. The school brings in experts from the community to reinforce important messages. Adults set a very good example through their attitudes and through the high expectations that they place on pupils to look after each other and take a pride in their school and its environment.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
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	1
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	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	3
The leadership of other key staff	3
The effectiveness of management	4

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