

# INSPECTION REPORT

## **MANNERS SUTTON PRIMARY SCHOOL**

Averham, Newark

LEA area: Nottinghamshire

Unique reference number: 122611

Headteacher: Mr D. Everington

Lead inspector: Mr P. Belfield

Dates of inspection: 13 – 14 October 2003

Inspection number: 256829

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	50
School address:	Newark Road Averham Newark Nottinghamshire
Postcode:	NG23 5QZ
Telephone number:	01636 704408
Fax number:	01636 704408
Appropriate authority:	Governing Body
Name of chair of governors:	Mr B Phillips
Date of previous inspection:	27th April 1998

## CHARACTERISTICS OF THE SCHOOL

This is a very small rural school in the village of Averham, near Newark, with 50 pupils on roll who all speak English as their first language and are of white, British heritage. Many are from outside the village. Attainment on entry is above average. There is a significant variation in the number of pupils in each year group and, as the majority of pupils are of junior age, the Year 3 pupils join the infant class for English and mathematics. Four children under the age of five attend on a part-time basis in a pre-school group. At the time of the inspection there were no children of Reception age. The proportion of pupils with special educational needs is below the national average. One pupil has a statement of special educational need.

The school received an achievement award, active mark status and the local healthy schools standard for physical activity in 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21661	Peter Belfield	Lead inspector	<i>Mathematics, science, information and communication technology, history, geography, physical education, Foundation Stage curriculum</i>
9837	Roy Walsh	Lay inspector	
32207	Jennifer Thomas	Team inspector	<i>English, religious education, art and design, design and technology, music, special educational needs</i>

The inspection contractor was :

Inspire Educational Ltd

The Coach House  
132 Whitaker Road  
Derby

DE23 6AP

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is an **effective** school in which most pupils achieve well. The leadership and management are good and committed to improving the school. Although costs are high the school provides good value for money.

*The school's main strengths and weaknesses are:*

- The teaching is good overall and standards are above average
- The headteacher provides effective leadership and is well supported by the teachers and the governors
- The most able pupils in the junior class could do better if they were given more challenging work in English and mathematics
- The provision for pupils with special educational needs is good and they achieve well
- The pupils are not given sufficient opportunities to carry out investigations in mathematics
- The pupils' attitudes to learning and their behaviour are very good
- There are too few opportunities for the pupils to plan their own work and to work independently
- The provision in the Foundation Stage is very good and the children make good progress
- The links with the local cluster of small schools helps to enrich the curriculum, particularly in physical education and the provision of local and residential visits

The school has made **satisfactory improvement** since the last inspection. Standards have risen and all of the key issues from the last inspection have been addressed, with the exception of providing pupils with more opportunities for independent learning. The governors are well organised and have a sound understanding of the school's priorities.

### STANDARDS ACHIEVED

**The majority of pupils are achieving well and standards are above average.** In the Foundation Stage the children are on course to exceed the expected goals by the end of their reception year. By the end of Year 2, standards are well above average in reading, writing and mathematics and pupils of all abilities achieve well. By the end of Year 6, standards are above average in English and mathematics and well above average in science. The junior pupils are making good progress and achieving well, although the most able pupils in Years 4 to 6 could do better in English and mathematics. Caution is needed in interpreting the data below as the number of pupils taking the tests each year is very small. In 2002 the results in all three subjects were in the top five per cent nationally. There was a dip in the 2003 test results in English and mathematics because fewer pupils achieved the higher grade of Level 5.

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

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

By the end of Year 6 pupils are doing well in humanities and are achieving satisfactory standards in religious education. Standards in information and communication technology (ICT) are satisfactory but the pupils need more opportunities to use and develop their skills across the curriculum.

The pupils have very good attitudes to learning and **the school develops their personal qualities effectively. The school promotes the pupils' moral and social development very well.** The pupils' understanding of the importance of cultural and religious traditions is satisfactory. The pupils display very good behaviour both in and outside of lessons. They are enthusiastic learners and are keen to be involved in the wide range of extra-curricular activities. Attendance is good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. Teaching and learning are good overall.** The children in the Foundation Stage are provided with a very good start and their learning is carefully planned using precise assessment information. In the best lessons the work is well matched to the pupils' individual needs and this results in good progress for the majority of pupils. Overall, however, insufficient investigational work is planned in mathematics across the school and the work in English and mathematics does not make sufficient demands on the most able pupils in Year 4,5 and 6. Consequently, these pupils underachieve.

The curriculum provided is good and has improved since the school was last inspected. The pupils' learning is enhanced by a good range of visits and visitors to the school. There are, however, too few opportunities for the pupils to plan their own work and more could be done to develop the pupils' research skills and their use of computers. The provision for pupils with special educational needs is good. There is very good provision for the care, welfare, health and safety of the pupils. They have good relationships with their teachers who monitor their progress carefully. The teachers know the pupils very well, listen to them and welcome their comments and ideas. The high levels of care shown by the staff contribute much to the effective learning. A strong partnership exists between parents and the school. Parents support their children well and this aids their achievement. The school and the pupils benefit from the close links with the community, the local church and the local cluster of small schools.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are good.** The governors are very supportive and make a positive contribution to school development. There is a strong commitment to improvement by the headteacher, staff and governors. The headteacher combines the role of teacher and leader effectively. Financial control and routine administration are good.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

The parents are very satisfied with the school and value the contribution it makes to their children's development. The pupils enjoy school and feel well supported by the staff.

## **IMPROVEMENTS NEEDED**

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

- Have higher expectations of the most able pupils in Year 4,5 and 6 in English and mathematics
- Provide more opportunities for investigational work in mathematics
- Provide more opportunities for the pupils to develop their independent learning skills

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Overall, achievement is good throughout the school, although the most able pupils in Years 4, 5 and 6 could do better in English and mathematics. In the core subjects and the humanities standards are above average by the time the pupils leave the school.

#### Main strengths and weaknesses

- By the end of Year 2 the standards in reading, writing and mathematics are well above average
- By the end of Year 6 the standards are above average in English and mathematics
- The pupils have too few opportunities to develop their writing skills in other subjects and to carry out investigations in mathematics
- Standards in science have improved significantly and are now well above average by the end of Year 6. The pupils in the infant class do not cover enough investigational science
- Most of the children in the Foundation Stage are on course to exceed the early learning goals in all but their physical development
- The pupils' achievement in information and communication technology is good, but they make too little use of computers to help them learn in other subjects

#### Commentary

1. The school raised the standards in English, mathematics and science after its last inspection and has, from 1999 to 2002, maintained high standards in the national tests. The numbers of pupils in Year 2 and Year 6 are historically very small so any interpretation of national test results must be treated with great caution. The Year 2 average point scores table is included below but the Year 6 results cannot be included because less than ten pupils took the tests.

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

Standards in:	School results	National results
reading	18.0 (17.6)	15.8 (15.7)
writing	17.7 (17.9)	14.4 (14.3)
mathematics	18.0 (19.6)	16.5 (16.2)

*There were 12 pupils in the year group. Figures in brackets are for the previous year*

2. The inspection findings match these results and confirm that standards are well above average by Year 2. The school's results in Year 6 were high until 2003 when there was a dip in performance. The inspection findings confirm that the most able pupils in the junior class could do better in English and mathematics if the work was more demanding and more closely matched to their abilities. This is confirmed by the scrutiny of the current pupils' work and the work of those who left the school last year.
3. In the Foundation Stage, the pupils exceed the early learning goals set for them. The children are achieving well in all areas of learning, with the exception of their physical development, which is satisfactory. There are too few planned opportunities for the children to develop their physical skills out-of-doors and on large apparatus.
4. The pupils' speaking and listening skills are developed very effectively in the infant class through the very good questioning techniques used by the teacher and the good opportunities for discussion, drama and school performances. This is built on very effectively in the junior class and by the time the pupils leave the school standards in speaking and listening are well above average. The pupils make good progress in their reading and are well supported by their parents.



They enjoy talking about their favourite authors and characters, and refer to texts to support their views. Standards are above average in writing, but they could be higher by the time the pupils leave the school. Across the school the pupils have limited opportunities to further develop their writing skills in subjects such as science, R.E., history and geography. The overuse of mundane worksheets does little to encourage the pupils to think about how they might set their work out or present information. This is particularly evident in science in the infant class. The pupils with special educational needs make good progress and they achieve their potential moving steadily through the clear targets in their individual education plans.

5. Achievement in mathematics for the majority of pupils is good in the infants and satisfactory in the juniors. The pupils have a very good understanding of place value and number operations. They also have a very good understanding of shape and are able to calculate using fractions and percentages by the end of Year 6. They make good progress as they move through the school. The ability to apply their skills and understanding through investigations and problem solving is less well developed in both the infants and juniors, as is their use of data. Their achievements are satisfactory rather than good in these aspects of mathematics. Achievement could be higher in both English and mathematics in the juniors if the expectations of the most able pupils were raised and if greater consideration was given, through the teachers' marking, to informing individual pupils how they can improve their work.
6. The pupils achieve particularly well in science in the juniors because they carry out a wide range of experiments, which they enjoy, and this gives them a much greater understanding of scientific principles and how to work scientifically. In the infants the pupils' cover a wide range of work and they have a good knowledge of life processes and materials. They learn the facts and develop a sound knowledge base, but they have few opportunities to do practical work or to engage in scientific enquiry.
7. In subjects such as religious education, history and geography, visiting experts and visits such as those arranged to Skegness and York add significantly to the provision in the subjects and to the pupils level of knowledge and understanding. In history the pupils are able to describe the period that they have been studying and can order the main historical events in British history. The resources for ICT have been improved since the last inspection and the pupils develop good computing skills. Overall, however, computers are not used as effectively as they might be to encourage independent learning or as a tool to support learning in other subjects.

### **Pupils' attitudes, values and other personal qualities**

The pupils' attitudes to learning and their behaviour both in and outside of lessons are very good. Attendance is good. Provision for the pupils' spiritual, moral, social and cultural development is good.

### **Main strengths and weaknesses**

- Pupils are keen to learn and their behaviour is very good throughout the school
- Attendance and punctuality are good
- There are very good relationships between staff and pupils and the pupils' personal development is fostered effectively
- The pupils' moral and social development is very good
- The pupils' willingness to take responsibility for aspects of their learning and the day-to-day running of the school is not sufficiently encouraged

### **Commentary**

8. The pupils have very good attitudes to their work and this helps them to achieve well and to learn effectively. They not only have pride in what they can do well, but also recognise the ability and achievements of their peers. The pupils, including those with special educational needs, enjoy being at school and strive hard to achieve the targets set them. Where teaching is of good quality, the pupils approach their lessons with enthusiasm and concentrate well on their learning.

Playtimes and lunchtimes are positive social occasions where friendships and confidence are developed. The staff have high expectations for pupils' conduct, so that they mature and grow in self-esteem as they progress through the school. Children in the pre-school class settle quickly into school routines and show enjoyment in their learning.

9. Pupils are very eager to respond to questions and participate in class discussions. The very good standards of behaviour found throughout the school are not only the result of the high expectations of the staff but also stem from the care that pupils show to each other. The acceptance into the school of pupils with severe disabilities has helped other pupils to develop care and understanding for others. Parents are very satisfied with standards of behaviour in the school and the way that the children mix together and grow in confidence. There have been no exclusions in recent years and any aggressive behaviour or bullying is dealt with quickly and appropriately.
10. The pupils' personal development is promoted satisfactorily. The very good relationships enable the pupils to share any worries or concerns with staff. The role of the school council is developing well and has contributed to improving the playground facilities but it does not yet have responsibility for organising and running its own affairs. Most of the pupils respond well to high levels of challenge, though older pupils are not given enough small duties to help in the smooth running of the school.
11. The pupils' spiritual, moral, social and cultural development is good. Social development has improved since the last inspection, whilst pupils' moral development has remained very good. Pupils' cultural education is satisfactory. Pupils learn of other religions and cultural traditions in religious education lessons and this prepares them for life in a culturally diverse society. Carefully prepared daily acts of collective worship allow pupils to reflect on issues by joining in prayer or using a moment of quiet for contemplation. The variety of extra curricular activities gives the pupils the chance to meet and socialise with pupils from other schools in sporting and cultural events. Adults in the school provide very good role models for pupils to copy and this has a significant impact on pupil's achievements and learning.

### Attendance

12. The general level of attendance is good and has improved since the last inspection. Parents provide strong support for the school in maintaining these high levels of attendance and punctuality, which contribute to the high standards achieved by the pupils.

#### **Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	3.0	School data	0.0
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.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

### Teaching and learning

The quality of education provided by the school is good. Teaching and learning are good overall.

### Main strengths and weaknesses

- Teaching and learning in the Foundation Stage is very good
- In most lessons, the teacher's careful planning builds on what the pupils already know and ensures that most of the pupils make good progress and achieve well. The teachers' expectations of what the most able pupils can achieve in English and mathematics in Years 4, 5 and 6 are not high enough
- Relationships are very good and teachers insist on high standards of behaviour from their pupils
- The teachers ensure that the work is interesting and the pupils enjoy learning.
- The teachers assess the pupils' work and record their progress thoroughly but marking seldom provides pupils with information about how they can improve their performance

### Commentary

#### *Summary of teaching observed during the inspection in 12 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	1	5	5	0	0	0

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

13. The teaching assistant in the Foundation Stage has a very good understanding of how young children learn, and this knowledge is used well in all of the areas of learning. She works directly with the children but also ensures that they have opportunities to select activities for themselves. Many of the activities are based on the children's favourite stories and are made interesting and enjoyable. The children are very keen to take part in practical work such as the making of porridge arising from the study of *Goldilocks and the three bears*. The wide range of activities and the stimulating environment has a very positive impact on their attitudes to school and their work. A high priority is given to the development of the children's language, literacy and numeracy. The teacher has high expectations of what the children can achieve and the children make very good progress.
14. A carefully planned curriculum ensures that the teachers in both the infant and junior classes have a clear understanding of what is to be taught in each year group. They use the school framework of long, medium and short term planning and schemes of work consistently and well. Detailed records are kept of the pupils' performance and their progress is carefully tracked. Most lessons take good account of the pupils' previous learning; the work is well matched to the pupils' varying ages and abilities and they make good progress. The exception to this is the work that is set for the most able pupils in the junior class: the work set for them in English and mathematics is not always demanding enough and too often they cover too little work in the time available to them.
15. All of the teachers have a thorough knowledge of the requirements of the National Literacy and Numeracy Strategies. The quality of teaching in English and mathematics across the school is, overall, satisfactory. In mathematics the teaching of systematic counting skills is good and the pupils are able to swiftly recall number facts but there are too few opportunities for the pupils to apply their mathematical skills and understanding in investigation and problem solving work. In other subjects there are too few opportunities for the pupils to plan their work and to carry out

their own research. This was a weakness identified in the last inspection. Science is taught particularly well in the junior classes and the pupils are provided with many opportunities to carry out investigations. Those pupils with special educational needs are taught well and the support provided is good. The teachers use their good knowledge of these pupils to plan work in small steps and to ensure success.

16. The pupils in their questionnaire and in discussions stated that they find lessons interesting and fun. This was borne out in a number of the lessons observed during the inspection. In the best lessons, the pupils were keen to learn because the work was interesting and it captured their imagination. This was evident in an excellent history lesson in the infant class in which the pupils explored the evidence of events surrounding the Great Fire of London. The teaching of physical education is a strength. The teachers make good use of the outdoor environment and organise joint activities with the local cluster of schools. The wide range of sporting activities taught in lessons and in extra-curricular sessions results in good achievement by the pupils and above average standards. The use of visits and visitors helps to extend and deepen the pupils' learning in subjects such as religious education, history and geography. In all of the lessons observed during the inspection, relationships were very good. The teachers' had high expectations of behaviour and, for most of the pupils, they ensured a good pace to the lesson and an appropriate work rate. At times, the pupils are required to complete rather mundane worksheets. In these lessons there is too little opportunity for the pupils to think about how they might present information, and this limits the development of their writing skills. All of the pupils' work is conscientiously marked but little guidance is provided in their workbooks about how they can improve the quality of their work.

## **The curriculum**

The overall quality of the curriculum is good and supports the school's aim of providing equal opportunities for the pupils. There has been good improvement in the curriculum since the school was last inspected.

## **Main strengths and weaknesses**

- Extra-curricular provision and the use of visits and visitors are very good
- Participation in the arts and sports is very good
- The provision for the pupils in the Foundation Stage is very good
- The pupils have equal access to the curriculum
- The provision for pupils with special educational needs is good
- Computers are not used sufficiently to support learning in all subjects
- Pupils have insufficient opportunities to practise their writing skills through work in all subjects

## **Commentary**

17. The good curriculum framework meets the statutory requirements and caters appropriately for the needs of pupils in mixed aged classes. A very good range of visits, visitors and additional experiences outside classes enrich learning, particularly in sport, drama and music. Membership of 4KANDO, the cluster of local schools, has enhanced the curriculum by providing opportunities for schools to share ideas and resources, and to plan joint activities such as residential visits. Much has been done to improve provision and the quality of the curriculum for ICT since the school was last inspected although computers are not used sufficiently to support learning in other subjects and the development of the pupils' writing skills is not given high enough priority across the curriculum.
18. The curriculum for pupils in the Foundation Stage is good and it is well planned. The balance between teaching and opportunities for pupils to explore and play by themselves in activities they choose is a positive feature. A secure, outdoor learning area has been created since the last inspection.

19. The provision for pupils with special educational needs (SEN) is good and meets the requirements of the Code of Practice. Individual education plans are reviewed regularly and include measurable targets to help the pupils to improve. The teachers and teaching assistant plan effectively to meet the needs of the pupils with special educational needs, who as a result, make good gains in their learning.
20. Provision for personal, social and health education is good and supported wherever possible by specialist teams, for example, in the pupils' education for the misuse of drugs. The school has recently formed a school council and has achieved an award as a "Health Promoting School."
21. The school has developed positive links with the local secondary school, Magnus CE Comprehensive, to which the majority of pupils transfer at the age of eleven. Year 6 pupils make several visits to Magnus and staff from Magnus visit Manners Sutton to speak with staff and to get to know the pupils.
22. There are sufficient teaching and support staff with appropriate qualifications and experience to meet the demands of the curriculum. The accommodation has been improved since the previous inspection and it now includes a community room and improvements to the playground and outdoor space, including new play equipment and climbing frames. The school is accessible for pupils with a physical disability. Resources for learning are satisfactory in all subjects. The small size of the school hall limits the provision for gymnastics and for accommodating visitors for school performances. The school compensates for this by making good use of the grounds for P.E. and by using the Robin Hood Theatre for staging performances.

### **Care, guidance and support**

The provision for pupils' care, welfare and support is very good

### **Main strengths and weaknesses**

- The school provides a friendly and secure environment that encourages pupils to do their best.

### **Commentary**

23. The level of pastoral care is very high with staff knowing the pupils and their families very well and understanding their learning requirements. Classroom assistants provide very good support to those pupils with special needs and to the children in the Foundation Stage, helping them to become more involved with their lessons and learning. Procedures for health and safety are good with governors playing an active part in ensuring the safety of the site. This allows the pupils to feel that they are in a safe and secure environment, which encourages learning. The headteacher ensures that all staff are well aware of their responsibilities for the protection of pupils. Accidents and injuries are treated promptly, records are kept and parents informed if necessary.
24. Pupils report that they have very good relationships with their class teachers and with the mid-day supervisor, and most find it easy to discuss any difficulties they are experiencing with their learning. Work is marked regularly but pupils could be given more guidance about how they could improve the standard of their work.
25. Procedures for helping pupils to settle into the pre-school and reception classes are effective with staff taking individual children's needs into account. Very small numbers of pupils join the school at other times but they are welcomed as part of the school family and given support to help them settle quickly and effectively into school routines. Transfer to secondary education is good with the headteacher maintaining close links with a number of local secondary schools.

26. From their early years, pupils are keen to get involved in the life of the school, its routines and activities. They gladly offer their services and willingly carry out tasks for the benefit of the school community. A school council has recently been elected to represent the views of the pupils. The members are very keen to develop the skills necessary to run the meetings themselves and provide feedback on their discussions to their peers. During the last academic year the council only met once each half term, which was not enough to keep the interest and momentum running for the decision-making process. However the school council now meets about once every three weeks. The council has been effective in representing pupils' views in that the school recently upgraded its outside play equipment, which allows more purposeful games to take place at break times.

### **Partnership with parents, other schools and the community**

A **strong** partnership exists between parents and the school. Links with other school and the community are **good**.

### **Main strengths and weaknesses**

- Parents offer strong support to the school
- Links with other schools contribute significantly to pupils' achievements
- A small number of parents feel they are not always fully consulted by the school

### **Commentary**

27. The school is successful in promoting good links with parents and this helps to ensure that pupils achieve well. Parents support the school strongly and appreciate the dedication of the teaching staff and the way all staff encourage their children to make progress and become more mature. The majority of parents feel welcome in the school, support its activities and provide financial help through the successful Friends' association. Parents are also directly involved in their children's learning both at school and at home, although some parents feel that homework needs to be strengthened, especially for the older pupils. The school is aware of this problem and has plans to consult parents about homework provision and to clarify for them any new arrangements.

28. The governors' annual report and the school prospectus provide parents with a wide range of useful information about the school and its activities. However, a significant minority of parents who completed the questionnaire would welcome more consultation by the school on their views. The pupils' annual progress reports comply with statutory requirements, although they are rather brief and provide little information about difficulties and the next steps needed for pupils to improve. These reports are, however, supplemented by three formal parents' evenings, spread across the academic year, when their children's progress and learning targets are discussed in depth with the class teacher.

29. The school has very good links with the primary schools in the locality. It has established satisfactory links with the main receiving secondary school, ensuring the smooth transfer of pupils into secondary education. The school is a valued member of a very flourishing local community. Pupils use the local church to celebrate religious festivals, contribute to the village magazine, and take part in drama productions in the local theatre. The school also hosts very successful adult education courses in ceramics and computing run by Newark and Sherwood College.

## LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The governors are involved in setting the overall direction of the school. The headteacher leads the teaching team effectively and successfully manages school improvements.

### Main strengths and weaknesses

- The governors are highly committed to the school and work closely with the headteacher to secure improvements
- The headteacher and staff work effectively as a team to provide a rich and well managed curriculum but co-ordinators need more opportunities to monitor teaching and learning in their subjects
- The school has established very productive links with the local cluster of small schools
- The school development plan contains clear priorities for improvement but lacks evaluative information.

### Commentary

30. The governing body offers good support to the school. It analyses test results and compares the school's performance with other, similar, schools. Most of the governors are new and have yet to receive training in their duties. Nevertheless, they have a sound grasp of the important issues facing the school and have overcome the difficulties of planning when the school's budget varies significantly from year-to-year due to the unpredictability of the numbers on roll. Their decision to set up a pre-school group and extend the Foundation Stage provision is an example of sound strategic planning. Performance management systems are firmly established and working well. Governors make regular visits to the school so that they can see for themselves how it operates and how effective it is.
31. The school has made satisfactory progress since the last inspection in 1998 and has worked hard to address the key issues raised in the last report. The headteacher has established a clear direction for the school's work with a focus on raising standards, particularly in literacy, numeracy and science. This has largely been successful, but could result in even higher standards if the teachers had higher expectations of the most able pupils. Detailed audits of the school's performance have been undertaken and have informed the plans for improvement. This is evident in the way the school has identified writing as an area for improvement and is planning strategies for raising pupils' achievement. The headteacher has monitored teaching and learning and this has brought about improvements, particularly in information and communication technology and physical education. He has also ensured that there has been an improvement in the quality of the curriculum provision. The school development plan is a useful planning tool that provides the governors with information about how their decisions are to be implemented. It is short in evaluative detail, however, about how successful the school has been in meeting its priorities and the governors lack information to help them evaluate the impact of their spending decisions. Subject co-ordinators have had few opportunities to monitor the quality of teaching and learning in their subjects and provide advice and guidance. Weaknesses such as the challenge for the most able pupils and the provision of investigational work in mathematics have not, as yet, been addressed.
32. Common to all small schools with few pupils and a small staff, providing a wide range of activities to enrich and broaden the curriculum provision is a significant difficulty. The school has responded very well to this challenge and the pupils' learning, and personal and physical development, benefit significantly from the links the school has established with other local primary schools. The *4KANDO* cluster of four schools organises combined local and residential

educational visits, drama workshops, and sporting events. It also allows the schools to share good practice and purchase educational material in bulk.

33. The budget information below shows that substantial funds have been carried forward over the past two years, but the decision to employ a teaching assistant in the junior class and to extend the Foundation Stage provision in 2004 will considerably reduce these reserves.

***Financial information for the year April 2002 to March 2003***

Income and expenditure (£)	
Total income	242,339
Total expenditure	215,098
Expenditure per pupil	4,055

Balances (£)	
Balance from previous year	28,925
Balance carried forward to the next	25,454



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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

At the time of the inspection there were four children in the Foundation Stage all attending on a part-time basis each morning. An appropriately qualified teaching assistant teaches them. The school has improved the accommodation and resources since the last inspection for this age group. The children are taught in a classroom with good facilities and the outdoor learning area has been purpose built for young children.

The provision in the Foundation Stage is **very good** in all areas of learning except in the physical area of development where it is satisfactory. This is an improvement since the last inspection.

#### **Main strengths and weaknesses**

- The quality of teaching is very good.
- The achievement by the children is good. All children are likely to exceed the early learning goals in five areas of learning by the time they start in Year1. They are likely to achieve the early learning goals in their physical development.
- The children are on course to meet the early learning goals in their physical development by the time they start in Year1. They could be provided with more opportunities to use large apparatus in the outdoor area.

#### **Commentary**

34. The children make good progress in their **personal, social and emotional development** The children are beginning to develop a good understanding of what is expected of them and learning the difference between right and wrong. They are becoming increasingly sensitive to other children's feelings. There is a secure and caring atmosphere where the contributions of all the children are valued. The teaching assistant uses praise and encouragement and this contributes to the growth of the children's self-esteem. When the children make mistakes or, when they do not succeed with tasks, they are encouraged to understand that they cannot always get things right first time and that they should persevere. The children are encouraged to think about their actions and to see how these affect other people. The children listen carefully and concentrate well when they are gathered together. There are very good relationships between the children and the children share resources sensibly and concentrate on the task they have been set showing a developing level of independence.
35. The teachers' planning emphasises the development of the children's language and literacy and much of the other work is planned around well-known stories such as Jack and the Beanstalk. Their achievement in **communication, language and literacy** and in their **mathematical development** is good. The skills of speaking and listening are taught very effectively through discussion and other activities. The children are encouraged to describe the food - porridge and jelly - that they have prepared in the *cookery* sessions. Opportunities such as these enable them to take turns in conversation and to explain their choices and actions. The children are gaining confidence when speaking to adults. Already some speak with some fluency and can provide detail when talking to other children. Early reading skills are developed through the sharing of books and stories and the children make steady progress as they 'read' a book using picture clues to guess what might happen next. In the lesson observed during the inspection they

referred to the *author*, *title* and *blurb* with confidence and understanding and could recall main events. Early phonic skills are developing well. The children are taught initial letter sounds and they can identify many of them. The teaching assistant makes it fun by teaching amusing songs containing the letter sound. In mathematics the work becomes progressively more challenging, matching the children's ability so that they grow in confidence and understanding. The children learn the concept of measuring using arbitrary units. Number recognition is made exciting in activities that are carefully designed to engage the children. The children learn to identify and name shapes such as triangle and square.

36. A very good feature of the teaching is the way the children's progress is recorded and their assessment used to plan the next stage of their learning. This accounts for the very rapid progress that they are making in many areas of learning and their good achievement. The teaching assistant plans activities that arouse the children's interest. This is very evident in the work planned to develop their **knowledge and understanding of the world**. The children achieve well in making sense of the world around them; why things happen, how things are made and observing changes. The children have learned about the habitats of animals that live in contrasting hot and cold environments. The children find out about why plants need light to grow through investigations with cress. They have covered directional work with the story Peace at Last providing the motivation for them to locate and name animals that are 'found' in the story by following directional instructions.
37. The children's **physical development** is satisfactory. They improve their manipulative skills well through practical activities such as constructing, cutting, printing, drawing, painting and gluing. They can roll out dough and use tools confidently and safely. There was no opportunity to observe outdoor activities during the inspection. However, the children have not been given the opportunity to use the large climbing apparatus to develop their confidence and independence in movement. The scrutiny of curriculum planning and the evidence from children's work displayed in the classroom indicates that they are provided with a stimulating range of activities to promote their **creative development**. They are provided with many opportunities to experiment with colour, texture and shape and they can mix paints, choose colours and paint confidently. They have worked with clay, paint, crayons and collage materials creating a Giant's Castle, puppets and leaf and bark rubbings. The children listen to music and make their own. The teaching assistant introduces them to works of famous composers that are played during practical activities and the children can identify some of the instruments played. There are good opportunities for the children to participate in imaginative play and they demonstrate their initiative and improve their communication skills in the different roles that they adopt.

## ENGLISH

Provision in English is **satisfactory**.

### Main strengths and weaknesses

- Standards are above average in reading and writing at the end of Year 6 and well above average in speaking and listening
- Standards are well above average in reading, writing, speaking and listening at the end of Year 2
- The quality of teaching is good overall
- The pupils enjoy the subject, work hard and behave well in lessons
- Pupils with special educational needs make good progress
- The marking of pupils' work is inconsistent and often does not tell the pupils how they can improve
- The work is not demanding enough for the most able pupils
- Pupils have too few opportunities to use and develop their writing skills in other subjects
- Homework is not always challenging and does not always link with the work done in lessons

## **Commentary**

38. Two lessons were seen and a sample of the pupils' work in all year groups was analysed. The overall standards the pupils attain are well above average at the end of Year 2 and above average at the end of Year 6. Achievement is satisfactory. Pupils with special educational needs are well supported and make good progress. A significant number of the more able pupils underachieve.
39. The enthusiasm displayed by the teachers and the good support and encouragement of parents, results in most pupils enjoying reading and having a love of books. Pupils make good progress in their reading. They enjoy talking about their favourite authors and characters, and refer to texts to support their views. They know how to find books in a library and have some opportunities to carry out their own research.
40. The pupils have very good opportunities to take part in drama and school performances which effectively contribute to their high standards in speaking and listening.
41. Not enough emphasis is given to pupils using and developing the basic skills of spelling and punctuation in their writing. Dictionaries and lists of common words are not readily available on tables to support pupils and there are few examples on display of interesting vocabulary, complex sentences and key features of different texts for pupils to use. As a result, the pupils do not always check the spellings of words or use exciting vocabulary and complex sentence structures in their writing. Marking of work is inconsistent and often does not tell pupils what they need to do next to improve.
42. Teaching and learning is good in Years 1, 2 and 3 and satisfactory in other year groups. Good teaching is characterised by the teacher's secure knowledge and understanding of the curriculum, high expectations of the pupils' capacity to learn, effective planning and good use of time and resources. A range of teaching methods is used so that lessons move at a fast pace and pupils' interest is maintained. Work is set which caters well for pupils of differing abilities.
43. Teaching is satisfactory in other year groups and most pupils' learning and progress is satisfactory. In these lessons, the relationship between the teacher and the pupils is good, and the teacher works hard to try and make the work interesting and varied for the pupils. However, the teaching is less effective because the teacher talks for too long at the start of each lesson and relies too heavily on closed "question and answer" techniques, giving the pupils little opportunity to express their own ideas. It is often the same pupils who tend to respond whilst the majority sit passively. This slows the pace of learning. In planning lessons and in setting homework, greater attention is given to the activities that pupils will carry out rather than to the actual learning that is to take place.
44. Across the school, pupils are regularly asked to complete worksheets that do not require them to think about the audience or purpose of their writing. Teachers' expectations of how work should be presented and of how much should be completed are not always sufficiently high, with the result that handwriting is often untidy and work remains unfinished.
45. The co-ordinator is very hard working and enthusiastic, and is committed to raising standards further. Insufficient time has been allocated to monitoring standards in English and to further developing staff expertise. Resources are satisfactory overall and enhanced by an attractive, well organised library area. There has been satisfactory improvement since the school was last inspected.

## **Language and literacy across the curriculum**

46. Language and literacy could be used more effectively to support work across the curriculum. The pupils apply their very good speaking, listening and reading skills to work in all subjects. However, the pupils have limited opportunities to apply their writing skills in subjects such as science, R.E., history and geography, and this slows the progress they make in their writing. More opportunities

should be created for pupils to use computers to conduct research, assist with editing and presentation of work and to raise standards in spelling through the use of educational games.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards are well above average at the end of Year 2 and above average at the end of Year 6
- The expectations of the most able pupils in Years 4,5 and 6 are not high enough
- There are insufficient opportunities for the pupils to carry out investigations and to solve problems.

### **Commentary**

47. For the past three years the results at the end of Year 2 and Year 6 have been high. The teachers' consistent implementation of the Numeracy Strategy, with its emphasis on developing the pupils' mental calculation skills and their understanding of the processes of mathematics, has had a considerable impact upon the standards. Results are not as high in 2003 at the end of Year 6 and the inspection of the pupils' work and lesson observation confirms that the most able pupils in the junior class could do better if they were given more challenging work.
48. The quality of teaching overall is good. Two lessons were observed during the inspection. The arrangements to teach the Year 3 pupils in the infant class are working well. The teacher matches work closely to the needs of each pupil and their achievement is good. A strength of the teaching is the way in which the teacher pitches questions in the mental starter session to challenge the pupils and she ensures a very brisk pace to their learning. The teachers in both classes have good subject knowledge and identify clear objectives for learning that they share with the pupils. The lesson observed for the older pupils was well resourced and the majority of the pupils made good gains in their understanding of calculating the perimeter of simple and complex shapes. This work, however, underestimated the most able pupils and, consequently, they did not make the gains in their learning that might be expected. A strength of the teaching across the school is the way in which the pupils are taught to understand place value. Their ability to carry out calculations develops at a rapid pace as they move through the school and they eventually become very competent with number relationships, factors and multiples and calculating with fractions and decimals.
49. A weakness in the mathematics provision is that the pupils have too few opportunities to apply their knowledge and understanding to solve problems in real and imaginary situations. There is little evidence in their workbooks that they regularly work with data or present information graphically. More use could be made of computers to support their work.
50. A combination of sound subject leadership and good teaching has raised the standards in recent years. Professional development is satisfactory, but it now needs to focus on providing teachers with the skills to extend the range of the pupils' work in applying their knowledge and to challenge the older most able pupils more effectively.

### **Mathematics across the curriculum**

51. This is satisfactory overall. Limited opportunities are provided for the infant pupils to apply their skills. Numeracy skills are used well in science in the junior class. This is evident in science in the junior class when the pupils accurately measure water levels in millilitres before and after tests to determine the absorbency qualities of different materials. They also produce tables of measurements in work on forces. Mathematics could be used more regularly to support subjects such as history, geography and ICT.

## SCIENCE

Provision in science is **good**.

### Main strengths and weaknesses

- Standards are above average at the end of Year 2 and high at the end of Year 6
- Many opportunities are provided for investigational work in the juniors but few in the infants
- The leadership and management of the subject are good and, together with the good teaching, have led to significantly higher standards since the last inspection

### Commentary

52. The pupils in the infants cover a wide range of work and build up a good breadth and depth of scientific knowledge but their understanding of how to use this knowledge to design experiments and draw conclusions is underdeveloped. The inspection of the work completed in the last academic year, for example, reveals that the pupils achieve well and have a very good understanding of growth, the body and the senses. The pupils can talk knowledgeably about this aspect of science as well as the properties of materials. Much of the work, however is work sheet based and the pupils do not have enough opportunities to learn how to carry out their own investigations and little chance to plan experiments for themselves. Much of the written work requires pupils to complete worksheets and this limits independence and restricts the ways that they can record their work. Opportunities for them to improve writing skills are missed.
53. In the juniors the curriculum is carefully planned. The pupils carry out many investigations themselves. They make predictions, accurately describe experiments and record their findings in a variety of ways. Their books contain neat diagrams and carefully presented work. Discussions held with pupils show that they are motivated and interested in science. They have a good understanding of a fair test and the control aspects of experiments and are adept at drawing conclusions from their investigations. More opportunities could be provided for them to plan investigations and to make greater use of computers to present their findings.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision is **satisfactory**

### Main strengths and weaknesses

- The pupils acquire good levels of skill but do not have sufficient opportunity to use and apply their skills across the curriculum.
- Regular use of the computer suite is improving the skills of all pupils and standards are broadly average by the end of Year 2 and 6.
- In-service training has improved the expertise and confidence of the teachers

### Commentary

54. It was not possible to judge the quality of teaching and learning. No lessons were observed during the inspection but computers were used in one lesson by a small group of pupils writing a play script. The inspection of the pupils' workbooks and the sampling of the pupils' saved work on diskettes provided information about the range of their work across the curriculum. The work shows that the pupils acquire a good range of skills by the end of Year 6 in, for example, obtaining information from the internet, spreadsheet modelling and word processing. They can

use images to illustrate their writing and use a range of fonts and pictures to create attractive titles for their work in other subjects. Achievement is satisfactory.

55. The acquisition of an ICT suite and the development of the teachers' own expertise has improved since the last inspection. A scheme of work based on nationally recommended guidelines sets out clearly what is to be taught in the subject and the scrutiny of the teachers' planning indicates that it is used effectively in planning lessons. This ensures that the skills are developed progressively from one year to the next
56. The subject is well led and managed by the coordinator and a good development plan identifies what is to be done to further improve the subject. Older pupils have visited a kitchen manufacturer to find out how ICT is used in designing kitchens

### **Information and communication technology across the curriculum**

57. The pupils have used their word processing skills to download and edit information about Buddhism in religious education and the Romans in history. They also make good use of art programs in the infants and mathematics programs to improve computational skills. Overall, however, work of this kind is limited and computers are not used enough to support learning across the curriculum particularly in science and mathematics. The co-ordinator has identified that more needs to be done to extend the range of cross-curricular work and also to provide the pupils with greater opportunities to carry out independent research.

## **HUMANITIES**

### **HISTORY**

Provision is **good**

#### **Main strengths and weaknesses**

- Standards are above national expectations and the achievement is good
- The pupils have a good knowledge of the range of sources for historical research
- Good use is made of visits to enhance pupils' learning
- Pupils' work could be presented to a better standard

#### **Commentary**

58. The teaching and learning in history is good. The subject is planned carefully across the school ensuring that the pupils cover different topics in each year group. The pupils develop a good understanding of chronology and when sharing their knowledge with inspectors the older pupils were easily able to order significant historical events across the ages. Timelines displayed in the classroom aid their understanding. There is a strong emphasis on teaching how history is interpreted and how to use the evidence available to gain information. In an excellent lesson observed during the inspection the infant pupils achieved particularly well as they were taught in an imaginative way about the sources of information available on the great Fire of London. High expectations of the pupils and skilful questioning by the teacher resulted in the pupils improving their understanding and use of historical evidence. Discussions with older pupils revealed that this knowledge is effectively developed and at the end of Year 6 the pupils can identify and explain a variety of ways of interpreting the past. When discussing the death of the Egyptian Pharaoh Tutankhamen, the pupils referred to the exhumation of the mummy and the medical reports on the skull that confirmed how the king had died.
59. Visits that enhance the pupils' historical knowledge form a regular part of the curriculum and artefacts are used well to deepen their understanding. Together with pupils from the local cluster

of schools visit are organised to museums in York and Leicester. The pupils are able to talk knowledgeably and in detail about Ancient Egyptian life and the events taking place during the reign of the Tudor monarchs.

60. The way that the pupils present and record their historical studies could be much better. Their books contain many work sheets that do not adequately develop the pupils' writing or research skills. Whilst there were a few examples of extended writing in the subject, this was not a common feature of the work. Computers are rarely used as a means of independent learning in history. The leadership of the subject is satisfactory
61. Work was sampled in **geography** and no lessons were seen. It is not possible to form an overall judgement about provision in the subject. Indications from the pupils' work are that standards are broadly average and similar to those found at the last inspection.

## RELIGIOUS EDUCATION

Provision for religious education (RE) is **satisfactory**.

### Main strengths and weaknesses

- Visits to places of worship and visitors to school make a valuable contribution to learning
- The pupils enjoy the subject, work hard and behave well in lessons
- The pupils show sensitivity and respect for other peoples' beliefs
- There is insufficient challenge for the more able pupils
- Marking does not tell pupils what they need to do next to improve their work
- Pupils have insufficient opportunities to practise their writing skills in the subject

### Commentary

62. One lesson was observed and samples of work from all year groups were inspected and discussions held with pupils. Standards are in line with those expected. Achievement is satisfactory and all pupils, including those with special educational needs, make satisfactory progress in their learning. The pupils have very good attitudes. They recognise that different religions have similarities as well as differences and show respect for different views and beliefs. They have good opportunities to reflect and make comparisons to their own lives. For example, pupils in Years 1-2 compare the gifts of love for Jesus in the Christmas story to their own gifts of love such as "giving a hug, washing the car, cleaning the dustbin and having a photo with my brother." They work hard in lessons and present their work neatly.
63. The pupils have good opportunities to visit a range of churches including Southwell Minster and a Methodist church as well as places of worship from other religions such as a Nottingham Synagogue. They learn from local clergy who come into school to talk about the church calendar and church routines. Such visits and visitors greatly enhance the pupils' understanding of the importance of religion in the lives of different people. They know that religion can give people a sense of belonging.
64. Teaching is satisfactory overall. In a good lesson seen in Years 3-6, a member of the local clergy explored the Christian belief of life after death. He created a strong sense of spirituality by sharing his experiences and feelings with the pupils, conveying his sense of wonder for this life and the Christian belief of a better life to follow after death.
65. Frequently the same work is set for all of the pupils regardless of their differing abilities, which results in a lack of challenge for the more able pupils. There are limited opportunities to link work in RE to other subjects such as geography, history, ICT and literacy. Pupils are often given worksheets to record their work rather than writing their ideas independently, and this slows the

progress they make in their writing. In their marking, teachers do not generally tell pupils what they need to do next to improve their work.

66. Co-ordination of the subject and improvement since the last inspection is satisfactory. There are appropriate systems to assess the pupils' knowledge and understanding. Resources have improved overall but there are still insufficient modern Bibles for the pupils to use. Little attention has yet been given to monitoring standards in Religious Education throughout the school.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

67. Only one lesson was seen in art and design and physical education and none in design and technology and music. It is not therefore possible to make a clear judgement about provision in these subjects. As well as observing the two lessons the inspectors discussed the subjects with co-ordinators, analysed the pupils' work and had talks with the pupils about what they had learned in design technology.
68. Work is planned in **art and design** on a two year rolling programme to cater appropriately for the needs of pupils in mixed age classes. Staff are enthusiastic and, in turn, convey their enthusiasm to pupils who are keen to learn. Relationships with the pupils are very good with the result that they feel confident to experiment and explore different media.
69. There are good links to learning in other subjects. For example, in Years 3-6, the pupils use a study of the rainforest in geography as a stimulus for collage work. In Years 1-2, the pupils use computers to produce images in the style of Jackson Pollock and Mondrian and, in literacy, write instructions about making a collage. Sketchbooks are beginning to be used effectively by pupils to record observations, gather information and experiment with pattern, colour, line and tone. An after-school art club makes a valuable contribution to learning. However, in some lessons the objectives for learning are too broad so that the pupils do not have a clear understanding of what they should be learning. More emphasis needs to be given in Years 3 to 6 to studying the work of famous artists to support learning in art as well as pupils' cultural development.
70. The co-ordinator is knowledgeable and experienced and well placed to raise standards further. Resources and improvement since the school was last inspected are satisfactory. There are appropriate systems to assess the pupils' knowledge and understanding. Little attention has yet been given to monitoring standards in art throughout the school.
71. Scrutiny of planning in **design and technology** shows that there is an appropriate scheme of work which meets national requirements. Discussions with pupils indicate that insufficient use is made of computers for pupils to gather information, plan their work and to create a quality finish to their products. Resources for design and technology and leadership and management of the subject are satisfactory.
72. Scrutiny of planning in **music** shows that there is an appropriate scheme of work which meets national requirements. Resources for music are satisfactory. The co-ordinator is enthusiastic and leads and manages the subject satisfactorily within the constraints of the time available to her.
73. The scrutiny of teachers' planning and conversations with the pupils and the subject leader indicates that **physical education** has a secure place in the curriculum. The pupils are provided with a broad and balanced physical education curriculum that includes dance, gymnastics and games. Pupils also have swimming lessons and they all have the opportunity to swim on a weekly basis during the autumn term. All groups of pupils, including those with special educational needs, are given equal opportunities to take part in all aspects of the physical education curriculum. The school hall is very small and gymnastics and games take place on the playground and field when weather permits. The school also makes good use of the sports hall at the local secondary school. A games lesson was observed in the junior class in which the pupils practised their controlling, passing and shooting skills in football and netball well. This lesson was



well planned and effectively managed with the classroom assistant working satisfactorily with older pupils. In the football session the pupils developed good control. They controlled the ball well with their feet when stopping and moving in another direction. In netball the pupils make steady progress in learning the technical skills of passing and moving into a space to receive the ball. At the start of lessons the pupils revealed a good understanding of how warm-up exercises should be used to prepare them for vigorous exercise. The resources available for the lesson were good.

74. The school has improved the opportunities for physical education since the last inspection and the pupils are provided with a range of sporting activities such as rugby, football, cricket, athletics and tennis. Competitions and other events such as the festival of sport are planned with the local cluster of schools. The pupils speak enthusiastically about what is on offer and the attendance at the clubs is very high. The school has been very successful in recent years in the competitions in which it has taken part. The co-ordinator is very enthusiastic and his commitment to the provision of a broad physical education programme results in a wide choice for the pupils.

#### **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

75. No personal, social and health education lessons were seen during the inspection. However, the school does follow a programme of work that is carefully planned and co-ordinated and discussions with the pupils indicate that these programmes are implemented effectively.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

