

INSPECTION REPORT

SCOTT BROADWOOD CHURCH OF ENGLAND AIDED INFANT SCHOOL

Capel and Ockley, Dorking

LEA area: Surrey

Unique reference number: 125241

Headteacher: Mrs C Prosser

Lead inspector: Mr M Newell

Dates of inspection: 23rd – 26th February 2004

Inspection number: 257416

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant	
School category:	Voluntary Aided	
Age range of pupils:	4 - 7	
Gender of pupils:	Mixed	
Number on roll:	80	
School addresses:	The Green Ockley Dorking Surrey	The Street Capel Dorking Surrey
Postcode:	RH5 5TR	RH5 5JX
Telephone number:	01306 627234	01306 711181
Fax number:	01306 628280	
Appropriate authority:	The Governing Body	
Name of chair of governors:	Canon Peter Bruinvels	
Date of previous inspection:	June 1998	

CHARACTERISTICS OF THE SCHOOL

The school is divided into two bases that are about three miles apart. One base is in the village of Ockley in Surrey and the other in the village of Capel. The school gained a School Achievement Award from the government in 2001 in recognition of the standards achieved and gained Investors in People status in 2003. There are 80 pupils on roll with a higher percentage of boys than girls. The school is smaller in size than other primary schools nationally. Most pupils live close to one or the other bases although a minority travel quite a distance to the school. There is quite a high level of pupil mobility for an infant school. The great majority of pupils are of white ethnic origin and there are no pupils who are at an early stage of acquiring English. The percentage of pupils with special educational needs, including pupils with a Statement of Special Educational Need, is currently at 10 per cent and this is below the national average although over the last three years the percentage has been considerably higher. The nature of special needs covers specific and moderate learning difficulties and physical difficulties. The percentage of pupils eligible for free school meals stands at ten per cent and this is broadly in line with the national average. Attainment when children start school covers the full ability range and is at an average level overall.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10638	Mr M Newell	Lead inspector	English Science Information and communication technology Art and design Design and technology Music Physical education
19335	Mrs S Dixon	Lay inspector	
12997	Mrs C Cheong	Team inspector	Special educational needs Foundation Stage Mathematics Geography History Personal, social and health education and citizenship

The inspection contractor was:

Altecq Education Limited
102 Bath Road
Cheltenham
Gloucestershire
GL53 7JX

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **satisfactory** school where the strengths outweigh the weaknesses. The headteacher has a clear and accurate grasp of what is needed to move the school forward. The school is caring and supportive towards all pupils. The quality of relationships and good links with parents and the community add to the ethos of the school. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Good provision is made for pupils with special educational need.
- Teaching at times is not dynamic enough or lacks pace and focus.
- Management by the headteacher is good.
- Teaching assistants make a powerful contribution to how well pupils learn.
- The use made of test and assessment data is not rigorous enough.
- Most pupils have good attitudes to work and enjoy coming to school which is reflected in the very good attendance rates.
- The school provides well for pupils' learning outside of the formal curriculum and for pupils' moral and social development.
- Teaching and learning are not monitored enough.
- At times not enough is expected as to how pupils listen or answer questions.
- The school places a high priority on pupils' care and welfare.
- The school has established strong links with parents and the community which impact positively on pupils' learning.

The school has made satisfactory progress since the time of the last inspection. Standards in music and physical education have improved and the significant amount of unsatisfactory teaching identified at the last inspection has been eradicated, although the headteacher has accurately identified the need for further improvements in teaching. Assessment procedures and the quality of planning have improved but there is now a need for better use to be made of assessment information to help raise pupils' achievement.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	All schools			similar schools
	2001	2002	2003	2003
Reading	D	B	E	E
Writing	D	C	C	C
Mathematics	C	E	C	D

Key: A - well above average; B – above average; C – average; D – below average; E – well below average

Pupils' achievement is **satisfactory** overall. Inspection findings show that standards are above average in reading, speaking, writing, mathematics and science. This reflects the greater ability of this particular group of pupils. Not all pupils, however, listen attentively or respectfully enough. Fluctuations in standards from year to year can also be explained by high levels of pupil mobility and the fluctuating number of pupils in each year group with

special educational needs. Standards in all other inspected subjects are at an average level and achievement is satisfactory.

Attainment when children start school covers the full ability range and is at an average level overall. Children make satisfactory progress and attain the nationally recommended Early Learning Goals in all areas except some aspects of personal, social and emotional development where a minority of children find difficulty in sustaining concentration or in following the normal courteous conventions when speaking or in listening to others.

Pupils with special educational needs often make good progress and achieve well within lessons because of the good levels of support that they receive from teachers and in particular teaching assistants who make an important and telling contribution to their learning. Their achievement over time is satisfactory. Occasionally there are times when the work that is set for the higher attaining pupils is not demanding enough. There is no significant evidence of differing levels of attainment or achievement between boys and girls that cannot be explained by natural ability differences.

The school makes **good** provision for pupils' moral and cultural development and **satisfactory** provision for their spiritual and social development. Many pupils have good attitudes to all that the school has to offer and enjoy coming to school. This is reflected in the attendance rate which is well above the national average. Behaviour is satisfactory. Although many pupils behave well there are a significant minority who do not listen attentively and do not show enough respect when others are speaking.

QUALITY OF EDUCATION

The quality of education is **satisfactory** overall with some good features. Teaching and learning are **satisfactory** with elements of good practice. Teaching is most effective when the lessons have a real sense of urgency and where activities and tasks provided are exciting, vibrant and stimulating. At times these features are not present, activities do not have a specific learning focus or time is not used well enough to really develop pupils' learning. Teaching assistants support pupils' learning well and help them to make good strides in their learning. Assessment procedures are much improved since the last inspection but more rigorous use needs to be made of the data for setting pupils' targets and for tracking their progress. Although the curriculum is satisfactory overall good opportunities are provided for enriching and enhancing pupils' learning through visits, visitors and extra-curricular activities. The school is caring and supportive and the views of pupils are listened to. The good links that the school has established with parents and the community add to the ethos of the school and to pupils' learning experiences.

LEADERSHIP AND MANGEMENT

The leadership and management of the school are **satisfactory** with the headteacher providing good management skills and an astute awareness of exactly what the school's strengths and weaknesses are. The headteacher has monitored teaching and learning but procedures for other teachers to do so are not firmly embedded in school practice. Governance of the school is satisfactory. Governors support the school well and have played a significant role in the substantial improvements to the school's accommodation which have occurred over the last 12 months.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are happy with all that the school provides. Parents feel that the school enables their children to achieve well and that it is a caring and supportive school. A small number of parents would like more information relating to how well their child is doing. Inspection

findings show that information provided to parents is generally good although pupils' reports do not always provide clear targets for improvement.

Pupils enjoy school and many take part enthusiastically in the activities that are provided for them both within and outside of the formal curriculum. The school is seeking to set up a school council in the near future. Discussions with pupils indicate that they feel that they are listened to and that they would be only too ready to approach any member of staff should they have any concerns.

IMPROVEMENTS NEEDED

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

- Ensure that lessons are consistently challenging, proceed at a good pace and have a specific learning focus.
- Ensure that the use made of test and assessment data is sharper and more rigorous in order to have the biggest possible impact on helping to raise standards.
- Ensure that children and pupils listen more attentively and with greater levels of respect to the contributions of adults and other pupils.
- Put in place more rigorous and systematic procedures for monitoring teaching and learning, including lesson observations and scrutinies of pupils' work.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement for children in the Foundation Stage is **satisfactory** and standards overall are in line with the Early Learning Goals. Standards are above average in reading, speaking, writing, mathematics and science by the end of Year 2. Achievement in Years 1 and 2 is **satisfactory**.

Main strengths and weaknesses

- Pupils with special educational needs achieve as well as their classmates.
- Although children's attainment in personal, social and emotional development is satisfactory overall, some aspects are not at the expected level.
- Pupils' achievement in Years 1 and 2 is satisfactory but listening standards could be better.

Commentary

FOUNDATION STAGE

1. For the reception children, achievement is satisfactory overall. Children start school with standards that are in line with the average nationally. By the time that children start in Year 1 most children attain the nationally recommended Early Learning Goals in all areas of learning overall except in aspects of their personal, social and emotional development.

KEY STAGE 1

2. On the basis of the 2003 National Curriculum tests for Year 2 pupils, attainment was in line with the national average in writing and mathematics and well below the national average in reading. When compared to similar schools attainment was average in writing, below average in mathematics and well below average in reading. Teacher assessments in science showed attainment to be at an average level. The trend in the school's rate of improvement is broadly in line with the national trend. Inspection findings show that standards in reading, writing, mathematics and science are above average by the end of Year 2 and reflect their higher ability when they started school. Achievement is therefore satisfactory. The listening skills of pupils are satisfactory but could be better. Not all staff place a high enough expectation in terms of pupils listening attentively and courteously to adults and to classmates. The school's results fluctuate from year to year as a result of the high level of pupil mobility and the differing numbers in each year group of pupils with special educational needs. There is no significant evidence of differences in achievement between boys and girls. Attainment in all other inspected subjects is at an average level and achievement is satisfactory.

Standards in national tests at the end of Year 2- average points score in 2003

Standards in:	School results	National results
Reading	14.7 (16.7)	15.7 (15.8)
Writing	14.7 (14.6)	14.6 (14.4)
Mathematics	16.1 (15.5)	16.3 (16.5)

There were 23 pupils in the year group. Figures in brackets are for the previous year.

- The achievement of pupils with special educational needs is satisfactory over time and often good within lessons. Much of this is due to the way in which the curriculum is geared to match their needs and in particular to the support pupils receive from teaching assistants who make a powerful and significant contribution to the progress that pupils make. The achievement of the higher attaining pupils is satisfactory but there are times when the work that is set for them is not demanding or challenging enough.

Pupils' attitudes, values and other personal qualities

- Pupils' attitudes to school are **good** and attendance rates are **very good**. Behaviour is **satisfactory**. The provision made for pupils' cultural and moral development is **good** and **satisfactory** provision is made for pupils' spiritual and social development.

Main strengths and weaknesses

- Not all pupils show enough respect for adults and classmates.
- Levels of attendance are high but punctuality is only satisfactory.
- Pupils' good attitudes have a positive effect upon their learning.
- Good provision is made for pupils to learn about different cultures.

Commentary

- Many pupils are enthusiastic learners and are happy to take part in all that the school offers. Pupils are hard working and respond enthusiastically in their lessons and activities. They make good use of the time in school and work hard throughout the day. When teachers offer challenging and stimulating lessons pupils respond well. Pupils feel that their lessons are fun and that they receive good help and encouragement from their teachers. Pupils' enjoyment of school is reflected in the attendance rates which are well above the national average. Punctuality is not as good because a minority of pupils arrive late. This puts these pupils at a disadvantage because they miss the introduction to lessons.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	3.9
National data:	5.4

Unauthorised absence	
School data:	0.6
National data:	0.4

- The behaviour in school is satisfactory overall. Whilst many pupils behave in a sensible and mature manner there are a significant minority who call out or fail to respond to instructions promptly. There are occasions when teachers do not have high enough

expectations of pupils' attentiveness to adults or to classmates. Some pupils show disrespect for others by talking when others are.

- The relationships in school are good. Pupils are generally kind and helpful to one another. There are opportunities for pupils to take responsibility in the classroom and independence is encouraged. Pupils' views are listened to and plans are in hand to set up a school council. Pupils' moral and cultural development is good. Pupils have a good understanding of right from wrong and learn well to appreciate their own culture and that of others. They show respect for other lifestyles but do not always show each other the same level of respect. Satisfactory opportunities are provided for pupils to reflect on life and their own learning but opportunities to work collaboratively are not always capitalised on.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **satisfactory** quality of education. Teaching and learning are **satisfactory**. Assessment is **satisfactory**. The curriculum is **satisfactory** with **good** opportunities provided outside of the formal curriculum for enhancing pupils' learning. The care and welfare of pupils is **good** and links with parents and the community are **good**.

Teaching and learning

The quality of teaching and learning in the Foundation Stage and in Years 1 and 2 is **satisfactory**. Assessment is **satisfactory**.

Main strengths and weaknesses

- Teaching is at its best when lessons are exciting, demanding and move along at a good pace but there are occasions when this is not the case.
- Teaching assistants make a significant contribution to how well pupils learn and achieve.
- Time is not always used as effectively as it could be in some lessons.
- Assessment is satisfactory overall but the use made of assessment data is not rigorous enough.

Commentary

Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	9	15	0	0	0

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

- Teaching and learning have improved significantly since the last inspection, but the school recognises that there is still room for further improvement. Teaching and learning are satisfactory and on occasions good in the Foundation stage. Teaching is most effective when activities are stimulating and capture the attention of the children and move along at a snappy pace. Learning is equally effective when a good balance is struck between children learning through investigative activities alongside the direct teaching of key skills. However there are some activities, especially the early morning

ones, which are unchallenging, lack structure and result in time not being used well to advance children's learning.

9. Teaching and learning in Years 1 and 2 are satisfactory with some good features. Reading and writing skills are taught in a satisfactory manner. Pupils are introduced to a good range of literature and are taught a satisfactory range of strategies to help them tackle new words and phrases. Pupils are encouraged to put their reading skills to effective use when locating information. Writing skills are being increasingly taught in a direct manner and pupils are encouraged to use an expressive vocabulary. At times expectations are not high enough as to how pupils should present or spell their work. Teaching does not always insist on pupils waiting their turn to speak or in listening attentively to adults or to classmates. Teaching in mathematics is at its best when lessons are lively and the activities are challenging for all pupils. When teaching is not as good the purpose of the lesson is not always made clear to the pupils and not sufficiently reinforced at the end. Teaching in science strikes a good balance between the development of pupils' scientific knowledge and learning through practical and investigative tasks, although at times work could be more demanding.
10. Teaching in information and communication technology is satisfactory with some occasional good examples of computers being used to support pupils' learning in other subjects of the curriculum. Teaching in all other subjects of the curriculum is satisfactory with a satisfactory emphasis put on the direct teaching of specific skills in subjects such as art and design and design and technology. The small size of the hall in one of the school's bases makes the teaching and learning of indoor physical education more difficult but teachers deal with the situation well by teaching half the class whilst the other half completes other tasks in the classroom with teaching assistants and then the pupils change around. Whilst teaching is never less than satisfactory it sometimes lacks a little sparkle or vibrancy which hooks and maintains the interest and enthusiasm of the pupils.
11. A particular strength of teaching is the contribution made by the teaching assistants. They support pupils in a good and at times very good manner. Their support is sensitive to the needs of the pupils but they expect a lot from pupils both in terms of behaviour and the work that they produce. The support enables pupils with special educational needs to take a fully inclusive role in lessons and this impacts positively on pupils' learning and achievement.
12. Procedures for assessing pupils' attainment and tracking their progress are satisfactory. However, in both the Foundation Stage and in Years 1 and 2 data is not sufficiently well used to plan the next steps of learning for individuals and small groups of children. Pupils are not always aware of what they need to do in order to improve in key areas of the curriculum.

The curriculum

The curriculum is **satisfactory**. The enrichment of the curriculum is **good**. Accommodation is **satisfactory** and resources are **good**.

Main strengths and weaknesses

- The provision for pupils with special educational needs is good.
- The school provides a good range of activities outside of the formal curriculum for enhancing pupils' learning.
- The time allocation to some subjects is too long.
- The school is well resourced and accommodation has some good features.

Commentary

13. The curriculum is satisfactory throughout the school. It meets the requirements of the National Curriculum and includes personal and health education and citizenship. It enables all groups and abilities of pupils, including those with special educational needs, to achieve satisfactorily. All statutory requirements are met.
14. The National Literacy and Numeracy Strategies are firmly embedded in school practice. There are some good if at times inconsistent examples of pupils' literacy and numeracy skills being put to good use in other subjects of the curriculum. Planning in these subjects and other National Curriculum subjects is satisfactory and ensures that teaching and learning caters for the mixed-age classes and different year groups. The curriculum for the youngest children in the school is satisfactory. The reception teachers from the two bases meet regularly and plan together. The curriculum provides children with a satisfactory range of activities based correctly around the six areas of learning. While the overall time given to the curriculum across the school is satisfactory, the way it is apportioned to individual subjects results in some lessons being too long. The programme for personal, social and health education is satisfactory. All pupils are given weekly sessions in which they can talk about school issues and listen to the views of others.
15. Throughout the school, provision for pupils with special educational needs is good. Statutory requirements are fully met. School based documentation is well ordered and maintained. The headteacher and school staff are very well informed about the needs of individual pupils. All staff strive hard to support pupils and thus enable them to learn as well as their classmates. Teaching assistants make an important contribution to how well pupils achieve and ensure that they take a full and inclusive role in all aspects of the curriculum. The provision that is made for the higher attaining pupils is satisfactory although on occasions work is not challenging enough.
16. The school provides a good range of learning opportunities outside of the formal curriculum which enhance pupils' achievement as well as adding to their personal and social development. For such a small school the provision for extra curricular clubs is good. There is a good variety including craft and information and communication technology. The school makes good use of visits to the local area and further afield to enrich pupils lives. Visitors to school support learning well by sharing their skills and experiences with pupils.
17. The school has sufficient teachers to teach the National Curriculum although recently the school has encountered difficulties in recruiting permanent teachers for key positions such as base leader. There are a good number of teaching assistants who add much to the life of the school. Overall the accommodation is satisfactory with particular strengths at the Ockley base due to the high quality building extension and refurbishment that have recently taken place. The hall at the school's base in Capel is too small and means that full class lessons in physical education cannot take place. Although there is an enclosed play area for children in the Foundation Stage at the Capel base, it is small in size and limits the opportunities for extensive outdoor play activities. Despite the building's limitations the staff use the available space well and put much effort into making the school an attractive learning environment. At the school's base in Ockley the classrooms are of a good size and the new building work helps to make the school bright and attractive. The hall is of a good size and outdoor space is good with plans in hand to make outdoor accommodation even more attractive and an effective learning resource. The school is well resourced and this adds to the quality of pupils' learning.

Care, guidance and support

The provision for pupils' care, welfare and safety is **good**. Pupils receive **satisfactory** support, advice and guidance. The arrangements for seeking and acting upon pupils' views are **satisfactory**.

Main strengths and weaknesses

- The care of pupils is given a high priority.
- Induction arrangements are very good.
- Pupils throughout the school build confident and trusting relationships with adults.

Commentary

18. The school's procedures ensure pupils are well cared for. Parents feel that this is a particular strength and that the school is a happy, safe and secure place for their children to learn. The good relationships that exist and the good provision for moral development create an environment where pupils are happy and confident. This has a positive effect upon their learning. The child protection procedures are very good. All the adults employed by the school receive thorough training and written guidance is readily available for all. The health and safety arrangements are good. The school is well maintained, risk assessments are regularly carried out and careful attention is paid to the safety and care of all the pupils at all times.
19. The academic support and guidance offered to pupils is satisfactory overall. Pupils with special educational needs are well supported and are helped to take a full and inclusive role in all that the school offers. Throughout the school the success of all pupils is recognised and celebrated. Whilst effective procedures are in place for assessing pupils' attainment, the use made of the information to guide future teaching and to inform pupils what they need to do to improve is not rigorous or consistent enough. Children and parents new to the school benefit from very good induction procedures. These include meetings, information packs and many opportunities for children to visit the school and make a settled start to their education.
20. Pupils are encouraged to express their views and opinions in lessons and in school assemblies. Discussions with pupils indicate that they feel that their views are listened to well but they would like more opportunities to be involved in some whole school decision making issues. The school already has well advanced plans for setting up a school council to enable pupils to play a greater role in influencing some of the work of the school.

Partnership with parents, other schools and the community

The partnership and links with parents are **good**. Links with the local community and other schools are **good**.

Main strengths and weaknesses

- The partnership with parents has a positive effect on pupils' learning, although some parents want more guidance as to how they can support their child's learning at home.
- The information provided for parents about school life is good, although pupils' progress reports are satisfactory.

- The links with the community play an important part in enriching pupils' lives.
- The links with other schools support teachers' professional development well.

Commentary

21. Parents are supportive of the school and are appreciative of all that the school provides. Their views are sought regularly and good use is made of them to influence decision-making processes.
22. Inspection findings show that the information provided for parents about the life of the school and the work pupils are to cover is good. There are good opportunities through workshops and special events for parents to gain good insight into their children's learning. There are good opportunities for parents to discuss their children's progress and written reports are satisfactory. These give good information about what pupils can do well and areas of difficulty are highlighted. However clear targets for improvement are not always stated. A variety of different types of homework is set regularly and most parents support this well.
23. The school's links with the community and its partnership with other schools have a positive effect upon learning. The local community provides a good resource to support and enrich learning. Pupils visit the local area and places of interest further afield. Many members of the community visit the school to share their skills and experiences. Links with other schools provide good arrangements for the transfer of pupils to junior school. The professional development of teaching staff is well supported by these links and pupils benefit from sharing resources and, for example, by the provision of an extra curricular club in information and communication technology.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management of the school is **satisfactory**. The quality of the headteacher's management is **good** and her leadership and that of other key staff is **satisfactory**. The governance of the school is **satisfactory**.

Main strengths and weaknesses

- The headteacher is an effective manager of the school and has an accurate grasp of the school's strengths and areas for improvement.
- Teaching and learning are not monitored enough by all teachers.
- Financial management is effective.

Commentary

24. The headteacher manages the school well. As well as carrying out her teaching commitment, she has been successful in creating a good team spirit between the two sites and ensuring that there is parity in the quality of education provided. This aspect is much improved since the last inspection. Essential functions on the two sites are managed well, and the day-to-day functioning of the school is smooth and efficient. Systems are not unduly bureaucratic. All staff are clear about their roles and responsibilities, and have ready access to guidance and relevant training that fits in both with their personal needs and the school's needs as expressed in the school development plan. The school has a good, well-written handbook, and the induction of new staff is managed well. Until recently, the school had no problem with the

recruitment and retention of staff but currently, two temporary staff are being employed to cover one full-time post.

25. Leadership by the headteacher and other key members of staff is satisfactory. The headteacher has an astute awareness of the strengths and areas for development. She is open and frank and recognises that there is still work to be done in improving the school, and has a commitment to raising standards. Over the years the headteacher has improved procedures for assessing pupils' attainment and for analysing test and assessment data. However the use made of the data for setting targets and for tracking pupils' progress is not as rigorous as it could be for it to have the biggest possible impact on helping to raise standards further.
26. The size of the school and the fact that the two bases are geographically three miles apart means that the monitoring of teaching and learning are more problematic. Although the headteacher has monitored lessons on a number of occasions there has not been enough scrutiny of pupils' work carried out or opportunities provided for other teachers to monitor teaching and learning. The school recognises this as a weakness and money has already been allocated in next year's budget to release the head and subject leaders on a more regular basis to visit other schools, to disseminate good practice within this school and to tackle any weaknesses when they occur. The management of special educational needs is being carried out on a temporary basis by the headteacher and she performs her duties well. Documentation is well maintained and support is targeted to where the need is greatest. Management of the Foundation Stage is satisfactory but monitoring of teaching and learning is not rigorous enough.
27. The governance of the school is satisfactory. The governing body fulfils its statutory duties in an effective manner and supports the school well. Relationships between the staff and governors are strong and add to the sense of community. Good committee structures are in place and the governing body has played a significant role in the substantial improvements to the school's accommodation which have occurred over the last 12 months. The governors contribute to the process of school development planning and have identified in their action plan the need to play a greater role in holding the school to account for the quality of education it provides and the attainment and achievement of pupils. This role is not as rigorous as it could be at the present time.
28. The financial management of the school is good. The school's budget is managed most effectively by the office manager who is also a member of the school's management team. She works very closely with the headteacher and with the finance committee of the governing body in ensuring that spending is monitored diligently and that the principles of best value are consistently applied and acted upon. All income to the school is used well to enhance pupils' learning and spending patterns closely match the educational priorities identified in the school development plan. The office manager, together with two administrative assistants, plays an important and significant role in the day-to-day running of the two bases and ensure that all visitors are dealt with in a most courteous and helpful manner. Taking all factors into account, the school is providing satisfactory value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	301 228
Total expenditure	308 667
Expenditure per pupil	4 539

Balances (£)	
Balance from previous year	41 791
Balance carried forward to the next)	34 352

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

AREAS OF LEARNING IN THE FOUNDATION STAGE.

Provision for children in the Foundation Stage is **satisfactory**.

Main strengths and weaknesses

- Children's listening skills and skills of taking turns in conversations are underdeveloped
- Equality of opportunity is well promoted. Children with special educational needs are well provided for.
- The reception children are well supported by experienced learning support assistants, and teachers and support staff work well together.
- Not enough use is made of assessment information to plan the next stage of children's learning.
- Relationships with parents and carers are good.
- Time is not always used well enough to develop children's skills, knowledge and understanding.

Commentary

29. The school operates on two sites with one class of 25 reception children and one mixed class of reception and Year 1 pupils. Last time the school was inspected no separate judgement was made for the Foundation Stage. Very good arrangements are made for introducing children to school life. They start school in September of the year in which they are five. They visit the school many times prior to starting school and initial meetings with parents are held. As a result the vast majority settle quickly into school life. Teachers are successful in ensuring equality of opportunity for all children.
30. When children start school attainment covers the full ability range and is at an average level overall, although the social skills of a minority of children are less than satisfactory. Children of all abilities make steady progress and achieve satisfactorily overall. By the time that they start in Year 1, most children attain the nationally recommended Early Learning Goals in all areas of learning apart from some aspects of personal, social and emotional development. Although attainment is satisfactory overall in this area of learning, some children find difficulties in sustaining concentration and in following the social conventions of asking and answering questions appropriately.
31. The quality of teaching is satisfactory and on occasions it is good. Procedures for assessing children are carried out effectively but not enough use is consistently made of the information gathered to inform the next steps in children's learning or to set specific targets for improvement. Teaching assistants support learning well and play a significant and integral role in enhancing children's learning. The curriculum is satisfactory and securely planned around the six areas of learning and regular consultation between the staff of the two bases ensures that children take part in and have access to similar teaching and learning experiences. However there are instances where activities do not have a specific focus or activities at the start of the day lack structure. In these sessions time is not always used productively enough and as a result learning is not enhanced as much as it should be.
32. Leadership and management of the Foundation Stage are satisfactory. Teachers and support staff plan together well. Not enough opportunities have been provided for the

more rigorous monitoring of teaching and learning in order to disseminate good practices and to tackle any weaknesses when they occur.

33. Children's achievement in **communication, language and literacy** is satisfactory. Teaching and learning are satisfactory. The recent stronger emphasis that teaching has placed on phonic development and commonly used words is helping children to develop satisfactory strategies to decipher words and to develop as independent readers. Parents regularly help with reading and books are taken home daily. This impacts positively on children's achievement.
34. Handwriting is taught satisfactorily. Children are given suitable, and at times good, opportunities to write for themselves and as a result, most children attempt to use writing as a means of communicating. At other times, such as within the long "traffic lights" free-play introduction to the morning, too little emphasis is given to writing. Children in school are very keen to talk but not always to listen. Teaching is most effective when a good emphasis is placed on the social conventions of taking part in a group discussion, listening to and respecting the views and contributions of others. In some instances this much needed emphasis is not reinforced enough.
35. In terms of their **mathematical development** the children achieve satisfactorily. The quality of teaching and learning is satisfactory but it sometimes lacks urgency and rigour. Teaching is at its best when expectations are higher and children with the ability to learn more quickly are well challenged. By the time that they start in Year 1 the majority of reception pupils are likely to attain the standard expected for their age. Many count objects to ten, and sometimes beyond, and identify simple shapes. Teaching provides opportunities for children to learn through practical activities as well as through the direct teaching of specific key mathematical skills. The curriculum provided is satisfactory. Sand and water play are used satisfactorily to develop children's knowledge of capacity and measures and adults encourage the use of an appropriate mathematical vocabulary.
36. Children's **knowledge and understanding of the world** is at an expected level by the time they start in Year 1 and achievement is satisfactory. Teaching and learning are satisfactory. Teachers plan together well and they provide some exciting experiences for children to watch, such as a model volcano that erupts and opportunities to develop "dinosaur landscapes" with sand, twigs and water. Adults provide lenses and reference books for children to look closely at fossils and to gain a satisfactory knowledge of the natural world. The children are developing a satisfactory awareness of the passage of time. Many children are confident users of the computers, but records are not kept when they are used in "free play" sessions, which means that children's progress is not always adequately tracked.
37. In terms of their **physical development** the children achieve satisfactorily. Teaching and learning are satisfactory. Provision is satisfactory overall. Children on both sites have easy access to secure outdoor play spaces. At one base this is new and of a good size for the number of children using it. It is partially covered to allow for more days of use throughout the year, which is good. The play area at the other site is much smaller and can only be used by a smaller number of children at one time. Nonetheless staff make good use of the facility. In physical education lessons, children move with satisfactory control for their age and teaching encourages children to be expressive and creative in their movements. When using bikes and scooters children achieve standards similar to most children nationally. The children's ability to manipulate small objects is above the normal level found. They handle brushes and scissors well as a

result of the varied activities provided for them and the good direct teaching of specific skills.

38. In the **creative development** area of learning, teaching, learning and achievement are satisfactory. Learning and achievement are good when children are provided with a good wide range of materials that they can choose from, and are encouraged to develop their own ideas. Outside play with the wheeled toys is enhanced when children are encouraged to develop their play imaginatively. Children's singing and music making is satisfactory and children greatly enjoy playing untuned percussion instruments and finding out the sorts of sounds that the different instruments make. Some imaginative play opportunities are provided and learning is significantly enhanced when adults join in and reinforce children's speaking, listening and use of expressive vocabulary but there are occasions when such opportunities are not capitalised upon.
39. Attainment in **personal, social and emotional development** is at an expected level overall by the time that children start in Year 1, although elements are not satisfactory. Children's achievement is satisfactory but could be better. Teaching and learning are satisfactory. A minority of children start school with limited social skills. When playing unaided or when working in small groups generally, behaviour is satisfactory and the classrooms are orderly. When teaching is effective, it provides children with opportunities to develop their independence and reinforces the importance of following classroom routines, taking turns and respecting others. However, when together as a whole class, children are not always made aware of the consequences of their actions, of the need to take turns and share fairly, to concentrate and of the importance of listening to and treating adults and classmates with respect.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Writing skills are increasingly being taught effectively.
- Not enough emphasis is placed on developing pupils' listening skills.
- Good and at times very good support is provided for pupils with special educational needs.
- Good procedures are in place for assessing pupils' attainment but the use of the data to help improve standards is not rigorous enough.
- The monitoring of teaching and learning could be better.

Commentary

40. On the basis of the 2003 National Curriculum tests for Year 2 pupils' attainment was in line with the national average in writing and well below the national average in reading. A similar picture emerges when pupils' attainment is compared to that of pupils in similar schools. Inspection findings show that by the end of Year 2 attainment in reading and writing and speaking is above average although listening skills are at an average level and could be better. The rise in standards from last year is because the natural ability of this particular group of pupils is stronger. The achievement of all pupils in Years 1 and 2 is satisfactory although at times the challenge for the higher attaining pupils could

be greater. There are no significant differences between the achievement of boys and girls. Improvement since the time of the last inspection has been satisfactory.

41. By the end of Year 2 many pupils have good speaking skills and use an expressive vocabulary and are confident at asking and answering questions although there is a tendency for some pupils to shout out rather than waiting their turn. Listening skills are only satisfactory because a significant minority of pupils do not listen attentively or follow instructions well and do not show enough courtesy when either adults or classmates are speaking. Many pupils read well and with a good level of understanding and fluency. Pupils use a good range of strategies for tackling new words and locate information quickly. Pupils write well for different audiences and purposes and use a good level of punctuation in their work. Spelling at times is a little careless.
42. The quality of teaching and learning is satisfactory overall with some good aspects. Writing skills are being increasingly taught well. Pupils are taught the importance of writing in different ways for different audiences and purposes and are taught the necessary skills to enable them to do this. Teaching is at its best when work is challenging and demanding and good account is taken of the differing abilities of the pupils. For instance, the higher attainers are expected to use a more expressive vocabulary in their written work and to use a more sophisticated level of punctuation.
43. Effective lessons have pace, set time deadlines and through good choice of texts or animated teaching style really capture the attention of the pupils. However, there are times when, although teaching is satisfactory, it simply lacks a sense of vibrancy or sparkle. There are also times when teachers do not place a high enough expectation on pupils listening attentively or in listening to and respecting the contributions made by classmates. In these lessons some pupils do not learn as well as they could. The teaching assistants across the school make a significant contribution to how well pupils learn. Their support is challenging and yet sensitive to the needs of pupils and enables the less able and pupils with special educational needs to take a full and active role in all lessons.
44. The subject is led and managed in a satisfactory manner. Over time there have been formal observations of teaching and learning carried out by the headteacher and the subject leader but the school has accurately identified for such observations and for the scrutiny of pupils' work to be carried out on a more systematic and regular basis. Procedures for assessing pupils' attainment are good and are much improved since the last inspection. The use made of this data however is not always sharp enough to be having the biggest possible impact on raising standards. The school has a good range and quality of reading materials and this helps to make literature attractive and interesting for many pupils.

Language and literacy across the curriculum

45. The promotion of language and literacy across the curriculum is satisfactory with some strengths. The promotion of pupils' writing skills in other subjects is often good as pupils are asked to write up scientific experiments in their own words, to write about visits, describe how to make a puppet and to describe their locality in geography. Reading and speaking skills are promoted in a satisfactory manner in other subjects. The weaker aspect is that again the importance of listening attentively to adults and to classmates in different subjects of the curriculum is not emphasised enough by some teachers.

MATHEMATICS

The provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- Help and support for pupils with special educational needs is good and at times very good.
 - Good procedures are in place for assessing pupils' progress but the use made of the information is not effective enough in helping to raise standards.
 - Teaching is most effective when expectations are high in terms of work and behaviour but this is not always the case.
 - Teaching and learning are not monitored rigorously enough.
46. On the basis of the 2003 National Curriculum tests for Year 2 pupils, attainment was in line with the national average and below average when compared to similar schools. Inspection findings show that attainment for the present Year 2 pupils is above average. This reflects the natural ability of this particular group of pupils who started school with higher standards than is usually the case. The achievement of all pupils is satisfactory although on occasions the challenge for the higher attaining pupils is not high enough. There are no significant differences between the achievement of boys and girls. Improvement has been satisfactory since the time of the last inspection.
47. Pupils in Year 2 have good numeracy skills and put these to good use in solving different calculations. Pupils have a good understanding of place value and know their 2, 5 and 10 times tables well. Pupils use a good range of strategies to half or double numbers up to and at times beyond a hundred. Pupils' ability to solve problems is developing well, although at times they are less confident when problems are presented in different formats. Their knowledge of the properties of two dimensional shapes is good but less secure of three-dimensional shapes. Pupils use an appropriate mathematical vocabulary when talking about their work and successfully identify things heavier or lighter than a kilogram.
48. The quality of teaching and learning is satisfactory overall with some good aspects. Pupils with special educational needs are well supported and therefore achieve as well as their classmates and take a full and inclusive role in all lessons. When teaching is good the pace of the lesson is snappy, tasks are challenging and good opportunities are provided for pupils to learn through well planned practical activities. Occasionally the computer programs that are used to enhance pupils' learning are a little too easy. Teaching is also good when high expectations are set in terms of how pupils behave and contribute to lessons through asking questions politely and listening respectfully to adults and to classmates. At times teaching does not consistently set such expectations or is not sufficiently challenging for the more able pupils. Teaching is also only satisfactory when what pupils are to learn is not made sufficiently clear to them or not sufficiently reinforced at the end of the lesson in order to further their achievement.
49. Leadership and management of the subject are satisfactory. There has been some monitoring of teaching by the headteacher and the subject co-ordinator monitors planning. This approach has not been rigorous or systematic enough to have the biggest possible impact on raising standards, in disseminating good practice and to identify where improvements need to be made. A key issue at the time of the last inspection was to improve assessment and recording procedures. This has been achieved, as procedures are now good. However, data is not used well enough to set

more specific targets for individuals and small groups of pupils, and for tracking progress towards these targets.

Mathematics across the curriculum

50. Pupils use mathematics in other areas of the curriculum satisfactorily. As part of their work with computers, when they devise and record graphs using a data-handing program, they use mathematics well. Satisfactory opportunities are provided in other subject such as design and technology and science to enhance pupils' numeracy skills.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Good opportunities are provided for pupils to learn through practical and investigative tasks.
- Teaching assistants make a good contribution to pupils' learning.
- The subject is not always used well as a means of developing pupils' listening skills.
- The monitoring of teaching and learning is not regular enough.

Commentary

51. On the basis of the 2003 teacher assessments in science for Year 2 pupils' attainment was at an average level. Inspection findings show a stronger picture with attainment being above average. This is a reflection of the fact that the present Year 2 pupils are a more naturally able group of pupils. The achievement of all pupils is satisfactory. Improvement since the last inspection has been satisfactory.
52. By the end of Year 2 pupils have well developed investigative skills. They use their scientific knowledge well to help them to make accurate predictions and are already developing a good understanding of fair testing. They have a good awareness of the difference between natural and man made materials, a good understanding of forces and know well the conditions which will help plants to grow. Pupils are adept at recording their findings in different ways, sometimes using their own words and at other times using simple graphs and tables. Although pupils use a good scientific vocabulary to talk about their work, there are occasions when some pupils do not listen well enough to either teachers or classmates and valuable opportunities for extending their learning are missed.
53. The quality of teaching and learning is satisfactory with some strengths. Teaching often puts a good emphasis on pupils learning through practical and investigative tasks. Teaching is good when there is a high expectation on pupils to use their scientific knowledge to help them make accurate predictions or to explain why things happened as they did. Teaching is also good when skilful questioning by the adults prompts pupils to work things out for themselves rather than telling pupils what to do. The subject is often used well to enhance pupils' writing skills when they are asked to write up experiments in their own words. Teaching assistants support pupils' learning well. On occasions the work is not demanding enough for the more able pupils. On other occasions the amount of time allocated to a lesson is too long. This results in a slow pace and some pupils become a little restless and lose concentration.

54. The leadership and management of the subject are satisfactory. The direct monitoring of teaching and learning has taken place through lesson observations, scrutiny of planning and to a lesser extent the scrutiny of pupils' work. However, monitoring and evaluating, and the use made of assessment data to help improve standards are not firmly embedded in school practice on a regular enough basis. This has already been identified by the school as an area for improvement. The subject is well resourced which means that pupils can take part in much practical work which adds to the quality of learning and helps to make the subject more enjoyable.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Standards are improving at a good rate.
- When computers are used to support pupils' learning in other areas of the curriculum the tasks are sometimes not challenging enough.
- Teaching and learning are not monitored regularly enough.

Commentary

55. Standards in information and communication technology are at an average level and the achievement of all pupils is satisfactory. The regular access that pupils have to computers is helping to ensure that standards are improving at a good rate. Improvement since the time of the last inspection has been satisfactory.
56. By the end of Year 2 attainment is average. Pupils have satisfactory keyboard skills although at times the fact that they do not use two hands means that they work at a slow rate. Pupils know how to log on, access and save their work. They know how to change font size and colour and how to send work to the printer. Pupils understand technical vocabulary, such as icon, but are less certain of the uses of computers in the wider world.
57. The quality of teaching and learning is satisfactory. Over time teachers and support staff have become increasingly confident in using computers to support pupils' learning and subject knowledge and expertise is now at a satisfactory level. Key computer skills are taught in a direct and satisfactory manner and these skills are then put to effective use in meaningful tasks such as completing a pictogram of favourite pets. Teachers and support staff use a good technical vocabulary when explaining work and pupils copy this good role model when talking about work that they have completed. Lessons are usually well managed but occasionally teachers do not have high enough expectations for how pupils make or listen to others' contributions. This spoils the often good working atmosphere within the class.
58. The leadership and management of the subject are satisfactory. Teaching and learning are monitored through the scrutiny of planning and through talking to pupils as well as the subject leader providing much informal guidance to colleagues. However the formal monitoring of teaching is not embedded in school practice in order to disseminate good practice and to tackle weaknesses should they occur. Assessment procedures are satisfactory, although the information is not always consistently used to help plan the next steps in pupils' learning.

Information and communication technology across the curriculum

59. The use of computers across the curriculum is satisfactory. There are good examples of computers being used to support teaching and learning in subjects such as mathematics, science and history but on occasions, particularly in mathematics, the programs used are too easy and are not always closely matched to the learning objectives of the lesson.

HUMANITIES

Religious education was not inspected because of the denominational nature of the school.

60. Work was sampled in **history** although insufficient teaching was observed to make a secure judgement on the overall quality of provision. There is nothing to indicate that standards are not at an average level by the end of Year 2. Discussions with pupils show that they have a satisfactory knowledge of the periods in history that they have studied and have a secure sense of chronology. Pupils recognise that certain objects can tell us about the past. Visits, visitors and the use of the local environment help to bring the subject to life and enhance pupils' learning. The school has identified the need to carry out more work scrutinies to provide a better insight into how well pupils are achieving and to get a better grasp of the quality of teaching and learning that takes place. At present there are no formal procedures in place to do this.

Geography

The provision for geography is **satisfactory**.

Main strengths and weaknesses

- Good use is made of the locality to enhance pupils' learning.
61. By the time pupils have reached the end of Year 2, attainment is average and the achievement of all pupils is satisfactory. No judgements were made at the last time the school was inspected. By the end of Year 2 pupils have developed a satisfactory level of geographical knowledge. They make secure comparisons between their village and different environments across the world. They have a satisfactory awareness of the importance of local landmarks and have developed satisfactory mapping skills.
62. Teaching and learning in the subject are satisfactory with some good features. Good use is made of the local environment for discovering the favourable and less favourable characteristics of the area in which the pupils live and for looking at buildings and transport. Photographs are taken and then used well as a basis for discussion back in the classroom. The photographs are also used well as a stimulating starting point for work on far-away hot and cold places and methods of transport. In the lessons seen, work was satisfactorily adjusted to take account of the differing ages and abilities of the pupils. Occasionally not enough emphasis is put on pupils listening and respecting the contributions of others and this prevents pupils' learning from being stronger.
63. Leadership and management are satisfactory although procedures for monitoring teaching or scrutinising pupils' work are not embedded in school practice. Long-term planning is satisfactory, and it is monitored in an effective manner by the co-ordinator.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Due to timetable and time constraints, little work of the school in these areas was seen. Consequently, no overall judgements on the quality of provision could be made on subjects except in physical education. However, aspects of other subjects were observed and the following represent the inspection findings.

Physical education

The provision for physical education is **satisfactory**.

- Accommodation at one of the bases is unsatisfactory but the teachers cope very well with the limited space.

Commentary

64. By the end of Year 2 attainment is at an average level and the achievement of all pupils is satisfactory. Improvement since the last inspection has been satisfactory.
65. The very small size of the hall at one of the school's bases means that it is not possible for a whole class to have physical education lessons at the same time. The staff get round this by teaching physical education to half of the class whilst the other half are taught art and design by teaching assistants and then the pupils swap over. Although the hall is still small, even for half of the class, it does mean that pupils receive their full curriculum entitlement.
66. By the end of Year 2 pupils' attainment is average. Pupils have a satisfactory awareness of space and the needs of others. They move around with satisfactory levels of agility and show appropriate balance and poise when putting together sequences of movement. Pupils interpret music in a satisfactory manner and their movements reflect the changes in the tempo of the music. Discussions with the pupils show that they have a good awareness of the importance of exercise for healthy living and know that exercise increases the heart rate.
67. Teaching and learning are satisfactory. Planning shows that over the year pupils take part in the full range of physical education activities. Lessons always have a warm up session at the start and a cool down at the end. Pupils are encouraged to keep physically active throughout the lesson. The direct teaching of specific skills and the emphasis put on pupils trying to improve leads to better levels of performance within the lesson. Generally pupils are managed well but at times teaching is a little too directed and this stifles pupils' creativity and enthusiasm.
68. Leadership and management of the subject are satisfactory although there has been little direct monitoring of teaching and learning. Assessment procedures are satisfactory but not enough use is made of the information to inform and guide future lesson planning. Although accommodation in one base is unsatisfactory, the hall in the other base is adequate.
69. In **art and design**, on the basis of lessons observed, samples of pupils' work and discussions with the pupils, evidence indicates that attainment is at an average level by the end of Year 2. Planning shows that over the course of the year pupils are provided with opportunities to work with a wide range of media including paint, pastels, chalk and different fabrics and materials. Pupils are given the opportunity to work on three as well as two-dimensional activities. During the inspection pupils were observed completing

bubble prints which were of a good standard. Evidence around the school indicates that observational drawing and painting are given a high priority and work produced is of a satisfactory standard. Pupils are directly taught key artistic skills such as colour blending and mixing, printing techniques and shading. They are encouraged to experiment and to be creative and this is reflected in finished work which is not uniform across the different classes. Discussions with pupils show that they are familiar with the work of famous artists such as Van Gogh. Teaching assistants play an important role in the teaching of the subject and add to the quality of pupils' learning experiences.

70. In **design and technology** evidence indicates that attainment is at an average level by the end of Year 2. Planning shows that the subject is taught regularly and discussions with pupils indicate that they are expected to put much effort into the design as well as the making process. Less emphasis appears to be put on the evaluation aspect. Pupils have designed and made model playground equipment and containers. Pupils are provided with opportunities to work with a range of different materials and are directly taught specific skills such as cutting and joining techniques to help improve the finished product.
71. In **music** evidence indicates that attainment is at an average level by the end of Year 2. Pupils sing in a satisfactory manner and remember a satisfactory number of songs and hymns. Planning indicates that over time pupils are provided with opportunities to listen to music and to perform both in class and in assemblies. Discussions with pupils suggest that less emphasis is placed on the development of early compositional skills and pupils are not aware of the work of any famous composers. Pupils listen to music from different countries during assemblies and this adds another dimension to pupils' cultural development.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

On the basis of what was observed provision in this area of the curriculum is **satisfactory**.

72. A formal programme for developing pupils' personal, social, health education and citizenship has been implemented and is regularly taught through circle time. In these sessions pupils are provided with opportunities to express their views and opinions on a wide range of issues. All staff have been trained in teaching this aspect of the curriculum. Although there is a set programme of topics that are discussed the school adapts these to suit issues that may become prevalent within the school at different times such as bullying, behaviour or name calling. Evidence shows that whilst pupils are confident in expressing their views and opinions some pupils are not as ready or respectful when listening to the views and opinions of others. Discussions with pupils indicate that they feel that this is a school where staff listen to and act upon their views. Although the school does not have a school council plans are well advanced for setting one up in the near future.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

