

INSPECTION REPORT

OUR LADY AND ST EDWARD CATHOLIC PRIMARY SCHOOL

Nottingham

LEA area: Nottingham

Unique reference number: 122784

Headteacher: Miss Helen Farrell

Lead inspector: Mrs Barbara Crane

Dates of inspection: 29th June – 1st July 2004

Inspection number: 257106

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 aided
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	196

School address:	Gordon Road St Ann's Nottingham
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Postcode:	NG3 2LG
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Telephone number:	01159155800
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Fax number:	01159155801
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Appropriate authority:	Governing body
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Name of chair of governors:	Mrs R Marshall
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Date of previous inspection:	May 1998
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CHARACTERISTICS OF THE SCHOOL

This Catholic primary school is slightly smaller than most schools. It takes children from the age of three to eleven years and has 179 pupils in Reception to Year 6 and a further 34 children who attend part-time in the Nursery. Children's attainment when they start in the Nursery is well below average.

The level of entitlement to free school meals is above average, at around a third of the pupils. More pupils leave or join this school than in most schools. Typically, around a third of the year group has changed by the time pupils get to Year 6.

Although most of the pupils come from white, British families, several other ethnic groups are represented in the school. Eight of the pupils are at an early stage of learning English as an additional language. A very small number of pupils come from refugee or asylum-seeking families. The number of pupils from these families can vary considerably across the year.

A quarter of the pupils in Reception to Year 6 are on the school's list of special educational needs, which is higher than average, but there are no Statements of Special Educational Need, which is the policy for this local education authority. Pupils' needs are wide and include profound and multiple learning difficulties, speech and communication, visual impairment and social and emotional needs.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21227	Barbara Crane	Lead inspector	English Art and design Foundation Stage
9092	Ron Elam	Lay inspector	
32827	Jackson Marshall	Team inspector	Mathematics Information and communication technology History Geography
32926	Pauline Hilling-Smith	Team inspector	Science Design and technology Music Physical education Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school that includes all pupils so that they thrive and mature very well. The pupils achieve well to reach average standards by the time they leave. A significant factor in pupils' good progress is the good quality teaching that instils in pupils the desire to learn. The headteacher's very clear vision of providing a broad education that benefits all pupils, and the school's good management, underpin its success. The school provides good value for money.

The school's main strengths and weaknesses are:

- The school includes pupils very well and builds their self-esteem so that they feel they can succeed.
- Pupils with special educational needs and those who are learning English as an additional language achieve very well because of very effective support.
- Standards in reading are above average.
- Pupils' personal development is very good, as are relationships.
- A few of the more able pupils in Years 3 to 6 should be doing better in writing, mathematics and science.
- Teachers' marking does not always help pupils to understand how they can improve their work.

There has been good improvement since the school was last inspected in 1998. Standards are higher and pupils with special educational needs now make very good progress. There has been good improvement in teaching, resources and standards in information and communication technology (ICT). The school takes better care of its pupils than previously.

STANDARDS ACHIEVED

Pupils' achievement is good. More pupils join and leave this school, at times other than the normal points, than in most schools. The data given below needs to be treated with caution because there is no information about the prior attainment at the end of Year 2, of a significant number of pupils who take the tests at age eleven. The school's detailed tracking of pupils, however, shows that nearly all pupils make good progress and this is confirmed by inspection evidence. From a well below average starting point, children do well in the Nursery and Reception classes, even though they do not reach the expectations for their age by the time they start in Year 1 in the language, literacy and mathematical areas of learning. Standards in Year 2 are currently below average in reading and writing because a high proportion of pupils in this year group have special educational needs involving language and literacy. Standards are average in mathematics and science. Standards in English, mathematics and science are average in Year 6. Pupils do particularly well in reading and standards are above average by the time they leave. Standards in ICT are average. Pupils with special educational needs and those who are learning English as an additional language achieve very well because of very well targeted support that gives them what they need. There are a few of the more able pupils in Years 3 to 6 who should be doing better in writing, mathematics and science.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	D	D	E
Mathematics	C	E	D	E
Science	D	E	E	E

*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.*

Pupils' personal development, including their spiritual, moral, social and cultural development, is **very good**. Pupils' behaviour and attitudes are very good. Pupils of all ages, backgrounds and ethnic groups get on very well together because of the school's excellent promotion of racial harmony and good relationships. Pupils are given very good guidance by the staff so that they understand the importance of making the right decisions about behaviour and taking responsibility for themselves and others. Pupils are very keen to learn and enjoy working together. They quickly befriend newcomers to the school. Attendance is average and pupils come to school on time, ready to work and make the most of what the school offers them.

QUALITY OF EDUCATION

The school provides a good quality education. Teaching and learning are good and meet the needs of nearly all pupils well. Children in the Nursery and Reception classes get off to a good start because the staff have high expectations and know what young children need to feel secure and enjoy learning. All teachers promote pupils' speaking very effectively. Teaching assistants work effectively as part of the team in all parts of the school and give very good support to pupils who need extra help. There are good checks on how well pupils are doing so that work is planned to move them on to the next step but this information is not always used as precisely as it should be to consistently challenge a few of the older more able pupils. The pupils want to learn because of the warm encouragement of the staff and the good, interesting curriculum. Teachers' marking, however, does not always help pupils to understand what they need to do next to improve their work. There are interesting activities outside normal lessons and pupils are keen to join in. Pupils are well taken care of very well and they know who to talk to if they have problems. The school has a good partnership with parents, seeks their views about important things and acts upon them.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. Good management means that extra help and resources are directed towards the pupils who most need them. There is good leadership by the headteacher, who provides a very clear vision and direction for the school that ensures that the school's aim of including all pupils is very well reflected in its everyday work. Key staff carry out their responsibilities well. The school knows what it needs to work on next through its good evaluation of its strengths and weaknesses. This has led to good improvement in standards in writing and in investigative work in mathematics and science, as well as improved standards in ICT. There have been too few checks, however, to see that the school's guidance for ensuring that teachers' marking is consistently helpful to pupils is implemented consistently. The governance of the school is good and all statutory requirements are met. The staff and governors share the same aims and everyone knows what the school's priorities are and what they need to do to help it improve further.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents appreciate the school's efforts to build a harmonious community in which their children can do well and feel valued as individuals. They feel welcome in school. Pupils enjoy being part of the school's community and feel that they can make a difference because they have a voice in shaping improvements.

IMPROVEMENTS NEEDED

The most important things that the school needs to work on next are:

- Ensure that a few of the more able pupils in Years 3 to 6 are making the best possible progress in writing, mathematics and science.
- Improve the consistency with which teachers' marking gives pupils a clear idea of what they need to work on next.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is **good** and standards are **average** by the time they leave the school.

Main strengths and weaknesses

- Pupils achieve well in all parts of the school and children get a good start in the Nursery and Reception Years.
- Standards in reading are above average by the time pupils leave at the end of Year 6.
- Pupils with special educational needs and those who are learning English as an additional language achieve very well.
- A few of the more able pupils in Years 3 to 6 should be doing even better.

Commentary

1. There has been good improvement since the last inspection. Pupils' achievement is good. The school's picture of standards over time has been consistently higher at the end of Year 2 than Year 6 and while the trend in standards for seven year olds has been higher than that seen nationally, it has been below the national average for eleven year olds. However, a high proportion of pupils change after Year 2 and so about a third of the pupils in Year 6 did not take the national tests at the school at age seven. A significant minority of pupils join from schools abroad. Pupils who join the school are quickly assessed and given work at the right level to help them make good progress. The school tracks pupils' progress very closely and records show that nearly all make good progress from a well below average starting point in the Nursery. This is reflected in the inspection evidence.
2. Children in the Nursery and Reception classes get what they need to make a solid start to their education. They achieve well, even though they mainly do not reach the goals set for their age in communication, language and literacy and the mathematical area of learning, and standards are below those expected at the end of the Reception Year. In all other areas, children do meet the expectations for their age and attain average standards by the end of Reception.
3. Standards in Year 2 are currently below average in reading and writing and are average in mathematics and science. This is a lower than average attaining year group, with a high proportion of pupils with special educational needs; these pupils have done very well to reach these standards.

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

Standards in:	School results	National results
Reading	16.4 (15.9)	15.7 (15.8)
Writing	16.0 (15.3)	14.6 (14.4)
Mathematics	17.4 (17.5)	16.3 (16.5)

There were 28 pupils in the year group. Figures in brackets are for the previous year

4. Standards in English, mathematics and science are average in Year 6. Again, pupils achieve well. Pupils do particularly well in reading and standards are above average by the time they leave. Pupils read with accuracy and expression and have a broad experience in reading that supports their ability to distinguish different types of books and to decide on preferences.

Standards in investigative work in science have improved, leading to better overall achievement by pupils.

5. Standards in ICT are average in Year 2 and Year 6 and pupils use their skills well in other subjects.
6. Pupils with special educational needs and those who are learning English as an additional language achieve very well because of very well targeted support that gives them what they need. There are a few of the more able pupils in Years 3 to 6 who should be doing better in writing, mathematics and science. They do not make the best possible progress because teaching does not always enable them to start at a more challenging point than other pupils.

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

Standards in:	School results	National results
English	25.5 (26.3)	26.8 (27.0)
Mathematics	25.7 (24.6)	26.8 (26.7)
Science	27.4 (27.4)	28.6 (28.3)

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

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. Their personal development, including their spiritual, moral, social and cultural development, is **very good**. Punctuality is **good** and attendance is **satisfactory**.

Main strengths and weaknesses

- The school helps pupils to feel that they can succeed and includes them very well.
- Pupils from different ethnic backgrounds, abilities and age groups get on extremely well.
- Pupils want to learn; they behave very well and show very responsible attitudes.

Commentary

7. The pupils feel that the staff respond to them in a way that enables them to feel secure and succeed in their work and personal development. This means that pupils have very good attitudes to school. The school gives a high priority to promoting racial harmony, and pupils from all kinds of backgrounds get on extremely well together. They show a deep respect and understanding of others' values, interests and feelings. Relationships between pupils are very good. They work and play together happily, with a very good regard for others' needs. This is encouraged right from the start in the Nursery class, where children quickly learn the benefits of co-operation and good manners. New pupils of all ages are warmly welcomed into the school and befriended by classmates.
8. Pupils' moral development is very good because the school deals well in the curriculum with the treatment of important issues. In an assembly, for example, Year 2 pupils performed a dance that symbolised how people need to be strong to overcome the effects of prejudice. Pupils' behaviour is very good; they know the rules and keep to them. There are high expectations of behaviour that are reinforced consistently and to which pupils respond very well. Pupils listen and respond politely to each other and adults. They take a full part in expressing their views about school through the mixed age circle times designed for this purpose.
9. Pupils show a mature understanding of the importance of contributing to the school and wider community. They carry out helpful tasks, such as organising equipment for use at playtimes or

helping with arrangements at lunchtime. During assemblies they consider those less fortunate than themselves and consider ways to help other communities. Older pupils understand the complexity of the community in which they live and consider the challenges that this presents.

10. Spiritual development is very good. It is well planned and involves pupils at the right level, enabling them to respond well. Music and art are used particularly well to generate spiritual awareness and pupils have very good opportunities to talk about their feelings. Pupils develop a good understanding of different cultures and beliefs through work in geography, music and dance but some opportunities are missed to fully develop pupils' understanding of art and design from different cultures.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.3	School data	0.5
National data	5.4	National data	0.4

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

11. The level of attendance has steadily improved since the last inspection and is now similar to that of primary schools around the country. A number of families insist on taking holidays during term time but the actions of the school are starting to reduce the effect of these. The higher than usual unauthorised absence reflects the difficulty the school has in obtaining reasons for absence from some families. Punctuality is good and pupils come ready to work and make the most of the school day. There has been one exclusion in the previous year.

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	133	1	0
Mixed – White and Black Caribbean	9	0	0
Mixed – White and Asian	3	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – any other Asian background	7	0	0
Black or Black British – Caribbean	22	0	0
Black or Black British – African	3	0	0
Chinese	1	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality education. The pupils want to learn because of a stimulating curriculum. Teaching and learning are good and pupils are taken care of well. There is a good partnership with parents.

Teaching and learning

Teaching and learning are **good**. Assessment is **satisfactory**.

Main strengths and weaknesses

- Teaching of speaking and reading is very good.
- All teaching provides warm encouragement for pupils and interesting activities so that they are engaged by learning.
- Children's personal development is very well supported through teaching in the Foundation Stage.
- There is very good support for pupils with special educational needs and those who are learning English as an additional language.
- There are high expectations of behaviour to which pupils respond very well.
- Teachers' marking does not always give pupils sufficient guidance, and assessments are not always well used to provide challenging work for a few of the more able pupils in Years 3 to 6.

Commentary

12. There has been good improvement in teaching since the last inspection. The teaching of literacy and numeracy skills is good throughout the school and the national strategies are well used and adapted to ensure that learning is good at all stages. Initiatives to improve pupils' writing and reading have been carefully followed by teachers and so pupils' achievement has improved and standards are higher than at the last inspection. Similarly, the emphasis in teaching about different strategies to solve problems in mathematics has led to improvement in standards.
13. There are plenty of opportunities for pupils to talk about their ideas and for them to use the vocabulary that they have learned that is specific to subject. Teachers value pupils' contributions and good questioning extends both pupils' responses and their understanding. This is a major factor in pupils' good achievement in mathematics and science, where pupils talk about how they have arrived at solutions or how they might set about finding answers. In reading, the basic skills are very well taught so that pupils learn how to use the sounds of letters, the sense of the sentence and other clues to help them work out unknown words. All abilities of pupils read challenging texts and talk to adults about them so that their understanding of what they read increases.
14. Pupils want to learn because the work is interesting and the staff praise and encourage their efforts. There is a purposeful atmosphere in lessons and the pupils work together happily, willingly sharing their ideas. This level of co-operation is very well nurtured through teaching, starting in the Nursery. In one lesson, for example, Nursery children were guided by the teacher to enact parts of the story of the 'Three Little Pigs' in the outdoor play area and the children quickly saw the benefit of working together to create the scene with props and how they needed to support each other through speaking as characters to move the action along. Pupils behave very well in lessons because of teachers' high expectations of them. This means that pupils are able to get on with their work without distraction and teachers can focus on raising pupils' skills.
15. Support for pupils with special educational needs is very good. Teaching assistants play a vital role in support and are very effective. This was evident in a small group session with Year 5 pupils, where support focused closely on specific areas of speaking and listening, reading and spelling. Pupils' learning was very good in this session because the teaching assistant knew exactly what these pupils needed to work on next through the very good guidance in their individual education plans. Pupils who are learning English as an additional language receive similarly high quality support and so make very good progress.

16. Assessment is good in the Nursery and Reception classes and is well used to pitch work at the right level for children's different stages of development. Assessment is satisfactory in Years 1 to 6 but teachers' marking does not always follow the good guidance given in the school's policy. Too often, marking gives limited guidance to pupils on what they need to do to improve. There are some very good examples of marking in Year 2, but the overall quality throughout other years is very variable. In Years 3 to 6, teaching does not always maximise opportunities for a few of the more able pupils to make the best possible progress because the pupils sometimes spend too long on consolidating what they have already learned in writing, mathematics and science rather than quickly moving on.

Summary of teaching observed during the inspection in 27 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7	12	8	0	0	0

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

The curriculum

The school provides a **good** curriculum for its pupils and there is **good** enrichment through additional activities. The school's staffing, accommodation and resources are **satisfactory**.

Main strengths and weaknesses

- There are some good links between subjects so that pupils see the relevance of their learning and pupils' personal development is very well promoted through the curriculum.
- Skills in speaking, reading, writing and ICT are well used across all subjects.
- There is very good provision for pupils with special educational needs and those who are learning English as an additional language.
- There is an interesting range of activities outside normal lessons.
- The curriculum is sometimes not as well adapted for a few of the more able pupils in Year 3 to 6.

Commentary

17. The school teaches everything that it needs to and supports the pupils' personal development very well through teaching about the need to keep safe, to have a healthy lifestyle and to take responsibility for being part of a community. The curriculum is extended through a good range of interesting activities outside normal lessons that pupils enjoy and from which they benefit in extending social as well as other skills. There are visits to the theatre and a local hospital as well as visitors who talk to pupils about the dangers of drugs. A poet visits and actors work with pupils to put on a performance for the whole school in a workshop lasting a day. Older pupils talk about how much they have enjoyed taking part in ice-skating, contemporary dance sessions, and basketball, football and tennis clubs out of school hours.
18. While there is a good emphasis on literacy and numeracy in the curriculum, the school ensures that pupils' learning is broad and that lessons make the most of links between different subjects. This makes the work more relevant for pupils. Pupils use their skills in speaking, reading, writing and ICT particularly well across all areas of the curriculum because the staff look carefully at how these opportunities can be exploited. Year 2 pupils, for example, use what they have learned in geography to create a leaflet giving information to tourists about particular holiday destinations. Pupils talk about their ideas confidently because they have been taught the vocabulary to use and they know others will listen to them and take note of their ideas.
19. Provision for pupils with special educational needs and those pupils who are learning English as an additional language is very good. Pupils' specific needs are closely identified and very well catered for through detailed individual education plans that set out precise targets. Very

good progress is made in reaching these targets because of well-trained teaching assistants who know exactly what to do to help these pupils succeed. All staff check carefully that pupils who are learning English as an additional language understand any technical language connected to subjects and so can take a full part in lessons and benefit from all activities.

20. A relative weakness in the curriculum is that a few of the more able pupils do not get as far as they should do in some lessons because the work is not always adapted sufficiently to enable them to make the best possible progress. Although more challenging work for these pupils is nearly always planned, they sometimes do not finish it; this because they sometimes start at the same point as pupils of lower ability and have to complete work that they can already do.

Care, guidance and support

The school takes **good** care of its pupils. It provides **satisfactory** support, advice and guidance for pupils and involves them **well** in its work and development.

Main strengths and weaknesses

- The pupils trust the teachers and other staff and know there is always someone to whom they can turn.
- The school provides a good variety of opportunities for pupils to express opinions about life in the school.
- There are good arrangements to enable new pupils to settle in.
- Pupils sometimes lack guidance through teachers' marking.

Commentary

21. There has been good improvement in this aspect of the school's work since the last inspection. The school has a range of health and safety risk assessments covering different areas of school life. The local authority visits the school regularly to review the school's overall procedures for identifying risks and reports back to the governing body. The governors also regularly tour the school to identify any hazards. Teachers ensure that pupils are made aware of health and safety issues during lessons such as science and design and technology. The procedures for child protection are good. The school follows the local procedures and staff have received guidance on how to deal with any concerns that may arise. The school has suitable systems to safeguard pupils using the Internet.
22. Parents agree that the staff take good care of their children and know them as individuals. The pupils themselves think that the teachers are kind. The school ensures that pupils are well supported when they first come into the school either into Reception or if they arrive in other years. This is because of the meetings held with parents by the Nursery and Reception staff to explain what happens and the opportunities for parents and pupils to visit the school before they arrive. In other years a helpful handbook explains what happens in school and pupils are appointed to guide their new classmate. Pupils consider that the staff support them very well and know to whom they would go if they needed help. They also have good opportunities to express their views about the school. Whole-school discussions in mixed age groups have already led to improvements in playground activities. These discussions are continuing and are an improvement on the usual school council as they enable all pupils to be actively involved.
23. Staff mainly use what they know about pupils to set work at the right level for them but the quality of guidance given through teachers' marking is very variable and it is too frequently unhelpful to pupils. The school gives very good support to pupils who are learning English as an additional language and to those with special educational needs. The teachers help pupils to improve their personal development in a variety of ways. For example, their self-esteem is raised by the range of rewards such as praise and awards in the gold book for achievement both in and outside school. The lunchtime club helps to develop social skills and various

strategies are used in the classroom and outside it to successfully enable pupils to behave well.

Partnership with parents, other schools and the community

The school has **good** links with parents, other schools and the community.

Main strengths and weaknesses

- Parents hold the school in high regard.
- The annual written reports on children's progress are of variable quality.
- The good involvement of a range of organisations and people in the community extends experiences for pupils' personal, social and academic development.

Commentary

24. Parents indicate that they are very pleased with what the school provides. This is confirmed in the high response the school received in its own extensive questionnaire shortly before the inspection. Only a few parents expressed any queries about the school and the school is already taking action to address them.
25. There is much good contact between parents and the staff that enables an easy flow of information at a daily level. At the beginning and end of the day teachers and the headteacher are in the playground or at the doors and readily talk to the parents. From the informal conversations taking place, it is apparent that parents are comfortable talking to the staff. Parents also come to masses and assemblies. Nearly all parents come to the school each term to meet the teachers, look at their children's work and, in the summer, to discuss targets for the following year. In addition the school has held workshops for mathematics and English to help parents to understand how these subjects are taught. However, the quality of the annual report on pupils' progress varies between classes and subjects. The sections on English and mathematics provide a reasonable summary of what the pupils know and can do. In some of the other subjects, however, there is limited information on progress, sometimes referring only to the content of the work covered and the attitudes and enjoyment of the pupil. A few parents help regularly in school with many more accompanying trips out. The parents' group successfully organises both fund-raising and social events. Pupils confirm that their parents ensure that they do their homework.
26. The pupils gain a good understanding of society by the school's links with the parish, through visiting speakers when they have collections for charity, and by contact with pupils in other schools in, for example, inter-school sports matches and local arts festivals. The pupils benefit from the range of visitors from public bodies such as the police and fire brigade and from theatre companies and musicians. Outside groups run holiday courses for pupils and adult education classes on, for example, child development. The school participates in two groupings of schools, which enable staff to meet for joint training and to develop their approach to the curriculum.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The leadership by the headteacher and other key staff is **good**. The school is managed **well**. Governance is **good**.

Main strengths and weaknesses

- The whole school community shares the headteacher's clear commitment to inclusion.
- Key staff provide effective leadership and have been successful in bringing about improvements.
- Governors support the work of the headteacher and school well.

- Managers do not always check as carefully as they should that what has been agreed in policies is practised across the school.

Commentary

27. The headteacher's good leadership has ensured that the school has built further on the strong leadership and management seen at the last inspection. The promotion of pupils' personal development, as well as a commitment to making learning relevant and interesting, is fundamental to the headteacher's very clear vision for the school and is shared by the whole school community. As part of the action research project introduced by the headteacher, staff and pupils are taking an increasing role in shaping the school and identifying areas for further improvement. As a result, it is an inclusive school that is very effective at including everyone, and making sure that every pupil has the opportunity to do well whatever his or her background, ability or gender.
28. In addition, self-evaluation is used effectively to establish clear priorities for the school to deal with. The headteacher analyses a wealth of data to identify areas for development. This process is then repeated with the senior management team, staff and governors, ensuring the whole staff have an understanding of how the school can improve, and their role within that. Staff performance is managed well, with each member, both teaching and non-teaching, having targets for improvement that link to whole-school priorities and to professional development.
29. Key staff have played an important part in this process of school improvement, providing staff training and support as well as checking progress towards the targets in their subjects. This has led directly to the recent improvements in reading, greater staff confidence and expertise in teaching ICT, and the increased use of investigations in science and mathematics. However, there are times when key staff have not checked sufficiently to see whether policies, such as that to guide teachers' marking of pupils' work, are being adhered to and raising pupils' achievement further.
30. Governors support the school well and fulfil their statutory duties effectively. They have a sound grasp of the strengths and weaknesses of the school. They visit the school regularly to see for themselves how well it is doing, reporting back to relevant committees. Governors regularly seek training to ensure that they have the skills and knowledge to remain effective. They make suggestions for improvement and are increasing their ability to ask questions of the school. Financial management is good. The headteacher and governors monitor the budget effectively throughout the year and ensure that funds are allocated to the right things. The school follows the principles of best value well by securing competitively priced contracts, seeking advice and ensuring that spending reflects the school's priorities.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	701504
Total expenditure	657804
Expenditure per pupil	3060

Balances (£)	
Balance from previous year	65218
Balance carried forward to the next	43700

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

31. There is good provision for children in the Nursery and Reception classes and it is well managed. The staff look for ways of making the work practical, interesting and varied. There has been good improvement since the last inspection. Teaching and learning are good and the staff work as an effective team to ensure that all children are included, achieve well and get a good start to their education. Children with special educational needs and those who are learning English as an additional language make very good progress in all areas of learning because of sensitive and well-targeted support.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Warm relationships are quickly established so that children feel secure.
- Independence is well fostered through well-established routines.
- Children learn to share and work together through well-planned activities and good guidance.

Commentary

32. Teaching and learning are very good in this area of learning and most children meet all of the goals set for their age by the end of the Reception Year; they achieve very well. This is because teaching helps them to form good relationships and enjoy learning. As a result, children want to learn and behave well. The start of the day is calm and staff extend a warm welcome to children and their parents that ensures children settle down quickly and happily. Good routines are firmly established and so children know what to do. They readily approach adults for help because they know it will be quickly forthcoming. The staff know individual children's needs very well and give support at just the right level to build children's confidence as well as promoting independence. Children who join the school at times other than the normal starting points are quickly integrated and make friends. Although some children in the Nursery sometimes initially find it hard to share or to work with others, careful guidance by the staff means that children soon learn the benefits of co-operation when playing and working together and do so very well.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The basic skills in reading and writing are very well taught.
- There are plenty of opportunities to learn that writing has meaning through stimulating play activities but a few opportunities to engage children's interest are missed in the Nursery.
- Teaching extends children's language very well.
- Children's listening is very well promoted in all classes.

Commentary

33. Teaching and learning are good and children achieve well, even though most will not reach the goals set for their age, and standards are below average by the end of Reception. Children have plenty of opportunities to talk about pictures in books, their ideas about how things work,

or their feelings. Adults are good at drawing out fuller replies from children through additional prompting or questions, so that children's vocabulary and sentences are extended. Support for children learning English as an additional language is very effective. Children learn the sounds of letters and that writing carries meaning through a good range of lively activities and thorough teaching of basic skills. More able children are very well challenged in reading. Both Reception and Nursery children have lots of opportunities to write for real purposes through play, in recording messages or writing cards, lists or menus. A few opportunities are missed in the Nursery to better engage children's interest because the paper or cards do not always have text on them that might prompt children to write; these are more effective in Reception, where children respond to the titles or bullet points set out for them and so 'write' more readily. All children's listening is very well promoted through adults' insistence on everyone taking turns to speak and listen to others. Children follow instructions very well when they settle to independent activities, showing that they have understood what they have to do.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- There is a good level of challenge for more able children.
- Plenty of practical activities mean that children learn through doing.
- Some opportunities are missed to display mathematical language in the Nursery.

Commentary

34. Teaching and learning are good and children achieve well, even though not all will reach the goals set for their age and standards are likely to be below average by the end of Reception. Everyday events are exploited in extending children's awareness of numbers and relative size very effectively. There are plenty of practical activities so that children can learn through associating things with numbers by touching or moving objects as they count or order them. Work in the sand and water increases children's awareness of capacity well. Adults talk to children about what they are doing, reinforcing mathematical language such as 'more than' or 'less than' effectively. More able children are very well catered for, as in a session in the Nursery, where children rolled large dice and added the total of the numbers displayed. Questions such as "How many more would you need to make ten?" when the children moved to making towers of bricks further extended their understanding of addition. In the Reception classroom, there are livelier displays of mathematical language and symbols than in the Nursery class, that engage children's interest and support learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- There are very good opportunities to learn from visits and visitors so that children learn by first-hand experience.
- Computers are frequently used to support children's learning.
- Children do not always have easy access to resources linked to topics that they can explore incidentally through their senses.

Commentary

35. Teaching and learning are good and children achieve well; most will reach the goals set for their age by the end of Reception. Sessions are enhanced by first-hand experiences, such as a visit

to a local farm. This means that children have plenty to talk about and relate to when looking at pictures or thinking about what they learned outside the classroom. In a Reception session, for example, the children looked at different food products and categorised these according to which animal they came from. The teacher's good questions very effectively prompted children to explain their reasons for thinking that products came from a certain animal. In the Nursery, children created farm animals from clay and were encouraged to talk about the different shapes of animals and their body parts. Children use computers competently, often choosing to work on programs when they have freedom of choice. They show good control of the mouse to click onto shapes and drag them to different parts of the screen. Programs are chosen carefully to reflect current topics and children learn how to use a paint program. Although there are plenty of resources to support children's first-hand experience through sensory exploration, these are not always set out so that children have easy, incidental access to them. In Reception, for example, the collection of farm-related items is not within easy reach of children so that they can explore texture.

PHYSICAL DEVELOPMENT

Provision for physical development is **satisfactory**.

Main strengths and weaknesses

- There is a well-equipped outdoor play area for Nursery children, with direct access from their classroom, but Reception children have more limited access to outdoor play.
- Fine control over tools is very well developed through a good range of activities.

Commentary

36. Teaching and learning are good and most children meet the goals set for their age by the end of Reception. Children's achievement is good. Nursery children have easy access to an outdoor play area that is well equipped and set out to stimulate a good range of activities in climbing, riding and adventurous play. Reception children's classroom is at the other end of the building and so their access is more limited. However, the staff do their best to overcome the shortcomings and provision is enhanced through sessions in the school hall. In a very good dance session, Reception children explored how feathers move and responded very well with their own movements to recreate the feeling of floating and lightness. There is a very good range of practical activities that promotes good development of control over tools to cut and stick materials, as well as to shape malleable material. Nursery children, for example, rolled, twisted and pulled clay to create different shapes in one session and made rapid progress in their ability to control the medium through good guidance by adults.

CREATIVE DEVELOPMENT

Provision for creative development is **very good**.

Main strengths and weaknesses

- The children are taught skills and given the freedom to use these imaginatively.
- Lively areas for role-play mean that children explore resources to support their learning and language very well.

Commentary

37. Teaching and learning are very good and most children meet the goals set for their age by the end of Reception. Children are taught how to use paint, drawing and modelling to represent their ideas and given the freedom to use their initiative and imagination. This leads to some good, individual work in which children become absorbed and they persevere very well to

achieve desired effects. In one session, for example, a child worked with immense concentration to form tiny curls of clay that she attached to the body of her sheep, as a group worked to make farm animals. Each classroom has stimulating areas in which children can act out parts and they make full use of the good range of resources to support their play, whether in the 'café' in the Nursery, or the 'vet's surgery' in Reception. As children play, they use the language that they have been taught in connection with topics. In the outdoor play area, children in the Nursery spontaneously create imaginative settings, such as the 'Three Little Pigs' house.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils are challenged well through very good teaching in reading.
- Pupils with special educational needs and those who are learning English as an additional language are very well supported.
- There are good opportunities to use speaking, reading and writing across the curriculum.
- Assessment is generally well used but is weaker for pinpointing challenging starting points for a few of the more able pupils in writing in Years 3 to 6.
- Good management has ensured that the school is focusing on the right things.
- Teachers' marking does not consistently help pupils

Commentary

38. There has been good improvement since the last inspection, with more pupils achieving at the higher level although there are now many more children entering the school with well below average attainment in language and literacy. Teaching and learning are good and so pupils achieve well, from a much lower than average starting point. Pupils in Years 1 and 2 are doing well, even though standards in reading, writing and speaking are below average currently in Year 2, which is a much lower attaining group of pupils. Standards are average in speaking and writing in Year 6 and above average in reading. Pupils' listening is at an average level for all year groups.
39. All teaching promotes pupils' speaking well. Staff draw out fuller responses when necessary through sensitive questioning. High expectations of pupils' listening are rewarded by close attention that results in pupils taking account of others' opinions in discussions.
40. Pupils do very well in reading and standards are above average in Year 6. Teachers have high expectations and they set a good example in reading aloud, so that pupils use good expression when they read. Assessments are used very well to set work in reading at a challenging level for all abilities. The pupils read widely, both for pleasure and for information. Year 6 pupils talk in detail about their favourite authors and their reasons for preferring one more than another. Pupils have good opportunities to talk to adults about their reading and this extends their understanding.
41. Groups are identified for extra support, such as pupils with special educational needs or those learning English as an additional language; these pupils are very well catered for because their needs are precisely identified. The staff know what to do to help these pupils achieve well and include them in lessons effectively. Teaching assistants work very effectively with groups or individuals, focusing closely on the small steps needed to help these pupils to improve.
42. More able pupils are identified and mainly have challenging targets to aim for, but a few of the more able pupils in Years 3 to 6 too often start at the same point in writing tasks as other pupils.

They sometimes spend too long on the process of planning their work, rather than getting down to writing. This occasionally limits some from getting as far as they might, or from having time to edit their work and improve it further. There are some very effective examples, in Year 2, for instance, of teachers' marking helping pupils to understand what they need to do to improve. This quality is not, however, consistently seen in marking and opportunities are missed to give pertinent guidance to move pupils on in their learning.

43. The subject is well led and managed. The co-ordinator sets a very good example in teaching and has worked effectively to raise standards in speaking, writing and reading throughout the school. This has been achieved through careful checks on what is working well, pinpointing areas for improvement and providing guidance and support.

Language and literacy across the curriculum

44. Pupils have a sound level of competency in speaking and writing and these are promoted well across the curriculum. Teaching is good at identifying when pupils' skills can be used at relevant times, as when pupils in Year 6 write extended letters as Tudor sailors suffering privations on voyages. In science, pupils set out their findings very competently in a good variety of ways. Pupils' good skills in reading are a significant factor in their ability to access other areas of learning and are very well used when they research information for different topics.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- Pupils enjoy mathematics and make good progress throughout the school.
- The school's emphasis on improving pupils' skills in using and applying mathematics has been effective.
- The subject is well led and managed.
- Teaching is good but marking does not always help pupils to understand how to improve.
- A few of the more able pupils in Years 3 to 6 should be doing better.

Commentary

45. The school has made good improvement since the last inspection. Standards by the end of Year 2 and Year 6 are average. Following a recent whole-school focus, pupils are now making good progress in their understanding of how to use what they have learnt to solve problems. Good teaching throughout the school results in pupils making good progress overall. Nevertheless, there are still some more able pupils in Years 3 to 6 who should be making even better progress. Pupils with special educational needs and those with English as an additional language do very well in all years because of precise targets for improvement that are met through very good support.
46. Pupils are enthusiastic about mathematics and work hard during lessons. Teachers plan work that is interesting and makes good links to other subjects; as a result, pupils are interested and motivated to learn. In Year 2 the teacher has linked the current pirate theme in English to make displays that effectively support the pupils' learning in place value and multiplication. Whilst in a lesson, bags of shopping that had been 'left in the shop by a pirate' were used well to develop the pupils' understanding of weight and their skill in measuring accurately. Teaching makes good use of questioning to probe pupils' ideas and there are plenty of opportunities for pupils to explain how they have arrived at an answer and suggest alternative ways of solving problems.
47. Pupils make good progress because teachers' planning matches appropriate work to different groups. In Years 3 to 6 a few of the more able pupils should be doing better because they often

waste time starting at the same point as the rest of the class before moving onto the work more accurately matched to their needs. In lessons, teachers effectively assess what the pupils are able to do and areas where groups of pupils may need additional support. For example, whilst the rest of the class worked on their own, a group of pupils in a Year 6 lesson were able to complete their task because the teacher focused her teaching on the misconceptions she had noted from the previous lesson. However, the assessment of pupils' learning is not as consistent in teachers' marking and pupils are not always aware of what they need to do next to improve.

48. The leadership and management of the subject are good. The co-ordinator has been instrumental in the positive promotion of mathematics, especially to parents, through providing mathematical games for parents to play at home with their children and the very popular 'Maths Week' held within school. Through monitoring of pupil data, teaching and learning, there has been a clear evaluation of what the school needs to do to improve pupils' skills, and the recent focus on encouraging pupils to use their mathematical knowledge and apply it to problem solving is bringing about improvements. A lack of rigour in some aspects of monitoring of teaching, however, has led to the inconsistencies in teachers' marking not being addressed.

Mathematics across the curriculum

49. Opportunities for pupils to use their sound mathematical skills in other subjects are satisfactory. In Year 5, for example, pupils have accurately used stopwatches during orienteering to time themselves and compare results within the class; younger pupils have collected data on their favourite seaside foods and presented the information in graphs.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Nearly all pupils achieve very well in experimental and investigative science because of the good emphasis on these skills in teaching.
- Pupils' understanding of scientific terms is promoted well.
- A few of the more able pupils in Years 3 to 6 are sometimes not sufficiently challenged.
- The subject is well led and managed, with a clear focus on improving standards.

Commentary

50. There has been good improvement since the previous inspection. Standards are average in Year 2 and Year 6 and pupils of all ages achieve well. Standards in investigation are good because of the work that has been done to improve the teaching in this area.
51. Teaching and learning are good with examples of very good practice. The emphasis placed on developing pupils' scientific language and the opportunities for them to think about why things happen and explain their ideas, supports pupils' good achievement successfully. In a very successful lesson with Year 6 pupils, for example, pupils' initial thoughts were gathered on how it might be possible to change the number of swings made by a pendulum in a given time. As the teacher valued all contributions and probed pupils' reasoning through very effective questioning, pupils' ideas about how this might be tested were extended. After deciding how to carry out the investigations and how to record findings, pupils' thinking was further enhanced as others challenged the conclusions of different groups. Teaching ensures that pupils have plenty of opportunities to decide how to set out their findings and use their skills in writing, tables, graphs and charts.

52. Pupils have a good attitude to the subject; they work well in groups and have very good skills of co-operation. They enjoy practical sessions, using their initiative and sharing ideas. Teaching promotes pupils' scientific vocabulary well. This was evident in a lesson with Year 2 pupils, who used the terms 'diagonal', 'horizontal', 'vertical' and 'friction' when talking about why they thought a car would go further if the slope it travelled down was raised and the surface it landed on was smoother.
53. The needs of different groups of pupils are generally well met. Pupils with special educational needs and those who are learning English as an additional language are very well supported and achieve very well. There are still a few times, however, when a few of the more able pupils in Years 3 to 6 do not get enough opportunities to use their own ideas, and teaching gives too much direction to pupils as to what they have to do. This slows down the pupils' pace of learning.
54. Leadership and management are good because the co-ordinator targeted the right area for improvement over the last year and provided effective staff training to support developments in teaching of investigative work. The initiative has been checked to see improvements. The co-ordinator has a good grasp of the strengths and weaknesses in the subject and has good plans to further develop the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Good leadership and management have ensured that standards have risen.
- The computer suite and new laptops have extended pupils' access to computers; however, more use could be made of those in the classrooms.
- Training for all staff has been effective in raising their understanding and knowledge of ICT.

Commentary

55. Standards are in line with the national average by the end of Year 2 and 6, reflecting good achievement by the pupils. Teaching overall is good, with some very good features. Pupils with special educational needs and those learning English as an additional language make very good progress because they have very good support from both teachers and teaching assistants. This constitutes very good improvement since the last inspection when statutory requirements were not being met, standards were too low, pupils did not make enough progress and ICT was a key issue for development.
56. Pupils do well because teachers explain clearly what they are going to learn in each lesson and effectively reinforce this during the lesson. For example, Year 1 pupils composing a piece of music on the computer were regularly reminded that the piece needed to have a beginning, jolly middle and a clear ending, making them evaluate their own work to make sure it fitted the criteria and ensuring that they stayed focused on the task. Lessons are planned for a real purpose and make meaningful links to other work the pupils are doing and as a result the pupils are enthusiastic about their learning.
57. Opportunities for pupils to use and learn new ICT skills have increased since the completion of the computer suite and the recent purchase of laptops and two interactive whiteboards. Whole-class teaching is now a regular feature and is enabling teachers to model techniques to the pupils more effectively. Computers are sometimes used to support learning in most lessons, allowing pupils to independently practise and refine the skills they have learnt as a class; however, this is not yet firmly embedded throughout the school.

58. Leadership and management of ICT by the two subject leaders are good. They have both worked hard to increase staff confidence and ensure that they have suitable knowledge and expertise to teach the subject well. As a result, teaching overall is now good and has much improved since the last inspection due to effective ongoing in-service training. Through monitoring they are aware of the need to further develop assessment opportunities in ICT to ensure all pupils do not always start work at the same point and the more able make even better progress.

Information and communication technology across the curriculum

59. The use of ICT across the curriculum is good, and includes the use of paint programs, word processing, data handling, spreadsheets, and control and simulation programs. Learning was very good in a Year 2 lesson because pupils were able to use the descriptive words from their previous English lesson and combine them with artistic techniques on the computers to create pirate portraits to be used in the next English lesson. In a Year 6 lesson, creating a multi-media presentation for Year 2 pupils was part of the pupils' personal, social and health education programme.

HUMANITIES

60. During the inspection one **geography** lesson and one **history** lesson were seen; as a result it is not possible to make an overall judgement about provision for these subjects. Good links to other subjects are made so that in the orienteering lesson observed, pupils not only developed their mapping skills but also accurately measured their times using stop watches; Year 2 pupils used ICT to plan a route to find the treasure on their island; and Year 6 pupils made good use of their ICT skills when researching life in Ancient Greece and presenting it as a multi-media presentation. From other evidence, including examples of pupils' recent work, the school provides a wide and diverse range of opportunities for the pupils to learn the skills needed to study these subjects, and displays in classrooms and around the school promote them further. In both geography and history, visits are planned to further enrich the pupils' learning and understanding, an example being the visit to the Courts of Justice in Nottingham by Year 4 and 5 pupils as part of their work on the Victorians. Pupils learnt about how children lived then through taking part in the trials of several Victorian children and were able to share what they had learnt in an assembly for the whole school.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Provision for art and design is **good**.

Main strengths and weaknesses

- Pupils gain a very good understanding of how images engender feelings and this supports pupils' spiritual development very well.
- Skills in painting develop very well through good teaching.

Commentary

61. Standards are average in Year 2 and Year 6 and pupils achieve well. Teaching and learning are good and standards have been maintained since the last inspection. Pupils develop good skills in painting because they are taught how to control the media to achieve the effects that they want. Year 3 pupils apply washes, for example, when painting in the style of Lowry and Year 6 pupils use broad brushstrokes and thickly textured paint to create images in the style of Van Gogh. Teaching places a good emphasis on pupils talking about their perceptions and so pupils are very sensitive as to how artists create images to promote different feelings. Year 6 pupils, for example, talk about how Brueghel used 'earthy colours' and fine detail in his painting to create a feeling of vibrancy and diversity. Year 2 pupils explain their feelings about Gaudi's architectural style and how they can interpret images in different ways, such as windows representing eyes.
62. The subject is well led and managed, and is supported by a good scheme of work that ensures pupils' skills build year on year.

Design and technology, music and physical education

63. No lessons were seen in music, design and technology and physical education and these subjects were sampled.
64. It was evident from talking to pupils about their past work, looking at their books and their performance in assemblies that **music** is an enjoyable part of pupils' experience. The school widens pupils' understanding through a range of experiences including a visit by an ensemble, dancing to contemporary music and learning songs from different cultures. Year 6 pupils have appraised different musical styles and can explain what the significant features of jazz or classical music are. Music makes a significant contribution to pupils' spiritual, moral, social and cultural development.
65. From talking to pupils, it is clear that they enjoy a wide range of **physical education** activities including swimming and orienteering and a full range of games, both in school and competitively at area sports. The school achieves success particularly in tennis where the school achieved second place and in athletics where third place was achieved in a recent local area sports competition. Pupils' skills are enhanced through after-school coaching sessions in basketball and football and the school takes part in the local school leagues. The Year 6 pupils commented upon their achievement and enjoyment of lessons, and the fact that they have been able to take part in ice-skating after school. The school widens the curriculum through a link with a local college, whose students run workshops during lessons.
66. In **design and technology**, it is evident that the work is varied and properly planned. Displays of pupils' work show a good standard of finish, with materials chosen with flair and a concern for their sensory qualities as well as functionality. This was seen in the display of Year 3 pupils' hats based on animals, that pupils designed for a party. Work folders show that pupils build up the skill of designing, making use of the design and then evaluating the product according to set criteria, as seen in the work done in Year 6 on bags. The beautifully presented and bound booklets in Year 2 on investigating, designing and making puppets are an example of high quality process, finish and individuality. The design and making of a moving toy in Year 2 showed good links to science as pupils considered different forces that might make the toy move, opportunities for writing as they planned their project, and the use of ICT to design the face.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

67. No specific lessons dealing with personal, social and health education and citizenship were seen but it is evident that these aspects are developed very well in a cross-curricular manner. The school supports very effectively pupils' learning about healthy living in science and there is easy access to water in lessons. There are also specific times when pupils have opportunities to consider particular issues as they sit together to talk about their ideas. Pupils' understanding of the importance of getting on with others of different ages, backgrounds and cultures is reflected in the school's daily life, the quality of relationships and pupils' pride in their school community.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	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	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	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	3

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