

INSPECTION REPORT

ST. JOHN'S C of E VA FIRST SCHOOL

Frome, Somerset

LEA area: Somerset

Unique reference number: 123843

Headteacher: Mr Alan Burgess

Lead inspector: Mr Glyn Gaskill

Dates of inspection: 17th – 20th May 2004

Inspection number: 257716

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Voluntary aided
Age range of pupils:	4 - 9
Gender of pupils:	Mixed
Number on roll:	291
School address:	Christchurch Street East, Frome, Somerset.
Postcode:	BA11 1QG
Telephone number:	01373 462251
Fax number:	01373 453713
Appropriate authority:	Governing body
Name of chair of governors:	Mr Robin Smitherman
Date of previous inspection:	9 th March 1998

CHARACTERISTICS OF THE SCHOOL

The school is in the centre of Frome. The socio-economic background of the locality is average overall but covers a wide range. The school is large for its type. All but a few pupils are of white United Kingdom heritage. No pupils speak English as an additional language. Children enter the reception class with average attainment. Sixteen per cent of pupils are known to be eligible for free school meals, which is about the same as the national average. The movement of pupils in and out of the school during the school year is less than the national average. Ten per cent of pupils are on the register for special educational needs and no pupils have a Statement of Special Educational Need. These figures are below the national average, but do not reflect the needed high level of support provided for a significant number of pupils. In 2002, the school was awarded the Investors in People award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22951	Glyn Gaskill	Lead inspector	Science Information and communication technology Art and design Design and technology
9880	Tony Comer	Lay inspector	
22434	Sandra Bradshaw	Team inspector	Mathematics Foundation Stage ¹ Special educational needs Physical education Personal, social and health education and citizenship
14997	Valerie Emery	Team inspector	English History Geography Music

The inspection contractor was:

Altecq Education
102 Bath Road
Cheltenham
Gloucestershire
GL53 7JX

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet *'Complaining about Ofsted Inspections'*, which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

¹ The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning The curriculum Care, guidance and support Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	16
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	26

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school. This is due to the overall good leadership and management, particularly from the headteacher and deputy headteacher, and good governance. In general, pupils achieve well because of good teaching and learning. They attain satisfactory standards. The school provides good value for money.

The school's main strengths and weaknesses are:

- Pupils attain above average standards by the end of Year 2.
- Good teaching in the reception classes and in Years 1 and 2 leads to pupils learning and achieving well and making good progress.
- Pupils have good attitudes and their behaviour is very good.
- There is relatively lower achievement, teaching and learning in Years 3 and 4, particularly in one Year 4 class.
- Assessment systems effectively raise standards but are over-complicated.
- The use of information and communication technology [ICT] to support learning across the curriculum is unsatisfactory.
- The recently appointed headteacher, deputy headteacher, and governors, know the strengths and weaknesses of the school well.
- The curriculum is good overall, particularly for enrichment in art and musical performance, but participation in sport is unsatisfactory.
- The school provides good care for its pupils, particularly those with special educational needs, and involves them very well in the development of the school.
- The school benefits from productive links with the community, particularly other schools and colleges.

Since the school was last inspected in 1998, improvement has been **satisfactory**. The rate of improvement in standards in English and mathematics for seven-year-olds has been less than the national trend. Standards have recently improved, notably in mathematics in Years 3 and 4 and in ICT across the school. The role of co-ordinators has been significantly strengthened. Assessment has steadily improved.

STANDARDS ACHIEVED

Average points scores in National Curriculum tests at the end of Year 2, compared with:	all schools				similar schools
	2000	2001	2002	2003	2003
Reading	D	B	B	D	D
Writing	C	B	C	C	C
Mathematics	D	B	B	D	D

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

Similar schools are those with a similar proportion of known free school meals entitlement

Pupils' achievement is good overall. In the reception classes, most children are on course to reach all the expected goals and will exceed them in personal, social and emotional development by the time they start in Year 1. Children enter the reception classes with average attainment and achieve well. Attainment and achievement in Years 1 and 2 are good and in Years 3 and 4 are satisfactory. In English, mathematics, science and ICT standards are above average in Years 1 and 2 and average in Year 3 and 4. In Years 1 to 4, attainment is above average in art, musical performance and personal, social and health education. Standards are average in the remainder of subjects in Years 1 to 4, where there was sufficient evidence to make a judgement.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are **good**. Behaviour is very good and attitudes are good, particularly in the reception and Years 1 and 2 classes. The few pupils with significant behaviour problems in Years 3 and 4 are looked after well so their actions do not unduly interfere with the learning of others. Attendance and punctuality have improved and are now satisfactory. Pupils take on responsibilities willingly.

QUALITY OF EDUCATION

The school provides a **good** quality of education for its pupils.

The overall quality of teaching and learning is **good**. Teaching is consistently good in the reception classes and children respond by working purposefully. Teaching in Years 1 and 2 is good and often very good and inspires pupils to do their best. In Years 3 and 4, teaching is satisfactory, overall. In one Year 4 class, aspects of teaching are unsatisfactory and pupils do not produce the quality of work of which they are capable.

The curriculum in the reception classes and in Years 1 and 2 is good and it is satisfactory in Years 3 and 4. Occasionally a week is set aside to concentrate on one area of the curriculum and pupils respond well to this arrangement. The new learning resources for ICT have raised standards since the previous inspection. The rate of pupils' progress has been held back by a lack of a systematic method for storing their work and the limited whole-school planned use of the resources.

The overall quality of assessment is satisfactory. It is used well in the reception classes and Years 1 and 2 to help pupils make good progress. In Years 3 and 4, assessment is satisfactory. Recent developments are making pupils more aware of what they need to do to improve. There are too many different systems being used, some of which are not easy to follow. The care, which the school provides for its pupils, is good. There is very good support for pupils with special educational needs. Pupils are very involved in the development of the school.

The school's links with parents are satisfactory. Communications from school to home are very good and reports on pupils' progress are satisfactory. There is limited parental involvement in supporting their children's learning. Links with the local community are good and partnerships with local schools and other education providers are very good. This has a positive effect on provision in the school.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are **good**. The recently appointed headteacher and deputy headteacher have a clear vision of how the school can improve and work well as a team. The headteacher provides good leadership. The leadership and management of key staff are good and have improved considerably, particularly in subjects, since the previous inspection. Governance is good. The governors are well organised, effective and led by a very dedicated chairperson. Plans for the development of the school are too complicated. Financial administration is very efficient and financial management is good. Good account is taken of best value.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have positive regard for the school. They are pleased with several features of the curriculum and the communications they receive. They have concerns about the changes in teaching staff in recent years, the provision for boys and a minority of disruptive pupils. Despite the several changes in the current year, parents are content with the way the school is run. Pupils are keen to come to school, but this tails off a little in Year 4.

IMPROVEMENTS NEEDED

- Improve teaching, learning and standards in Years 3 and 4.

- Make assessment, including marking, more consistently effective in Years 1 to 4.
- Develop the use of ICT to support learning across the curriculum.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' overall achievement is **good** and their standards of attainment are **satisfactory**.

In the Foundation Stage, children's achievement is **good** and the majority of children are likely to attain the expected standards in their Early Learning Goals².

In Years 1 and 2, pupils' attainment is **above average** and achievement is **good**.

In Years 3 and 4, pupils' attainment is **average** and achievement is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well in the reception classes.
- In Years 1 and 2, pupils' standards and achievement in English, mathematics, science and ICT are good.
- The presentation and quality of pupils' written work are unsatisfactory in one Year 4 class.
- Pupils with special educational needs make good progress.
- Across the school, singing is very good and standards in personal, social and health education and art and design are good.

Commentary

1. Children start in the reception classes with average standards. As they move through their reception year they make good progress, particularly in their personal, social and emotional development. This is due to the good teaching and support they receive from all staff. By the time they are ready to enter Year 1, the majority of children are likely to reach the goals that children are expected to reach and a few will exceed them. In their personal, social and emotional development, most pupils are likely to exceed expectations.
2. Inspection evidence found that by Year 2, standards and achievement in reading, writing, mathematics, science and ICT are above average. Standards and achievement in these subjects were found to be average in Year 4. The better standards achieved in Year 2 are due to consistently good teaching. Teaching in Years 3 and 4 is satisfactory, overall. Throughout the school, musical performance, particularly singing, is very good. Other aspects of music are less well developed. Standards in art and design are good throughout the school. The remainder of subjects appear average throughout the school. Since the previous inspection, there have been significant improvements in standards across the curriculum in Year 2. In Year 4 there have been modest improvements but notably in mathematics. Enrichment provision for the more able pupils is effective and appreciated by parents, but was missed when lack of funding led to a temporary withdrawal of this support.
3. Pupils who have special educational needs regularly meet their targets because of the good level of support they receive during lessons and when they are withdrawn from the classroom for specific purposes. Most pupils achieve well. There are several effective strategies to support pupils with special educational needs. One group of pupils in Year 4 made remarkable progress in their learning when the co-ordinator used a new initiative, involving specialist teaching. They receive good feedback about their learning. Pupils with special educational needs have full access to the special provision made for them.

² Early Learning Goals - these are expectations for most children to reach by the end of the Foundation Stage. They mainly refer to achievements children make in connection with: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; and physical and creative development. There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

4. National test [SATs] results for seven-year-olds in English have shown a significant underperformance of boys relative to girls over several years. The school has recently introduced successful strategies to bring the performance of boys up to that of the girls. Results in the national tests have varied over the years with two peaks of above average performance in the 2001 and 2002, but below average in 2000 and 2003. The overall rate of improvement has been below the national trend. Early indications from the 2004 national tests confirm the improved standards noted in inspection evidence.
5. The average points score from the 2003 national tests are shown below:

Standards in national tests [SATs] at the end of Year 2 –unvalidated average point scores in 2003

Standards in:	School results	National results
reading	15.3 (16.9)	15.7 (15.8)
writing	14.9 (14.7)	14.6 (14.4)
mathematics	15.9 (17.4)	16.3 (16.5)

There were 60 pupils in the year group. Figures in brackets are for the previous year.

Pupils’ attitudes, values and other personal qualities

Pupils’ attitudes are **good** and their behaviour is **very good**. Pupils’ spiritual, moral, social and cultural development, are **good**. Attendance is **satisfactory**.

Main strengths and weaknesses

- The majority of pupils have positive attitudes and enjoy learning.
- Very good behaviour is promoted by consistent use of strategies, including organised play activities at break times.
- Attendance and punctuality have improved as a result of new incentives.
- Pupils appreciate the worth of individuals of all ages, and the respect due to them.
- Pupils appreciate beauty in their own and other cultures.

Commentary

6. Pupils enjoy coming to school and most try hard to do their best. The majority of pupils throughout the school behave very well. Pupils value their surroundings and develop good personal qualities. They have positive views of the school. In lessons pupils listen carefully to others, work well in pairs and in small groups and share resources well. Teachers and teaching assistants have high expectations of good behaviour and most pupils respond well to this. The school provides sensitive support for pupils who have special educational needs so that they learn to integrate effectively with their peers. There are a few pupils in two classes in Years 3 and 4 with significant behavioural problems. Teachers have to work hard to involve these pupils when there is no teaching assistant available. The school’s aims and value systems ensure that pupils who have special educational needs are respected and supported by the whole community. As a result they feel secure and learn well. Positive behaviour is promoted well in the lunchtime break by the recently introduced strategy of supervisory staff acting as play leaders. This is particularly successful in channelling the energies of older pupils. Parents and pupils have confidence in the action the school would take if bullying or any other harassment was reported. There have been no exclusions during the past year.
7. Pupils’ spiritual, moral, social and cultural development is good. Good opportunities are provided for developing pupils’ spirituality, particularly in subjects such as art and design, music and English. Sensitive displays around the school and visitors to the school, such as the clergy and a theatre group, add to pupils’ spiritual awareness.

8. Pupils know right from wrong and they respond positively to the high expectations the staff have of them. The good standards of social development can be seen in lessons as pupils work well together sharing ideas and supporting each other. There are good opportunities for pupils to take responsibility in the classroom and around the school. They respond to these opportunities enthusiastically. In addition, the responsibilities they carry out as a member of the school council or as a friendship 'buddy' help with the smooth running of the school.
9. Pupils' cultural development is good and is promoted very well through music and art representative of their own and other cultures. They are made well aware of their own culture through visits they make to places of interest. Pupils are very involved with the rich culture of their own town, including local artists and musicians and this makes a positive contribution to their learning. Visits by the vicar strengthen links with the church and local events such as well-dressing. Pupils learn about other cultures and beliefs in their religious education lessons.
10. The school encourages regular attendance and has the co-operation of the vast majority of parents and carers. Despite a fall in attendance during the 2002-2003 academic year, attendance has risen and is in line with the national average for this current year and similar to that at the time of the previous inspection. An 'Earlybird' scheme to promote improved punctuality in pupils has been very successful.

Attendance in the latest complete reporting year 2002/2003 (%)

Authorised absence		Unauthorised absence	
School data	6.6	School data	0
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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education provided by the school is **good**. Teaching, the curriculum and links with the local community are good. Links with other schools are very good.

Teaching and learning

The overall quality of teaching is **good** and leads to **good** learning by pupils. Teaching and learning in the reception classes and Years 1 and 2 are good and in Years 3 and 4 are satisfactory. The use of assessment and its effect on raising standards is **satisfactory**.

Main strengths and weaknesses

- Teaching in reception classes inspires pupils to work hard.
- Planning for teaching in Years 1 and 2 is very good leading to pupils' good standards.
- There are weaknesses in teaching in one Year 4 class.
- Assessment helps raise standards but is over-complicated.

Commentary

11. There has been a moderate improvement in the overall quality of teaching since the previous inspection. A summary of all the graded lessons is shown in the following table.

Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7 (19%)	19 (53%)	9 (25%)	1 (3%)	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages.

12. In classes where teaching is good, there is a realistically challenging expectation of what pupils are to do. The interest of pupils is captured by activities which appeal to them. Relationships are positive and the pace of learning is brisk. This leads to pupils working with purpose, enjoyment and enthusiasm. Joint planning for teaching takes place regularly between teachers of classes of the same age. This results in a sharing of good ideas and a common experience for the pupils in all years except Year 4. At times, the introduction to a lesson is over-long and pupils naturally become restless. Plenary sessions, both during and at the end of lessons, are particularly well used to help pupils make progress.
13. The teaching of pupils throughout the school has been disrupted by a high turnover of teachers. This has been a concern of parents and governors. In the reception classes and Years 1 and 2 teaching has been managed well and is good. A common approach to the application of planning is effective in Year 3 but not in Year 4. In Years 3 and 4 teaching is satisfactory, occasionally good but at times unsatisfactory. In one Year 4 class, the teacher's expectations are too low leading to the unsatisfactory presentation of pupils' work and less written work than in the parallel class. Unsatisfactory class teaching occurs when the content of the lesson is undemanding on the pupils and fails to take into account what they already know and can do. The teachers of one Year 3 class and one Year 4 class have to work particularly hard to manage the significant behaviour problems of a small minority of pupils when there is no teaching assistant supporting the class. They do this effectively so that all pupils in these classes make satisfactory progress.
14. The teaching of pupils who have special educational needs is good. Pupils' learning benefits from the productive partnership between teachers and teaching assistants. Teaching assistants are flexible and skilled in supporting pupils learning. In addition to this pupils respond well to the specific teaching given to their particular need when they are withdrawn from the mainstream class to receive extra support.
15. Overall, assessment is satisfactory and there have been steady improvements since the previous inspection. The effectiveness of assessment in the reception classes remains good and takes good account of national guidance. Assessment procedures have recently been enhanced in Key Stage 1 and 2 to involve pupils and parents more fully in raising standards. Next steps indicating what individual pupils should know or do - learning objectives or targets - are now shared with pupils and parents. This is seen as helpful by both parties. There is a new system to record pupils' attainment in all areas of the curriculum during the school year. This is bringing an improved view on pupils' progress across the school. Effective assessment is well established in Years 1 and 2. In Years 3 and 4, assessment is satisfactory and improving in that learning objectives are being more precisely stated. There are too many different systems being used to monitor the progress of groups of pupils. Some procedures are difficult to follow and take up too much administrative time. Others produce very useful information, which has a relatively small amount of data and is effective in promoting higher standards. Marking generally includes encouraging remarks for pupils, but does not consistently give guidance on how to improve. There is a tendency to give more praise verbally to pupils than is due. This does not give pupils a consistently realistic appraisal of their performance.

The curriculum

The school provides a **good** curriculum. Opportunities for enrichment are **good**. Accommodation and resources are **satisfactory**.

Main strengths and weaknesses

- Arts and musical performance significantly enhance the curriculum.
- Provision for pupils who have special educational needs is very well organised and effective in promoting good progress.
- Participation in competitive sport and the use of ICT across the curriculum are unsatisfactory.

- Educational visits and visitors to the school bring relevance to the curriculum.

Commentary

16. The curriculum for the reception classes is securely based on the recommended six areas of learning for children of this age. The areas of learning are imaginatively interpreted using interesting contexts in the built and natural environment of the school and town. Children benefit from these arrangements.
17. All pupils are provided with a broad curriculum. The requirements of the National Curriculum are met in all subjects, but the use of ICT to support learning across the curriculum is unsatisfactory. Strategies for teaching literacy and numeracy are particularly successful in Years 1 and 2 and are having an increasing impact on standards in Years 3 and 4. Recent improvements to learning resources in English have resulted in a needed and overdue improvement in the standards achieved by boys. The provision for sex education and for the education about the misuse of drugs is satisfactory.
18. The school enriches the curriculum with a good range of clubs that offer pupils time to develop new interests such as music, French and art. Frome has a rich culture and the pupils in the school are very much part of it. Local artists and musicians regularly visit the school and pupils are frequently involved in activities that take place in the local museum. Pupils' experiences are broadened further through visits to local places of interest, such as the quarry nearby. These well-planned activities add much to the development of pupils' social, physical and creative skills. Pupils are not given the opportunity to participate in competitive sports with other schools.
19. The provision for pupils who have special educational needs is very good. Individual education plans are regularly reviewed, having specifically targeted activities that will help pupils to achieve. This leads to several different strategies to support these pupils, particularly in English and mathematics. The school takes care that withdrawal of pupils for these activities is balanced against involvement in the whole school curriculum.
20. Overall, the school's resources for learning are satisfactory and meet the needs of both pupils and the curriculum. Learning resources in the Foundation Stage are good. Although ICT hardware resources have improved considerably, there is still a lack of suitable software to allow ICT to be used effectively across the curriculum. The stock of books in the library is also limited and the room does not offer a good learning environment.
21. The school accommodation, both internal and external, is satisfactory. However, the lack of a playing field restricts the quality of the physical education curriculum and limits the opportunities of pupils to play team games, both organised and informal. Displays in the classrooms and around the school are good.

Care, guidance and support

The school takes **good** care of all of its pupils. Support, advice and guidance based on monitoring are **satisfactory**. The involvement of pupils in the work of the school is **very good**.

Main strengths and weaknesses

- Pupils' views are valued and they are fully involved in the life of the school.
- Relationships between pupils and staff are good.
- Care is taken to introduce pupils into the reception and then to the junior school.

Commentary

22. Policies and procedures for child protection and for promoting the health, safety and general welfare of pupils are good. This quality has been maintained since the previous inspection.

There are several groups organised which successfully provide nurture to less confident pupils and work toward developing their self esteem. The *Sunshine Club* and the *Forest Schools Initiative* are good examples of this provision. All staff know the pupils and their families well and cater for their needs effectively. Arrangements for the induction of pupils into the school and for their transfer to the next phase of education are good.

23. Whilst the support, advice and guidance that pupils receive are satisfactory, the variable use of assessment and the recording and reporting of pupils' attainment and progress is limiting the effectiveness of this provision.
24. Through the school council and questionnaires, pupils are encouraged to become actively involved in the life of the school. They respond confidently and responsibly. These activities are enhanced by class responsibilities, the 'buddy system', the 'friendship bench' and fundraising. This stimulates pupils to show initiative, accept responsibility and gain recognition for what they do.

Partnership with parents, other schools and the community

The school has a **satisfactory** partnership with parents. The school's links with the local community are **good**. Liaison with other schools and colleges is **very good**.

Main strengths and weaknesses

- Co-operation with local schools provides good support for teaching and management.
- Parents have generally positive views of what the school provides and achieves.

Commentary

25. The school's links with parents are satisfactory. The school has recently begun to consult parents more widely than in the past. It is planning meetings and events to encourage wider participation in the education of pupils at home and at school. A small number of parents help out in lessons and with other school activities. There is a supportive parents-staff association that has helped to fund school improvements, and a committed group of parent governors. In the past, parents felt that their comments to the school were listened to, but little was done. The information that parents receive about all aspects of school life is very good and is exemplified by the weekly newsletters. Pupils' reports are now satisfactory, but the quality of information provided about pupils' progress and the setting of areas for improvement are variable. The governors' annual report to parents is well presented and informative.
26. Parents of pupils who have special educational needs have very good opportunities to be involved in supporting their children. They are invited to school when reviews of individual education plans take place. The school has established very good relationships with outside agencies that provide support for pupils who have special educational needs.
27. The school's links with the local community are good. A number of community groups use the school facilities and the school works with others to enhance pupils' opportunities, particularly in art and music. Links with the local church are developing well. The school's relationships with other schools and colleges, particularly through the Frome Community Learning Partnership, are very good. This ensures that the school and its pupils benefit from a wide range of shared resources and expertise, as well as smooth transfer arrangements.
28. The school has established good links with other schools and pre-school settings. This helps the school provide for pupils' needs from the first day they arrive and also helps when they move on to the next phase in their education.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are **good**. The effectiveness of management is **good**. The headteacher provides **good** leadership. The leadership of other key staff is **good**. Governance of the school is **good**.

Main strengths and weaknesses

- The headteacher and governors know the strengths and weaknesses of the school.
- The school's improvement plan is too complicated.
- Provision for pupils' special educational needs is managed very well.
- Subject management has greatly improved since the previous inspection.
- Management of the Foundation Stage is effective.

Commentary

29. In the few weeks the headteacher has been in post he has firmly grasped the strengths and weaknesses in the school. This understanding has been significantly aided by the deputy headteacher, who, in her two terms in the school, has made a valuable contribution to the development of the school. Staff morale has improved. The headteacher and deputy headteacher work well together as a team. The headteacher provides good leadership. He has improved communication within the school including the greater involvement of key staff in shaping future developments. He provides a good role model for staff and pupils, particularly when he leads whole school assemblies. There is a full commitment to developing the potential of all staff.
30. Leadership and management by key staff are good, overall, and have significantly improved in subject management since the previous inspection. Management of the Foundation Stage produces equality in both reception classes. Subject co-ordinators work within a similar framework. They produce a subject portfolio, which gives a good overview of curriculum coverage and, in a few instances, standards. Each has a file, which contains evidence of their work, including a growing involvement in direct observation of teaching and pupils' work, which is helping to raise standards. Leadership and management of Years 1 and 2, particularly by two recently appointed staff, are very good. This has produced a unified pursuit of higher standards. The management of Years 3 and 4 has produced a common approach to provision in Year 3 but not in Year 4. This is not good enough. The current headteacher is well aware of this situation.
31. The efficient and detailed management of special educational needs is very good. The special educational needs co-ordinator is very well qualified and experienced and committed to her own professional development. Teachers are alert to the criteria for identification of all areas in which specific support may be required. Teaching assistants are well trained and experienced. This directly impacts upon pupils' achievement. The number of pupils designated as in need of additional support for special educational needs is below the average for most schools. However, these figures do not reflect the number of pupils in the school who need specific support for their learning problems. The school recognises the needs of many pupils and in particular those who experience behaviour and attention difficulties and has heavily invested additional time and money in providing support for these pupils. This has involved a high degree of planning and provides many different, specific forms of support for pupils in the classroom and in both individual and group situations.
32. Staff development is well managed. Teachers, teaching assistants and supervisory staff all receive relevant training from which pupils ultimately benefit. There is a growing culture of personal and school improvement stimulated through improving consultation. The induction of newly qualified teachers is efficient, but there are no systems to help qualified teachers who are new to the school.

33. The governing body is well organised and well informed about the work of the school through their own visits or meetings with staff. The governors are led by a hardworking and resolute chairperson. Under his guidance, the school applies the principles of best value well. The governors tackle issues effectively with practical strategies. The appointment of a site manager has been very successful in ensuring quality maintenance and a flow of ideas for improvement of the accommodation. The concern over safe crossing of the busy road outside school has been reduced by the appointment of three crossing patrols and the negotiation of off-street parking with a nearby supermarket. The concern of the high turnover in teaching staff is shared by parents and governors. The effects of this have been reduced as far as practicable.

Financial information

34. Financial administration and control are very efficient. Financial planning takes into full account the needs of the school but it is not clearly tied into the school improvement plan. The plan contains more than one way of stating what is intended in different areas of development making it overcomplicated. The school development plan lacks a broad overview of the planned improvements. This does not give staff and governors a clear view of the commitments to be made by individuals. In spite of these formal shortcomings, there have been steady and well organised developments in the school, particularly in accommodation. The school provides good value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	644,938	Balance from previous year	54,155
Total expenditure	687,999	Balance carried forward to the next	11,094
Expenditure per pupil	2,357		

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**.

35. The standard of provision has been maintained since the previous inspection. Children work in a stimulating environment that provides challenge and interest in all areas of the curriculum. Attainment on entry to the school is in line with expectations. Overall, teaching is good. Most children achieve well. By the time they start in Year 1, the majority of children will attain the Early Learning Goals that they are expected to reach and a few will exceed them. Many will exceed them in personal, social and emotional development.
36. All adults work well together providing a good and imaginative curriculum that meets the needs of the children. Through good leadership and management, all the adults are fully involved in provision for children. Planning and checking teaching and learning are rigorous and effective. Good assessment procedures ensure that work is matched to children's needs, including those who have special educational needs. There is a good balance between activities that are led by adults and those chosen by the children.

Personal, social and emotional development

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

Main strengths and weaknesses

- Children's very good behaviour is promoted through well-established routines.
- The caring atmosphere helps children to establish very good relationships.
- Children co-operate well and are developing their ability to work independently.

Commentary

37. Teaching and learning in this important area of the curriculum are good. Children know the routines, settle down to the activities and behave very sensibly. They respond well to the high expectations of the teachers. Teachers and teaching assistants are kind and caring and work well together. This promotes children's personal and social development very well. Children enjoy all the activities and try hard to complete their work independently. They work well together, discussing their work and sharing equipment sensibly. Standards of attainment in this area of learning are good and achievement is very good.

Communication, language and literacy

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

Main strengths and weaknesses

- There are good opportunities for children to talk and listen to adults and to each other.
- Children are developing their understanding of letter sounds and their names very well.
- The teaching of writing skills is good.

Commentary

38. Standards in communication, language and literacy are satisfactory. By the end of the year most children are likely to meet the expectations in this area of learning and a few will exceed them. Teaching and learning are good and children achieve well. Staff take every opportunity to encourage children to talk, including asking them to ask each other questions to find out

information. They share experiences at the beginning of the day and children are invited to ask questions of each other. Children develop their knowledge of letter sounds and their names in a variety of interesting ways. They enjoy playing word matching games and are pleased when they match the words correctly. With guidance, they use letter sounds to make good attempts at writing words. They talk enthusiastically about features of buildings they have seen in their walk around the town. This also stimulates them to write a simple sentence. Many children read simple sentences correctly.

Mathematical development

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Mathematical activities are interesting and motivate the children.
- Adults use many opportunities to encourage children to count.

Commentary

39. Standards in mathematical development are satisfactory. The majority of children will meet expectations by the end of the year. Teaching in this area is good and leads to good learning and good achievement. Children make good progress. Teachers challenge children in their use of mathematical language. This results in children explaining the various processes of addition and subtraction in different ways. Children consolidate the things they know as they learn new concepts. They enjoy a wide range of activities when they explore numbers and love to spot the mistakes the puppet makes when using a number line to count. All children are familiar with number songs and rhymes and the majority add numbers together by using objects and fingers.

Knowledge and understanding of the world

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

Main strengths and weaknesses

- Children make good progress with ICT skills through using the computer suite.
- Outdoor education through the Forest School Initiative makes a good contribution to children's investigative skills.
- Children have good opportunities to explore the properties of different materials.

Commentary

40. Many children will meet the expected standards in knowledge and understanding of the world by the time they enter Year 1. Standards are what you would expect. Teaching and learning are good and lead to good achievement. In their ICT work, children make good progress in their use of the mouse and keyboard. Many children confidently select programs and enjoy their work. With support, they use a digital camera to take photographs to support their studies. Children have a sound understanding of Bible stories and religious celebrations such as Hanuka and Harvest. Children benefit greatly from the good outdoor teaching of the Forest School Initiative. They visit the countryside regularly throughout the year, exploring the plant and animal life. Children develop their investigational skills well whilst learning to co-operate, listen and be sympathetic to nature. Children learn the properties of materials in their structured play with sand, water, fabrics and paper.

Physical development

Provision in physical development is **good**.

Main strengths and weaknesses

- A wide range of activities is provided for children to develop their manipulative skills.
- The good teaching by the Top Sport's teacher is having a positive effect on children's games skills.

Commentary

41. Most children are likely to meet the expected standards in physical development by the end of the reception year. Standards are what you would expect for children of this age. Teaching and learning are good. Children's achievement is good. Children use a wide range of tools and equipment sensibly and confidently. Most children change their clothes for physical education on their own. They make good use of the secure playground, hall and garden area. Space is rather limited and has no large apparatus specifically designed for their age group. Children benefit greatly from their involvement in the *Top Sport* project, which promotes physical activities in schools by providing schools with a visiting coach for sport. This has helped to develop well their games skills, agility and overall fitness during the past year. In addition it has provided very good professional development for staff.

Creative development

Provision in creative development is **good**.

Main strengths and weaknesses

- Effective teaching of skills is combined with good opportunities for children to learn through play.
- Children use their imagination to explore materials and tools.

Commentary

42. Most children will meet the expected goals in creative development by the end of the reception year and a few will exceed them. Staff plan a variety of activities and because of good teaching, most children are likely to attain the targets set for them by the time they enter Year 1. They learn and achieve well. Many have good skills of cutting, gluing, drawing and applying paint. Children use their imagination well in the 'DIY shop' learning area to act the part of different characters in the use of tools and the cash register.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils in Years 1 and 2 achieve well and reach above average standards.
- Teaching is consistently good in Years 1 and 2.
- There are inconsistencies in standards and in teaching in the Year 4 classes.
- Handwriting does not develop consistently through the school.
- Research skills are not used regularly enough.

Commentary

43. The 2003 national tests for pupils at the end of Year 2 showed that standards in reading were below average and in writing they were average. Standards at the end of Year 2 have improved both since the previous inspection and since last year and are now above average and pupils achieve well. This is because of the good teaching, high expectations of pupils and a lower proportion of pupils with special educational needs. The school has, relatively recently, recognised significant under-achievement by boys, particularly in reading. Several strategies have been used to put this right. This has been done successfully in Years 1 and 2, but less so in Years 3 and 4. Standards at the end of Year 4 are similar to those at the previous inspection and are average for their age. Pupils' achievement is good by the end of Year 2 and satisfactory by the end of Year 4. Improvement since the previous inspection has been good.
44. Standards in speaking and listening are above average at the end of Year 2 and pupils achieve well. They are average at the end of Year 4 and they achieve satisfactorily. By the end of Year 2, pupils are generally confident and articulate.
45. In reading, the above average standards attained in Years 1 and 2 reflect careful records being consistently kept of pupils' good progress and enjoyment of books. In Years 3 and 4, pupils reach average standards in their reading. The use of non-fictional books to find information is not consistently developed and used throughout the school. The library is not an attractive area and is not used regularly enough for pupils' research.
46. Standards in writing are good in Years 1 and 2 and satisfactory in Years 3 and 4. Teachers make good use of pupils discussing, in small groups, the features of a sentence or a story. The quality of this work is satisfactory in one Year 4 class but unsatisfactory in the other. Standards in handwriting are good in Years 1 and 2. Close attention is paid to developing a joined script from an early age. This results in good standards of handwriting in Years 1 and 2. In Years 3 and 4, handwriting does not sufficiently build on this good start, but standards are satisfactory, overall.
47. Teaching and learning are good overall and sometimes very good in Years 1 and 2. As a result, both boys and girls make good progress in both their reading and writing skills. Year 1 pupils have a good grasp of settings and events in stories. Year 2 pupils extend this by raising and answering questions about the development of characters in stories. In Years 1 and 2, and in one Year 4 class, there are several good examples where pupils write for a wide range of purposes. In lessons seen throughout the school, there is a weakness in the use of time, as for example, when pupils are kept too long on the carpet at the start of lessons and they become restless.
48. In Years 3 and 4, teaching and learning are satisfactory. The same work is not always covered at the same time by the two parallel classes in each year. This makes monitoring of the coverage of the curriculum very difficult. In one Year 4 class the observed teaching was good and previously completed work showed satisfactory progress by pupils. In the other Year 4 class, whilst the observed teaching was satisfactory, the quantity and quality of pupils previously completed work is unsatisfactory. Pupils' progress in the two Year 3 classes is satisfactory.
49. The leadership and management of the subject are good. There is a good overview of the strengths and weaknesses in the subject. Standards in Years 1 and 2 have been lifted through a shared purpose amongst staff. This positive spirit has not sufficiently influenced all the classes in Year 4 where there is too much inconsistency in expectations. New, effective assessment systems have been established, which are more consistently carried out in Years 1 and 2 than in Years 3 and 4.

Language and literacy across the curriculum

50. The use of English across the curriculum is satisfactory overall. It is good in Years 1 and 2 and satisfactory in Years 3 and 4. In many subject areas, pupils take advantage of the good opportunities to talk and listen. All teachers frequently use discussion partners as a learning strategy. Pupils respond well to this. Pupils' writing in subjects other than English is satisfactory overall, although stronger in Years 1 and 2 than in Years 3 and 4. Pupils' use of books for finding things out for themselves is limited by the range of suitable books, particularly for older pupils.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils in Year 1 and Year 2 achieve well and attain good standards.
- There is consistent and effective lesson planning in Years 1 and 2.
- There are low expectations for the presentation of pupils' work in one Year 4 class.
- There is purposeful leadership of the subject.

Commentary

51. Standards of attainment are good, overall. Standards have improved since the previous inspection and since the 2003 national tests. Pupils in Year 2 attain standards that are above the national average and achieve well. By Year 4, pupils attain standards that are in line with national expectations and their achievement is satisfactory. This is an improvement since the previous inspection when standards were below average. Improvement since the previous inspection has been good with an overall improvement in standards.
52. Teaching and learning are good, overall. Good teaching in Years 1 and 2 is based on a careful match of work to pupils' current level of understanding. By this means, the more able pupils are challenged by harder work, and the work for less able pupils is within their scope. As a result, learning in lessons is good, a good pace is maintained and achievement is good. The subject co-ordinator leads well by providing a good example in teaching in a Year 3 class. Effective management of the subject ensures that the curriculum is well covered and is beginning to have a positive effect on teaching in the school. However, in one Year 4 class, there are a few omissions in the mathematics curriculum. In Years 1, 2 and 3 the presentation of pupils' work is good. In one Year 4 class work is poorly presented and this makes it very difficult for pupils to be accurate with their calculations and difficult for both the teacher and pupils to judge progress. Assessment arrangements are satisfactory across the school, but good in Years 1 and 2. In Years 3 and 4, assessment is inconsistently applied, but is showing signs of improvement. Pupils who have special educational needs are encouraged and effectively guided in their learning by teaching assistants. These pupils also receive effective additional support when they are withdrawn from the mainstream class.
53. Leadership and management of the subject are good. The recently appointed subject co-ordinator has worked hard to support staff and identify the areas for development. There is a good understanding of standards of teaching and learning in different classes, through the observation of lessons, scrutiny of samples of pupils' work and monitoring of planning. Areas for improvement have been identified and realistic action planned to develop matters. These areas include making assessment more rigorous and raising standards of teaching and the presentation of pupils' work.

Mathematics across the curriculum

54. Provision across the curriculum is satisfactory. There are adequate opportunities for pupils to use mathematical facts and graphs in science and geography. Writing ICT programs, to direct the movement of an image on a monitor screen or a robot toy, gives an application for measurement of length and direction.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Year 2 pupils carry out their investigations in the role of professional scientists producing papers at a class conference.
- There is a lack of a consistent approach for pupils to record their investigative work.
- Good use is made of the school grounds and visits to give the subject relevance.
- Plans for lessons are thorough throughout the school, but applied with better effect in Years 1 and 2.

Commentary

55. Standards of attainment in Years 1 and 2 are good and pupils achieve well. Standards are average in Years 3 and 4 and achievement is satisfactory. In their experimental work, pupils make good use of the school grounds as a learning resource. They carefully examine and record the living things and the habitats which they find. This is particularly well structured in Year 2 with pupils modelling the role of adult scientists. There are examples of very good work in Years 1 and 2. In Years 3 and 4 pupils use too many different ways to record their investigative work. This hinders their progress. There are several positive features about teaching, such as expecting pupils to give reasons for their predictions, but this is not consistent. Pupils become confused at times with the variable they are changing and the effect being measured. This was seen when pupils used toy vehicles and ramps to investigate the effects of friction with different surfaces and angle of slope.
56. The quality of teaching and learning is good in Years 1 and 2 and satisfactory in Years 3 and 4. Planning for teaching is thorough throughout the school. It is interpreted in an imaginative manner in Years 1 and 2. In Years 3 and 4 there is a tendency to teach too much content at one time without giving pupils sufficient time to consolidate their understanding. Learning in Years 1 and 2 is stimulated by the use of contexts which are relevant to the pupils. Year 1 pupils study materials in the context of characters from books they have studied and Year 2 pupils enjoy equipping themselves to explore the school grounds. Pupils in Year 3 benefited from a visit to a quarry, which brought reality to their study of rocks and soils. Year 4 pupils use their imagination, knowledge of materials and animal habitats to make 'choice chambers' from packaging materials. Pupils produce different conditions of light and moisture in these 'chambers' to see which habitat woodlice prefer. Arrangements for recording individual pupils' attainment have recently been standardised across the school and this is improving the impact on standards. Marking is inconsistent in helping pupils to make progress. The use of evaluation notes to teachers' plans when a topic has been taught, are helpful in planning future lessons. Assessment is satisfactory, overall.
57. Leadership and management of science are satisfactory. The present co-ordinator's appointment is temporary. The strengths and weaknesses of the subject are well known with practical approaches to improve provision. Overall, improvement since the previous inspection has been satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Year 1 and Year 2 pupils log on and off the school computer network without help.
- Year 2 pupils have well-established routines for sharing the use of the keyboard and mouse.
- The computer suite is a high-quality learning resource.
- There is no system for organising pupils' completed work.
- ICT is insufficiently used to promote learning across the curriculum.

Commentary

58. By the end of Year 2 standards are above national expectations and achievement is good. By the end of Year 4, standards are average. Considering their previous attainment, their achievement is satisfactory. Throughout the school, pupils do not organise their completed work either electronically or on paper. Pupils know how to explore folders and files on the system but do not store their own work so that they can retrieve it. This lack of organisation has slowed down progress, particularly in Years 3 and 4.
59. Teaching and learning are good in Years 1 and 2 and satisfactory in Years 3 and 4. Teachers make good use of the electronic white board in the computer suite. This is effectively used to show pupils new techniques at different stages of the lesson. All teachers have benefited from professional development to equip them to use the new computer system and use it confidently. This is an improvement since the previous inspection when teachers' skills were unsatisfactory. Pupils are organised so that there are no more than two pupils per computer. Routines for equitable sharing of the keyboard and mouse by these pairs is very well established for younger pupils, but less so for older ones. Assessment is satisfactory. A common method to record the attainment of individual pupils has recently been established across the school. This has the potential to help raise standards. Teaching assistants and volunteer helpers are fully briefed to give good support to learning.
60. The leadership and management of the subject are satisfactory. Some two years ago the building was converted to include a well-equipped computer suite. This was a brave and very successful move. In addition to the dedicated accommodation, the school installed a network of sufficient computers coupled with the necessary staff training. Direct observation of teaching and learning has led to additional help being provided to teachers where needed. Whilst each class has a timetabled allocation in the computer suite, it has the potential to have a greater impact on learning.

Information and communication technology across the curriculum

61. The use of information and communication technology across the curriculum is unsatisfactory. There are instances where programs are used to produce art work and there is limited use for word processing and clip art in English. The scope to develop the whole curriculum is limited by the amount of software and the way the use of the computer network is organised.

HUMANITIES

62. **Religious education** is reported under separate, section 23 arrangements.
63. Insufficient evidence was available to support overall judgement on provision and teaching in history and geography. Although no lessons were seen, work in pupils' books was examined. It was of a broadly average standard. Overall, the curriculum for both subjects is covered satisfactorily and there is satisfactory use of the local environment and educational visits to provide first-hand experience.

64. In **history**, pupils in Year 2 identify key characters and gain a good understanding of the events of the Great Fire of London. In Year 3, they study early settlers in Britain and in Year 4 they gain a good understanding of what life was like for children during World War II.
65. In **geography**, Year 2 pupils carefully contrast their local town of Frome with Toquaro in Mexico, whilst in Year 3 they gain satisfactory understanding of the weather around the world. In Year 4, pupils build on their earlier work by considering ways to improve the local environment and a study of India.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

66. Insufficient evidence was gathered to report in depth on design and technology, art and design, music or physical education or to make a judgement about provision in any of the subjects. The range of evidence available in this area of the curriculum was limited to two lessons in each of art and design and physical education, whole school singing, samples of recorded musical performance and pupils' previous work.
67. From the evidence available, standards appear satisfactory in **design and technology** in both key stages. This is an improvement since the previous inspection when standards were below average. Since the previous inspection the school has produced a curriculum for design and technology, which meets requirements. Parts of this curriculum are taught during weeks set aside to focus on the subject throughout the school. Pupils enjoy this arrangement. Recent work in Years 1 and 2 has produced a good range of designs for a play area and designing and making a fire engine. These activities have been well researched and make good use of technical terms. In Years 3 and 4 pupils have applied their science knowledge to make battery-operated torches and moving toys using simple pneumatics. The presentation of pupils' work and the way it is maintained over the year is satisfactory in Years 1 and 2 but is inconsistent and, overall, unsatisfactory in Years 3 and 4.
68. **Art and design** has a high profile in the school. The standards of work on display around the school shows good standards, in all years, across the expected range of different aspects of art. Pupils benefit from links with local galleries and artists. This gives them first-hand experience of the adult-world of art and the satisfaction of having their work displayed with other artists. Art contributes very well to pupils' awareness of their own and other times and cultures. For example, Year 2 use cave paintings as a stimulus for computer-generated work and the native art forms of several countries are evident. Two lessons were observed, one in Year 1 and the other in Year 2, with the quality of teaching of a consistently good standard. A positive feature of these lessons was the teaching of skills, including the development of evaluation. There are well-structured art activities in an over subscribed after-school art club. Leadership is very good in motivating creativity in the school and management is good.
69. It was not possible to observe any of the school's permanent staff teaching **music** during the inspection, so no judgement on teaching could be made. Music has a high status in the school and participation in performances, both in the school and with the local community, are very good. A very good standard of singing was observed, both during a whole school session and in a Year 4 choir lesson, where successful three-part singing was performed very well. Times when the whole school joins together in singing sessions are uplifting and enjoyable, but too long for the whole age range of pupils. A small number of pupils benefit from violin and piano lessons, and all Year 4 pupils have recorder lessons. Whilst musical performance is a strong feature, there is very limited development of pupils' composing and writing their own music. The leadership and management of the subject are good. The co-ordinator has a realistic overview of the subject and a clear plan for development.
70. In the two **physical education** lessons observed during the inspection standards were in line with expectations. No judgement was made on the overall quality of teaching and learning. The subject benefits greatly from the contribution made by a 'Top Sports' coach who makes weekly

visits to teach pupils in Year 1 and Year 2. Not only is her teaching raising standards and achievement, but, school staff are benefiting from her expertise and teaching skills. Outdoor accommodation is very limited and the school has no playing field. This restricts pupils' physical development in games and athletic skills.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

71. The good provision for pupils' personal, social and health education appears in different areas of the curriculum and makes a strong contribution to the school's ethos. Each pupil is known well by more than one adult and there is mutual respect for personal views. This is promoted well in structured class discussion groups known as Circle Time. Rules for speaking and listening are firmly established and topics for discussion are relevant to pupils' personal development.
72. The subject is used to promote a healthy, safer environment. Pupils appreciate the value of healthy foods, such as fruit, which they are encouraged to bring in for break-time snacks and the need for exercise in their physical education lessons. Pupils take up the good opportunities to show responsibility. For example, older pupils act as 'buddies' to make sure other pupils are not unhappy and they fulfil their role well. There are several support groupings of pupils, which provide nurture to less confident pupils and work toward developing their self-esteem. Educational day and residential visits enhance pupils' social and personal development.
73. Good displays in corridors and classrooms promote the subject well. There are photographs of pupils working co-operatively together. Certificates are awarded for positive attitudes, such as punctuality. Whole school *Golden Rules* and class rules for acceptable behaviour are negotiated between teacher and pupils and prominently displayed. The behaviour policy is based on rewards so that pupils frequently receive praise. Pupils are familiar with these processes and outcomes.
74. Through the newly-formed school council, pupils share their views and take part in decision-making and democratic procedures. Most recently, they were involved in discussions with the candidates for the headship of the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
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	3

Overall standards achieved	4
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	2

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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

poor (6); very poor (7).