

INSPECTION REPORT

SPOONER ROW PRIMARY SCHOOL

Spooner Row, Wymondham, Norfolk

LEA area: Norfolk

Unique reference number: 12068

Headteacher: Mr S Wakeman

Lead inspector: Mrs S E Hall

Dates of inspection: 12th - 14th January 2004

Inspection number: 257528

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	74
School address:	Station Road Spooner Row Wymondham Norfolk
Postcode:	NR18 9RJ
Telephone number:	01953 603356
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs J Hayhoe
Date of previous inspection:	26 th April 1999

CHARACTERISTICS OF THE SCHOOL

This small school is in a semi-rural area that is generally average in most socio-economic aspects. The proportion of pupils eligible for free school meals is very low. No pupils speak English as an additional language. Twelve pupils are on the schools register of special educational need with no pupils having a statement of special need, which is below average. An average number of pupils now join the school, although the school numbers have virtually doubled in the last five years when pupils outside the local area joined the school. Pupil mobility is low, with few pupils joining or leaving the school other than at the usual times. The attainment of children on entry to the school is above average overall. The newly appointed headteacher had been in post for one week at the time of the inspection.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21750	Mrs S E Hall	Lead inspector	Mathematics Science Information and communication technology Geography History Religious education
19335	Mrs S Dixon	Lay inspector	
31807	Mr D Carpenter	Team inspector	The Foundation Stage English Art and design Citizenship Design and technology Music Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a **satisfactory** standard of education for its pupils. There are several good features including the potential of the newly appointed headteacher to make improvements in a number of areas. Standards are above expectations in English, mathematics and science and pupils achieve well. Teaching is generally good. Leadership and management are satisfactory and the school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The vision for school improvement is good and the plans to aid school development identified by the new headteacher are clear and pertinent.
- The unsatisfactory quality of the school accommodation limits the organisation of lessons and impacts upon pupils' learning.
- Standards in information and communication technology (ICT) and religious education are below national expectations.
- The quality of teaching and learning in the Foundation Stage and in Years 5 / 6 is good.
- The ethos of the school is warm and caring and pupils are happy. Pupils have positive attitudes to learning and most behave well.
- Standards throughout the school in English, mathematics and science are above and sometimes well above expectations.
- The monitoring of planning, teaching and learning is unsatisfactory.
- Links with parents are good and they think highly of the school.

Improvement since the previous inspection has been **satisfactory**. Initially improvement was slow. Not enough rigour has been applied to areas identified for improvement and more remains to be done to make provision good. There has been very good improvement in the provision for children in the Foundation Stage. However, progress has been unsatisfactory in improving provision for ICT. In all other areas, including the review of the curriculum, improving teachers' planning and in developing assessment procedures there has been satisfactory progress. Fire alarm concerns have been addressed.

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	C	A	A	B
Mathematics	A	A*	A	B
Science	B	D	B	C

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 6.

Achievement is **good** overall. Children enter the school with skills that are above average in all areas of their learning. Most are confident, happy and well adjusted children who settle to

school quickly and want to learn. These positive attitudes combined with good teaching lead to children making good progress throughout this early stage of their education. Most exceed the goals they are expected to reach by the time they enter Year 1. In Years 1 and 2 pupils make steady and consistent progress in English, mathematics and science and do well in national tests at the age of seven. In Years 3 and 4 pupils continue to make satisfactory overall progress and in Years 5 and 6 the rate of progress improves and is good. Pupils achieve well especially in English where observed standards are well above average. Standards are above average in mathematics and science. However, throughout the school standards in ICT and religious education are below average as provision for these subjects has been patchy. Groups of pupils of different abilities achieve as well as their friends. Support assistants provide good quality help for pupils with special educational needs (SEN) which enables them to make good progress.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are **good**. Almost all pupils, with the exception of a small number of boys in Years 3 and 4 have positive attitudes to learning and behaviour is usually good. Attendance is good.

QUALITY OF EDUCATION

The quality of education provided by the school is **satisfactory**. Teaching is generally **good** and there is a strong sense of team spirit in the school. Teaching is good in the Foundation Stage and in Years 5 and 6. Explanations and the purpose of lessons are made clear and there is a high level of expectation of what the pupils can achieve and of their good behaviour. However, samples of pupils' work show that from Years 1 to 6 on some occasions pupils in a year group have been set very similar work. This sometimes fails to provide the most appropriate level of challenge for the highest achieving pupils or those with special educational needs. Pupils learn and achieve well because they are generally keen to do the best they can and they are well supported by their parents. Assessment is satisfactory in the main subjects.

The curriculum is satisfactory. There is good provision for enrichment of the curriculum through extra-curricular activities. However, there are some weaknesses in provision for ICT and religious education. School accommodation is unsatisfactory and has a negative impact on the organisation of lessons and on pupils learning. Space available for children in the Foundation Stage is very cramped when shared with a pre-school group. The classroom for pupils in Years 3 and 4 is too small to allow pupils to move around and therefore restricts practical activities. The classroom for Years 5 and 6 is also cramped.

The care of pupils is satisfactory although there are some identified health and safety concerns including limited toilet provision within the main school.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory** overall. Until recently the school has not pursued improvement rigorously enough. The school was initially slow to respond to areas identified in the previous inspection report including the provision for ICT. The new headteacher has good vision for improving the accommodation, curriculum leadership, the development of teaching and in monitoring the work of the school. The role of subject leaders is satisfactory although there is room to develop the monitoring of teaching and learning by co-ordinators to enable them to have a better view of aspects for which they hold responsibility. Governance is generally good and governors have been active in supporting moves to improve school accommodation. The governing body is working hard to maximise the skills and support of those governors from outside the school team in order to extend their roles as 'critical friends' of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are pleased with the quality of education offered. They are confident that their children like school and do well. Several help in school and overall parents are very supportive. Pupils identify that they enjoy school and the range of different activities.

IMPROVEMENTS NEEDED

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

- Enhance the quality of classroom accommodation.
- Extend the roles of subject co-ordinators to include the monitoring of planning, teaching and learning.
- Raise standards in information and communication technology and religious education.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards and achievement are **good**. All groups of pupils achieve well.

Main strengths and weaknesses

- Children in the Foundation Stage achieve well in all areas of their learning.
- Standards are above expectations in English at the age of seven and well above expectation at eleven.
- Standards in mathematics and science are above expectation throughout the school.
- Achievement in mathematical problem solving and scientific enquiry is not as high as in other aspects of these subjects.
- Throughout the school, standards in information and communication technology (ICT) and religious education are below those expected.

Commentary

Foundation Stage

1. Children enter the school with skills that are above average for their age in all areas of their learning. An assessment of their basic skills indicates they have good personal and social skills. Children settle well to school. Most are confident communicators with their friends and adults and many are keen to learn to read and write. They have good early mathematical skills and most have good levels of interest, knowledge and understanding of the world around them. Creative and physical skills are also well developed. Children are taught well in the reception class and they achieve well. However, some activities are constrained by the lack of space, which particularly limits opportunities for creative and role-play activities. By the time they enter Year 1 almost all children exceed the goals they are expected to reach at this age. This is an improvement since the previous inspection.

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

Standards in:	School results	National results
Reading	17.5 (17.4)	15.7 (15.8)
Writing	15.5 (16.1)	14.6 (14.4)
Mathematics	18.0 (17.9)	16.3 (16.5)

There were 8 pupils in the year group. Figures in brackets are for the previous year

2. There are small groups of pupils in some year groups, which makes direct comparison between groups of pupils problematic. However, national test data indicates standards at the age of seven have been high over the last four years when compared to schools nationally. Reading has been consistently well above the national average and standards in writing and mathematics have been similar. The overall trend in improvement is above the national average for this age group.

- Standards at the age of seven in the previous inspection were judged to be satisfactory in English, high in mathematics and average in science. Since this time overall standards have risen and standards observed are now above expectations in all three areas. Pupils achieve well in many subjects because they have good speaking and listening skills; they concentrate well and are keen to learn. Most pupils try hard to live up to the high expectations of their teachers and parents. Most speak confidently, although some do not make as much effort to answer questions as they might. Pupils read well for their age and most use their knowledge of words and stories well in their writing. Pupils have good understanding of numbers and use this to carry out a range of number based activities. In science pupils have a natural interest in the world around them and have good understanding of life and living processes and of materials.

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

Standards in:	School results	National results
English	28.5 (28.6)	26.8 (27.0)
Mathematics	28.5 (30.3)	26.8 (26.7)
Science	29.7 (28.1)	28.6 (28.3)

There were 20 pupils in the year group. Figures in brackets are for the previous year

- Standards achieved in national tests at the age of eleven have not always been as high as those seen at the age of seven. However, in 2002 there was a marked improvement in English and mathematics where standards were well above the national average. Standards in science have been more variable and generally slightly lower. In 2003 pupils achieved the best yet standards in national tests.
- The previous inspection report identified that standards at the age of eleven in English were at least satisfactory, those in mathematics were high and in science were in line with expectations. Since this time standards in English have considerably improved and those observed are now well above expectations. Standards observed in mathematics and science are above expectation. Most pupils' speaking skills are above average and they read confidently. Many read a wide variety of reading materials with enjoyment and use intonation and expression effectively. Most pupils write well. They have neat handwriting and good understanding of spelling and grammatical conventions. In mathematics pupils continue to develop a strong understanding of numbers and use this well in a range of computational activities. In science pupils develop their interest in life and living processes and understanding of physical processes well.
- Many of the strengths in standards are consistent throughout the age range, with for instance, strong understanding of numbers and measures throughout the school. The weaknesses in pupils' learning are also similar. In both mathematics and science the pupils' knowledge and understanding of using and applying their knowledge and skills to solve problems and carry out investigations are variable and sometimes weak. The sample of pupils' work indicates that problem-solving activities are often teacher directed with limited opportunity for pupils to try out their ideas in open-ended activities.
- Standards observed in ICT and religious education are below expectations throughout the school. Pupils do not achieve what they are capable of in these subjects. A scrutiny of pupils' recent work shows relatively little recorded work in either area. Whilst some tasks have been undertaken in both subjects and pupils speak with enjoyment of these,

activities have sometimes been in isolation and not as part of a cohesive and progressive series of activities.

8. Pupils generally learn well and make good progress especially in English, which has a positive impact in other subjects. Many of the pupils have bright enquiring minds but not enough has been done to build their experimental and investigative skills and to provide the highest suitable level of challenge. A reasonable proportion of pupils reaches the higher levels in national tests at the age of seven and eleven. The school has no register of pupils who are gifted and talented. When pupils with special educational needs receive additional support they make good progress.

Pupils' attitudes, values and other personal qualities

Pupil's attitudes, behaviour and relationships are **good**. Provision for spiritual, moral, social and cultural development is **good**. Attendance is **good**.

Main strengths and weaknesses

- Pupils' enthusiastic attitude to work has a positive effect upon their learning.
- Most pupils behave well creating a calm and orderly environment where all are cared for and respected.
- Pupils understand justice and fairness well.
- Levels of attendance are above average reflecting parents' commitment to their children's education.

Commentary

Attendance

Attendance in the latest complete reporting year 2002 /3 (%)

Authorised absence		Unauthorised absence	
School data:	4.8	School data:	0.1
National data:	5.4	National data:	0.4

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

9. Pupils are enthusiastic learners and they enjoy their time at school. Attendance and punctuality are successfully encouraged. Regular attendance and pupils' good attitudes have a positive effect upon learning.
10. Pupils make good use of the time in school and most work hard throughout the day. Most listen well to their teachers and to each other. Pupils are very interested in their work and respond well to questions and instructions. The generally good behaviour in school compliments the good attitudes well and creates a friendly and mutually supportive environment. The school makes its expectations clear and has an effective system of rewards and sanctions to support this. As a result, pupils' self-discipline is good and their moral judgements reflect this. Pupils understand right from wrong and know how to make amends for their errors. Relationships throughout the school are good and pupils accept responsibility well. Lunchtimes are orderly and sociable and pupils are friendly and caring. However, there is a small minority of boys in Years 3 and

4 whose attitudes and behaviour are at times unsatisfactory and this affects their learning and that of others in the class.

11. Pupils cope very well with the cramped conditions of their classrooms. They cooperate with each other very well. Personal independence is encouraged but the lack of space and teacher organisation limits opportunities for pupils to fully develop independent learning skills. This is because they cannot work easily in groups or carry out investigations. Pupils have some awareness of their own learning and what they need to do to improve in some subjects. Stickers, which identify the targets for individual lessons, are used well to indicate to pupils what they achieve. Children in the Foundation Stage make good progress in their personal, social and emotional development because provision is good.
12. Social development is well supported in lessons for example with paired reading time. A variety of activities after school and an involvement with events in other schools strengthen this area well. Pupils learn about the world around and show respect for others. However staff miss opportunities to develop spiritual awareness and the richness of our own and other cultures.
13. There have been no exclusions in the last school year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory** overall. There are strengths in the teaching of the youngest and oldest pupils but the cramped school accommodation has a negative impact on learning.

Teaching and learning

Teaching and learning are **good** overall, as they were in the previous inspection. Assessment is **satisfactory**.

Summary of teaching observed during the inspection in 19 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1	10	8	0	0	0

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

Main strengths and weaknesses

- Teaching in the reception class and Years 5 and 6 is good.
- Teachers have high expectations of pupils' achievement and their good behaviour.
- The cramped school accommodation limits the opportunities for pupils to develop problem solving and experimental skills.
- The teaching of the skills of information and communication technology and of religious education is not consistent or progressive.

Commentary

14. Teaching is effective in the reception class because children are provided with a well planned range of activities that meet their learning needs. Teaching is calm and supportive which encourages the children to settle well and to want to learn. Assessment information is used well to plan an appropriate range of activities. Children become interested and are keen to take part and try hard. This has a positive impact on their learning and achievement.
15. Teaching and learning are satisfactory in Years 1 to 4. Teachers explain things well and ensure pupils understand the aims of each activity. The management of pupils is generally good except in Years 3 and 4 where the behaviour of some boys impacts upon the learning of other pupils. Teaching in Years 5 and 6 is good and reflects a growing awareness of the need to tailor tasks to the ability of the pupils. The sample of the older pupils' work indicates that expectations of what they can achieve have been high over time, which has a very positive impact upon learning. Assessment is satisfactory overall. Assessment information is used reasonably well although could be used more effectively to ensure a closer match of task to pupils' ability levels.
16. Throughout the school teachers are thorough and conscientious in their approach to planning. Lessons are carefully organised although some activities are rather bland and unexciting. Lessons are often 'safe' and few risks are taken to make learning fun or create a 'buzz' of enthusiasm. There is too much use of photocopiable worksheets that do little to extend pupils' writing skills or interest levels. The sample of recent work from Years 1 to 6 indicates that on too many occasions very similar work is set for all pupils. This does not always meet the needs of the highest and lower attaining pupils well enough and has an impact on learning and achievement.
17. Some activities are very teacher controlled especially those which should develop pupils' use and application of mathematical understanding and the skills of scientific enquiry. Because there is little room for pupils to move around the classes they are often inactive and passive learners, either watching teacher demonstrations or listening to information. The very cramped accommodation impacts on learning virtually throughout the school including creative and role-play activities in the reception class, problem-solving activities in Years 3 to 6 and practical activities such as art and design. There are not enough opportunities for pupils to find things out for themselves and follow lines of enquiry or research.
18. The teaching of the skills of information and communications is unsatisfactory. Not enough use is made of computers in lessons where it would be entirely suitable. The teaching of religious education is adversely affected by inadequate curriculum planning which does not ensure all pupils are taught this subject on a regular basis. Both of these factors have a negative impact on the progress pupils make and limit their learning and achievement.
19. The support provided for pupils with special educational needs is good especially when pupils are given additional help. Support staff are experienced and have a good grasp of their roles. This enables these pupils to make the same good progress as their friends. However, when no additional support is available pupils are more reliant on their teachers and other pupils.

The curriculum

The curriculum is **satisfactory** overall. The school provides a **good** range of activities to enrich the curriculum. The quality of the school accommodation is **unsatisfactory**.

Main strengths and weaknesses

- Improvements in the curriculum for the Foundation Stage have been good.
- Weaknesses in the accommodation present a barrier to learning.
- There are not enough opportunities for pupils to learn about information and communication technology and religious education.
- There is good support for learning outside the school day.

Commentary

20. The Foundation Stage curriculum closely follows the guidelines of the Early Learning Goals. Children in the Foundation Stage are taught in a temporary classroom adjacent to the main school building. For part of the day the space is shared with the village pre-school group. This means that children work in very limited space. As a result children in the Foundation Stage have restricted opportunities for activities during the morning session. This has a negative impact on the organisation of some practical and problem solving activities although the situation is well managed by the teacher in charge who works hard to make the best of such restricted space.
21. Curriculum planning is satisfactory overall. Long and medium term planning of most subjects is carried out conscientiously. However, whilst the curriculum has improved in some areas several developments have lacked innovation and subject leadership. The quality of the school accommodation in the main school building impacts upon pupils' learning. The Year 3 and 4 classroom is very small. It is difficult to carry out practical activities, which has an adverse impact in mathematics and science and other practical subjects. The classroom available to the Year 5 and 6 class is also overcrowded. This limits pupils' chance to undertake investigative and practical activities which has a negative impact on learning. Access to the staffroom and school office is via a narrow staircase. This presents a safety hazard. Problems arising from the cramped state of the accommodation also give rise to limitations in provision for information and communication technology throughout the school. It is difficult to find space in the classrooms where pupils can sit in pairs or small groups to work on computers and to discuss their work. In religious education lessons are not planned in a regular and cohesive enough manner to build on what the pupils know and understand and this impacts upon standards.
22. The school provides good support for learning and enrichment outside the school day. The needs of pupils with special educational needs are met well through the good quality of curriculum planning and help and provided by support staff. There is a good programme of extra-curricular activities that is popular with parents and pupils. The arrangements for pupils' personal, social and health education are good and reflect the school's caring ethos. Circle time and class councils are used well by teachers to give pupils the opportunities to express their feelings and emotions. Participation in sport is good and the school has a friendly but competitive relationship with other schools in the area. Pupils are prepared for the later stages of education well.

Care, guidance and support

The quality of the care, guidance and support of pupils is **satisfactory** overall. The school offers it pupils a caring and supportive environment where all are valued and respected. The arrangements for the health, safety, care and welfare of pupils across the school is **satisfactory**. The personal and academic guidance offered pupils is also **satisfactory**.

Main strengths and weaknesses.

- The school seeks and acts upon pupils' views well.
- Pupils build very confident and trusting relationships with adults.
- There is some inattention to minor Health and Safety issues.
- The personal guidance for pupils is variable.

Commentary

23. The school is a happy and well ordered place. Pupils indicate that they enjoy attending school, which they see as an extended family. They are treated with respect and sensitivity. The good relationships that exist in the school community and the good provision for pupils' social and moral development create a caring and supportive environment Pupils are well motivated and success is recognised and rewarded, they are happy and confident and this has a positive effect upon their learning.
24. The school involves pupils in their own learning well in some subjects although the provision of individual targets linked to assessment findings is not well developed throughout the curriculum. Pupils evaluate their work and understand the purpose of their lessons. The guidance offered to pupils through the marking of their work is inconsistent in its quality and usefulness. The work of the older pupils has not been marked for some time in some subjects.
25. The school has good arrangements for seeking pupils' views. The school council provides good opportunities for pupils to offer their ideas, which are considered by the governing body. The school operates very much as one community and the views of all parties are equally valued. Pupils new to the school benefit from good induction procedures and they settle easily into school life. The health and safety arrangements are satisfactory, as are those surrounding child protection procedures. However, a number of long-standing health and safety issues have been raised with the school. These include toilet provision in the main school building.

Partnership with parents, other schools and the community

The school has **good** links with parents. Links with the community and other schools are **satisfactory**.

Main strengths and weaknesses

- The involvement of parents in their children's learning at school and at home is good.
- The arrangements for seeking and acting upon parents' views are good.
- Community links do not have a strong enough impact on pupils' learning or their cultural enrichment.

Commentary

26. Good links have been established with parents and the regular curriculum newsletter is detailed and informative. Parents are kept well informed about the life of the school and are well involved in all that it does. Parents support the school well. They are involved in their children's education and this has a beneficial effect upon their children's learning and achievement. Parents offer to help in the classrooms and homework is supported

well. The school consults parents widely and acts upon their concerns and ideas effectively.

27. The quality of information the parents receive about the life of the school is good. There is well written information about all aspects of the school's work. Information about the curriculum and the topics covered is readily available. Parents gain good insight into their children's learning through class assemblies and productions. The arrangements for reporting on pupils' progress are satisfactory. There are regular consultation events. Written reports offer good information about what pupils can do but give insufficient guidance to parents on how they might help them improve.
28. The school plays an important part within the local community and the school is well supported. However, the use of the community locally and further afield has a limited impact upon pupils' learning and their cultural enrichment. The partnership with other schools is good and has a positive effect upon the quality of the experiences and opportunities offered to pupils. The teachers are also supported well by the links with other schools.

LEADERSHIP AND MANAGEMENT

The school's leadership and management are **satisfactory** overall. Governance of the school is **good**. The quality of school accommodation presents a barrier to raising achievement.

Main strengths and weaknesses

- The headteacher has clarity of vision and a clear sense of purpose for the future development of the school.
- The governing body has a good understanding of the areas for school development.
- Leadership of some areas of the curriculum by other key staff is unsatisfactory.
- The school was slow to respond to key issues from the previous inspection.

Commentary

29. At the time of the inspection the headteacher had been in post for only one week. He has not yet been able to influence leadership and management of the school. However, he has a very clear vision for future school development. He recognises where changes need to be made in order to take the school forward. This is a small school and all staff are anxious to play a part in the future development of the curriculum and the quality of education provided. There is a clear commitment to inclusion and equality of opportunity for all pupils.
30. The school was initially slow to act upon some areas identified for improvement in the previous inspection. Plans for the growth of some subjects such as information and communication technology have not been acted upon with enough resolve. Similarly plans for the whole school development of religious education have not been a high enough priority. The early plans being formulated by the headteacher indicate more consistent use of teaching time for these subjects and of the accommodation. Other members of staff are closely involved in looking at ways in which the curriculum and standards may be improved. The school has no deputy head or senior teacher role. However, the new headteacher recognises the need for a team approach involving everyone in changes for the future. Evaluation and professional development have not had a high profile in the past and there is now clear agreement that this is an area for improvement.

31. Responsibilities for the co-ordination of subjects are shared between the small numbers of staff, although several subjects have no overall leadership. The monitoring and evaluation of standards in English, mathematics and science have been developed satisfactorily. However, not enough has been done in other subjects and this has a negative impact on standards. Historically the role of the subject co-ordinators as curriculum leaders in the foundation subjects has been underdeveloped and leadership in this context is unsatisfactory. There is limited monitoring of teachers' planning and little of teaching and learning in the classroom. The lack of a defined leadership role has led to limited development of some aspects of the curriculum. The introduction of assessment procedures is now beginning in the foundation subjects. The first stages of the analysis of the assessment information have led to identification of areas for improvement and target setting.
32. The governance of the school is good. The governing body carries out its responsibilities towards the school in a committed and effective manner. Governors have made a significant contribution to creating a school much changed since the time of the previous inspection. Numbers on roll were stabilised and have increased annually. The need to secure the future of the school has dominated the activities of the governing body. However, this has had the effect of reducing their role as a critical friend in the monitoring of teaching and learning and curricular provision. Governors, especially those from outside the school team are now working hard to increase the monitoring and evaluation of the work of the school and not be as dependent as they were upon staff for information. In a situation where very tight budgetary constraints have been a feature, the governing body has improved aspects of the accommodation. However, the accommodation is still overcrowded, although pupils are keen to say that it is much improved.
33. Good procedures are in place for monitoring spending. The day-to-day management of finances, carried out by the school secretary, is very good. Governors and the headteacher are fully aware of the need to monitor the cost effectiveness of major spending commitments.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	214 995	Balance from previous year	20 242
Total expenditure	226 070	Balance carried forward to the next	9 167
Expenditure per pupil	2 825		

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 **good**.

Main strengths and weaknesses

- Children in the Reception class achieve well in all areas of learning.
- Teaching is good.
- The accommodation is cramped and limits children's learning opportunities.
- Management of the Foundation Stage is good.

Commentary

34. Attainment on entry is above average for the vast majority of children. Most enter school with skills that are above average in all areas of learning. They achieve well and by the time they enter Year 1 the large majority exceed the goals they are expected to reach by this age in communication, language and literacy, mathematical development, knowledge and understanding of the world, personal social and emotional development, creative and physical development. The children are well prepared for their move to Year 1 and have very positive attitudes towards their learning. Overall, the Foundation Stage is a strength of the school.
35. Teaching is good throughout the Foundation Stage, and good support is offered for children with special educational needs. The good quality of teaching and support flow from the good planning and preparation carried out by the class teacher. Lessons are structured carefully. Tasks are well matched to the ability of the children, which leads to good learning and achievement. Staff ensure that there is very good equality of opportunity for the children, who enjoy new experiences and the challenge of solving problems. Assessment is ongoing and the class teacher keeps careful records of individual progress. At present the information gained from assessment is not fully integrated into an overall policy of assessment for the whole school.
36. Day to day management of the Foundation Stage is good which has a positive impact on the organisation of activities. The class teacher has a very good relationship with parents. The curriculum newsletter is a particularly useful form of communication and keeps parents well informed of the activities planned for the children. Leadership of the Foundation Stage has not yet been integrated into the senior management structure of the school.
37. Improvement since the previous inspection has been very good. The weaknesses in the curriculum identified in the last report have been fully addressed. Reception Class children are taught in a temporary classroom adjacent to the main school building. This is shared with the village pre-school group during the morning session and the space available is very restricted for two groups of lively children. This limits both teaching and learning. Children in the reception class have limited space for activities such as role-play during the morning sessions and this constrains their imaginative experiences during that part of the day. During the afternoon session the children have access to the whole area but the division into separate rooms creates problems for supervision. As a consequence the class teacher has to conduct more whole class activities in

order to meet the limitations imposed by the space available. However, because of good teaching and the positive support of parents, children still achieve well.

38. Children make good progress in their **personal, social and emotional development**. When changing for physical education they dress and undress with confidence and seek help only if they really need it. In the classroom they share and take turns and are happy to negotiate with each other when there is a disagreement about using equipment. They are confident in their explorations of new problems and enjoy sharing their solutions with the rest of the class. When going from their classroom to the main building they walk sensibly and know that safety and security are essential features of their learning.
39. In **communication language and literacy** children make good progress and achieve well. The good quality of communication between the class teacher and the children encourages their thinking and the quality of the language used in their questions and answers. Early reading and writing skills are developed well and the children recognise books as things to value and treasure. They enjoy hearing familiar stories and are excited by the prospect of new ones. Role-play activities can be restricted because of the limited accommodation. However, children use what is available for experimenting with language, especially as they act out their growing understanding of social roles.
40. Teaching in **mathematical development** is good. The class teacher uses a good range of activities, which challenge children of all abilities. This encourages mathematical understanding well. Very good use is made of incidental opportunities for developing counting skills. Teaching is supported by good resources, which are used effectively. The pleasure of numbers forms an important part in the positive attitudes to learning shown by the children.
41. Children make good progress in their **knowledge and understanding of the world**. During the course of the inspection particularly good teaching and learning was observed when the children were introduced to the use of a programmable floor robot. Very good links are made between this and other areas of learning in the Foundation Stage curriculum. Children also have access to computers in their classroom and these are used effectively in structured and free choice activities. The experience with the robot produced expressions of wonder and contributed well to children's spiritual development. The Foundation Stage curriculum successfully introduces the children to religious education. The children have class gatherings and also take part in the collective acts of worship for the whole school.
42. Children make good progress in their **physical development**. Boisterous children adjust very well to the limited space available during the morning sessions. Outside they have access to a play area with a range of wheeled toys and medium height apparatus which children enjoy using and which enables them to improve their skills well. Indoor physical education takes place in the school hall. In all activities children show concern for their own safety and that of others and they use the space in the school hall very effectively. In creative activities children have good control of small apparatus such as scissors and paint brushes and are also adept at using the correct keys on the computers or the robot keypad.
43. In the area of **creative development**, children have a good choice of activities and materials. The class teacher ensures that, for example, other areas of learning are associated with explorations of colour and construction. Although space is limited role-play is used to encourage the children to develop their imaginative play within the world around them. In addition to art and craft activities and role-play children are also able to

experiment with music and musical instruments, including their own bodies and voices. All of these experiences have a positive impact upon learning.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupil's literacy skills have a positive impact on their achievement in other subjects.
- Standards are above expectations in Year 2 and well above expectations in Year 6.
- The accommodation for pupils in Years 3 to 6 is unsatisfactory and has a negative impact on pupils' learning.
- The subject co-ordinator has had insufficient opportunities to monitor the quality of teaching and learning in classrooms.

Commentary

44. Throughout the school pupils make good progress and achieve well in English. Observed standards in Year 2 are above expectations and those in Year 6 are well above expectations. The achievement of pupils with special educational needs is good because of the good quality of support they receive. There are small numbers of pupils in some year groups, which makes direct comparisons difficult. Nevertheless trends in national test results have shown a significant improvement in attainment since the time of the previous inspection when standards were judged to be satisfactory. Pupils take pride in their use of language and in the presentation of their work.
45. Data from the 2003 National Tests in Year 2 shows that over the past four years standards have been very high in comparison with those nationally and above or well above average compared with similar schools. Data also shows that in Year 6, standards have risen from average to well above average in comparison with all schools nationally, and from below average to well above average compared with similar schools.
46. Teaching is good. Staff have implemented the National Literacy Strategy effectively. Lessons are well planned and take account of the range of ability in the mixed age classes. Assessment is effective and work is well matched to pupils' needs. Teachers have high expectations of what the pupils can achieve. Marking is up-to-date and when advice is given it is clearly aimed at enabling pupils in improving the quality of their work. Good use is now being made of target stickers to give more opportunity for pupils to participate in evaluating the quality of their own work.
47. Speaking skills are above average and sometimes well above average. In class pupils listen attentively to their teachers. Good exchanges take place when questions are asked and answered. However, a small number of pupils in all year groups are quieter and offer little in discussions. The unsatisfactory nature of the accommodation prevents teachers and pupils from having whole class discussions and, therefore, the sharing of ideas is restricted. During the course of the inspection pupils in Year 5 and 6 enjoyed evaluating poetry but the restrictions of the accommodation meant that most of the work had to be done in pairs and a collective experience was lost. The display of

pupils' work is not used to best advantage to encourage the language of explanation and persuasion.

48. Standards in reading are good and some pupils read very well. Pupils have access to a small but up-to-date library. Pupils enjoy borrowing books, are familiar with the classification system and use books as tools for learning in their individual research. When reading aloud in class they do so with confidence and pleasure.
49. Standards in writing are good. Throughout the school pupils tackle a good range of writing tasks. They have a good knowledge of the styles and techniques used by professional authors to reach out to their readers. They enjoy trying out these styles in their own written work. Pupils in all year groups take pride in good quality presentation of their work. Some exceptionally good examples of layout and presentation were available in the work sampled during the inspection.
50. The leadership role of the co-ordinator is unsatisfactory. There has been little opportunity to monitor teaching and learning in the classroom in order to identify good practice or areas for improvement. Assessment data is accumulated on a regular basis. However, although this information is used well to inform teachers planning of lessons, it is not used sufficiently to match work to pupils' ability levels. This impacts upon the progress made by pupils, including those with higher attainment.

Language and literacy across the curriculum.

51. Pupils use their language and literacy skills well in other areas of the curriculum and provision in this area is suitable. However, the overcrowded nature of the classrooms used by pupils in Year 3 and 4 and Year 5 and 6 makes regular access to computers difficult. As a consequence information and communication technology is not having a sufficient impact on teaching and learning. The unsatisfactory nature of information and communication technology creates a gap in the application of literacy skills in other subjects.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils have a strong understanding of numbers and measures.
- The pupils ability to use and apply their understanding of mathematics through problem solving is not developed well enough.
- The subject co-ordinator does not have enough opportunity to monitor the quality of planning, teaching and learning.

Commentary

52. Standards in mathematics are above average throughout the school, indicating an improvement since the previous inspection. Standards in Year 2 rose considerably in the year following the last inspection and have generally remained at this level since then. It took longer for standards in Years 6 to rise but these have improved considerably in the last three years. National test scores indicate pupils have scored particularly highly in number based activities. In national tests in 2003 standards were well above national averages at the end of Years 2 and 6 and in 2002 standards in

Years 6 were in the highest five per cent of all schools. Because of this strong understanding of numbers pupils make good progress and achieve well. When pupils with special educational needs receive additional support this is of good quality and enables them to make good progress and achieve well for their ability.

53. Throughout the school pupils have a very secure understanding of numbers and of measures. They can confidently work out the answers to a range of number related activities. Pupils enjoy mathematical activities with several older pupils identifying this as their favourite subject. Pupils are well supported by parents with any homework or other mathematical tasks they undertake. However, sometimes when pupils, including those of higher ability are set tasks that require them to use and apply their knowledge of mathematics for instance in a range of practical or problem solving activities they often struggle to know how to start. This is because pupils are not provided with sufficient open-ended problem solving activities to build up their confidence and ability to tackle unfamiliar tasks as they move through the school. Some pupils are dependent upon an adult or each other to provide them with ideas or clues as to what to do. Once they know what is required of them they carry out these tasks well.
54. The quality of teaching and learning is generally good, although with some areas for improvement. Teachers have implemented the National Numeracy Strategy well. Staff have high expectations of what the pupils can achieve and because pupils are keen to succeed they try hard with their work. These high expectations are a prime reason why pupils make good progress and achieve well especially in areas of number and algebra, shape, space and measures and in Key Stage 2 in handling data. However, very similar tasks are set for all pupils in a year group. This does not meet the needs of the highest and lower attaining pupils as well as it might. This is partly because not enough use is made of the available assessment information to plan work to meet the needs of pupils of different abilities. This impacts on the number of pupils who struggle to meet the higher levels of achievement when they show clear ability in working with numbers.
55. The sample of pupils' recent work shows that the marking of pupils' work is variable with that of some older pupils not marked for some time, although this is better for younger pupils. Good use is made of target stickers to give opportunities for pupils to participate in evaluating the quality of their own work. This motivates the pupils to try hard and has a positive impact on achievement. However, the very cramped classroom accommodation has a negative impact upon the organisation of group tasks and problem solving activities.
56. Leadership of the subject is satisfactory overall. The newly appointed headteacher has recently taken over the role from his predecessor. However, there has been little opportunity as yet to influence standards. He has a clear grasp of national test data and of the key areas for further improvement. Although there have been no specific opportunities for the direct monitoring of planning, teaching and learning this has quickly been identified as a necessity. Over time management of the subject has not been rigorous enough in identifying areas for further improvement and moving towards this in a focused manner.

Mathematics across the curriculum

57. The use of mathematics across the curriculum is satisfactory. Pupils are able to use their strong understanding of numbers and measurement in a range of activities such as in art and design and history. However, these are often in an incidental rather than

planned manner. Not enough use is made of information and communication technology to support learning.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils have a keen interest in and good grasp of the world around them.
- Pupils have good general knowledge.
- Pupils do not have enough opportunities to carry out experimental and investigative activities.
- The cramped classroom accommodation has a negative impact upon pupils' learning.

Commentary

58. Standards in science are above average throughout the school and achievement is good. Standards have improved since the previous inspection. Overall pupils have a bright and lively interest in the world around them. They are observant and often have good levels of general knowledge that supports their work in science well. Teacher assessment at the end of Year 2 indicates that in 2003 all pupils achieved at least the expected level and half the pupils achieved the higher levels. This was well above the national average. In Year 6 standards have been variable and pupils have not always done as well in national tests as they have in English and mathematics. In 2003 pupils achieved standards above the national average.
59. Pupils generally achieve well not only because of the work they do in school but also because of their good general knowledge, their interest in the world around them and through the activities they undertake out of school. Pupils have a good grasp of life processes and living things. Many children are interested in their environment. Through a specific whole school project pupils have good awareness of healthy lifestyles. They also have good understanding of materials and their properties and of physical processes. However, teacher assessments and a scrutiny of pupils' recent work throughout the school indicate that fewer pupils achieve as highly in aspects of experimental and investigative science as in other areas. This is partly because too many activities are teacher led and most tasks are very similar for all pupils within a year group. Pupils rarely have the opportunity to plan and carry out an experiment to find the answer to a given question. Another limiting factor upon the organisation of practical activities is the very cramped classroom conditions. This particularly impacts upon the learning of pupils in Years 3 to 6 where the lack of space severely restricts the organisation of experimental and investigative activities.
60. Teaching and learning in science are satisfactory with some good aspects. Teachers have secure subject knowledge and explain things well to pupils. Teachers have high expectations of what the pupils will achieve. However, the quality of the school accommodation has a negative impact upon the organisation of practical activities and the school does not make best use of the planned teaching time to ensure that areas such as the school hall are available during science lessons to extend practical activities. There is too much use of photocopied worksheets in some classes, which limits the development of an even more advanced vocabulary and written style. Assessment in the subject is satisfactory although information is not always used well

enough to plan work to meet the needs of pupils of different abilities and this sometimes limits the level of challenge for the highest attaining pupils.

61. Leadership and management of the subject are satisfactory, but the school is in the early stages of developing the role in areas of monitoring and evaluation. The subject co-ordinator is keen to develop the use of the half-day per fortnight available for managing the subject into opportunities to monitor the quality of planning, teaching and learning throughout the school. As yet the school does not make enough use of information and communication technology to support learning in science.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

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

Main strengths and weaknesses

- Standards are below expectations throughout the school.
- Teaching and learning do not build in a consistent and progressive manner on what the pupils know, understand and can do.

Commentary

62. Pupils do not reach the standards that they are capable of in the subject and achievement is unsatisfactory. Throughout the school standards in ICT are below average, as they were in the previous inspection. The development of ICT was a key issue from the previous inspection and, although some action was taken not enough progress has been made to develop the subject to ensure all pupils reach their potential. Pupils often have a good level of interest in the subject through their use of computers at home. Discussion with pupils indicates they would like to use computers much more at school, but not enough use is made of the available hardware and software in a consistent enough manner to extend pupils' skills in a systematic way.
63. The sample of pupils' recent work indicates there are relatively few opportunities to use computers to find things out, develop ideas and make them happen, exchange and share information or review, modify and evaluate work as it progresses. There are few examples of word processing, data handling, and research or aspects of control. Pupils have basic word processing skills but are not using computers more creatively in developing their skills. The sample of work across the curriculum indicates there is little use of computers to support learning in other areas. This has a negative impact upon learning and achievement.
64. Teaching in the subject is unsatisfactory. Teachers have undergone training to develop their skills and knowledge. However, they do not plan enough regular activities to develop pupils' specific skills in a continuous and progressive manner. In the inspection computers were rarely seen in use and when switched on were sometimes for research programs unrelated to the subject of the lesson. The very cramped classrooms also have a negative impact upon teaching. Computers are squashed into small corners of the classroom making it difficult for teachers to demonstrate new skills and for pupils to work together.
65. Leadership and management of the subject are as yet unsatisfactory. However, the newly appointed headteacher has a high level of interest in the subject and is already beginning to make a very early impact upon the subject through his own teaching. This

has already been noted by the older pupils who speak with enthusiasm of the way in which the laptop and whiteboard are used, with sound effects, to create interest when introducing a new task. Over time management of the subject has been unsatisfactory. The lack of monitoring of planning, teaching and learning has allowed subject development to remain a low priority.

Information and communication technology across the curriculum

66. The sample of pupils' work across the curriculum indicates that too little use is made of ICT to support learning in other subjects.

HUMANITIES

Geography

67. No lessons were seen in geography. It is not therefore possible to make secure judgements about standards or teaching and learning. However, inspectors looked at samples of pupils' recent work and displays around the school. This indicates that an appropriate curriculum is in place and pupils make satisfactory progress as they move through the school. There is no co-ordinator for the subject. However, the school has very recently become aware that it may be necessary to have someone with an overview of the subject to ensure that planning, teaching and learning builds in a continuous and progressive manner on what the pupils know, understand and can do.

History

68. Only one lesson was observed during the inspection. It is not possible to make a secure judgement about provision throughout the school. A scrutiny of pupils' work indicates that an appropriate curriculum is in place for these pupils and they make satisfactory progress. Pupils' recent work indicates work planned in history is varied and appropriate to the age and understanding of the pupils. A range of visits and visitors enhance lessons and are appreciated by the pupils and parents. Pupils talk with interest about what they know of different historical periods. As in geography there is no subject co-ordinator in place and this has been identified as an area for development.

Religious education

Provision in religious education is **unsatisfactory**.

Main strengths and weaknesses

- Standards are below expectations for the age of the pupils.
- There is little evidence in the sample of recent work that teaching and learning is continuous and progressive.

Commentary

69. Standards are below those expected in the Locally Agreed Syllabus and have fallen since the previous inspection. There is limited evidence in pupils' work of progressive tasks building on what the pupils know and understand especially for the oldest pupils. Whilst some work is recorded in Years 1 to 4 this is a limited amount and lacks breadth or depth. No work has been recorded in books in Years 5 / 6 for some time. This

inconsistency in provision has a negative impact on pupils' learning and they do not achieve what they are capable of.

70. Some effective whole school and class activities have occasionally been organised. Older pupils have an interest in and good recall of special activities they have undertaken when visitors have told them about the customs of some of the main religions. They speak with enjoyment of wearing saris and dancing with divas. They have some knowledge of the richness and diversity of religion, but their knowledge of Christianity and the other principal religions and festivals and of Bible stories is patchy. Younger pupils have a slightly better understanding for their age of the main Christian festivals. However, pupils lack a clear understanding of the distinctive features of religious traditions and their application to everyday life. Their understanding of religious concepts and symbolism is weak. Many of the stories the older pupils recall have been covered in school assemblies and not in religious education lessons. The subject is appropriately timetabled for younger pupils and those in Years 3 and 4, but this does not appear to have been a continuous and progressive feature of arrangements for older pupils.
71. No lessons were observed in the inspection. However, the scrutiny of pupils' work indicates that teaching and learning have not been adequate enough to meet the needs of the curriculum and to boost standards to a high enough level. There is no subject co-ordinator in place and responsibility for subject development has been shared between all the staff. This has resulted in no monitoring of planning, teaching and learning and has allowed inadequate coverage of the subject to occur.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music and Physical Education

72. Music and physical education did not form a focus for the inspection. In the absence of the opportunity to sample any previous work in either subject and with no lessons observed no judgements could be made on standards or teaching and learning. It is therefore not possible to make a judgement about provision.

Art and design

Provision in art and design is **satisfactory**.

Strengths and weaknesses

- The use of sketchbooks is good.
- The quality of pupils' observational drawing is good.
- The restricted accommodation has a significant negative impact on teaching, learning and standards.
- Leadership of the subject is unsatisfactory.

Commentary

73. Standards are average by the end of Years 2 and 6. Pupils' achievement is satisfactory. This is similar to the findings of the previous inspection. One lesson was seen in Year 1 and 2 and pupils' use of sketchbooks was prominent. The quality of teaching in this lesson was satisfactory and the planned activity was suitable. The quality of observational drawing was good and pupils are willing to experiment and

share ideas. Pupils have been able to experiment with a reasonable range of materials and have been able to link their work to that of well-known artists in the European tradition. Art and design is not used sufficiently to promote pupils' cultural awareness and overall there is little visual evidence of art and design around the school.

74. The cramped school accommodation has a negative impact on pupils' achievements. The new classroom for pupils in Year 1 and 2 has brought about some improvement in the provision for art and design for these pupils. The long narrow layout of the room places restrictions on the free movement of pupils during practical lessons and it is very difficult to set up easels or other bulky equipment. Pupils tend to do most of their art and design whilst sitting in groups. This makes it difficult to carry out free painting on any scale. However, the pupils have adapted successfully and carry out tasks such as observational drawing well. In the Year 3 and 4 and Year 5 and 6 classrooms the overcrowding restricts both teaching and learning. Pupils have great difficulty gaining access to water and other facilities. Individual pupils are able to produce work of reasonable quality but the limited space inhibits both teaching and learning and prevents standards from being higher. The subject co-ordinator has a good understanding of the subject. No monitoring of planning, teaching and learning in classrooms has taken place

Design and technology

Provision for design and technology is **satisfactory**.

Strengths and weaknesses

- The accommodation has a negative impact on teaching and learning and standards.

Commentary

75. Standards in design technology are average and similar to those found at the time of the previous inspection. Younger pupils enjoy using technology kits to aid the development of their ideas. The quality of older pupils' design sketches is variable but they are ready to change them in order to address problems apparent in making the end products. In discussion pupils describe the link between design and outcomes and they know that materials can be used in a number of innovative ways. Pupils achieve satisfactorily and as well as can be expected in the adverse circumstances of their accommodation. The classrooms used by the Year 3 and 4 and Year 5 and 6 pupils are small and this means practical work is difficult to carry out.
76. In the one lesson seen and on the basis of discussion and visual evidence available teaching and learning are satisfactory. Teachers have satisfactory subject knowledge and reasonable expectations of what the pupils can achieve. The role of the co-ordinator is currently unsatisfactory. The subject lacks leadership and management. The new headteacher recognises the need for rapid and substantial improvement in the designated role of co-ordinators across the foundation subjects as a way of raising standards and improving curriculum innovation. Standards have been maintained at the level recognised by the previous inspection report.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in this area is **good**.

77. Staff view the whole-round development of pupils as important. The school has recently made good efforts to introduce activities to extend pupils' understanding and experiences in different areas of their personal development. Class and school councils have been formed and pupils and parents speak well of the opportunities pupils now have to discuss their thoughts. Some of the older and higher attaining pupils are particularly mature and thoughtful in their ideas for tidying up the school and developing certain areas. The school is part of a Healthy Schools initiative which extends pupils' understanding of aspects of health education well. Staff also organise some Circle Time activities which give good opportunities for pupils to discuss their experiences and feelings.

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	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	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	5
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	4

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).