

INSPECTION REPORT

RADFORD SEMELE CHURCH OF ENGLAND PRIMARY SCHOOL

Leamington Spa

LEA area: Warwickshire

Unique reference number: 125665

Headteacher: Mr P Wyllie

Lead inspector: Mrs S E Hall

Dates of inspection: 15th – 18th September 2003

Inspection number: 257266

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	204
School address:	School Lane Radford Semele Leamington Spa
Postcode:	CV31 1TQ
Telephone number:	01926 426940
Fax number:	01926 426940
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs M Warnes
Date of previous inspection:	8 th March 1999

CHARACTERISTICS OF THE SCHOOL

This average sized school is in an area that is generally more economically advantaged than many although a number of pupils come from outside the local area and the number of pupils eligible for free school meals is close to the average. English is not the first language for three per cent of pupils. Twenty-seven pupils are on the school's register of special educational needs with one pupil having a statement of special need. An average number of pupils join or leave the school other than at the usual time of admission. The attainment of children on entry to the school is largely average. A School Achievement Award was received in 2001 and 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21750	Mrs S E Hall	Lead inspector	Science Information and communication technology Art and design Design and technology
31729	Mr B Harrington	Lay inspector	
31807	Mr D Carpenter	Team inspector	English Geography Music Religious education Foundation Stage curriculum
32273	Mr P Hewett	Team inspector	Mathematics Personal, social and health education and citizenship History Physical education Special educational needs

The inspection contractor was:

Altecq Education

102 Bath Road
Cheltenham
Gloucester
GL53 7JX

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school where the quality of teaching is good overall and is very good in Year 6 and reception. Leadership and management are good overall with the role of the deputy headteacher and subject co-ordinators being influential and the role of the Governing Body increasing. Standards are slightly above average at the end of Year 2 and are average but improving at the end of Year 6. The school provides **satisfactory** value for money

The school's main strengths and weaknesses are:

- Pupils achieve well because of recent focused plans to improve the quality of education in key areas, particularly over the last year.
- The quality of teaching is good, as is the management of behaviour.
- The quality of writing across the curriculum requires further improvement.
- Relationships between pupils and with adults are strong.
- The quality of work in art and design and design and technology is above average and a feature of the school.
- Staff care very strongly about the education of the 'whole child'.
- The school development plan is very brief and unsatisfactory.
- Investigational and problem solving work in mathematics and science has improved.
- Pupils with special educational needs are withdrawn from parts of lessons, which affects their access to the curriculum.
- The accommodation for pupils in the Foundation Stage is unsatisfactory and there is a lack of rigour in Health and Safety procedures and risk assessments.

Improvement since the last inspection has been good.

Although the school was somewhat slow in addressing some of the key issues from the last inspection, the pace of improvement has increased owing to recent appointments in key areas and overall improvement has been **good**. There has been good improvement in pupils' progress particularly in Years 3 to 6 and in the procedures for assessing the progress pupils make. There has been satisfactory improvement in aspects of leadership and management through the extension of the roles of the deputy headteacher and senior management team. There has been very good improvement in reviewing the design of the curriculum for the youngest children and good improvement in investigative and problem solving activities but less in areas of individual research. There has been satisfactory improvement in other identified minor areas. In recognition of rising standards, the school was awarded a School Achievement Award in 2001 and 2002.

STANDARDS ACHIEVED

Year 6 results

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

The overall achievement of pupils throughout the school is now good. All groups of pupils, including boys and girls, the very small proportion whose mother tongue is not English and those with special educational needs, make good progress. Pupils' English and mathematics skills are good at the age of seven.

Achievement in the Foundation Stage is **good** and all children achieve the Early Learning Goals, which are the nationally recognised targets for this age. A good proportion of children exceed these targets in personal and social development and communication language and literacy, and achieve the targets in all other areas.

Achievement in Years 1 and 2 is **good** and pupils reach standards that are slightly above the national average. Standards in the key skills of reading and mathematics are often above average by the age of seven because pupils are taught these basic skills well. Pupils achieve well, although Year 6 pupils were not so successful in the 2002 national tests. The 2003 tests show a considerable improvement in the standards achieved by Year 6 pupils particularly since the appointment of the deputy headteacher who is having a significant impact upon standards and achievement of pupils in Year 6. Achievement in Years 3 to 6 is **good** overall and is boosted by high quality teaching in Year 6. Standards by the age of eleven are average overall in English, mathematics, science and information and communication technology, although standards in writing are not as high as they could be. Whilst the standards reached are generally average they are improving and a growing proportion of pupils exceeds the national expectations across the range of subjects.

Pupils' spiritual, moral, social and cultural development is **good**. This is particularly in the development of social skills with pupils having many planned and informal opportunities to work in a wide range of activities in pairs and different sized groups. Provision for moral development is also good and is seen as especially important by the staff.

Pupils' attitudes and behaviour are **good**. Pupils behave well and there are good relationships between pupils and with adults throughout the school. Attendance is **good**.

QUALITY OF EDUCATION

The overall quality of education is good.

The quality of teaching and learning is good. Teaching is most effective in the Foundation Stage and in Year 6 where it is consistently very good. Throughout the school, teachers are particularly effective in encouraging pupils to try their best. The management of pupils is a strength and because pupils feel happy in school they try hard and learn well. Teachers' subject expertise has been used effectively to raise standards in mathematics, science and art and design.

Assessment procedures have recently improved significantly because of the well-focused work of the assessment co-ordinator, and the school is now well placed to benefit from a better range of information on which to base the planning of lessons.

The quality of the curriculum is satisfactory overall and is very good for children in the Foundation Stage. Curriculum planning is at least satisfactory in all subjects and is particularly strong in art and design. There have been good improvements in the organisation of experimental and investigative activities in mathematics and science. Whilst curriculum planning for pupils with special educational needs is generally good, their withdrawal from lessons on a daily basis has a negative impact upon their full inclusion in a range of subjects and some pupils find it difficult to make up for the parts of the lessons they miss.

The quality of the accommodation for children in the Foundation Stage is unsatisfactory. The separate building is old, shabby, very damp and unappealing for young children.

The care of pupils is good overall. Pupils are valued and supported well and their achievements are celebrated with enthusiasm. However, there are a number of Health and Safety matters that give rise to concern and which are not monitored rigorously enough through sufficient Risk Assessments.

The links with parents are very good. Parents have very positive views of the school.

Links with the community, including the local church are good. However, the school misses opportunities to invite visitors and performers into school in order to interest and enthuse the pupils and motivate them to write more expressively.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall. A significant influence on raising the quality of leadership recently has been the appointment of the deputy headteacher who has worked with clarity of purpose in extending the school's assessment procedures to enable pupils' progress to be tracked more effectively. This has had most impact in Year 6 where it has helped to raise standards and improve the quality of teaching and learning.

The school development plan is too brief and unsatisfactory overall in that it focuses on only a small number of areas and does not sufficiently outline key aspects for development across the curriculum. This has a negative impact upon the breadth of development planning.

The management of the school is good. Finances are managed well and the effective staff team is well deployed.

The governance of the school is good. The Governing Body has a good grasp of the strengths and weaknesses of the school and works hard to hold the school to account for the standards achieved and provides balanced consideration to planning for the future.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally very satisfied with the quality of education provided. They like the relaxed and informal ethos of the school and feel their children are valued for their contributions.

School questionnaires for pupils in Years 3 to 6 indicate that they like school. However, several do not like writing and lunchtimes. Inspectors note that the number of staff supervising lunchtimes is not very high and some arrangements are very informal.

IMPROVEMENTS NEEDED

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

- Improve the quality of school development planning.
- Continue to improve standards of writing.
- Consider the withdrawal arrangements for pupils with special educational needs.
- Improve the accommodation for children in the Foundation Stage.
- Apply more rigour to Risk Assessments and the identification and rectification of Health and Safety issues.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Main strengths and weaknesses

- Children in the Foundation Stage and Years 1 and 2 achieve well for their age.
- Standards in art and design and design and technology are above average throughout the school.
- There was an improvement in the standards achieved in the national tests in 2003 especially in Year 6.
- The quality of writing could be improved.
- Standards in most subjects are above average at the age of seven and average but improving at the age of eleven because of the good quality of teaching and learning in Year 6.
- The use of information and communication technology skills to support learning across the curriculum is under-developed.

Commentary

1. Children in the Foundation Stage achieve the Early Learning Goals (these are the national targets for this age group). A good proportion of children exceed these goals especially in personal and social development and in developing skills in communication, language and literacy. Most children are confident and articulate. They achieve what is expected for their age in mathematical development, their knowledge and understanding of the world, creative and physical development. Children make a good start to their education in the Foundation Stage where teaching is very good, where relationships are very effective and where children feel happy in their early learning. Children achieve well in their first year in school.

Key Stage 1

Standards in national tests at the end of Year 2 – average point scores in 2002		
Standards in:	School results	National results
reading	16.3 (16.0)	15.8 (15.7)
writing	14.8 (14.7)	14.4 (14.3)
Mathematics	17.2 (16.7)	16.5 (16.2)
There were 25 pupils in the year group. Figures in brackets are for the previous year		

2. **At the end of Year 2 standards are above average in reading and mathematics as seen in this inspection and national test results. Pupils in Years 1 and 2 generally make good progress and achieve well.** In the 2003 national tests pupils achieved similar standards to the previous year and with improvements in mathematics. Teaching is carefully planned to meet the needs of different groups of pupils. Throughout the school there is no difference in the achievements of boys and girls. Pupils with special educational needs make similar progress to their classmates in relation to their ability. Pupils have an appropriate range of activities to develop their speaking and listening skills, which are generally above average for their age. Pupils read well. Most develop a good range of skills to work out unfamiliar words and often read fluently and with obvious enjoyment. Pupils generally write with reasonable

proficiency in that they master the technical skills of grammar, spelling and handwriting accurately although the content of their work sometimes lacks flair and this affects their later achievement.

3. Pupils' mathematical skills are good at the end of Year 2 as reflected in national test results and in the inspection. Pupils use and apply their knowledge of mathematics well in a range of activities. Most enjoy mathematics and use numbers confidently. They also make good progress in their understanding of shapes, space and measures. Standards in science are average overall and pupils make good progress in developing their skills of scientific enquiry and investigation.

Key Stage 2

Standards in national tests at the end of Year 6 – average point scores in 2002		
Standards in:	School results	National results
English	26.1(27.0)	27.0 (27.0)
mathematics	26.1 (27.4)	27.4 (26.6)
science	27.2 (28.0)	28.0 (28.3)
There were 37 pupils in the year group. Figures in brackets are for the previous year		

4. Standards in English, mathematics and science in Year 6 fell in the three years from 1999 and standards in 2002 fell below and sometimes well below the national average. Over time pupils have generally done better in mathematics than English and achievement in science has often been lower. However, national tests in 2003 show that this downward trend, which was partly due to differences in the natural abilities of the cohorts and partly due to the quality of teaching, has been reversed, with a significant improvement in science.
5. **Standards in English are average and improving at the end of Year 6. Pupils currently make good progress and achieve well in English.** Pupils are achieving well because recent focused plans to improve the quality of education in key areas are beginning to have an impact on raising levels of attainment. Standards in speaking and listening and in reading are good and many pupils are fluent and confident communicators. Whilst pupils have the technical skills of writing through an understanding of grammatical conventions and spelling and many write neatly, the quality and content of their work are more limited. In a recent pupil survey, writing was the subject they disliked most. Staff sometimes miss opportunities in other subjects, including science, to develop writing skills to a higher level through the over use of commercial work sheets that require little more than one or two word answers.
6. **Standards in mathematics are average at the end of Year 6.** Most pupils are competent mathematicians and achieve well. **Standards in science are also average** having improved dramatically in the 2003 national tests. A significant factor in the recent improvement in science has been the teaching of the science co-ordinator across the school. An overall improvement has been made since the previous inspection to the quality of the problem solving and investigative activities undertaken in mathematics and science. This is now a strong feature of these subjects throughout the school and these skills give pupils confidence to use and apply their knowledge in a range of tasks.
7. Throughout the school standards in information and communication technology are average. Pupils enjoy lessons in the information and communication technology suite and indicate they learn skills that they often practise at home. However, there are no

classroom computers to practise skill development and to use as an everyday tool to support learning across the curriculum and pupils could achieve better with regular reinforcement of what they learn in the information and communication technology suite. Standards in religious education are average for the age of the pupils.

8. A particular strength throughout the school is the high standards achieved in art and design and design and technology. Pupils achieve well in these subjects and a significant number achieve very well. Pupils enjoy art and staff have built their teaching skills in the subject to a high level. The extensive high quality display of pupils' work around all areas of the school considerably enhances the learning environment. Pupils are taught a full range of art skills and produce some particularly effective work in the style of a range of well-known artists. The quality of work in design and technology is also high.

Pupils' attitudes, values and other personal qualities

Pupils have positive attitudes to school and have good rates of attendance.

Strengths and weaknesses

- The rate of attendance is well above the national average.
- Most pupils behave well in lessons and at play.
- Moral tales and circle time topics help pupils to distinguish between right and wrong, and to understand the needs of others.
- Cultural traditions of pupils are discussed and celebrated well.
- Some pupils are unaware of the effect that their poor behaviour has upon the learning of others.
- There are limited opportunities for pupils to carry out research and personal study.

Commentary

9. Pupils are punctual, respond well to class rules and benefit from the opportunities provided for personal development. They contribute well to their lessons and many, including the oldest pupils, react well to the challenges set them. The recent training in behaviour management received by the staff provides a consistent message of high expectations to all pupils. This has led to a reduction in incidents of poor behaviour and has had a positive impact on their achievement. Some pupils state, however, that they do not always feel safe in school.
10. Circle time and tutorials enable teachers to address significant aspects of personal development well. Teachers nurture the pupils well. They deal sensitively with pupils' concerns and celebrate cultural differences, and are skilled in presenting opportunities for spiritual awareness.
11. Pupils are sociable and spend their lunchtimes in friendship groups. There is no school council through which to voice their opinions and there are few opportunities for pupils to undertake monitorial roles or carry out their own research in order to develop their knowledge and skills further.

Attendance

Attendance in the latest complete reporting year 2001/02				
Authorised absence			Unauthorised absence	
School data:	4.0%		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 were no exclusions in the past school 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	195	0	0
Asian or Asian British – Indian	7	0	0
Chinese	2	0	0

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

QUALITY OF EDUCATION

The overall quality of education is good because teaching is good and the curriculum is satisfactory.

Teaching and learning

The overall quality of teaching and learning is good. It is very good in the Foundation Stage and in Year 6 where pupils make very good progress.

Main strengths and weaknesses

- The teaching of the youngest and oldest pupils is particularly effective which has a positive impact upon their learning.
- Teachers have good relationships with pupils and manage them well.
- The teaching of art and design and design and technology and physical education is good.
- The organisation of teaching and support for pupils with special educational needs is unsatisfactory, as pupils are withdrawn for support from lessons on a regular basis and miss parts of lessons.
- The teaching of information and communication technology skills in daily lessons is limited by the lack of classroom computers.

Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10 (28%)	17 (47 %)	9 (25%)	0	0	0

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

Commentary

12. The overall quality of teaching and learning is good and teaching in Year 6 is consistently of very high quality. Expectations of what the older pupils can achieve are high. The teaching creates a stimulating learning style where pupils are continually asked questions and are challenged to check their understanding and help clarify their thinking. Teaching is very good in the Foundation Stage. The teaching staff have established a warm and happy learning environment which has enabled the children, who are only in their first and second weeks in school, to settle well.
13. Teaching across the rest of the school is good. Of particular note are the warm and supportive relationships created between staff and pupils. The encouragement and engagement of pupils is very good throughout the school. Teachers interest, encourage and support pupils well and as a result pupils try hard and learn well. Staff have good subject knowledge and understanding of the learning needs of pupils of different ages and ability. Subject knowledge is particularly strong in art and design and is also effective in design and technology and physical education. During the last year the science co-ordinator has worked alongside all staff on a regular basis, which has had a significant impact upon improving the quality of planning and teachers' expectations. This has had a positive impact on standards and achievement. The overall planning of lessons is effective, with clear learning objectives outlined and often shared with pupils, which provides a clear focus for lessons. The teaching of English and mathematics is good although pupils do not learn to write as well as they might because the teaching of writing focuses more on technical skills than content.
14. There is a good level of challenge in most subjects and staff expect a lot of pupils including their good behaviour. In most activities there are similar but different tasks planned for groups of pupils of a range of abilities. However, a weaknesses is that teachers have made too much use of photocopied work sheets which limit the pupils' recording of what they have found out and which restrict the development of writing skills. Staff use a good range of methods to interest and motivate pupils to try hard. Particularly successful has been the focus upon developing the skills of investigative and problem solving skills in mathematics and science. This has had a significant impact in the last year on pupils' learning and on raising standards.
15. The use of time in lessons is good. Many lessons, and particularly in Year 6, are conducted at a brisk pace so that pupils' concentration and interest are maintained well. However, there is only a relatively small number of classroom support staff and few regular helpers to assist in supporting pupils while staff focus their teaching on certain groups of pupils. The school has chosen to employ staff to support pupils of lower ability through regular sessions where they are withdrawn from parts of lessons for reading support. Whilst this is a very worthy aim, pupils miss important parts of lessons, which they either leave or join part way through. This at times compromises the pupils' access to equality of opportunity. The use of homework is satisfactory although not a major feature of the work of the school.

16. Pupils generally learn well. They acquire new knowledge and skills in their work at a good pace and develop ideas that increase their understanding. The sample of recent work shows that over time learning has been good and during the last year has been very good in Year 6. Pupils have a good desire to learn and are often able to understand how their current work builds on what they have previously learned. Most concentrate well and try hard. In discussions with pupils they are able to explain what they have done, for instance, with pupils in Year 2 confidently able to explain what they learned in information and communication technology whilst in Year 1. There has been improvement since the last inspection in the way in which pupils have learnt the skills of problem solving and how to carry out experiments and investigations. As yet, not enough opportunities are provided to carry out lines of research and use computers in the classroom.

The curriculum

The curriculum for children in the Foundation Stage is good and for pupils in Key Stage 1 and 2 is satisfactory.

Main strengths and weaknesses

- The quality of curriculum planning in the Foundation Stage is very good.
- There have been improvements in the organisation of experimental and investigative activities.
- The match of teachers to the curriculum is good.
- The accommodation in the Foundation Stage is badly in need of refurbishment
- The range of opportunities to develop writing across the curriculum need to be developed further.
- The use of the withdrawal system for pupils with special educational needs affects their access to aspects of the National Curriculum.

Commentary

17. Very good planning of activities for children in the Foundation Stage is very effective in enhancing pupils' opportunities to interact with other children and has a positive impact on their learning. Staff plan a wide range of activities that fully meet all the required areas of the Early Learning Goals. There is an adequate number of teachers and support staff and some staff have high levels of skills in subject areas, including mathematics and art and design, which are used well to boost pupils' achievements in these subjects. The organisation of experimental and investigative activities, particularly in science and mathematics, has improved and is having a positive effect on standards. The range of activities to develop pupils' interest and skills in writing is narrow and this affects pupils' achievement. The school has recently identified the need to enrich the curriculum in this area. In discussion, pupils express confidence in their teachers and have a generally positive view of the school. Extra-curricular provision in sport and for the arts is good.
18. Equipment and resources are satisfactory overall but are not sufficiently well enhanced by the use of visits to support subjects such as religious education. Those visitors who regularly come into school have an impact on pupils' learning but too few come from other cultures and religious faiths and the school does not plan enough exciting and interesting opportunities for pupils to develop their writing skills. The accommodation for children in the Foundation Stage is damp and shabby and is unsatisfactory. The arrangements to withdraw pupils with special educational needs from parts of lessons on a regular basis affects their access to the full range of curriculum opportunities.

Care, guidance and support

The school makes good provision for the care, guidance and support of all pupils.

Main strengths and weaknesses

- Pupils are valued as individuals.
- There are very good arrangements for pupils of all ages joining and leaving the school.
- Pupils' views of the school are canvassed annually. However, not all concerns raised by pupils are addressed as urgent.
- There are some aspects of health and safety that are not acted upon with sufficient urgency.

Commentary

19. Staff value pupils as individuals and as part of the school community. The school provides good quality support, advice and guidance for pupils based upon an awareness of their achievements and personal development. There are very effective admission arrangements for pupils joining the school and those who are new to the school enjoy the support of their classmates and are soon assimilated. Pupils provide support for one another and often take the initiative to comfort a younger pupil in distress. A pupil survey is conducted annually, although pupils' concerns over such areas as lunchtime arrangements are not always addressed.
20. The headteacher is supported by his deputy should any child protection issues arise. All pupils have access to the headteacher and visit him to receive awards when they produce very good work or behave in an exemplary manner. Whilst risk assessments are conducted and health and safety issues are raised, the school has not acted upon some important areas with enough alacrity and there are no members of staff with first aid qualifications.

Partnership with parents, other schools and the community

The school has very good links with parents who are very supportive of the school and there are good links with the community and other schools.

Main strengths and weaknesses

- Parents are very pleased with the work of the school and there is a good level of communication with parents.
- All classes visit places of interest and there are residential courses for Years 5 and 6, but with the exception of the Foundation Stage, very few visitors come into school to share their skills and experiences with pupils.
- Several members of the Christian community contribute to assemblies.

Commentary

21. Parents support the school and their children's learning well. Both the meeting with parents and the pre-inspection questionnaire noted that parents feel happy to be part of the school community and several families choose this school when living out of the local area. Parents receive good quality information about the life of the school through formal publications, informal exchanges and the weekly newsletter. They are invited to attend workshops relating to curriculum topics and consultation evenings and this

helps them support their children's learning. Annual reports provide satisfactory information about pupils' progress.

22. There are good links with the community, which is used as a learning resource. The vicar, a Baptist minister and a lay minister conduct assemblies, as do representatives from the local Christian Mission. Links with local schools are good. Pupils visit theaters, museums and other places of interest. However, there are very few visitors to school and hence opportunities are missed for extended writing and drama activities.

LEADERSHIP AND MANAGEMENT

The management of the school is good overall as is the role of the Governing Body. Good progress has recently been made in addressing issues raised in the last inspection and the school is well placed to make further improvements.

Main strengths and weaknesses

- The senior management team provides effective curriculum leadership and caring support for pupils and staff throughout the school.
- Key members of the governing body are well informed and play a full role in challenging and supporting the senior management team.
- The school development plan is unsatisfactory; it is too brief and greater detail in the development plan would benefit the governors and others who would wish to work with the school to improve standards.
- The school has been somewhat slow to respond to issues raised in the last inspection but owing to recent appointments in key areas the pace of improvement has increased.
- The organisation of support for pupils with special educational needs affects their inclusion in school activities.

Commentary

23. The headteacher and senior staff have high aspirations for pupils' all round development and provide effective leadership of the curriculum. Staff care very strongly about the education of the 'whole child'. The recent partnership work with the Local Education Authority has had a positive impact and has led to improvement in pupils' progress at Key Stage 2. Senior staff have now put in place measures to ensure that more able pupils achieve their potential, which was an issue from the last inspection. The success of these measures can be seen in the 2003 Key Stage 2 assessments where there was an increase in the proportion of pupils gaining the higher levels. The headteacher and senior staff are enthusiastic, they value pupils and fellow staff and are keen to preserve the ethos of the school. The headteacher maintains a significant teaching timetable and is closely involved in lunchtime supervision. Whilst this has many benefits, including developing his relationships with pupils, it reduces the time he has available for management and planning and reduces the opportunity to act strategically.
24. An effective and committed Governing Body helps to shape the school's vision and purpose as well as ensuring that statutory requirements are met. Key governors have a good understanding of the main strengths and weaknesses of the school and effectively challenge and support senior staff. The governors' effectiveness could be further improved by better quality information on the curriculum. Governors are involved in health and safety audits of the school premises but need to ensure that risk assessments are rigorous enough and action is taken to support the use of the school

site by staff, parents, and children. A highly effective finance committee shares in the setting and monitoring of the school budget ensuring that the school provides satisfactory value for money. The principles of best value are applied appropriately.

25. Senior staff have correctly identified a lack of enthusiasm for writing amongst pupils in the school and are seeking to provide a greater purpose, and more exciting stimulus for extended writing. However, this intention is not made clear in the school development plan, which is too brief and does not contain an overview of developments in the most important curriculum areas. Although curriculum co-ordinators maintain their own action plans, this information is not as accessible as it should be to governors and others who would wish to work with the school in a supportive role. The school has been somewhat slow in fully addressing other issues identified in the previous inspection report, but owing to recent appointments in key areas the pace of improvement has increased. Senior staff have sometimes struggled to identify and prioritise what are the most important areas for improvement and to bring clarity and rigour to the school improvement programme. However, since the appointment of the deputy headteacher there is more clarity in strategic planning.

26. The deputy headteacher is now responsible for assessment, performance data, and target setting and has made a significant impact on the identification of areas for development and has worked with focus and clarity to improve assessment. The systems, which have recently been introduced, are thorough and are suitable to both track and rigorously analyse the progress of individuals and groups of pupils. This is helping the school to target support and organise in service training more effectively. These measures are beginning to have an impact on standards and achievement.

27. The special educational needs co-ordinator works as part of an effective team ensuring that the progress of pupils with special needs is monitored against National Curriculum levels and their individual education plan targets. The special educational needs co-ordinator and deputy headteacher are aware that the system of withdrawal from classes for additional support is problematic and are attempting to lessen this impact by considering alternative arrangements.

Financial information

Financial information for the year April 2002 to March 2003			
Income and expenditure (£)		Balances (£)	
Total income	480,588	Balance from previous year	53,521
Total expenditure	498,656	Balance carried forward to the next	35,453
Expenditure per pupil	2,456		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The quality of provision is good and the Foundation Stage is a strength of the school.

At the time of the inspection only half of the full intake of pupils into the Foundation Stage had been admitted to school, and, of these, half began school during the week of the inspection. The judgments on children's achievements are made on the basis of discussions and observations relating to those children already in school and of discussions with staff and pupils which indicate that in this year, and in previous years, children's skills have generally been average.

Overall strengths and weaknesses

- The quality of planning is very good and ensures the children take part in an interesting range of activities.
- Teaching is very good and produces an immediate positive response from the children.
- Accommodation for the Foundation Stage is damp, shabby and unsatisfactory. The building is in a poor state of decoration, there are too many trailing cables, and the toilets smell badly during warm weather.

Personal, Social and Emotional Development

Provision in personal, social and emotional development is very good. By the time they start in Year 1 children exceed the expectations of the Early Learning Goals in this area of learning.

Strengths and weaknesses

- Staff organise a very good range of activities to familiarise the children with the main school building and pupils. They understand the rules of the 'crocodile' when they move between their classrooms and the main school.
- Children follow basic rules of hygiene and clear up when asked and often on their own initiative.
- The vast majority sit quietly in a circle and listen to their teachers.

Communication, Language and Literacy

Provision in communication, language and learning is very good. Children exceed the expectations of the Early Learning Goals in this area of learning by Year 1.

Strengths and weaknesses

- Teaching is building very effectively on the language skills with which the children start school.
- Children are demonstrating emergent writing and can recognise symbols on their coatpegs.
- Children listen respectfully to their teachers and to each other.

Mathematical Development

Provision in mathematical development is very good and teaching challenges the investigative powers of the children. Children meet the initial expectations of the Early Learning Goals in this area of learning when they enter Year 1.

Strengths and weaknesses

- Children are able to recognise a number of shapes.
- Children can count in unison to ten.
- Children are using concepts such as bigger and smaller in the correct context.

Knowledge and Understanding of the World

Provision in knowledge and understanding of the world is very good. Children's achievement is in line with the expectations of the Early Learning Goals when they enter Year 1.

Strengths and weaknesses

- Children have a strong desire to explore their environment and have an understanding of things that are safe and those that are dangerous.
- Children have a developing understanding of their relationship with important adults.
- Children have a limited knowledge of living things.

Physical Development

Provision in physical development is very good. Children meet the Early Learning Goals in this area of learning on entry to Year 1.

Strengths and weaknesses

- Children use the generous space available to good effect.
- Children have good awareness of the presence and safety of others.
- Children move around classrooms with skill and confidence.
- Children are developing fine motor skills well in control of brushes, scissors and pastry cutters.
- The outdoor play area is not well maintained.

Creative development

Provision in creative development is very good. Children are meeting the Early Learning Goals on entry to Year 1.

Strengths and weaknesses

- Children already experiment with colour and shape in a number of dimensions.
- Children use audiotapes as a basis for impromptu dance routines.
- Role-play frequently involves co-operative endeavor in activities such as the hospital.

Commentary

28. Overall children make good progress in all six Early Learning Goals during their time in the reception classes. They settle quickly and happily to school routines because staff are supportive and caring. Teachers challenge the youngest children well. Effective contact between school and home supports teachers in making assessments of children's prior achievement and this information is effectively incorporated into planning and teaching in the Foundation Stage. Teachers work hard to overcome the difficulties presented by the inadequacies of the accommodation and make best use of the generous space available indoors and in the play area. Interaction between teachers and children is very good and parents report that their children are keen to go to school each day. Teachers plan together well and work is fully in line with the requirements of the Early Learning Goals.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The overall quality of the provision for English is satisfactory with some good elements.

Main strengths and weaknesses

- The quality of teaching, including the teaching of basic skills, is good overall and some very good teaching was seen during the inspection.
- Assessment is good overall.
- Achievement is now good overall.
- Standards in writing, especially in Key Stage 2 and across the curriculum, need to be improved further.
- The block withdrawal from English of pupils with special educational needs is preventing them from attaining equal access to the curriculum.
- The leadership role of the co-ordinator is good.

Commentary

29. Standards at the end of Year 2 are above average and they are average but improving at the end of Year 6. Pupils now achieve well because of recent focused plans to improve the quality of education in key areas, particularly over the past year. There have been changes of staff, of subject co-ordinator and in organisation of some activities in the last two years. The quality of teaching and learning is good overall and is now very good in Year 6. Effective teaching is carefully planned to meet the needs of groups of pupils with differing attainment. Standards have improved most at Key Stage 1 and are now improving in Key Stage 2 following a period of slight decline. There has been satisfactory overall improvement in standards in the subject since the previous inspection.
30. All staff have a good knowledge and understanding of the subject and teach the technical skills of English very well and this has a positive effect on learning. The school provides some good opportunities for pupils to develop their speaking and listening skills including in cross-curricular activities in history. For example, as an introduction to a series of lessons on 'invasion and settlement' a pupil was interviewed about her move from another country and was sensitively questioned by pupils and teachers. Pupils then went on to discuss reasons for moving to other areas. Generally, there are too few opportunities for pupils to have direct involvement in discussions

because staff often dominate such activities. The School Development Plan has correctly identified the need to increase creativity throughout the school and staff are now working towards enrichment of the curriculum and planning for the Literacy Hour to reflect this aim. The quality of marking of pupils' work is good and supports pupils in making it clear how to improve the quality of their work. Good progress has been made in building in greater challenge for the more able pupils to enable them to reach their potential. Overall levels of achievement are now good in both Key Stage 1 and Key Stage 2.

31. The school has correctly identified standards in writing as an area in need of improvement and is taking effective action through the vehicle of the creative curriculum. The block withdrawal of some pupils with special educational needs from the Literacy Hour means they miss important parts of lessons and this inhibits their access to the full literacy curriculum. More attention is now being given to building on pupils' interests and enthusiasms in order to improve writing skills across the curriculum. This represents a relatively late response to the issue raised in the last report of standards in writing but has been received positively by pupils and parents. As a result, writing is now improving in all areas of the curriculum and pupils are beginning to transfer literacy skills from tasks in one area to those in another. Leadership of the subject is good. The recently appointed co-ordinator has a good understanding of the National Literacy Strategy, and her monitoring role is being developed to enable her to play a full part in the leadership and management of the school. Systems for assessment are effective and the school makes good use of information overall. Specific targeting of individual pupils on the basis of assessment information has been slow to develop but is now improving. Good levels of challenge are set for gifted and talented pupils and there is a very positive response from pupils to the systems of reward and motivation in school.

Language and literacy across the curriculum

32. Pupils' literacy skills are satisfactorily developed across the curriculum. Discussions with pupils indicate an increasing awareness of the need to apply literacy skills in all subjects and this is good in history. The development of cross-curricular links is a clear response to the efforts being made to raise literacy standards across the curriculum. During the inspection good opportunities were provided to develop speaking and listening skills. The quality of marking by teachers in all subject areas now ensures that pupils are applying what they have been taught in other subjects. The teaching of basic skills is now good across the curriculum.

MATHEMATICS

The overall quality of the provision for mathematics is good.

Main strengths and weaknesses

- Teaching is good and often very good in both Key Stage 1 and Key Stage 2.
- The teaching of the skills of using and applying mathematics in other areas is a strength.
- A knowledgeable and able mathematics co-ordinator provides good leadership for the subject but there are insufficient opportunities for the co-ordinator to monitor the quality of teaching and learning.
- A thorough system of assessment makes planning for learning more effective.

Commentary

33. Standards in mathematics are slightly above average at the end of Year 2 and average but improving at the end of Year 6. Mathematics is a popular subject and is now well taught throughout the school. As standards appeared to dip in Key Stage 2 an initiative, introduced last year, to improve standards in the 'using and applying mathematics', aspect of the curriculum was implemented. This has had a major impact and is now one of the school's strengths. Standards in mathematics at the end of Key Stage 1 in the 2002 National Curriculum tests were above average. Although no national comparisons are available for 2003, it is clear that pupils have done even better in this year in the tests because of the improved quality of teaching, particularly in Year 6. Standards at the end of Key Stage 2 in the 2002 National Curriculum tests were below the national average and well below average in comparison with the pupils' prior attainment. The 2003 results are better than in previous years with both a higher proportion of pupils achieving the expected levels and more attaining the higher level.
34. Progress during Key Stage 2 was an issue at the time of the last inspection, as was the achievement of girls. The school has worked very hard with support from the Local Education Authority, to improve this situation. Standards and progress have improved in Key Stage 2 and girls' achievement matches that of boys and most pupils now achieve well in relation to their previous learning. Even more significant is the improvement in the quality of teaching, which is good and often very good in both key stages. Teaching and learning in this area are now a strength and the school is well placed to improve standards further. Although improvements in mathematics are relatively recent, this still represents satisfactory progress since the last inspection.
35. The school has an able and knowledgeable mathematics co-ordinator who is also a Leading Mathematics Teacher (someone who gives demonstration lessons to teachers from other schools). Resources for mathematics have been improved and ending the school's reliance on a commercial scheme has been a major step forward. The co-ordinator is based in the Foundation Stage and liaises with the deputy headteacher to influence planning in Key Stage 2. This is an effective system but the impact of the co-ordinator is reduced by the lack of recent opportunities to directly observe teaching in Key Stage 2. The assessment of pupils' progress in mathematics is good. All classes complete 'objective sheets' which help teachers track and assess progress every half term. Individual target sheets are being trialled, which help pupils to be more aware of their own progress and to focus on what needs to be learned next.

Mathematics across the curriculum.

36. Some aspects of the mathematics curriculum, such as shape, space and measure and handling data, are supported effectively in work on other subjects. A good example of this was a 'themed week', linking art and mathematics. Number skills are developed well in a range of activities. Data handling is also supported well through the use of information and communication technology, and in geography lessons. Mathematics teaching is enhanced through the use of role-play. These techniques, combined with good use of visual aides and technology, help to make mathematics a popular subject with good overall links across the curriculum.

SCIENCE

Provision in science is satisfactory and the school is well placed to benefit from recent initiatives in planning, team teaching and assessment.

Main strengths and weaknesses

- The organisation of activities to extend pupils' experimental and investigative skills has led to a rise in standards.
- Teaching is good with some very good features.
- The over-use of commercial worksheets limits the development of scientific vocabulary and writing skills.
- Good improvements have been made in standards at the end of Key Stage 2 and these pupils achieve well.
- The co-ordinator provides good leadership and has been influential in raising the quality of investigative work across the school.

Commentary

37. Standards at the end of Key Stage 1 are average overall for the age of the pupils, with a good proportion of pupils attaining levels that are slightly above the average. This indicates that overall standards have dipped slightly since the previous inspection. This is partly because of the changing intake of the school and also because until recently the school did not have particularly effective planning for experimental and investigative work. The end of key stage teacher assessment in 2003 indicates that virtually all pupils achieved at least the expected standard and a good number exceeded this. This is an improvement from the year before. Pupils have positive attitudes to their learning and, as a result of better investigative work, now achieve well. The sample of recent work indicates that the better planning of open-ended investigative activities has had a positive effect in raising standards by increasing pupils' understanding of life processes and living things, materials and their properties and physical processes.
38. Standards at the end of Key Stage 2 are also average but have considerably improved since the previous year where they were well below average in national tests. The 2003 tests show a much higher proportion of both pupils achieving the expected level and those attaining above this. Pupils now achieve well. This improvement is due to the two main factors of the planning of investigative tasks and the work of the subject co-ordinator, in particular, who worked alongside class teachers for most of the last year. This focus on the organisation of lessons has led to raised expectations of what the pupils can achieve and a greater level of challenge in the activities organised. Whilst standards at the end of the key stage are not as good as those reported in the previous inspection, recent improvement indicates that standards are set to rise even further.
39. Teaching and learning in science are good and some aspects are very good. The good quality of teaching enables different groups of pupils to make good progress. Pupils learn how to conduct experiments with growing confidence. Class teachers now have a greater understanding of the science curriculum and have raised their expectations of what the pupils achieve. However, the over-use of commercial worksheets limits opportunities for pupils to extend their use of scientific vocabulary through recording their findings in their own words. The leadership of the subject is good and has had a pivotal influence on recent standards. However, the co-ordinator is very aware of the need to maintain the opportunities to directly monitor the quality of teaching and

learning in order to raise standards even further. The school has recently introduced good assessment systems and is now well placed to track the progress pupils make and use assessment information to plan activities specifically to meet the needs of the pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is satisfactory.

Main strengths and weaknesses

- Staff make good use of the school's information and communication technology suite to teach specific skills that move the pupils' learning forward.
- There are no classroom computers and this hinders the further practise of new skills and the use of computers as a day-to-day tool to support learning across the curriculum.

Commentary

40. Standards across the school are average and pupils' achievement is satisfactory. Although pupils' learning is effective when taught in the information and communication technology suite, if they had more ready access to computers many pupils could make even further progress. Pupils enjoy using computers and speak with pleasure about what they have learned, but best use is not always made of the computer suite, which sometimes lies idle for parts of the school week.
41. Standards have fallen since the previous inspection when they were judged as good. This is largely because provision in the school has not kept pace with the rapid technological changes and advances made in the teaching of the subject. The school has chosen to base the specific teaching of computer skills in the information and communication technology suite on a regular timetabled slot for each class. This work is good and pupils readily identify that they learn new skills in school, which they practise at home. However, the school does not provide classroom computers for daily activities and this restricts the amount of time available for pupils to practise their new skills. This is a weakness the subject co-ordinator hopes the school can rectify in the near future.
42. Pupils' learning and skills improve well and they make good progress in specific information and communication technology lessons because teaching is good and effectively moves their learning forward. Most teachers have good subject knowledge and break skills down into the small steps necessary for pupils to understand. In Year 2, pupils use art packages and change the tools they use to make pictures of a house or an island by adding different colours and using 'brushes' of different thickness. By Year 6, pupils are able to confidently make 'PowerPoint' presentations to link to work they have done in geography, science and art and design.
43. Leadership of the subject is satisfactory overall. The subject co-ordinator is skillful and manages the subject well but does not have enough opportunities to monitor the quality of teaching and learning and this limits his ability to identify areas for further development. This, together with an insufficient number of computers, makes it difficult for him to make major improvements in the subject. New assessment procedures have the potential to make the tracking of pupils' progress more straightforward and, therefore, make the planning of lessons and day-to-day activities even more effective.

Information and communication technology across the curriculum

44. There are satisfactory cross-curricular links in terms of developing pupils' skills in areas of data handling, word processing and the use of art packages. But, as time in the computer suite is restricted and there are no classroom computers there are not enough opportunities to use and develop information and communication technology skills as an integral part of pupils' daily learning.

HUMANITIES

Judgments are based upon lesson observations and scrutiny of pupils' recent work in religious education and history. No geography was inspected because of time constraints.

Religious Education

Provision for religious education is satisfactory overall.

Strengths and weaknesses

- School assemblies effectively support the teaching of the Agreed Local Syllabus and add a spiritual dimension to pupils' lives.
- Teaching is good overall and teachers' planning is good.
- Older pupils have a good recall of their study of the major faiths but have insufficient opportunities for visiting places of worship and centres associated with other faiths.
- The role of the co-ordinator is not sufficiently well developed to allow for monitoring of teaching and learning in the classroom and artefacts and resources are limited.

Commentary

45. The school meets statutory requirements in this area of learning. Standards are in line with the expectations of the locally agreed syllabus at the end of both key stages. The subject was not included in the previous inspection. Teaching and learning are good and pupils achieve well in the subject. In lessons they show respect for and a lively curiosity about the experience of people from other faiths and cultures. Pupils are aware of the importance of sacred buildings, books and artefacts and can name those associated with the major faiths, but they have few opportunities for seeing books and artefacts first hand. There is a good awareness that life has a spiritual dimension and teachers and pupils discuss feelings and emotions as part of this experience. Pupils' responses to the range of activities are positive and they recall their visit to Coventry Cathedral in considerable detail. Older pupils are appreciative of the sensible way in which religion is presented in the school and would like more opportunities to visit other faith centres. Leadership of the subject is satisfactory, although the subject co-ordinator does not have enough opportunities to monitor the quality of teaching in the subject and her influence upon the curriculum is, therefore, limited. Resources and artefacts to support pupils' understanding are limited.

HISTORY

Provision for history is satisfactory overall.

Main strengths and weaknesses

- There are good opportunities for developing speaking and listening and reading skills but further opportunities could be taken to develop extended writing in history-based activities.
 - A thorough scheme of work fully covers National Curriculum requirements.
46. At the end of Key Stage 1 and Key Stage 2 the standard of work in pupils' books is in line with national expectations as in the previous inspection. During the course of the inspection teaching was good and occasionally very good and the standards of work and children's achievements were good. Good teaching was seen in high quality introductions to lessons and good opportunities and encouragement to discuss ideas and concepts in an articulate and thoughtful manner. This supports learning effectively. There is a thorough scheme of work, which ensures all elements of the curriculum are covered in appropriate depth. Teaching is effective in developing good cross-curricular links with other subjects, including art and design, with pupils producing sketches of famous historical characters. The good range of discussion activities for some pupils extends both their historical and cultural understanding well. However, staff miss opportunities for pupils to develop writing skills through recording their historical ideas and findings in their own words.
47. Management of the subject by the curriculum co-ordinator is satisfactory and assessment procedures are developing well. Some year groups use a useful end of topic self-assessment sheet where pupils are asked the questions, "What did I know about this topic before I started?" "What I learned about this topic." "What I would like to know more about." This practice reinforces learning for pupils and helps teachers with their planning. By the end of Year 6, pupils show some understanding that aspects of the past have been interpreted and represented in different ways. They are also beginning to select and combine information from different sources.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Judgments are based upon lesson observations and scrutiny of pupils' recent work in art and design, design and technology and physical education. There was insufficient evidence to make secure judgments in music.

Art and design and design technology

Provision in art and design and design and technology is very good.

Main strengths and weaknesses

- The art and design curriculum is a strength of the school.
- All staff and particularly the subject co-ordinator have good subject knowledge and teach the two subjects well.
- The display of work is of high quality.

Commentary

48. Standards in art and design and design technology are above average. This is the same picture in Key Stage 1 as reported in the previous inspection and represents an improvement in Key Stage 2. Pupils make good progress throughout the school and they achieve well because the school has prioritised the teaching of specific art and design skills in depth. There are particular strengths in art and design in the quality of work pupils complete in the style of a range of well-known artists. Work in pastels is particularly strong. Pupils also learn how to create a good range of effects with paint. In design and technology the pupils produce some good work making a variety of artefacts such as chairs, and a lighthouse that has a lighting mechanism. This work is well linked to other areas of the curriculum including mathematics, science and history.
49. Teaching and learning are good. Staff show an enthusiasm for teaching art and design that is infectious to the pupils. The subject co-ordinator is particularly enthusiastic and has a positive impact on standards through supporting other staff. Because pupils see the two subjects as enjoyable they try hard with their work, which is very well displayed around the school. This ensures that pupils see that their work is valued and also improves the working environment for pupils, staff and visitors.

PHYSICAL EDUCATION

Provision in physical education is good.

Main strengths and weaknesses

- Planning is good at both Key Stage 1 and 2.
 - Teaching is good and teachers are energetic and enthusiastic, providing good role models
 - Pupils are encouraged to evaluate each other's work.
 - The school offers a very good range of extra-curricular activities.
50. Standards in physical education in Key Stage 2 are above average. Teaching is good and some very good teaching was observed. It was not possible to make a judgment about standards and teaching in Key Stage 1. In the lessons observed at Key Stage 2 the standard of teaching was very good. The planning of lessons is good and of value are the opportunities for pupils to comment on and evaluate the quality of each other's work. Lessons proceed at a good pace with hard work and commitment shown by all pupils, including those with special educational needs and those whose skills are at a high level. Boys and girls participate equally in all activities. This leads to good progress for all pupils and they achieve well.
51. Two able and knowledgeable teachers provide effective leadership for this subject. Satisfactory progress has been made since the last inspection when standards were also judged to be good at Key Stage 2. There is appropriate coverage of the National Curriculum and resources are adequate. The school provides a very good range of extra-curricular activities in physical education, including football for girls and boys, tag rugby, athletics, cricket and netball (basketball is planned for later in the year). This has a positive impact as such activities motivate pupils to increase their skill levels. The school receives good support from parents with club activities and has links with a number of adult sports clubs. The information and communication technology and literacy curriculum are enhanced by pupils making power point presentations,

incorporating digital camera images, to tell the rest of the school about their tournaments

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social and health education and citizenship is good.

Main strengths and weaknesses

- Pupils' personal development is monitored well through circle time and classroom activities.
 - Staff miss some opportunities to develop a further understanding of citizenship.
52. Pupils take part in well-planned circle time activities, which are useful in enabling staff to monitor pupils' opinions and personal development. However, occasionally pupils' worries are not always valued or acted upon. Teachers provide appropriate support, advice and guidance for pupils on a daily basis. Those visitors who regularly come into school have an impact on pupils' learning but too few come from other cultures and religious faiths and staff miss opportunities to help pupils develop further understanding of how they can become good citizens.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgment</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	4
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	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	4
The leadership of other key staff	2
The effectiveness of management	3
<i>Inspectors make judgments on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).</i>	