

INSPECTION REPORT

Shipley C of E Primary School

Shipley

LEA area: West Sussex

Unique reference number: 125992

Headteacher: Mrs A Watson

Lead inspector: Mrs H E Davies

Dates of inspection: 15th-18th March 2004

Inspection number: 257464

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: 61

School address: School Lane
Shingley
Horsham
West Sussex

Postcode: RH13 8PL

Telephone number: 01403 741298

Fax number: 01403 745517

Appropriate authority: Governing body

Name of chair of governors: Mrs J Lindsay

Date of previous inspection: 06/07/98

CHARACTERISTICS OF THE SCHOOL

Shingley Church of England Primary School is smaller than most schools with 61 pupils on roll, 31 boys and 30 girls. The school serves a rural village and the surrounding area. Many parents chose to send their children to Shingley Primary School rather than their local school. In 2001 and 2002 the school was awarded a School Achievement Award. Most of the pupils are of White British ethnic background. No pupils are at an early stage of learning to speak English. Mobility of pupils into and out of the school is not significant. Thirty-three per cent of pupils have special educational needs, which is well above the national average. Four pupils have Statements of Special Educational Need. A small number of travellers attend the school. Seven per cent of pupils are eligible for free school meals, which is below the national average. However, as the local authority does not provide hot meals this is an unreliable indicator. Attainment on entry to the school varies from year to year, but is broadly average overall.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21687	Mrs H E Davies	Lead inspector	English Mathematics Religious education History Geography Personal, social and health education and citizenship Special educational needs
9163	Mr G Humphrey	Lay inspector	
27568	Mrs M Davidson	Team inspector	Foundation Stage Science Information and communication technology Art and design Design and technology Music Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **satisfactory** school providing a satisfactory education for its pupils. The headteacher has a clear vision for the future and she gives a good lead to all those working and learning in the school. Other key staff make a satisfactory contribution in leading their subjects. Governance is satisfactory. Pupils have very positive attitudes to school and they behave very well. The quality of teaching and learning across the school is satisfactory overall, and is good in Years 5 and 6. Pupils' achievement is satisfactory in Years R to 4, it is good in Years 5 and 6. The school has effective inclusion procedures and good provision for pupils with special educational needs and Travellers that ensure that they learn as well as their friends. The school has developed very good links with parents whose support enriches their children's learning. Taking account of the effectiveness of the school judged against the well above average funding, the school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The headteacher leads the school well. She is an effective leader.
- In recent years, results in the National Curriculum tests for 11 year olds have shown good improvement from Year 2 to Year 6.
- The best teaching was observed in Years 5 and 6.
- Teachers know their pupils' ability well although assessment information is not always used effectively in individual lesson plans.
- Provision for pupils with special educational needs is good.
- Pupils have very good attitudes to school and attendance is above average. The vast majority of pupils behave very well.
- The school cares for pupils very well and is very effective in seeking their views and acting on them. Pupils' spiritual development is very good.
- Children in the Foundation Stage do not always have sufficient opportunities to learn through play.
- The school is effective in enriching the curriculum in sport, arts and other activities.
- The school has developed very good links with parents and the community.

The school has made **satisfactory** improvement since the previous inspection. Steady and sustained improvement has meant that most weaknesses have been tackled successfully. Leadership is focussed convincingly on maintaining and raising standards.

STANDARDS ACHIEVED

Year 6 results

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

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

Similar schools are those whose pupils attained similarly at the end of Year 2.

At present achievement is satisfactory in each key stage. Cohorts are small and over a third of pupils in the school have special educational needs. Therefore care is needed in interpreting results. The above table shows that standards have been higher in recent years. Last year compared to all schools, pupils in Year 6 attained results that were above average in English, well above average in science and average in mathematics. When compared to similar schools, where in Year 2, the pupils' results were below average. However, these pupils achieved results that were very high, in the top 5 per cent nationally, in English and science and well above average in mathematics. Inspection evidence confirms that when children start school their standard of attainment is broadly average overall but varies greatly from child to child. By the end of the reception year, most are likely to attain the early learning goals¹ in the nationally recommended areas of learning. Most will exceed them in personal, social and emotional development. In Key Stage 1 standards in reading, writing and mathematics are average. In Key Stage 2 standards are average in English, mathematics and science. In Years 5 and 6, pupils' achievement is good. The good provision for pupils with special educational needs and Travellers ensures that their achievement is also satisfactory and similar to that of their peers. In religious education, pupils in both key stages attain standards that meet the expectations of the locally agreed syllabus. Standards meet expectations in information and communication technology for seven and 11 year olds.

Provision for their spiritual, moral, social and cultural development is good overall. It is very good for spiritual development. Pupils' attitudes and behaviour are very good. Attendance and punctuality are good.

QUALITY OF EDUCATION

The quality of education provided by the school is **satisfactory**. The quality of teaching and learning is **satisfactory** across the school and it is good in Years 5 and 6. The best teaching matches the needs of pupils very well and provides them with clear learning objectives. Where the learning is not quite as good, teachers' assessment of pupils' needs is not as accurate as it could be, and work is not so well matched to pupils' abilities. Teachers have high expectations of behaviour and expect pupils to work hard and to do their best. Across the school pupils with special educational needs and travellers are supported well and as a result make the expected gains in their learning. The curriculum is satisfactory. It is broad and balanced, and relevant to pupils' needs. The curriculum is enriched effectively by extra-curricular activities. Accommodation and resources are satisfactory overall, with additional improvements planned. Pupils are cared for very well, relationships are very good and the views of pupils are regularly sought and acted upon effectively. The school has developed very good links with parents, many who come from outside the village and chose the school for its very caring and supportive ethos.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **satisfactory** overall. Governance of the school is satisfactory. The governing body ensures that the school meets its statutory responsibilities, and that it has clear aims and policies. The headteacher leads the school well she is an effective leader. She promotes very good relationships within the school community. The staff are hard working and lead their subjects satisfactorily. Management is satisfactory with clear policies and procedures in place to ensure the smooth running of the school. Teaching and learning are monitored regularly by the headteacher and strengths and weaknesses are fed back to members of staff effectively.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have **very positive** views of the school. This is evident from the number of parents who chose to come from outside the immediate area of the school. They value the very positive ethos of

¹ These are expectations of what most children will reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; physical and creative development.

the school, its very good care of their children and the good provision for pupils with special educational needs. No significant concerns were raised in the parents' questionnaire or at their meeting. Parents are offered many opportunities to contribute to the life of the school and they say that they feel comfortable approaching the school and know that concerns will be dealt with fairly. Pupils also hold very positive views and say how much they enjoy the small school environment because they know everyone, feel safe and enjoy their learning in lessons and during the after school activities.

IMPROVEMENTS NEEDED

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

- To ensure that assessment information is used effectively in all lessons to match the wide range of pupils' ability.
- Provide more opportunities for children in the Foundation Stage to learn through play.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects.

Standards attained by pupils are **average** in the core subjects.

Achievement is **satisfactory** at every key stage.

Main strengths and weaknesses

- The majority of children in the Foundation Stage will exceed the early learning goals in their personal, social and emotional development.
- Standards are rising in Year 2 from well below average to average in reading, writing and mathematics.
- In recent years pupils in Year 6 have achieved well above average standards in English, mathematics and science.
- This year standards will be average at the end of Year 6.

Commentary

Foundation Stage

1. When children start school their attainment is average overall but varies greatly from child to child. Children in the reception group achieve satisfactorily and most will attain the early learning goals by the time they start the National Curriculum in Year 1. In personal, social and emotional development they achieve well and are likely to exceed the early learning goals. This reflects the emphasis placed on providing a positive learning environment in which children behave well, feel happy and secure. If necessary, extra support is provided for children with special educational needs ensuring that they have the same opportunities to learn as their peers.

Key Stage 1

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

Standards in:	School results	National results
Reading	16.6 (11.4)	15.7 (15.8)
Writing	15.7 (10.3)	14.6 (14.4)
Mathematics	15.7 (13.0)	16.3 (16.5)

There were 9 pupils in the year group. Figures in brackets are for the previous year.

2. The school has worked hard to raise standards at Key Stage 1 and the table above shows that compared to all schools nationally in the 2003 tests seven year- old pupils achieved standards that were above average in reading and writing and below average in mathematics. This shows a good improvement in reading and writing since 2002. The overall trend for improvement is above the national trend. Teacher assessments in science in 2003 show that standards were well below average. Inspection evidence indicates that currently achievement is satisfactory and that standards in reading, writing, mathematics and science are average overall.

Key Stage 2

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

Standards in:	School results	National results
English	28.0. (30.0)	26.8. (27.0)
Mathematics	27.0 (29.3)	26.8. (26.7)
Science	30.0 (30.0)	28.6. (28.3)

There were 6 pupils in the year group. Figures in brackets are for the previous year.

3. The table above shows that compared to all schools nationally in 2003, 11 year olds achieved standards which were well above average in science, above average in English and average in mathematics. The trend for improvement overall is in line with the national trend. Inspection evidence indicates that achievement is satisfactory in Years 3 and 4 and good in Years 5 and 6.
4. This year standards will not be as high as last year in any subject because of the lower ability of the small cohort. The majority of pupils, about 70 per cent, will achieve average standards. However, a significant proportion of pupils have special educational needs, they will achieve the targets set for them, but results will not be as high as in 2003. Pupils achieve standards in information and communication technology (ICT) that meet expectations at seven and 11. Standards in religious education meet the expectations of the locally agreed syllabus. This is an improvement since the previous inspection when standards were below expectation in religious education. Changes to classroom organisation have been made this year, so that one instead of two out of three classes has a three-year age range. Considering the make up of the year groups this has a positive impact on standards especially in Years 5 and 6 where the teaching is good and sometimes very good. In the three year mixed age class the school has recognised the need to improve provision for children in the Foundation Stage so that they learn through structured play more consistently.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school are **very good**. Behaviour throughout the school is **very good**. Spiritual, moral, social and cultural development is **good**. Attendance and punctuality are **good**.

Main strengths and weaknesses

- Pupils really enjoy coming to school.
- Pupils' spiritual awareness is very good.
- There are good opportunities for pupils to contribute to the development of the school through the school council.
- Pupils of all ages work and play together very well.

Commentary

5. The very good ethos of the school is clearly reflected in the attitudes demonstrated by the pupils. They obviously enjoy coming to school and participate very well in lessons and the additional activities offered to them through sports, music and visits out of school. They like to be with their friends of all ages and genuinely respect and like their teachers whom they know very well. The strength of this small caring community is communicated through pupils' open and frank conversations. No evidence of bullying or harassment were observed during the inspection. If necessary, procedures are in place to deal with these issues. Older pupils, in particular, can articulate the advantages of a small school and value the friendships they

establish with younger children, whom they support at play times and during shared reading sessions.

6. Pupils' spiritual development is supported very well by the high quality of assemblies and in well-planned sessions in personal, social, health and citizenship education when important issues are discussed. Pupils have good opportunities to explore the values and beliefs of others within the religious education curriculum. The responsibilities of living in a community are taken on well. The democratically elected school council operates with its own officers and makes suggestions and decisions which have an impact upon the quality of school life. Issues identified in the last inspection related to the cultural development of pupils have been addressed well through the taught and enriched curriculum
7. The high standard of behaviour in lessons is an outcome of pupils' very good attitudes. Teachers are adept at asking questions which involve all pupils whose answers are valued. Pupils are eager to please and happy to concentrate for long periods of time to produce their "best" work. They are able to collaborate well offering help and support both in lessons and also at play-times. Helpful hands are there to change a screen on the computer and real care is offered to a friend who has fallen at play time. On the few occasions when pupils exhibit more challenging behaviour, this is dealt with well, often with the sensitive support of teaching assistants. Particular strategies for managing challenging behaviour are beginning to be effective here. The youngest children learn quickly through very good role models and the regular routines and systems which form part of the school day. Pupils play together harmoniously at break and lunch times.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	4.7
National data:	5.4

Unauthorised absence	
School data:	0.3
National data:	0.4

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

Attendance and punctuality are good because the school has good monitoring systems and there is good co-operation from parents.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory.

Teaching and learning

The quality of teaching and learning is **satisfactory** overall.

Main strengths and weaknesses

- In Years 5 and 6, the teaching is good overall sometimes it is very good.
- Teaching and learning are good when the headteacher teaches a class.
- Assessment information is not always used effectively enough in lesson planning to meet the learning needs of pupils.
- Pupils with special educational needs working individually or in small groups with the special needs teacher learn well.
- Pupils have very good attitudes to their learning.
- Teaching assistants make a valuable contribution to pupils' achievement.

Commentary

Summary of teaching observed during the inspection in 21 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	7	11	0	0	0

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

8. As the table above shows the quality of teaching and learning is satisfactory in most lessons. Evidence from pupils' books and conversations with them confirms this overall judgement. This is better than at the previous inspection when some unsatisfactory teaching was observed. Issues identified at the last inspection have been addressed satisfactorily.
9. In the Foundation Stage the quality of teaching and learning is satisfactory overall. Staff work together well as a team. The class teacher has established very good relationships with the children who respond well to her lively personality. The teacher's planning ensures that the six areas of learning are covered satisfactorily and that children's achievements are noted correctly. Observations of children's progress are made regularly and good records are maintained carefully. Sometimes teaching sessions are too static and opportunities are missed for learning to be consolidated through structured play activities. The good opportunities offered to pupils in their personal and social development mean that they achieve well in this area.
10. The quality of teaching and learning in Years 1 to 2 is satisfactory overall. The class teacher has created a calm and positive ethos in which pupils feel happy and secure. They enjoy their learning and develop very good attitudes to their work. All adults have high expectations of behaviour and expect pupils to work hard. This is resulting in a steady improvement in standards in reading, writing, mathematics and science. The teachers' good knowledge of the pupils and her assessment of pupils' achievement has identified a wide range of ability. Sometimes the work set does not use this information sufficiently well and then the learning needs of individual pupils are not fully addressed. Pupils work together or on their own well and their mature attitudes make a significant impact on their achievement.
11. The quality of teaching and learning is satisfactory overall in Years 3 to 6. It is good in Years 5 and 6. This is because the teacher is very experienced in working with mixed-age classes, has good subject knowledge and high expectations of pupils' behaviour and work. In Years 3 and 4, although teaching and learning are satisfactory overall some good teaching was observed. For example, in the introduction to a good literacy lesson, pupils were asked challenging questions before moving into groups to work on different tasks that matched their ability well. In the satisfactory lessons, work was less closely matched to pupils' needs and the management and organisation of some pupils was not as good as in the better lessons. Homework makes a satisfactory contribution to pupils' learning especially for older pupils preparing to transfer to secondary school.
12. When pupils work in small groups or individually with the special educational needs teacher their achievement is good because work is closely linked to their individual education plans. The teacher's warm and enthusiastic approach encourages pupils to be confident and work hard. Praise is used well to motivate pupils and recognise their achievement. The headteacher also teaches in different classes and has very good relationships with the pupils. They respond very well to her energetic approach and achieve well. For example, she provides clear guidelines of expectations of behaviour for the small minority of pupils who have difficulty conforming. These clear expectations help pupils to respond correctly.

13. Assessment procedures are effectively in place and staff know the pupils well as classes are smaller than average and many pupils spend two years with each teacher. However, the use of this data, although satisfactory overall, could be improved to ensure that in all lessons the work is matched accurately to individual need. Recently introduced target books are helping pupils to understand exactly what they need to do to improve further. Teaching assistants work as part of the support team effectively. Whether working with an individual pupil or supporting groups they are clear about their responsibilities, know the pupils well and are adept and adaptable. Teachers ensure that support staff are clear about the tasks required of them and with their support the school ensures that all pupils are fully included in all areas of the school life. Pupils' very good attitudes to school enable them to work hard and enjoy their learning.

The curriculum

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

Main strengths and weaknesses

- All pupils are valued and included well.
- The school provides well for pupils with special educational needs.
- Personal, social, health and citizenship education is good.
- The Foundation Stage curriculum is not yet fully developed.
- Pupils participate well in the sports activities and clubs provided.
- Visits outside the school and visitors to the school support the curriculum well.
- Pupils are prepared well for the next stage of education.

Commentary

14. The ethos of the school is reflected well in the atmosphere in lessons where pupils' contributions are valued. The school has identified the need to consider variation in teaching and learning styles to ensure that everyone participates and learns effectively in lessons. This is beginning to take effect in class where pupils reflect on their learning and all responses are valued. Similarly, the need to make the curriculum accessible to all pupils whatever their ability and background is reflected in the good quality of provision for pupils with special educational needs and the effectiveness of the personal, social, health and citizenship education curriculum. The headteacher and staff are committed to the further development of the Foundation Stage curriculum although much work has already been achieved in terms of planning and organisation.
15. Pupils have good opportunities to participate in sport outside of lessons. Teams are trained regularly and participate successfully in events and competitions like cross-country running. Pupils enjoy their chances to play tag-rugby which is coached by experts. Older pupils have additional opportunities to engage in outdoor and adventurous pursuits.
16. Visits to places of interest including the effective use of the local area and church for studies in geography and religious education also support the curriculum well. Visitors to the school especially art "experts" also enrich the curriculum very well. The attractive tiles depicting aspects of school life demonstrate this well. Older pupils benefit from regular visits to the local high school where they learn to work in different surroundings. These thoughtful measures ensure that pupils make the transfer to secondary education effectively.

Care, guidance and support

Procedures for pupils' care, welfare, health and safety are **very good**. The support, advice and guidance provided is **good**. Pupils are **very well** involved in the school's work and development.

Main strengths and weaknesses

- The quality of welfare support and pastoral care is very good.
- There are very trusting relationships between pupils and staff.
- Pupils know their views and opinions are valued.
- There are very effective child protection and health and safety procedures.

Commentary

17. The school supports its pupils very well and provides a caring ethos that encourages them to do their best at all times. Staff know and understand the younger children and older pupils very well. They are sensitive to their individual needs and because of this the pastoral care is very effectively matched to those needs. From the time they start in reception and throughout the school, pupils are very well supervised, taught to use school equipment safely and to observe high standards of personal hygiene. The school is secure, and cleaned and maintained to a good standard.
18. Relationships throughout the school are very good and a high level of trust between pupils and their teachers is clearly evident. When asked, pupils say that 'this is a friendly school where teachers are fair and always available if there is a problem'. There are good induction procedures for children starting in reception and for the few pupils who join the school at other times. The school has been successful at integrating pupils who have found it difficult to regularly attend other schools. The arrangements for supporting pupils when they transfer into secondary education are good.
19. Pupils' views are valued and acted upon. The members of the school council take their roles very seriously. They manage their own agenda and discuss a wide range of issues relating to school rules, facilities and the environment. The council provides an effective consultative link between school management and the wider pupil body.
20. Child protection procedures are rigorous. The designated child protection officer is very experienced, and other staff are well trained. Together they exercise their child protection responsibilities with vigilance and care. There are well-established links with social services and other relevant outside agencies. The school has very good health and safety systems that are effectively implemented and the provision for first aid is good. Governors are involved in monitoring health and safety practice and care of pupils.

Partnership with parents, other schools and the community

The partnership between the school, parents and the wider community is **very good**. There are **good** links with other schools and colleges.

Main strengths and weaknesses

- Parents have very positive views regarding the caring and Christian ethos of the school.
- There are very good links with the church and village community
- Parents provide good support for work in school.
- The school provides very good information to parents.
- The links with other schools have developed well over the past few years.
- The links with feeder nursery schools are not well established.

Commentary

21. Parents are very pleased with the school and their positive views are reflected in the replies to the parents' questionnaires and at the parents' meeting. There are strong links between the

school, the Parish Church and the wider community. Although the population of the village is dispersed over a wide area, the school has successfully placed itself at the heart of the village community. The school choir performs regularly in the Parish Church and village hall and the school effectively uses its village links to contribute to pupils' spiritual, moral, social and cultural development.

22. Parents enthusiastically support the work of the school by volunteering to help with specific projects, such as the installation of new playground equipment, assisting in school and supporting field trips, visits and extra curricular activities. The 'Friends of Shipley School' association organises very successful fundraising events that also promote an interest in the work of the school by the wider community.
23. The school provides very good information to parents on their children's progress, what topics they are working on and the planned curriculum. Homework diaries are effectively used as a way of communicating between parents and teachers. There are regular opportunities for parents to sample their children's work and formally consult with class teachers. The school is open and welcoming towards parents and successfully implements a policy of listening to their views and opinions. Teachers make themselves readily accessible to parents at the end of every day. Overall, parents provide very good support for their children's learning both at home and in school.
24. There is a well-planned programme of visits to places of historic and cultural interest and good opportunities for pupils to experience aspects of life and work in a rural environment. There are good links with other schools and colleges. The school is a leading member of a local cluster of schools comprising ten other primary schools and the main receiving secondary school. Through this cluster, pupils are provided with opportunities to attend 'master classes' and to join with children from other schools for special projects and events. The links with feeder nursery school are not well established and this is an area for further development.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory** overall. The governance of the school is **satisfactory**. The leadership of the headteacher is **good**. The leadership of other key staff is **satisfactory**. The effectiveness of management is **satisfactory**.

Main strengths and weaknesses

- The headteacher has a clear vision for the school.
- The individual character of the school is reinforced by a co-operative approach to development.
- The governing body has a good grasp of the strengths and weaknesses of the school and areas for development.
- Curriculum leaders are not yet fully involved in monitoring their subjects.

Commentary

25. The headteacher's vision for the school is accurately reflected in the ethos of the school and the enrichment opportunities offered through the curriculum. These include providing many stimulating experiences for pupils and creating a living and developing community. She has ensured that all adults work well together as a team and that they have the care and development of pupils at the centre of all their activities. As a result, everyone is positive and supportive of new initiatives and teachers are now beginning to take responsibility for developing areas of curriculum further. All staff contribute to the school improvement plan and the well-established performance management process is linked closely to this. The headteacher has set in motion an effective process for strategic management for the next few years.

26. The governing body fulfils its statutory duties and promotes inclusion well, in line with the ethos of the school, particularly in respect of pupils with special educational needs, for whom provision is good. The chair of governors and those governors who chair committees have a good grasp of the strengths and weaknesses of the school. These people are able to help the headteacher identify appropriate areas for development, for example the Foundation Stage of the school. They are beginning to ask challenging questions, and take responsibility for visiting and monitoring the work of the school and the effectiveness of their decision-making. Their influence on the school ensures that policies adopted accurately reflect the character of the school, which they are keen to preserve. They have a successful, business-like relationship with the headteacher and staff. They respect the headteacher's position as the manager of the school.
27. In this small school, all teaching staff have a wide range of curriculum responsibilities. These are defined well and in some subjects are beginning to impact positively upon standards, particularly in literacy and numeracy. Leaders are beginning to monitor curriculum planning and pupils' work through priorities identified in the school improvement plan. The small number of staff means that a co-operative approach is taken and everyone shares in the development process through meetings and opportunities to agree on the standards of pupils' work. The structures now in place have the capacity to effect change and the responsibilities of subject leaders are developing satisfactorily.
28. Financial commitments are identified clearly and the recent appointment of a new bursar has ensured that procedures for monitoring expenditure are secure and efficient. Although principles of best value are applied to spending, governors and staff do not yet have rigorous procedures in place to judge the effectiveness of all initiatives.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	223,601
Total expenditure	205,922
Expenditure per pupil	3,432

Balances (£)	
Balance from previous year	9,341
Balance carried forward to the next year	17,679

OTHER SPECIFIED FEATURES

SPECIAL EDUCATIONAL NEEDS

WHAT IS THE EFFECTIVENESS OF SPECIAL EDUCATIONAL NEEDS

Provision for special educational needs is **good**.

Main strengths and weaknesses

- The special educational needs co-ordinator is very experienced and knowledgeable.
- The part-time special educational needs teacher is an effective and enthusiastic part of the team.

Commentary

29. Currently over a third of pupils have special educational needs in this small school. The leadership and management of this aspect of the school are good. Provision has improved since the previous inspection. The co-ordinator has a great deal of experience and is hard working. She monitors and evaluates provision in consultation with her colleagues and outside agencies on a regular basis. She is supported well by the special needs teacher, teaching staff

and teaching assistants. The special educational needs teacher has been involved effectively in some training with school staff and she ensures that the quality and efficiency of resources are satisfactory. The special educational needs governor is very supportive and knows the school very well. She visits on a regular basis and is guided well by the headteacher in reviewing provision.

30. Pupils with special educational needs make satisfactory progress and achieve the targets set for them. This good provision enables them to make the same satisfactory progress as their friends. Individual education plans are drawn up in consultation with class teachers, the special educational needs teacher and the pupils' parents or carers. These plans are relevant to the pupils' most immediate needs and set out clear targets for improvement. They are reviewed on a regular basis. Staff involved with these pupils know what is expected of them and older pupils know what they need to learn. Pupils with statements of special educational need have some specific support and annual reviews are carried out correctly.
31. The quality of teaching and learning is satisfactory overall. It is good in Years 5 and 6 and when pupils work with the special educational needs teacher in small groups or on an individual basis.
32. As a result, many pupils make good progress and do better than expected in these lessons. The curriculum meets the needs of these pupils satisfactorily and is adapted when necessary. Pupils enjoy the same good enrichment opportunities as their friends. The Born Free club is particularly popular, and pupils learn a great deal about wildlife and participate enthusiastically in the group discussions.
33. Pupils have very good attitudes to school. They like the small size of the school and feel safe and secure. They know that they will always be helped by adults who know them well. Most behave well and adhere to the school rules. Those pupils who find it more difficult to be well behaved at all times are guided and supported effectively and staff provide good role models for them. Pupils are cared for very well through the very good formal and informal procedures in place. The partnership that the school develops with parents is very good. Many parents chose to send their children to Shipley Primary School because they are confident in the way that the school will meet the needs of their children.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

Main strengths and weaknesses

- Children enjoy coming to school and have very good relationships with each other and the adults in school.
- There are good systems for children to choose their own activities.
- Not enough opportunities are given to children to learn through structured play.
- The class teacher is well supported by the teaching assistant.
- The space is not used to the best advantage.
- Children achieve well in their personal, social and emotional development.

Commentary

34. When children start school their attainment is average overall but varies greatly from child to child. Children in the reception year achieve satisfactorily and most will reach the early learning goals by the time they start in Year 1. This is similar to the judgement at the previous inspection. In their personal, social and emotional development they achieve well and are likely to exceed the early learning goals.
35. Teaching and learning are satisfactory overall and the teaching assistant provides strong support for the teacher in the management of this group. Together they ensure that satisfactory learning takes place. As yet the teaching assistant is not fully involved with the planning of lessons, but this is an area of improvement identified by the school. A significant amount of work has been done recently in reviewing the curriculum, methods of planning and assessment. The curriculum provided for these children is satisfactorily planned in the six areas of learning.
36. Observations of children's progress are made regularly and good records are kept of activities attended. These are maintained carefully. Children are able to choose from their own envelope of activities after their group teaching time has finished. These activities are well planned to meet individual needs and ensure that children have the chance to work with all members of their group in a social setting. This is a particularly effective system to develop their independence. However teaching times are often very static and opportunities are missed for children to consolidate what they have been taught through structured play activities. Children use the outside area regularly each day. However, space in the classroom is at a premium and is not always used to the best advantage to make for a really stimulating environment in which these children can learn. Improvements to the quality of provision for the Foundation Stage have been led by the enthusiasm of the co-ordinator. She acknowledges that there are areas for development particularly ensuring adequate balance in this mixed age class. Leadership and management of the Foundation Stage are satisfactory overall.
37. Children achieve well in **personal, social and emotional development** and this is based on the high quality of relationships established. Children are happy and settled in the class which stems from the good quality of planned meetings and opportunities to visit the school before they actually "begin". The class teacher and teaching assistant visit homes and parents and children spend time in the classroom before starting school. The good progress made in this area of the curriculum reflects the values and aims of the school. Children develop very good relationships with the adults in this caring community and respond well to the older pupils with whom they have contact at playtimes and when they share books with them. Well-established

routines and high expectations in the classroom also support their good behaviour. Children learn well how to behave in the hall at assembly times and feel included in the life of the school.

38. Children often share introductory sessions for **communication, language and literacy** sessions with their older classmates and good questioning ensures that they take a full part. There is particularly sensitive support given to these young children during class discussions. Most children know the sounds of letters through the satisfactory teaching of phonic skills. For those who are making the best progress with reading, these skills are used well to sound out new words. There are not enough opportunities for children to practise their writing skills through structured play activities.
39. Children have plenty of chances to count and recognise numbers. Most can count ten objects reliably and some can count beyond. They recognise that care is needed when weighing ingredients for cooking. Children enjoy working on activities which are similar to their class mates, like recognising coins and this gives them a chance to participate with the whole class as part of their **mathematical development**.
40. Children also benefit from working with older pupils in **knowledge and understanding of the world**. They listen to stories related to the religious education curriculum and share in celebrations and special events. Children have timetabled activities which ensure that they have access to the class computer and use the mouse satisfactorily to select items. They have regular experiences to make things, particularly cooking, when good discussion enables them to develop vocabulary associated with their senses.
41. No direct teaching was observed in **creative and physical development**. Children have satisfactory opportunities to balance, run and use large apparatus outside. This outside space is used satisfactorily for all areas of learning and children are happy to engage in sand and water play, as well as drawing in the covered space. Opportunities for creative development are usually linked to activities that children select for themselves so that the development of skills in this area is not as closely planned or monitored as it should be.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**

Main strengths and weaknesses

- Standards have improved at Key Stage 1 in reading and writing.
- Too many work sheets are used in Key Stage 1.
- The quality of teaching and learning is good in Years 5 and 6 enabling pupils to achieve well.
- Standards in speaking and listening are good at both key stages.

Commentary

42. In Key Stage 1 standards attained by pupils have been well below average in reading and writing for some years. Last year tests show that pupils achieved above average standards in reading and writing with some pupils achieving the higher Level 3 in both reading and writing. This year inspection evidence shows that standards will be average in reading and writing. Pupils read "Big Books" together and to each other. They particularly enjoy the opportunities to read to older pupils. Many parents support their children with reading at home. A home-school diary is shared with parents and this enables them to know how their child is doing and to support reading at home. This has a positive impact on the standards they achieve. Through shared reading groups the class teacher monitors pupils' progress and checks pupils' accuracy and understanding effectively. Pupils are taught letter names and the sounds they

make. Pupils develop strategies to identify unknown words satisfactorily. In writing pupils practise their handwriting skills regularly and learn to take care with the presentation of their work. They are beginning to write stories, poems, instructions and use other styles of writing. However, too often pupils work on similar commercial work sheets which do not always match individual need and limits the standards that pupils achieve.

43. At Key Stage 2 standards have been maintained since the previous inspection, although in many of the intervening years standards have often been above average at the end of Year 6. Standards attained by pupils in the current Year 6 are average overall. This is because the group is small and a significant number of pupils have special educational needs. Pupils' reading skills are developed satisfactorily so that they understand character development and learn to interpret the inferred and literal meaning of texts. They enjoy a wide range of books, poetry and plays. In writing pupils regularly practise their handwriting skills and learn to take pride in finished presentation, for example in their history and geography topic books in Year 5 and 6. Pupils continue to develop their skills in planning and drafting their writing, spelling correctly and punctuating accurately. They extend the range of purposes for writing including different styles of persuasive, informative, imaginative and expressive writing. Sometimes however they are all set a similar task and individual needs are not closely matched. In a good lesson in Year 6 pupils began to devise how they would set up a healthy school shop. They discussed their ideas well and began to plan the first draft of an advertisement effectively.
44. At both key stages pupils' speaking and listening skills are good. This is because of the positive support and encouragement they receive in class and the many formal and informal opportunities they have to develop these skills. Pupils speak clearly and confidently to each other and are taught to listen politely to others. They generally use a good range of vocabulary. Teachers provide pupils with many opportunities to develop their speaking and listening skills during class lessons, and whole school assemblies. In Year 3 and 4, the class teacher's very good subject knowledge and pupils' interest in horses supported some very accurate use of technical vocabulary.
45. The quality of teaching and learning is satisfactory overall. It is better in Years 5 and 6 than in other year groups. This good teaching makes a positive impact on pupils' achievement and on the result they attain in national tests. The class teacher works hard to ensure that pupils are prepared well for the national tests. She is supported well by able teaching assistants and on some occasions the class is also taught by the headteacher. Small class numbers make learning effective. The achievement of all pupils, including those with special educational needs and Travellers, is satisfactory across the school and good in Years 5 and 6. Handwriting has improved since the previous inspection when it was unsatisfactory. Pupils use handwriting books regularly to practise their style and many examples of well-presented writing were observed.
46. Leadership and management of the curriculum are satisfactory. The co-ordinator is new to the school this year and has not had the opportunity to monitor teaching and learning in other classes. She has a good grasp of current provision in the school.

Language and literacy across the curriculum

47. Pupils' language and literacy skills are used satisfactorily across the curriculum. Most pupils are confident and articulate. In the school council younger and older pupils use their speaking and listening skills effectively to run their meetings. In mathematics pupils explain their thinking satisfactorily when working out mental problems. In religious education the use of literal and inferred meanings extends pupils use of language appropriately and their understanding of more complex use of language.

MATHEMATICS

Provision in mathematics is **satisfactory**

Main strengths and weaknesses

- Standards are rising in Years 1 and 2.
- The quality of teaching and learning is good for pupils in Years 5 and 6 and they achieve well.
- Assessment information is not always used effectively enough.
- Pupils have very good attitudes to their work.

Commentary

48. Standards attained by pupils in the current Year 6 are average overall. This is because the group is small and a significant number of pupils have special educational needs. In recent years, standards have been below average at the end of Year 2. However, inspection evidence indicates that standards are rising and are now average. The achievement of all pupils, including those with special educational needs and Travellers, is satisfactory across the school and good in Years 5 and 6.
49. At Key Stage 1 pupils learn to solve problems with numbers and to explain how they arrive at an answer satisfactorily. Most count from one to a hundred accurately and create and explore number patterns as expected for their age. Pupils add and subtract numbers and some are able to multiply and divide numbers correctly. In a good lesson the best learning took place when groups were supported well by adults. However, sometimes the work is not matched well enough to pupils' ability. For example, in a lesson where pupils were making amounts to 10p, one pupil had difficulty counting out the coins while another could easily make amounts to £1.
50. At Key Stage 2 pupils in Years 3 and 4 learnt satisfactorily to read and write whole numbers in figures and to know what each digit represented. The class teachers' good subject knowledge kept pupils on task and interested in their work. However, when pupils worked on tasks to recognise position and direction, the work was not so closely linked to their ability, some were distracted and some did not achieve so well. In Year 6 the good teaching enabled pupils to quickly work out percentages and explain accurately complex mental calculations. The small class size ensured that all pupils whatever their ability worked hard and the teaching assistant supported those with difficulties to arrive at the correct answer.
51. The quality of teaching and learning is satisfactory overall. It is better in Years 5 and 6 than in other year groups. This makes a positive impact on pupils' achievement and the results they achieve in national tests. In the best lessons, pupils' work is matched well to their individual need. For example, when the headteacher taught the small Year 5 group, individual needs were catered for well. The level of challenge was realistically high and pupils worked productively. There was a high level of interest shown by all pupils in the group and they made good gains in their learning. In satisfactory lessons, work was not so closely matched to individual need. Effective links to ICT are made through the use of spreadsheets and the presentation and interpretation of data in Years 5 and 6.
52. Leadership and management of the curriculum are satisfactory. The co-ordinator is capable and efficient. She has a clear understanding of provision in the school. Test results are analysed carefully and school predictions are accurate. Improvement in pupils' ability to solve word problems and record their workings accurately remains a priority in the school improvement plan. Pupils have very good attitudes to learning they enjoy their lessons and most work hard.

Mathematics across the curriculum

53. Pupils use their mathematical skills satisfactorily in other lessons such as science, geography and art. Good links are made with literacy when the pupils describe accurately how they work out number problems and in science when they record their work in tables and graphs.

SCIENCE

Provision in science is **satisfactory**

Main strengths and weaknesses

- Initiatives in the curriculum have improved standards.
- Pupils have insufficient opportunities to generate ideas and to suggest methods of investigation for themselves.
- There are good opportunities for older pupils to take part in science activities at the local high school.
- Attitudes to work are very good, pupils show great enthusiasm for the activities provided.

Commentary

54. Achievement is satisfactory in both key stages. The standards of work seen are average at the end of Years 2 and 6. This is better than last year in Year 2 but in Year 6 this marks a change since the results of last year's national testing when pupils attained standards that were well above average. This apparent drop in standards has been identified by the school and is affected by the small size of the cohort and the significant percentage of pupils with special educational needs. However, pupils in the current Year 6 have achieved well since Year 2 and have made good progress in Years 5 and 6. Recent curriculum initiatives have contributed to this where the school had identified the need to look at data handling in science. This is particularly well developed for older pupils and they are now able to present a variety of graphs well. They spend time analysing results and are able to extract information recorded by data-logging equipment related to temperature. Good links are established with information and communication technology, which is also used effectively for research and word-processing in this subject.
55. Satisfactory improvement has been made since the last inspection in the development of investigation techniques. All pupils have regular opportunities to carry out and record their experiments. However, they are still lacking in sufficient confidence to generate their own ideas and methods. The teaching in this area is formalised and as a result, pupils have fewer opportunities to use their imagination and previous knowledge to establish ways of testing and measuring for themselves. Older pupils have good opportunities to visit the local high school, where they participate in science related activities. As well as preparing them effectively for the next stage of education, it enables them to undertake part of their scheme of work in a real laboratory, providing effective learning for all.
56. Teaching and learning are satisfactory overall. Good provision is made for pupils with special educational needs so that they can participate fully in lessons and achieve at the same rate as the other pupils. Teachers have a good understanding of the subject. However, work is not always designed so that every pupil makes the very best progress, because most of the time everyone is expected to undertake the same activities and methods of recording. When investigations link to other subjects, for example art work linked with the knowledge of planets, and design and technology with the knowledge of electricity, learning is better.
57. Leadership and management are satisfactory. The co-ordinator understands the need to develop methods of investigation further. Pupils really enjoy science. They like to be actively involved. Pupils have very good attitudes to their work. Younger pupils are fascinated by

making bulbs light up in their torches and are happy to record what they have done in pictures, labels and simple sentences. Older pupils take pride in their work which is presented neatly and displayed in attractive ways.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Older pupils have good opportunities to use ICT skills in learning other subjects.
- The computer suite is not fully utilised by all pupils.
- No formal records are kept of work completed.
- The skills learned in ICT are not always fully utilised during other lessons.

COMMENTARY

58. Pupils attain standards that are in line with national expectations at the ages of seven and 11. This is broadly the same as the previous inspection. Improvements have been made with regard to the provision of equipment. Older pupils in particular have good opportunities to utilise the computer suite and to link their work to other subjects. For example, they produced a multi-media presentation linked to their geographical study of local rivers. They employ their word-processing skills in a range of subjects and use the local intranet for research in science. Links to mathematics are made through the use of spreadsheets and the presentation and interpretation of data.
59. Younger pupils attain satisfactory standards. They are able to use a paint programme to draw pictures and can access games and programmes which enable them to create word-banks for their writing. The youngest children join in with experimentation with the floor turtle.
60. Teaching and learning are satisfactory throughout the school. At present, few records are kept, either of pupils' personal development of skills or the results of their work. Because of this, planning for lessons does not usually take into account the varying needs of pupils. Teachers, however, are good at intervening to support individuals, even when the purpose of the lesson is the same for all. Information and communication technology remains a focus for development and the subject is at present led and managed satisfactorily.
61. The school has an advantageous number of computers and additional equipment like digital cameras which are used regular to support learning. There are good opportunities within the computer club for older pupils to develop their skills.

Information and communication technology across the curriculum

62. The computer suite is not always used as regularly by pupils in Years 1 to 4 as pupils in Years 5 and 6. Thus opportunities are missed to ensure skills are developed systematically. The skills which are learned are not always used effectively during other lessons, particularly literacy and numeracy. During the inspection, few occasions were observed when ICT was used to support learning during English, mathematics, or design and technology lessons.

HUMANITIES

63. In humanities work was sampled in history and geography. One lesson was observed in geography and none in history. Evidence from displays, teachers' planning, speaking with pupils about their work and discussion with subjects with co-ordinators provided further information.

64. In **history**, although no judgement can be made about provision in the subject, evidence indicates that pupils are developing a satisfactory chronological understanding and a knowledge of events, people and changes in the past. They are developing accurate skills of historic enquiry and interpretation of historic facts. Pupils in Years 1 and 2 have studied the Great Fire of London and Florence Nightingale effectively while older pupils have produced very well presented topics about the World War Two.
65. In **geography**, although no judgement can be made about provision in the subject, evidence indicates that pupils are developing satisfactory knowledge, skills and understanding of the subject. In the one good lesson observed, following a visit to Chichester, pupils asked pertinent questions, using appropriate geographical terms. They used maps and secondary sources of information, for example, photographs and OS maps to recognise some physical and human processes well. Pupils made good gains in their learning.

Religious education

Provision in religious education is **satisfactory**

Main strengths and weaknesses

- Close links with the church and the rector enhance pupils understanding of religious education.
- Interesting visits are arranged to extend pupils' understanding of different religions.
- Pupils have very good attitudes to their learning.

Commentary

66. Achievement is satisfactory and standards meet the expectations of the locally agreed syllabus for pupils aged seven and 11. Provision for children of statutory school age in the reception year is satisfactory. This is an improvement since the previous inspection when standards didnot meet expectations. The local rector visits the school regularly for worship and to talk with pupils. Interesting visits are arranged, for example, to the Hindu temple at Neasdon, which brings learning alive for pupils. One pupil wrote that it was the best visit he had ever made.
67. The quality of teaching and learning is satisfactory. Teachers plan their lessons satisfactorily. In the one good lesson observed, pupils behaved well and were very interested in the lesson. Good links were made with literacy, looking at the literal and inferred meaning of phrases. Pupils drew parallels with a lighted candle illustrating that Jesus is the light of the world lightening our way. Leadership and management of the subject are satisfactory. Curriculum provision has improved, ensuring that statutory requirements are now met and standards achieved by pupils are as expected for their ages. Pupils enjoy religious education lessons and have very good attitudes to their work.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

68. In the creative, aesthetic, practical and physical areas work was sampled in each subject. No lessons were seen in art and design, design and technology or physical education. One lesson was observed in music. Evidence from displays, teachers' planning, speaking with pupils about their work and discussion with subjects with co-ordinators provided further information.
69. In **art and design**, although no judgement can be made about provision in the subject, displays demonstrate good quality work, especially from older pupils, in a good range of media and using a variety of techniques. Pupils have benefited greatly from the enrichment provided by visiting experts, especially in the area of three-dimensional work. Colourful tiles have been made, depicting aspects of the school day and used outside of school as the school sign. Pupils have had the opportunity to make life-size models, as well as masks and copies of an

Egyptian sarcophagus. Art and design effectively links to other subjects, for example the water-colour pictures to illustrate friendship and effective collage panels linked to work about rivers.

70. In **design and technology**, although no judgement can be made about provision in the subject, there is good evidence of work taking place in this subject throughout the school. Projects link effectively to other subjects, such as the making of lanterns linked with work on electrical circuits, and shelters made to illustrate aspects of work about World War Two. There is good emphasis on recording the whole design and technology process, as well as evaluation and testing. The quality of finished products is very good and represents the full curriculum for design and technology with particularly good records kept in Key Stage 2.
71. In **music**, although no judgement can be made about provision a commercial scheme of work is utilized effectively to give pupils opportunities to experience all strands of the music curriculum. The one lesson observed in music was well taught and pupils learned well. Pupils played instruments while learning about dynamics and began to compose using symbols to represent crescendo and diminuendo. They had a chance to apply their knowledge to appraising their own performances and listening to professional compositions. Singing throughout the school is good. Teachers' expertise ensures that good methods are used to improve techniques and sensitive piano accompaniment enables part-singing to take place. There are opportunities for pupils to play the recorder and to participate in school musical productions, as well as joining with other schools in music-making projects. Dance and percussion groups have also visited school to effectively enrich the curriculum.
72. Although no lessons were observed in **physical education**, and no judgement on provision can be made, there was good evidence of pupils participating in competitive team events. The school is particularly successful in cross-country running and the older children enjoy tag-rugby coached by an expert. There are extensive opportunities for enrichment to the curriculum during residential trips, so that pupils can participate in adventurous and outdoor activities, which include orienteering, archery and rock-climbing.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

73. Only one lesson was observed during the inspection, but planning documents and discussion with pupils indicate that provision is good. Pupils develop confidence and responsibility. As they progress through the school they are prepared well to play an active role as citizens. They develop a knowledge of healthy and safe lifestyles. Pupils, including those with special educational needs, and Travellers are provided with many opportunities to develop very good relationships and respect for others. They learn to value the differences between people in their day-to-day work in lessons and while playing at lunch time and play time. In the one lesson observed, pupils learnt how to treat each other and deal with emotional situations very well. Working in groups with the class teacher and teacher assistant they made very good gains in their learning.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
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	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
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	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
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	3
The leadership of other key staff	4
The effectiveness of management	4

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