

# INSPECTION REPORT

## **STONHAM ASPAL C OF E VA PRIMARY SCHOOL**

Stowmarket

LEA area: Suffolk

Unique reference number: 124772

Headteacher: Mr P Hesketh

Lead inspector: Mrs M Hulme

Dates of inspection: 10<sup>th</sup> – 13<sup>th</sup> November 2003

Inspection number: 258047

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:	Primary
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	167.5
School address:	The Street Stonham Aspal Stowmarket
Postcode:	IP14 6AF
Telephone number:	(01449) 711 346
Fax number:	(01449) 711 078
Appropriate authority:	Suffolk
Name of chair of governors:	Mr David Tydeman
Date of previous inspection:	18 <sup>th</sup> May 1998

## CHARACTERISTICS OF THE SCHOOL

This is a smaller than average Church of England Voluntary Aided primary school that takes its children from six different communities including the immediate village in which it is situated. The proportion entitled to free school meals is below average. There are 167.5 children on roll of whom 19 are still under five years and attend part-time. Most are of UK heritage and white. There are a few from other ethnic groups but none for whom English is an additional language. The proportion of those with special educational needs is lower than that nationally and two children have been awarded statements of special educational need. Seven teachers, one of whom one is the headteacher and five are part-time, teach the children. When children start school, their attainment is no longer as high as it was at the last inspection but is generally typical of that expected for their age, although a few have less developed social skills. In the last year, about four per cent joined the school other than at the usual time and although the school sometimes finds they are not as far on in their academic work, the teachers work hard to help them catch up. A greater proportion left the school last year, just under nine per cent, and this did have an affect on the results in national tests. The school has a good reputation in the local community and with other schools. In 2003, it received a Schools' Achievement Award and a University of Cambridge Partner School Award. It is proud of its strong Christian ethos and level of pastoral care.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3609	Margaret Hulme	Lead inspector	The Foundation Stage, music, physical education
9942	Susanna Stevens	Lay inspector	
29995	Maureen Walker	Team inspector	Mathematics, science, art and design, design and technology, special educational needs
20417	Margaret Owen	Team inspector	English, information and communication technology, history, geography, English as an additional language

The inspection contractor was:

Tribal PPI  
Barley House  
Oakfield Grove  
Clifton  
Bristol  
BS8 2BN

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](http://www.ofsted.gov.uk)).

# REPORT CONTENTS

	<b>Page</b>
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4 - 5</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>6 - 9</b>
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>9 - 16</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>16 - 18</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>19 - 31</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>32</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **good** school that is effective in providing well for its children overall but there are weaknesses in the provision for Reception children. People matter at this school and both governors and staff are fully committed to providing for well-developed children with wide interests. The sensitive and caring leadership of the headteacher has led to the effective teamwork in which all have the same aspirations for the children. The committed teaching supports children's learning very effectively and is driving up standards. The school is well respected in the community and its purposeful leadership, commitment to high standards and a high quality of education provide good value for money.

#### The school's main strengths and weaknesses are:

- Children achieve well and reach high standards in English, mathematics, science and information and communication technology.
- Teaching is supporting children's learning well and driving up standards.
- There is purposeful direction for most areas of the school's work but improvements are needed to the Foundation Stage to improve the quality of education still further.
- The school is led and managed well and governors influence its work and give effective support.
- The strong Christian ethos provides a firm foundation for the good provision for pupils' personal development. This results in children having very good attitudes and behaving well.
- The partnership with parents and the community makes a positive contribution to children's learning and results in a school held in high esteem. However, some parents find communication difficult.

### HOW THE SCHOOL HAS CHANGED SINCE THE PREVIOUS INSPECTION

Overall, the school has made **good** progress since the last inspection. All issues identified in the previous report have been tackled successfully. The main priority for improvement now is at the Foundation Stage. Better use is now made of assessment information and staff know what works well and why. Teaching is better and the deployment of teaching assistants has improved learning. Support for gifted and talented children is new but practice is good. The strong Christian ethos continues to provide a firm foundation for children's attitudes and behaviour. There continues to be firm direction and purpose from which children are benefiting. Improvements to the premises have increased the facilities for teaching and learning.

### STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

*The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.*

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Throughout the school, achievement is **good** because the teaching is good. New children have settled well in the Reception class and are on course to attain the goals they are expected to reach by the end of the Reception Year. However, the lack of some essential resources hampers the

progress that children can make in physical and creative development. By Year 2, standards were above average in the national tests for reading, writing and mathematics. By Year 6, children usually reach high standards in national tests but this year, changes to the year group influenced results, with below average standards for English and mathematics and satisfactory standards for science. However, the comparison with those schools whose pupils attained similarly at the end of Year 2 shows good progress in English and mathematics and very good progress in science. There are high standards in information and communication technology, and indications that standards in music are no longer unsatisfactory and that junior children reach high standards in gymnastics. Children with learning difficulties achieve well and make good progress.

Pupils have **very good** attitudes and behaviour is **good**. Most pupils are enthusiastic and benefit from teachers' high expectations. The orderly and harmonious community means that bullying is rare. Overall, pupils' spiritual, moral, social and cultural development is **good**. An ethos has been created where values and beliefs are respected. Attendance is **good**. The attendance rate is high compared with other schools and there are no exclusions. Punctuality is **good** and children come willingly to school.

## **QUALITY OF EDUCATION**

The school provides a **good** education for its children. Teaching is **good** throughout the school. The very good relationships and expectations that children will work hard and do their best encourage effective learning. The curriculum is **good**, reflecting the relevant range of learning opportunities and ensuring all groups achieve success. A **good** range of additional learning opportunities enriches the curriculum. Care, welfare and support are **good**. The high levels of support contribute to the good achievement. There are **good** links with parents who are kept well informed about their children but the ways this information is communicated could be better.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **good** overall. This **good** leadership stems from a caring and competent headteacher who benefits from the very good leadership of key staff and the good challenge and support from governors who keep in close touch with school's work, making an effective partnership. They are well organised and informed, take a keen interest in performance and meet their statutory requirements. The **good** management results from secure systems to ensure that financial and administrative work is efficiently carried out. However, there are some shortcomings in the management of the Foundation Stage, which lacks resources and facilities that make the teaching more difficult than it needs to be. Staff and resources are used effectively and decisions are made with improved standards in mind and in consultation with stakeholders.

## **WHAT PARENTS AND PUPILS FEEL ABOUT THE SCHOOL**

**Parents:** they have positive views of the school and are satisfied with the quality of education it provides and the standards their children achieve but seek better communication strategies.

**Pupils:** they enjoy coming to school for the range of learning opportunities offered them. Self-esteem is high because they are listened to and contribute effectively to the school community

## **IMPROVEMENTS NEEDED**

**The main weaknesses that need attention are:**

- The provision for the Foundation Stage related to the outdoor area, resources and organisation of the classroom.
- Although the range of information for parents is good, a considerable proportion find communication with the school difficult, which needs to be resolved.

## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

Children's achievement is **good** throughout the school. Standards in English, mathematics and science are above average. Standards in information and communication technology are better than expected for the age of the children.

#### Main strengths and weaknesses

- All children achieve well.
- Children achieve high standards in national tests by Year 2.
- Although the standards in national tests by Year 6 were not as good as in previous years, these children made good progress.
- The lack of some essential resources, and in particular that for physical development, hampers the progress that children can make.

#### Commentary

##### *Starting school*

1. When children start school in the Reception class, their knowledge and skills are wide ranging. The overall profile shows that attainment on entry is no longer as high as it was at the previous inspection. Last year, the Foundation Stage children made good progress and most reached the early learning goals in all areas of learning. Although a few were still working towards that stage, there were others who had already begun the work of the National Curriculum. This year the children are well set to reach the goals children are expected to reach by the end of Reception Year.

##### *The school's results in national tests*

2. The table below shows that in 2003, standards in the national tests in Year 2 were well above average for reading, writing and mathematics. This is an improvement on the previous year and since the last inspection. The school is pleased that all children did well but the higher attainers did particularly well in reading and mathematics.

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

Standards in:	School results	National results
reading	17.4 (16.8)	15.7 (15.8)
writing	17.0 (14.6)	14.6 (14.4)
mathematics	18.4 (16.4)	16.3 (16.5)

*There were 21 pupils in the year group. Figures in brackets are for the previous year.*

3. Targets were set for Year 2; these were exceeded in all subjects so higher ones are set for 2004.
4. In 2003, the standards in the Year 6 national tests were disappointing compared with what the school usually experiences and were below average for English and mathematics and average for science, as seen in the table below. However, this is a good result because by the time this year group reached Year 6, the make-up of that year group had changed. The school lost five children, all of whom were higher attainers and likely to get good results in the tests. By



the time of the tests, there were only 22 pupils left (each one 4.5 per cent). A loss of five pupils was a considerable percentage and the school was upset when these events happened, particularly when it was realised the effect on national test results. Within that group were 18 per cent with special educational needs who did well for their capability. Comparisons with similar schools show that children made good progress in English and mathematics and very good progress in science.

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

Standards in:	School results	National results
English	25.9 (29.4)	26.8 (27.0)
mathematics	26.2 (28.9)	26.8 (26.7)
science	28.7 (29.8)	28.6 (28.3)

*There were 22 pupils in the year group. Figures in brackets are for the previous year.*

- Targets were set for Year 6 in English and mathematics some 18 months before the national tests were undertaken and before the changes to the year group occurred. These were not met this year for the reasons given above and lower ones are set for 2004.

*Inspection findings*

*The Foundation Stage*

- At the time of the inspection, children had been at school for just a few weeks, most attending for mornings only and just three were full-time. They have settled well into school routines and are achieving well in those areas of learning that take place during the morning. Good learning is taking place in personal, social and emotional development, communication, language and literacy and mathematical areas of learning. There is every indication that children will reach the goals expected for their age in these areas of learning. There was insufficient evidence to judge outcomes for knowledge and understanding of the world and creative development, with the exception of information and communication technology. Here there are indications that children will exceed the goals expected for their age because they are making rapid progress, owing to the good teaching and support from the teaching assistant. Although staff do the best they can to plan for children's development in all areas of learning, the lack of some essential resources and in particular that for physical development, hampers the progress that children can make.

*Years 1 and 2*

- Children achieve well because of the good provision. Those with learning difficulties are particularly well supported by teaching assistants, and planning for the higher attainers and gifted children is good, maintaining their interest and ensuring they respond well to challenge. Standards are good in all three core subjects. In English, speaking and listening activities are used effectively to improve standards in writing. Dedicated time for reading at the beginning of each day has given children a great love of books. In mathematics, they are developing a secure understanding of the relationships between numbers and enjoy games where they have to identify missing numbers. Standards are higher in science than at the last inspection and lessons buzzed with excitement because teachers' questioning encouraged scientific thinking and discussion. The information and communication technology suite, together with the guidance and support of the teaching assistant, have been important factors in maintaining high standards since the last inspection.

*Years 3 to 6*

8. Children achieve well in all year groups. Work is well matched to capability so all groups are suitably challenged including those with learning difficulties. Standards in lessons are good in all three core subjects. In mathematics, the older children understand how well they are doing and discuss their personal goals. They respond well to new learning and use prior knowledge well to solve problems. Practical activities in science extend children's understanding and co-operative working leads to shared tasks and shared thinking. A priority to use enquiry skills to improve scientific investigations is particularly helpful to the more able scientists. In English, the aspect of extended writing is an area targeted for improvement. Children are proficient at drafting their writing, editing it and improving it but find producing longer pieces of writing a challenge, even when more able or gifted and talented. In information and communication technology, the improvements to teachers' skills and the marked improvement to resources are important aspects in reaching high standards. Children are enthusiastic about the subject and keen to acquire new skills.

#### *Whole-school matters*

9. Few lessons were seen in other subjects but evidence indicated that there are high standards in physical education and standards in music are no longer unsatisfactory.
10. Children use their literacy and numeracy skills well in other subjects. The use of information and communication technology skills has improved since the last inspection and now very good use is made of these skills to support other subjects.
11. Children with learning difficulties make good progress in lessons, when working towards their individual targets and over their time in school. These good achievements reflect the effective provision made to support their learning throughout the school.

#### **Pupils' attitudes, values and other personal qualities**

Attendance is **good**. Children's attitudes to the school and their work are **very good**. Overall, behaviour is **good**. Pupils' spiritual, moral, social and cultural development is now **good**.

#### **Main strengths and weaknesses**

- The Christian ethos of the school forms a strong foundation for personal development.
- Children attend regularly, and come to school willingly and punctually.
- Relationships are very good and children have very good attitudes to their work and the school.
- Behaviour is good overall but a minority of children do not always behave well at lunchtime.
- The Foundation Stage class lacks resources to raise their awareness of ethnic diversity.

#### **Commentary**

12. This aspect continues to be a school strength but there have been some improvements since the last inspection. Behaviour is still good, the attendance rate is above average and children's attitudes are now very good. Provision for children's spiritual, moral, social and cultural development was judged as satisfactory at the last inspection and is now good.
13. As in the previous inspection, children are still very interested in the life and work of the school. Reception pupils are on course to achieve the early learning goals in personal, social and emotional development by the end of the year but lack resources to raise their awareness of ethnic diversity. Children want to come to school because they enjoy the wide range of interesting and stimulating activities. This makes them want to learn and helps them to achieve well. The school and parents work well together to encourage regular attendance and punctuality so that children make the best use of their time in school. The attendance rate is above the national average and there was no unauthorised absence, as seen in the tables below.

**Attendance in the latest complete reporting year (%)**

Authorised absence	
School data	4.6
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

14. The school has a very strong Christian ethos and this is a significant strength. It helps the school to promote high expectations of conduct, learning and care. Adults and children are highly respected and feel secure and welcome. Through the daily life of the school, in assemblies and in the personal, social and health education programme, children learn to develop their spiritual awareness and to respect the values and beliefs of others. They develop a deepening understanding of themselves and their lives and an appreciation of their own and others' cultural traditions. Children take part in church services. Teachers take advantage of opportunities to develop children's sense of wonder.
15. Relationships are very good. Adults provide very good role models and value children's contributions to lessons and to the wider life of the school so that children are confident and have high self-esteem. This helps children to work confidently, to collaborate very well with one another and reach high standards in their work. They know how to live together as a harmonious community. Children have many opportunities to accept responsibility and take the initiative. There is a school council, which they value. Children are very keen to help those less fortunate than themselves because the school has a strong tradition of support for local and wider-ranging charities.
16. Most children behave well in lessons and around school because there is a very clear and consistent approach to managing behaviour and because expectations are very high. Consequently, there have been no pupils excluded, as seen in the table below. However, a minority of children do not always behave well in the hall at lunchtimes. In classes, any unacceptable behaviour is dealt with quickly and firmly and is not a problem.

**Ethnic background of pupils**

**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	157	0	0
White – Irish	2	0	0
Mixed – White and Asian	2	0	0

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

17. Children have a very clear understanding of the difference between right and wrong. They learn to recognise the value of truth and honesty because they are treated fairly. This is developed as and when issues arise in school and as part of their personal development lessons.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided for the children is **good**. Overall, the teaching is **good** and children achieve well because they are taught well throughout the school. The curriculum is **good** overall and interesting visits and projects help to bring the curriculum alive for the children. However, there is scope to improve the curriculum for the Foundation Stage children. The improved accommodation

now provides greater facilities for teaching and learning but the Foundation Stage still needs improvements. Support and guidance for children are **good** and most parents support all that the school does for their children.

### Teaching and learning

The quality of teaching and learning is **good** in all classes. The good teaching has been maintained since the last inspection and is still a strength of the school but there are some improvements too. The quality of assessment of pupils' work is **good**.

### Main strengths and weaknesses

- The two key stage co-ordinators provide very good leadership for the teaching of the curriculum.
- The good teamwork provides a consistent approach to lessons.
- The very good relationships provide a firm foundation for learning.
- Teachers have high expectations of how well children will behave.
- Very good efforts are made to see that all children are treated fairly and that all take part in the activities provided.
- Very well directed teaching assistants reinforce and support learning.
- The good knowledge of subjects is effective in planning activities that maintain children's interest.
- Assessments are thorough and used effectively to keep tabs on children's progress and meet individual needs.
- The lack of some essential resources and furniture in the Reception class makes it difficult for the teacher to organise activities well in class. The restrictions imposed by the outdoor area hamper the ways that the teacher can plan for all the physical development area of learning.
- Good inclusion of children with learning difficulties.

### Commentary

18. The teaching is good overall and there are some improvements because there is no unsatisfactory teaching, as there was at the last inspection. Parents and children have very positive feelings about staff, knowing that they help the children to learn effectively. The table below indicates the quality of teaching seen across the school.

#### **Summary of teaching observed during the inspection in 33 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3%)	7 (21%)	18 (55%)	7 (21%)	0 (0%)	0 (0%)	0 (0%)

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

19. Most pupils make good progress and achieve well because the teaching is good. Their assessment procedures are thorough and begin before children enter school when informal visits to the playgroup begin to give the teacher a view of their knowledge, skills and understanding. Many parents share the playgroup records with the teacher when their children make their first visits and later the teacher uses the nationally-recommended system for recording children's progress. Children are assessed at the end of the Reception Year ready for the next stage of education in Year 1. Apart from the statutory assessments made each year, the school uses many other ways of keeping tabs on progress, including the school's own tests, those suggested by the local authority and the daily informal observations used by teachers and their assistants. The assessments include early recognition of children with learning difficulties. For those with special educational needs, the individual education plans

- are effective because they set precise goals for children to strive towards and are regularly reviewed, thus enabling good progress to be made in learning.
20. Teachers have a good knowledge of the subjects they teach and plan carefully to meet the needs of individuals. For example, in order to maintain the interest in literacy of a gifted and talented child, the Reception class teacher pretended to be a character in the reading books and sent the child letters to which there was a response every day. In samples of work provided, these responses showed ever-increasing achievement over time. Although that child is now in another class, he continues to have his activities extended during lessons. The teaching of those children with learning difficulties is both well planned and well considered and provides very appropriately matched activities to enable good progress to be made in lessons and towards individual learning goals. When necessary, teachers are prepared to change lesson-planning so that all children can achieve success, thus tasks are well matched to capability.
  21. There is very effective teamwork between staff leading to learning that is reinforced and supported in just the right way to make children go the extra step in improving their efforts because they know it is valued. This was constantly seen in the Reception class. For example, at the beginning of a numeracy session, the teacher taught the whole class while the teaching assistant assessed children's understanding, making brief notes as she observed. When the lesson moved on to group activities, the teacher concentrated her effort on introducing new work while the teaching assistant was involved in mathematical games to reinforce counting skills. The clear explanations of both adults and their ability to make children feel secure and confident made children persevere and remain interested.
  22. In all classes, teachers' relationships with children are very good. The children are eager to please, prepared to work hard and make the efforts that result in high standards. In a Year 2 literacy class, children watched a video of how to make a puppet from an envelope. Because there was respect for the teacher, children listened carefully to the very good evaluation of the instructions and remembered details, for example, recognising connectives and suggesting others the author could have used. Appropriate use of praise and encouragement made them keen to write instructions to help their friends make a puppet. This was challenging because children became aware that the sequence of writing is vitally important if the activity were to become a success. Co-operative working was encouraged, giving them confidence and they organised their own resources for the task. Near the end, there was reassurance for those who had not finished and the last session of the lesson was used for evaluation and suggestions as to how to improve. By the end of the lesson, clear gains in communication skills were evident.
  23. Teaching assistants play an important part in this school and their skills and expertise are used effectively. They give particularly good support to those with learning difficulties but also use their specialist skills effectively. The information and communication technology suite is the source of much enjoyment for all classes. The very youngest children use it when supported by the teaching assistant and it is clear that on such occasions, her efforts are instrumental in the very good achievement they make. For example, a session was planned to combine the knowledge and understanding of the world area of learning for the Foundation Stage with creative development. Although they had limited experience of school at this time, her very good relationships with them made them secure and happy to be with her without the teacher. Before they began they adjusted the height of the chair and reminded one another why it is important to sit in the middle. They followed the instructions carefully and soon were engrossed in the task of 'painting a picture', selecting a version for printing such as 'landscape' and then choosing the appropriate printer icon to see their efforts on paper. Few children observed had computers at home but their enthusiasm and effort were clearly valued by the adult and resulted in very good achievement.
  24. In most classes, the teachers make effective use of the learning resources available and organise their classes in ways that make children independent learners. This is particularly essential in the Reception class where new children learn the routines and begin to be

responsible for their own learning. However, the class is situated in an old part of the building and lacks some essential resources that the teacher needs to organise it well for all areas of learning. The lack of appropriate storage furniture means that many resources are stacked one upon another, in boxes on the floor or covered with fabric to improve the appearance. They are not easily accessible to children and although they try, it is difficult to become responsible for tidying away. There is a shabby sand container and equipment but nothing for water play. There were some soft toys but no dolls. The imaginative play area lacked dressing-up clothes and a range of equipment, including that to raise children's awareness of ethnic diversity. The practical area shared with another class was not organised for children to select materials, for example, to choose paintbrushes or types of paint and paper. The door to the outdoor play space is kept locked so children have no continuous access. When this space is used, it is too small for use by the whole class and lacks the resources needed for physical development, which is unsatisfactory.

25. The good management of children results in the school being a harmonious community where behaviour is very good and there is an acceptance of social responsibility. Children take pride in finished work and are keen to explain how they achieved it.
26. The two co-ordinators who have responsibility for the infant classes and junior classes provide very good leadership about the need for effective teaching that leads to effective learning. They are inspirational and enthusiastic leaders who, in partnership with the headteacher, scrutinise lesson-planning and observe lessons, giving feedback where necessary.

### **The curriculum**

The school provides a **good** curriculum. It is a broad curriculum that offers all children very relevant and meaningful opportunities for learning. Frequent educational visits, visitors and events that influence learning and enjoyment across many subjects enrich it.

### **Main strengths and weaknesses**

- The very inclusive curriculum is based on care and concern for all individuals as members of the school community.
- Provision for personal and social education, including citizenship, is very good.
- The provision made for those with learning difficulties is good.
- The curriculum is enhanced well through the many planned visits, visitors and activity events and participation in sports.
- The curriculum prepares children well for the changes they make at the end of each stage of their education.
- The subject guidance for teachers and lesson planning is better since the last inspection, particularly for lessons in Years 3-6.
- Accommodation is now good with the exception of that for the Foundation Stage.
- Overall resources for learning are good but in the Foundation Stage, these are unsatisfactory.

### **Commentary**

27. The headteacher and staff are fully committed to providing an inclusive curriculum that is firmly founded as one that gives all children in this school equal access and opportunities in their learning and one that truly reflects the school's Christian values. All statutory requirements are met. The numeracy and literacy strategies have been implemented since the last inspection. The subject guidance is better and used successfully to develop understanding and to ensure progression in learning. Lessons are now well planned, have clear learning objectives and provide well-considered and suitably matched activities for children of all capabilities so they achieve success. Satisfactory provision is now made for music, resulting in improved standards since the last inspection.

28. The needs of those children with learning difficulties are met effectively because provision is good. The support they receive is well focused and regularly reviewed so that the best use is made of the skilled teaching assistants. Individuals and groups of children benefit from specific support. Recognising and providing for the needs of those children with individual talents or abilities in areas of learning is now a further focus of the school's work. Those with specific abilities in, for example, literacy already have opportunities to take part in challenging events shared with other schools.
29. Children's personal, social and health education (PSHE) is a strength of the school's extended curriculum. There is a co-ordinator to manage this aspect who oversees the plans of work for each year group. Learning opportunities begin at the Foundation Stage and help develop children's self-esteem, confidence, independence and responsibility. The programme is proving to be successful in its aims to help children play an active role as future citizens, develop a healthy lifestyle, keep safe, develop fulfilling relationships and respect the differences between people.
30. Activity days, such visitors as theatre groups and a wide range of visits to places of interest further enhance children's learning. For example, the older children's residential visit to York this year included being a Roman soldier or experiencing life as a monk at Fountains Abbey, and also going underground to visit limestone caverns. Visits inspire work in different subjects, such as Year 4 enjoying their experiences at Kentwell Hall as they begin their studies of Tudor times or when exploring Southwold Beach, the youngest children designed and made their own beach huts. Good opportunities encourage the participation in a wide range of sports both in school and in those organised through competitions, including a swimming gala, and tournaments within the local group of primary schools. A cross-country event, successfully hosted by the school, now regularly attracts several hundred competitors. Working with the constant challenge of many children travelling to school by bus, the provision of out-of-school activities is regularly reviewed. Typical of those provided in other schools of this size are such activities as French Club, football coaching, chess in the winter months or country dancing in the summer.
31. As children move through the different stages of their education in school, from playgroup to Foundation Stage, then into the infant classes and junior classes, it is as though they are moving to a new class in a very familiar environment. However, preparing for the move to a new school at eleven begins much earlier as groups from local primary schools meet at organised events, such as when Year 4 attend a mathematics activity day at the local high school. Regular visits to their next school, including an Open Evening with their parents, take place throughout their final year so children are well prepared for secondary education.
32. The school building has changed greatly over the years. The most recent building programme has brought much improvement to the accommodation especially the hall which is already very well used for assemblies, physical education lessons and music. All classes use the information and communication technology suite extensively. However, the accommodation provided for children in the Foundation Stage is unsatisfactory outdoors and improvements are needed indoors to organise resources more appropriately and provide essential learning opportunities in the practical area.
33. Resources currently available for the teaching of each subject are good overall with the exception of the Foundation Stage where they are unsatisfactory because they lack essential equipment for purposeful play and that to raise children's awareness of ethnic diversity. Much of what is available is shabby or well worn and does not hold children's interest. For example, there is no water play and the imaginative play area lacks dressing-up clothes, a range of dolls, a range of domestic equipment and suitable furniture. The lack of resources and appropriate storage furniture makes it difficult to organise the classroom in ways best suited to the teaching of the Foundation Stage curriculum.

## Care, guidance and support

There is **good** provision to ensure children's care, welfare, health and safety. The school provides **good** support, advice and guidance for pupils based on the monitoring of their achievements and personal development. It makes **very good** efforts to involve children in its work and development.

## Main strengths and weaknesses

- Trusting relationships have been established between staff and children based on teachers' good knowledge of their pupils.
- Pupils' involvement in the work of the school is very good through the regular school council meetings and questionnaires seeking their views.
- Well-planned guidance in personal, social and health education, Circle Time sessions and assemblies supports the personal development of pupils well.
- The kindness and commitment of all staff ensure that children feel confident that any problems or worries will be handled fairly and sympathetically.
- Provision for pupils with special educational needs is good overall but some parents are not involved in reviews or the setting of targets.

## Commentary

34. The school has consistently good procedures and practices to safeguard the welfare of pupils. Because of the very good relationships in the school, pupils have access to good personal support and guidance. The involvement of pupils in the decision-making process in the school, both formally and informally, is very good. This enables pupils to play a full part in the daily life of the school and to share in its successes.
35. Pupils enjoy coming to school with its clean and bright environment. There is good awareness of health and safety issues in and around the buildings and effective supervision of all pupils, both in classrooms and at play, including good arrangements to deal with first aid requirements. Child protection procedures are good and the headteacher ensures that all adults working at the school are well informed and vigilant. The school works closely with outside agencies, including the education welfare officer, who visits regularly to promote good attendance.
36. Induction arrangements for children in the Foundation class are suitably planned, minimise concerns and ensure the pupils settle well. However, a minority of parents still feel they are not well enough informed to alleviate their own concerns about this major step in their child's education. Pupils have very good relationships with adults in the school based on high expectations for good behaviour, trust in the fairness of staff and in open, friendly communication. Moments of fun are enjoyed such as that during an assembly on 'memories' when a governor shared old photographs from his wedding album. He led the good-natured laughter at the dated hairstyle depicting a full head of hair, now very much depleted.
37. Procedures for supporting and monitoring the academic and personal development of pupils are good. Careful records of pupils' achievement are kept and pupils are given good guidance and advice on improving areas of their work through the setting of targets. Provision for pupils with special educational needs is good. Children with learning difficulties are well cared for by those who work with them; the support they receive is good and is carefully considered. Information about individual pupils is used effectively, and a number of outside agencies are involved as required. Parents are involved in the individual education plans and kept fully informed by the school. However, parents of pupils with School Action Plans are not involved



in reviews or the setting of targets. This apparent lack of involvement is a missed opportunity for the school to engage these pupils and their parents in a partnership in learning.

38. The school is very successful in seeking pupils' views and involving them in the work of the school. The school council is active in reviewing pupils' ideas and suggestions and these discussions form the basis for changes and improvements in the school. In discussions with pupils, they affirm that the school regularly canvasses their views through questionnaires and are confident their suggestions are listened to and acted upon by teachers and staff.

### **Partnership with parents, other schools and the community**

The school has a **good** partnership with parents and **very good** links with the local community. The **good** links with other schools, particularly transfer arrangements, provide effective transition for the pupils.

### **Main strengths and weaknesses**

- The majority of parents have very positive views of the school and support its work.
- Parents are encouraged to be involved in school life and in the learning of their children through regular information and the setting of homework.
- Parents are consulted regularly about aspects of the life and work of the school and their views are valued. Particularly good involvement of families who have children with learning difficulties.
- The school provides a wide range of well-presented information but it is not always successful at making parents as aware of it as they might be.
- The very good links with the community enrich children's learning.
- The good links with associated schools and early years groups extend the range of learning opportunities and make for a smooth transition to the next stage of education.

### **Commentary**

39. The majority of parents express positive views about the work of the school and are happy with the education it provides and the personal development of their children. The quality of the information provided for parents is good overall although the prospectus does not provide as much curricular information as it could and this was reported in the last inspection. There are a number of good opportunities for parents to know about the progress of their children. For example, there are two consultation evenings each year, one informal and one formal. The formal meeting in the spring term, with timetabled consultation appointments over three or four days and one evening available during those days, gives parents a wide choice of times to seek information and discuss their child's progress. In addition, a 'drop-in' facility is also available fortnightly with the headteacher for parental discussion. The provision of regular newsletters and general information to parents is good. The annual reports give full details of the pupils' progress, achievement and areas for greater endeavour. They are pertinent to each child and satisfactorily meet all statutory requirements. The school is clearly making good efforts to keep parents informed about their children's progress and events happening at school but 28 per cent of those who returned questionnaires disagreed that this was the case, indicating in the views expressed that the way in which information is communicated to parents needs review.
40. A very small minority of parents express some concerns about bullying, the availability of water for pupils and the lack of suitable consultation time to discuss pupils' progress. The inspection evidence found that pupils were not concerned about bullying and told inspectors that when identified, it is quickly and effectively addressed. Fresh water drinking fountains are installed in and around the buildings providing adequate drinking water. However, the school has not moved into the area of individual water bottles for each pupil in class, which is beginning to be common practice in primary schools.

41. The school works well with families of children with learning difficulties, ensuring they are fully informed of the work undertaken with the children. Particularly effective are the arrangements of the special educational needs consultation meetings between teachers and parents. Those parents with children who have been awarded statements of special educational needs are fully involved in the yearly review meetings and this full involvement can now be extended to all parents when reviewing and setting children's new learning goals. Relationships with external agencies are firmly established.
42. The school is in the centre of the community and plays an active part in the wider area surrounding the school from which many pupils travel by bus. A wide range of visits and visitors enrich the quality of the pupils' learning. Parents are consulted regularly about what the school does well or needs to improve to obtain a clear picture of how well children have settled into school. Most parents help their children with homework, although some parents felt they still needed guidance on how best to do this. The active and hardworking PTA provides a successful fundraising programme of social events, appreciated by the staff, pupils and local community. The resources provided by the funds benefit the school.
43. Liaison with early years groups is good and provides much information for the teacher visiting them prior to the children starting school. The local playgroup encourages parents to share their children's records with the school to help make the transition as smooth as possible. Good working relationships with the high school to which most pupils transfer help to make the transition a smooth one. There are planned induction visits and open evenings which are effective in giving the pupils an opportunity to view the new school, and 'taster days' to enable them to sample life in the high school. This provides great security as they move to the next stage of education.

## LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good** overall with significant strengths in some areas. The **very good** leadership of key staff supports the **good** leadership of the headteacher very well. The governance of the school is **good**, reflecting the important contributions they make to the life of the school.

### Main strengths and weaknesses

- The strong and caring leadership team provide effective guidance for the work of the school.
- The leadership's commitment to inclusion, promotion of equality and concern for the needs of individuals is very good. Great store is put on valuing each individual and their contribution to school life so children's self-esteem is high.
- Governors are well organised, committed and involved in the life of the school.
- Although the management of the Foundation Stage is generally satisfactory there are some shortcomings because there is a lack of facilities and resources that make the teaching more difficult than it needs to be.
- Sometimes, the ways in which communication to parents is managed makes them unsure about the good range of information they receive. This is in need of review.

### Commentary

#### *Leadership*

44. The effective leadership of the school promotes a caring ethos, with each child valued and encouraged to achieve as well as they can. The headteacher is a caring, committed, competent leader who puts tremendous emphasis on high quality pastoral care. He has successfully established a united and supportive staff team who are good role models for the children. They are committed to making the best provision they can for the all-round

development of the children. The introduction and use of a rewards system for positive activity, merit badges, certificates, golden lunchtime awards and team points have resulted in self-confident pupils with high self-esteem and positive attitudes towards others. Parents made many comments about the fairness with which all children are treated. There was agreement that equality is very good and one of the headteacher's strengths, being very reflective and evident in his tone and fairness. The class teachers have responsibility for pastoral care and as an inclusive school, emphasise that all children are special but no one is more special than another, although they all have particular needs.

45. Leadership of the school's work with children with learning difficulties is good. The special educational needs co-ordinator organises the provision very efficiently and works diligently to ensure that staff understand the needs of individual children. Recently a new leadership role has been established for gifted and talented children. Such children are identified and the practice of providing appropriately for them is good but the co-ordinator is aware that further development is now needed in keeping tabs on progress and maintaining records. Work for such development is already identified in the school development plan.
46. The headteacher is not complacent about the need to maintain high standards, and the national test results for Year 6 children in 2003 were not typical of this school and reflect the movement of several children in the class not long before the tests were undertaken. The system of assessment has been improved and work on analysis to identify and remedy weakness has helped staff to know what works well and why.
47. The headteacher reviews the performance of teachers and systematically evaluates the effectiveness of their work. The findings of lesson observations are shared, and such feedback helps teachers set appropriate targets to improve performance. He ensures that they develop professionally with appropriate staff training courses. Although there is no deputy headteacher, the quality and leadership of some key members of staff is very good. The two key stage co-ordinators take on additional tasks to assist with the leadership of the school, such as the role of special educational needs co-ordinator. Teachers with subject responsibilities are effective and they monitor and evaluate provision and standards in their particular subjects of the curriculum.
48. Teamwork is important to this school and the headteacher, staff and governing body work well together, providing direction for the school's work. The chair of governors provides a good example of leadership and ensures there are well-informed and well-organised committees to support the staff and children. Some governors have undertaken extensive training and have expertise that the governing body uses effectively; for example, the numeracy governor is chair of the curriculum committee and visits the school every term to observe lessons, look at work and see how teachers are meeting the needs of children according to capability. Teachers appreciate the interest and support they receive from governors.

### *Management*

49. Overall, the management of the school is good. Effective procedures are in place to enable the school to run smoothly on a daily basis. The management team meets regularly to evaluate how well the school is doing and to make appropriate plans for the future. Although the school secretary has been absent for some time, the headteacher, assisted by a part-time member of the clerical team and a governor, has worked hard to provide effective administration. The temporary secretary is very welcoming to staff, pupils and visitors and makes a significant contribution to the life of the school.
50. The headteacher and governors have managed the staffing of the school well. People enjoy working at the school and the turnover of staff is low. The appointment of teaching assistants is valued by the staff and their contribution is particularly important where children have special educational needs. The number of hours they are able to work is closely linked to the finance available in the budget.

51. The headteacher, who co-ordinates the subject of information and communication technology, has extended its use and now a particularly good feature of the school is its use in other subjects. The appointment of an encouraging, enthusiastic, highly-skilled teaching assistant for this work has proved very successful. This is managed well because she works with children throughout the school and is having a positive impact on standards.
52. The management of the Foundation Stage is generally satisfactory. There are some shortcomings that make the teaching more difficult than it needs to be. The outside area, indoor practical area, general organisation of activities and range of resources all need improvement. The outdoor area and indoor practical area were both requiring further development in the previous report and were judged as being under-used. This situation has not improved and is now an important priority for school development.
53. The good management of special educational needs ensures that these pupils are supported well. This is achieved despite a very limited amount of time available for the co-ordinator to be away from her class commitments and she gives considerable personal time in ensuring the provision is good and meets individual needs. The good management ensures that children are well supported and make good progress.
54. The school's self-evaluation of its work is generally good and some aspects of this self-evaluation are very good. When monitoring performance data, the headteacher analyses the pupils' performance in statutory tests and tracks the improvements they have made. The value added in the attainment of 11-year-olds in 2003 since they were aged seven years was good. This is confirmed by the official national document produced recently by the DfES.
55. The management of the school's finances is good and financial records are detailed and accurate. Balances carried forward in previous years for the building extension of the school have now been used and the premises are much improved. The school is now, correctly, spending all of the current income on the children on the school roll this year. The funds available are used sensibly. A recent financial audit by the LEA found the finances to be efficiently and effectively managed.

**Financial information for the year April 2002 to March 2003**

Income and expenditure (£)	
Total income	443,739.00
Total expenditure	436,475.00
Expenditure per pupil	2,606.00

Balances (£)	
Balance from previous year	24,793.00
Balance carried forward to the next	7,265.00

56. The budget is tight this year but the school has good procedures to ensure that it applies the principles of best value appropriately. Getting the best value for the children so that they can achieve as well as possible is important to the school's management. The children now have a school council and they are consulted on many aspects of school life, including ideas for expenditure. Parents consider the school is strongly led and managed very well with many improvements since the last inspection. The school provides good value for money.

**Governance**

57. The governing body does a good job in fulfilling its responsibilities. It ensures the school runs efficiently for the benefit of the children.
58. Governors have only recently become aware of problems in the provision for the Foundation Stage and they are already making plans to address them. The governors are led by a dedicated, well-informed and experienced leader. The chair of the governing body is a regular

visitor to the school and several governors have strong links to the curriculum and observe and help in lessons. Governors are keen to have involvement in shaping the vision and direction of the school in consultation with the headteacher and staff whom they value as dedicated professionals.

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

## **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Although the provision for the Foundation stage is **satisfactory** overall, there are some shortcomings related to the outside area, the indoor practical area, the general organisation of the activities and the range of resources that require improvement. The outdoor area and practical area were commented on in the previous report as needing further development and being under-used and this situation remains, making the provision for this stage the most important priority for the school's development.

Although the school admits children at the beginning of the school year in which they become five years old they do not attend full-time until their fifth birthday. At the time of inspection, only three children were in school full-time with the rest attending for mornings only. In the afternoons, the three children are joined by a group from Year 1 and lessons then are more suited to National Curriculum subjects than the Foundation Stage curriculum. Most of the morning sessions are planned to provide children with activities that will extend their literacy, numeracy and personal, social and emotional development skills. Therefore the findings of this inspection relate predominantly to those three areas of learning although where possible, other areas of learning were sampled.

The teacher assesses children using the national Foundation Stage profile and it is clear that children's attainment on entry is no longer as high as it was at the previous inspection. The playgroup leader encourages parents to share their children's records with the school when they start and the teacher's previous visits to playgroup have already given her good opportunities to see the new children at work before they start. The profiles completed for children last year show that most children reached the early learning goals in all six areas of learning by the end of the Reception Year. Although a few children were still working towards this stage, there were others who had already begun the early work of the National Curriculum. All children achieved well and had laid a good foundation to begin the National Curriculum subjects in Year 1.

This year, most children have settled well and made a good start to those areas of learning that take place during the morning. In the lessons, most children were achieving well. Learning is good because the teaching is mainly good and the children have effective support from the teaching assistant.

## **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision in personal, social and emotional development is **satisfactory**.

### **Main strengths and weaknesses**

- Children are confident and feel safe and happy.
- Good relationships have been established with the children who respond well to the adults.
- Most children have settled well into school and are familiar with routines.
- Sometimes the class organisation and limitations on resources restrict children's achievements.

### **Commentary**

59. The personal, social and emotional development of the majority of children is generally typical of what is expected for children of this age when they start school but there are a few children with less well-developed social skills, who find it hard to conform to the high expectations of staff.
60. The good teaching makes children aware of how they are expected to behave even at this early stage in the term. The two adults set them a good example and they know the routines

well. Most settle to activities and behave sensibly. They know where to hang their coats, find a pencil or choose a book. The teamwork of both adults sets a good example of co-operation and a calm approach to work. The majority show interest in what they are doing and are eager to learn. This works best in those activities directed by the adults but in some play activities where children were working without adult involvement, such as the home corner, play became too boisterous and some equipment was thrown around. Because of the organisation, it was not always easy for adults to be aware of how play was developing but when discovered, it was quickly corrected by the teaching assistant. It happened because there were limited resources and those available were shabby and some were dirty, thus interest was not maintained. In other activities where children worked independently, such as the computer, they were engrossed in what they were doing and adults could see how such play was developing.

61. Children are encouraged to feel confident about what they achieve and are constantly reminded about what adults expect. They are friendly, keen to talk about what they can do and willing to tidy up after themselves. They are learning to share and take turns and put up a hand when answering a question. The supportive relationships help children to feel confident and seek help when required.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is **good** overall, reflecting the good teaching and consequently good learning.

### **Main strengths and weaknesses**

- Teaching is good overall and basic skills are taught thoroughly.
- Staff use opportunities effectively to develop language skills.
- The planning for activities makes effective links with other areas of learning.
- Occasionally the use of worksheets hampers progress and the class lacks some resources.

### **Commentary**

62. Children make a good start in developing literacy skills. Although it is early in the term, most children are on course to reach the expectations for this area of learning. The teacher has a secure knowledge of how to teach basic skills and soon introduces the class to early reading and writing. The planning for individual needs is good and generally tasks are well matched to the needs of the children. For example, to maintain the interest of a child who started school with well-developed reading skills, the teacher pretended to be a character in a book and left letters written by this character for the child, who read them and made written responses every day.
63. The many activities that involve children in talking and listening ensure they make good progress and achieve well. Learning letter sounds, listening to a story, joining in rhymes and jingles together with discussion times and responses to questions, make children keen to use their speaking and listening skills. The very good relationships give children confidence to join in discussion and adults give an emphasis to everyone listening carefully so they will know how to respond. Every child has targets and the teacher's assessments of how well they do this influences the planning for the next session. At this point in the year, such targets refer to gaining control of writing tools and already children make good attempts to write their own name on paper. Although slower learners lack the skills to write on paper, the teacher acts as scribe, recording their communication. In the samples of work seen, sometimes worksheets were given to children, for example, to write their name, which were unsuitable for their stage of learning.
64. The samples of work show how effectively the teacher plans to find links to literacy in other areas of learning. Children paint pictures of jungle animals inspired by the story of 'Rumble in

the Jungle', which is a book used in whole-class reading. Inspired by fairy stories, they design and make houses from a range of materials as part of the design and technology element of the knowledge and understanding of the world area of learning.

65. The teacher is providing good leadership of this area of learning, often making her own resources such as story sacks because the class lacks some resources such as attractive book areas and role-play which makes the teaching task more difficult. She makes effective use of the teaching assistant who regularly observes the whole class to assess their understanding during the whole class session and then gives children good support in the group activities. Parents are encouraged to support their children and some assist with reading in class.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Teaching is good and a range of activities is planned that enables all groups of children to achieve well.
- Children are prepared well for the numeracy sessions they will meet in Year 1.

### **Commentary**

66. Since it was early in the term, only limited written work was being undertaken yet but the samples from the previous year indicate that almost all children reach the expected standards for this age and some exceed them and begin their National Curriculum work early. The teaching and learning are good. Sessions are planned that give children a range of opportunities for counting, matching and sequencing. Children talk about an activity and make a simple record of what they have done such as finding three things longer than a ribbon. They use mathematical vocabulary such as *longer* and *shorter* with understanding. At present, they recognise numerals from 1-6 and match appropriate quantities to those numbers. They colour in two-dimensional shapes and are learning whether there are more or less from pictures and handling objects. Their understanding of *less* is better than *more* at present. Slower learners need lots of support but try some of the same tasks. However, they cannot recognise numerals 1-6 and have difficulty with counting.
67. The teacher is keeping tabs on their progress very well and written comments show that she uses these assessments to plan further work, for example, *'needs further practice in using terms more and less*. Children have made good efforts and clear records are kept of the progress of different groups such as *'higher attainers count ten objects reliably into a box but average and below average manage only five objects'*.
68. In lessons, children are already being introduced to some aspects of the numeracy sessions they will meet at Year 1. A quick oral session at the beginning makes effective use of the vocabulary used in adding and subtracting as children sing and act out *'Five Little Ducks Went Swimming One Day'* They moved on from this to using fingers and the repetition of the rhyme made it easy to remember. The teacher has made an activity board to explain tasks and as they move into groups, everyone knows exactly what to do. There is a good balance between teacher-directed and child-selected activities. Both adults make effective use of methods to teach skills. Because relationships are good the children are secure and gain confidence to communicate with one another in the games. The teacher provides good leadership of this area of learning and the teaching assistant is used effectively because she is skilled at helping children persevere, develop ideas and extend their talking and thinking.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**



69. It was not possible to make an overall judgement of provision or standards since no lessons were seen other than in the element of information and communication technology. Children worked independently with computers in class but made better progress under the direction of the teaching assistant in the information and communication and technology suite. The good teaching in this one session seen showed children achieving very well and good links were made between this area of learning and creative development. Children demonstrated how to log on, select their name, control the mouse and use the printer icon. Before printing, they chose landscape version and then selected a fresh page for another attempt. The very good skills of the teaching assistant made a very effective contribution to the achievement in this lesson. Apart from this lesson, there was photographic evidence of a range of activities and some attempts had been made by a few children to try and record what they had done, such as investigate objects using their senses. The half-day nature of attendance at this time in the term limits time available for knowledge and understanding of the world activities.

## PHYSICAL DEVELOPMENT

Provision in physical development is **unsatisfactory** because there are weaknesses that limit children's development in this area of learning.

### Main strengths and weaknesses

- Access to the new hall now provides facilities for structured lessons but the designated outdoor space is too small for the way it is used at present.
- There is no continuous access to the outside play space so opportunities for development are limited.
- The outdoor resources lack provision for relevant activities that offer appropriate physical challenges.

### Commentary

70. No hall sessions were observed during the inspection so no judgements are made about teaching, but children were observed using the outdoor area and in the classroom. Photographic evidence indicates that when the whole class is together, they use small physical education apparatus outdoors. Manipulative skills seen in other lessons were satisfactory.
71. A new hall has created improved facilities for physical development but this was not seen in use during the inspection and the lesson planned was a movement-to-music taped broadcast which did not include physical challenge. Once children enter school at the start of the day, there is no continuous access to the outdoor area because the door is kept locked until children are collected at the end of the morning. This is unsatisfactory. The outside area is small for the 17 children seen using it and the wheeled toys and plastic bricks are sometimes used in an unsafe manner. For example, wheeled toys were unrestricted and the speed with which some were used made it unsafe for others. Some children used the plastic bricks for building but others put them on their feet and skidded across the play area. A picnic table in the midst of this area was an obstacle to be avoided but with limited space to do so safely. These limited resources gave no opportunity for large-scale movements such as climbing over, under, around or between. At one point, a frustrated child threw a wheelbarrow.
72. Indoors, the children develop their manipulative skills well by handling malleable material, scissors, brushes, pencils and small construction toys with dexterity. However, there is a lack of large construction equipment to further enhance physical development.

## CREATIVE DEVELOPMENT

It was not possible to make an overall judgement of provision or standards since no lessons were seen but work on display indicated standards typical for this age. Role-play was observed but the lack of resources, together with the shabbiness of those that could be provided, made children quickly lose interest or abuse the equipment. The half-day nature of attendance at this time in the term limits time available for creative activities.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

Provision in English is **good**, reflecting the above-average standards and good teaching.

#### **Main strengths and weaknesses**

- Children achieve well and reach high standards.
- The quality of teaching is good overall and sometimes very good.
- Leadership and management are very effective.
- Daily reading sessions are very well organised.
- Poetry writing is well developed and a school strength.
- High-quality marking tells pupils how well they are doing and what they have to do to improve.
- Phonic work and the teaching of spellings is very good.
- Extended writing is under-developed.

#### **Commentary**

73. Children achieve well because the teaching is good. Standards have been maintained since the last inspection, and in speaking and listening, reading and writing are above average by the end of Year 2 and Year 6. The national test results for Year 2 in 2003 reflect these standards, which are better than at the last inspection. However, those for last year's Year 6 were unusual for this school and reflect the loss of several more able pupils. The standards of attainment seen in Year 6 lessons and the evidence on display and in pupils' books confirm that they reach a higher standard than would be expected for their age.
74. In all year groups, there is a wide span of ability. Because teachers have a good understanding of how to teach basic skills and assess and record progress, most pupils, including those with special educational needs and higher-attaining pupils, make good progress. A significant factor in the high standards is the quality of teaching, which is good overall and very good in Year 2, Year 5 and Year 6.
75. Because relationships are very good, children feel confident when answering questions and they enjoy participating in discussions. Most children listen carefully and speak articulately. They also enjoy talking to a partner about their work. Teachers ensure that skills in speaking and listening help to improve standards in writing. In Year 2, children enjoy combining practical activities with oral and written work. They tell a friend how to make a puppet from an old envelope as it is being made and then they practise writing the instructions clearly, using appropriate connecting words such as 'next' and 'finally'. Their communication skills develop as part of a game.
76. As reading is highly valued, the school allocates the first half-hour of each day to intensive work with books. Children are provided with a wide range of literature including play scripts, poetry books and novels, which they read with enthusiasm. Favourites include ghost stories, detective yarns, and Tolkien's 'Fellowship of the Ring'. This focus on reading extends to character studies, which children enjoy entering in their reading journals.
77. The teaching of phonics and spelling is a particular strength and Year 5 children became excited by a challenging 'Speedy Dictionary' competition to find words beginning with the

prefixes 'trans' and 'circum'. Older children share their teacher's enthusiasm when comparing classics such as 'The Railway Children' or 'MacBeth' with the film versions.

78. All teachers are skilled in matching the work they set to the children's different levels of ability in the class. They have high expectations of behaviour and commitment which help to create a positive ethos of hard work and independence. Teachers mark work regularly and provide helpful comments so that children know how well they are doing and what they need to do to improve. The teaching assistants are valued particularly when working with children who have special educational needs. Where this additional help is available, the children make very good progress.
79. Most children are proficient in drafting their writing and then editing and improving it. The school continues to target writing as an area for further improvement and extended writing, producing a longer piece of work over a period of time, is a challenge for all children, including those identified as gifted and talented. Handwriting skills are practised when spellings are taught and overall, the standard achieved is good.
80. Information technology is used well in literacy lessons and children often illustrate the poems and stories they have written on the computer by scanning or using clip art. Children use books from the well-organised library well and are proficient in using the Internet when seeking information. They are familiar with a range of historical CDs and software such as Encarta for their research.
81. Leadership and management of the subject are particularly good. The co-ordinator has a very good understanding of the subject and works hard to support colleagues in raising standards. She checks teaching and learning regularly in order to make improvements. Together with the headteacher, she examines planning and ensures that children's individual targets are directed towards further improvement.

### **Language and literacy across the curriculum**

82. The use of English across the curriculum is good and their records of educational visits to places of historical interest such as Eyam village, York Minster, and the Thackray Medical Museum in Leeds are particularly interesting.

### **MATHEMATICS**

The quality of provision in mathematics is **good**. Standards are above average and children make good progress in this subject.

#### **Main strengths and weaknesses**

- Improvements in standards by the end of Year 2.
- Teaching is a school strength and has a very significant impact on children's progress and understanding of the aspects of mathematics that they study.
- In lessons, teaching assistants are used very effectively.
- Children's attitudes and interest in activities are very good.
- Presenting and exploring mathematical information and ideas within other subjects is good.
- There are not enough opportunities for children to use their secure mathematical knowledge in wider problem-solving contexts.

#### **Commentary**

83. In the 2003 national tests, Year 2 children achieved highly with a very significant proportion of the group reaching standards above those expected for their age, which was a good improvement on the previous year. The results of the national tests for 11-year-olds were

disappointing as several more able mathematicians from the group left during the year but those who took the tests achieved well and made good progress since their time in Year 2.

84. In lessons, the current Year 2 do well as they develop a secure understanding of the relationships between numbers up to 100, thoroughly enjoying identifying the missing numbers hidden beneath twisting snakes on their number boards. Those currently in Year 6 also achieve well in lessons, for example, rapidly responding to new demands to translate shapes on a grid because it is explained as “moving shapes that stay the same in straight lines” and confidently combining their knowledge of positive and negative numbers, shapes and co-ordinates.
85. Teaching overall is good and in half the lessons it was very good, contributing effectively to the high standards children achieve. The strength of the teaching lies in the skilled way children are constantly encouraged to think mathematically, make decisions and clearly explain their reasoning using the correct mathematical words – “*show me*,” “*tell me*” or “*explain to us*” are familiar phrases in many lessons. The final question of the mental practice test sparked much discussion amongst Year 5 as they decided how likely it was for snow to fall in Egypt tomorrow. Teachers understand their children’s mathematical capabilities well. In lessons the written tasks and oral questions are well matched and challenging to children’s capabilities so that all learn as well as they can and achieve success. However, there are insufficient opportunities for children to use their knowledge in open questions and wider problem solving contexts to deepen understanding, particularly of higher attainers.
86. When teaching assistants are present, they work very closely with teachers who plan their deployment carefully. Their support is focused to maximise their impact on those with learning difficulties, whether this is with individuals, small groups or developing a specific programme of work. Very good relationships underpin the quality of learning that takes place. By sharing the lesson’s learning objectives, teachers ensure that children understand what they have to do and what are the expected outcomes by the end of the lesson. Older children discuss personal goals and know what they have achieved. Children work with great interest as, for example, in Year 2 where they are very eager to meet the teacher’s highest expectations of their new understanding of ordinal numbers.
87. The leadership and management of mathematics are good. Through her observations of teaching, looking closely at children’s work and her breakdown of test results, the co-ordinator has a thorough understanding of her subject; its standards and how it is taught. By liaising regularly with the governor with specific responsibility for numeracy, she ensures the priorities for the subject are included in the school’s improvement planning.

### **Mathematics across the curriculum**

88. Strong links are developing between children’s work in mathematics and information and communication technology and other subjects, particularly in the use of data collection. For example, Year 6 children record circuit training activities, produce a bar chart comparing their results and show improvements to their performance during a month. A Year 3 “Noise Survey” in geography results in recording traffic flow on a comparative bar chart. Information collected about Year 4’s favourite band is also transferred into a pie chart. In lessons, computer skills and mathematical learning are well combined. In Year 2, for example, the “Monty” program presents faster learners with extra challenge in their understanding of number. Investigating symmetrical patterns in Year 5 is also carefully presented and in science, measuring skills are well used when investigations require time, length or distance to be recorded.

## SCIENCE

Provision for science is **good**.

### Main strengths and weaknesses

- Improvements in standards since the last inspection.
- The good teaching encourages children to really want to find out more about science and the teaching of scientific knowledge is thorough with importance placed on understanding and using correct scientific vocabulary.
- All children are very actively involved in their learning.
- Aspects of children's scientific investigative skills are promoted well.
- There is new and enthusiastic leadership of the subject.

### Commentary

89. Children achieve well and standards have improved since the last inspection, with all children making at least good progress in their learning last year. They reached the expected standards by Year 2 and Year 6 and many did better. Scrutiny of last year's work confirms these achievements and the above-average standards seen in current lessons in Year 2 and Year 6. Despite the problems associated with children leaving the school, all Year 6 reached the standards expected and over time made very good progress.
90. Teaching overall is good because teachers have a secure knowledge of the subject. This has a very significant impact on the good progress children make. In well-organised lessons, teachers plan many and varied practical activities through which children can learn successfully. For example, in Year 6, as they investigate porous solids, children soon observe that bubbles show how much air between the solid particles is being displaced by water. Inspired by a local amateur astronomer, older children use their information technology skills to great effect to research aspects of the solar system. The use of computer programs to present findings, such as from the Year 4 "rub test" tests, is developing effectively. In a fast-moving very good lesson, the classroom buzzed with excitement as Year 2 children discover how to make the bulb in their circuits become even brighter. The teacher's splendid questioning encouraged true scientific thinking and discussion. In their very animated conversations, the use of such vocabulary as *wires, metals, power, complete circuit, flow of electricity* featured widely. The children's high level of interest was so well maintained with each increasingly challenging activity. Sharing the lessons' clear objectives, keeping track of children's progress as the lessons move on and reviewing understanding at the end of the session helps both teachers and children to know how well they are learning.
91. Whether working in pairs or groups, co-operation is usually high. As Year 6 shared their tasks confidently, predicting the nature of their materials they understand that to make their results reliable, they would need to perform the test more than once. When predicting whether materials will allow electricity to flow and complete their circuits, the Year 3 children used their previous knowledge well. Year 4 children tested the hardness of different materials and made the conditions as fair as possible but reviewed these as they suggested improvements to their work.
92. Very recently appointed, the co-ordinator has many ideas for improving the subject and further raising standards. She has already begun to introduce more specific ways to track children's progress in their learning and is considering how to organise the units of work more efficiently. A priority for the subject leader is bringing together all enquiry skills to provide more regular complete scientific investigations. By planning opportunities for them to independently test more open ideas or aspects of science, the understanding of more able young scientists will deepen. The imminent re-introduction a Science Club and future development the wildlife area are very much part of her plans for science.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Standards are better than expected for age by Year 2 and Year 6.
- The work of the teaching assistant is very effective.
- The use of ICT in other subjects is effective in all classes.
- The leadership of the co-ordinator is very good.
- Children have limited experience in skills associated with electronic mail.
- There is very effective use of some resources.

### **Commentary**

93. It was not possible to see any lessons in Years 1 and 2 during the inspection so there is no overall judgement on the quality of teaching. However, the heavy use of the new ICT suite by individuals and groups of children and the regular use made of computers in all classrooms show that ICT is a valued subject throughout the school. The scrutiny of children's work, teachers' planning and discussions with children indicate that standards are better than expected for age, and achievement is good. There has been considerable improvement in teachers' ICT skills and a marked improvement to resources since the last inspection. The quality of teaching in the junior classes is good and an enthusiastic skilled teaching assistant is extremely effective in supporting children and extending their learning. These are significant factors which are driving up standards and improving achievement.
94. Children in Years 1 and 2 soon become familiar with the keyboard and they make good progress in basic and extended skills. This continues as they move through the school so that by Year 6, most children use computers very effectively. For example, in Year 6, pupils working on a multi-media presentation about the Ancient Greeks know how to add pictures to their work by scanning them and regularly check their links to the home page.
95. The headteacher is the subject co-ordinator and he has worked hard to improve resources since the last inspection and ensured that the teaching assistant for the subject is confident and competent when teaching groups of children. For example, when children in Year 4 use ICT to draw and make transparencies for a fish-tank window display, she helps them recall the terms and procedures they will use. Under her guidance, they enjoy copying and resizing their fish 'painting' to create a shoal for the classroom fish-tank.
96. As the ICT suite cannot accommodate some of the larger classes at once, the school has carefully organised lessons and the timetable so that groups of children take turns and all use the computer for at least 20 minutes. The work is planned so that the level of difficulty matches the child's capabilities and extension activities are available for the higher-attaining children.
97. Despite the many successes, children have not had as much time to extend their skills in using electronic mail as might be expected. They know how to send and receive e-mail messages but this skill of communication, although introduced at Year 3, has not progressed well by Year 6.

### **Information and communication technology across the curriculum**

98. The school makes very good use of ICT as a tool for learning to support other subjects. This extends the children's skills and their understanding of other subjects. For example, when considering whether tall people jump further than short people, computers are used to create a personal record of circuit training for each child. Children also use spreadsheets when investigating the cheapest seats at Shakespeare's Globe Theatre. The Internet is used for

investigations such as 'how to look after your pets' and CDs are frequently used to extend the children's knowledge in history and geography lessons. Very good use is made of digital cameras and this is especially good when used to record bicycle rides, school events and the impressive residential visits.

## **HUMANITIES**

99. As this is a Church of England Aided School, the subject of religious education is excluded from this inspection. Geography was not taught during the inspection but it was possible to see three history lessons and examine some samples of written work.

### **Geography**

100. There were no geography lessons seen during the inspection but samples of work and displays show that standards are typical for age at both Year 2 and Year 6. Children develop sound mapping skills because effective use is made of the locality and residential visits take place each year to other parts of the country such as Yorkshire. Children who went recently had the opportunity to see stalagmites and stalactites in caverns.

### **History**

101. Although no overall judgement is made about provision for history, there are indications that children take part in a range of experiences that provide high levels of interest.
102. Although three lessons were observed during the inspection, no judgement on the overall quality of teaching is made because they were not representative of the whole school and supply teachers took two of the three lessons. Two lessons seen were satisfactory and one was good. Children are developing a good knowledge and understanding of the past. In Year 1, children were interested in their work and enjoyed examining household objects from long ago. They speculated on what they thought they were used for and particularly found the jelly mould and washing tongs fascinating. Children in Year 4 showed good recall of their previous lessons about the Tudors and were especially interested in Henry VIII's medical problems. Of particular interest was the role of Cardinal Wolsey because pupils knew that he had lived in the area near the school.
103. Teachers make effective use of artefacts and visits to places of interest to support the subject. Displays of work, photographs and discussions with children show that the school provides a wide range of stimulating visits to support their studies. A recent visit from 'Mary the Maid' gave children the opportunity to try writing with pen and ink, polishing silver and playing with a whip and top. Older children enjoy researching the Ancient Greeks and can access information from books and CDs. They have produced imaginative play scripts based on the story of Persephone, and when considering the role of theatre in Greek life, they produced masks with exaggerated features. A wonderful display of a recent visit to York that involved role-play was attracting much attention from parents and children who excitedly explained the costumes they wore and their purpose and how rough was the life of the Roman soldier. During their stay in Yorkshire, the visits to Whitby Abbey and Fountains Abbey also gave some insight into the life of a monk. Such learning experiences enhance the subject and extend the children's understanding of chronology and how events of the past influence the future.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

104. No judgements are made about provision in art and design, design and technology, music or physical education but the subjects were sampled. There were no art and design lessons taught during the inspection and only one lesson was seen in design and technology but some samples of work were examined in both subjects. Two lessons were seen in music and physical education but no samples of written work were seen and it was not possible to observe instrumental tuition due to timetable constraints.

## Art and design

105. Although no art and design lessons were seen, the displays of previous work show the good level of children's interest in their achievements in the subject. Children's artistic skills are well developed through specific and carefully-planned activities using many different starting points, including those closely linked to other subjects, particularly information and communication technology. Inspired by Giacomo Balla's "*Girl Running on the Balcony*", the Year 6 children achieve the sensation of movement of the figures in their own work very successfully, having first used their sketchbooks well to record sequences of actions of their friends, and to experiment with complimentary colours for their final high quality pieces of artwork. Using their computer skills and several art programs to great effect, children in Year 2, for example, create abstract designs using thick and thin lines, taking their ideas from the work of the artist Kandinsky. Exploring their line-making and drawing skills, again using their sketchbooks well, Year 1 children then carefully mix just the right shades of colour for their very detailed and lifelike self-portraits. In contrast, bold colours and shapes symbolically represent the journeys reproduced in very imaginative pictures by children in Year 4.

## Design and technology

106. Although only one lesson was seen during the time of the inspection, the well-planned lessons and photographic records of many and varied previous design and technology activities combined to indicate that good provision is made for the subject throughout the school. Observation of lessons provides the subject co-ordinator with a good overview of the subject and the progress children make. On display in Year 1 are attractively decorated finger puppets carefully made and reflecting the children's own ideas. Cutting and joining skills are used well and combine with those in literacy when ordering the steps taken to produce the puppets. In Year 6 designing and making board games includes testing their suitability by playing them with the younger children for whom they are intended. Building shelters in the school grounds proves a really enjoyable challenge for Year 6 children. Everyone was heavily involved, from the initial investigation into different structures - through designing and making a paper prototype, to the final hard work of construction to provide an outdoor shelter for at least one person. In the single lesson observed good teaching motivated Year 3 children to achieve well. Having learned earlier about how a simple pneumatic system works, they were full of enthusiasm as they shared tasks well and accepted their teacher's inventive challenges, successfully using their new skills to create movement, for example, when a mouse peeped out of a hole or an astronaut looked out of the space rocket window. When considering the shortbread they were to make for the Christmas Fair, the Year 5 class suggested many ideas in their lesson and began to put together a whole-school survey that would help their final decision-making.

## Music

107. There has been good improvement since the last inspection. The school now has a better scheme of work and teachers say they feel more secure in using it. However, the school still lacks a musician on the staff to support and guide other teachers. Such a person is still sought when a vacancy arises. Teachers' planning and records show that all aspects of music are being taught and, unlike at the last inspection all teachers are now involved in teaching the subject. However, the lessons and discussions with children indicate that standards are no longer unsatisfactory and that the actions taken to enable those who are not musicians to teach the subject are showing success.

108. Just two lessons were seen in Year 1 and Year 4 and in both lessons, the teaching was good. In Year 1, children listened carefully to the singing about the recent celebration of Bonfire Night and fireworks and made good efforts to learn the song and sing it themselves. At Year 4, children were inspired by the poem, '*Seashore*', to make their own compositions in a group, which required considerable co-operation. This was most successful and the music described



two contrasting moods. In both lessons, teachers had planned well, based on a new scheme of work and the children built on skills developed at the previous lesson. Children clearly enjoyed the experiences, and the very good relationships that both teachers had developed with their classes gave children the encouragement and confidence to try something new and experiment with sound. The good teaching succeeded in maintaining a high level of interest in both lessons.

## **Physical education**

109. Despite the difficulties imposed on this subject, due to the extensive building programme when children were unable to use a hall for gymnastics, dance and some games activities, there are indications that standards are better than usually expected for age, which is an improvement since the last inspection. Standards can only be judged in gymnastics as these were the only lessons seen but in both lessons, the standards were better than expected for age. Records indicate that children learn to swim quickly and do well by the time they leave school. The new hall has improved provision because there is more space and a wooden floor so work can be done in bare feet.
110. In both classes, the good teaching had some very good aspects. The teaching was stimulating and enthusiastic with good levels of guidance and support. Lessons were well planned and children were reminded about what had taken place at the previous lesson before being given a clear understanding of what the teacher hoped to achieve by the end of the session. Particularly good attention was given to safety aspects such as moving equipment, and stress on listening and following instructions was emphasised. In both lessons, the effective use of demonstration helped to improve children's performance as they learned how to improve their own movement by watching others. Appreciation of the efforts of others was the main outcome in evaluating one another's movements. In the Year 5 lesson, very effective use was made of the digital camera to capture movement and record progress.
111. A good range of additional activities outside lessons enhances the subject. Country dancing takes place during summer months and there is participation in such sporting activities as basketball, netball, football, swimming gala, rugby, rounders and Kwik Cricket. Coaching is provided in football and there is good liaison with other primary schools in sporting events. The school is a member of Suffolk Sports Association.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

### **Personal, social and health education**

Provision in personal, social and health education (PSHE) is **very good** and now includes aspects of citizenship in preparation for the next stage of education.

### **Main strengths and weaknesses**

- The inclusion of some elements of citizenship in this aspect is preparing children well for the next stage of education.

### **Commentary**

112. Children's personal, social and health education is a strength of the school's extended curriculum and shows the high value that is placed on this aspect of their development. A full very well-organised programme for PSHE, together with some aspects of citizenship, is in place and includes appropriate sex and relationship education and responds well to raising awareness of alcohol and drugs misuse.
113. Children enjoy the inclusion of some aspects of citizenship in the programme. Younger ones talk about ways of keeping safe and by Years 5 and 6, there are discussions about human rights and what rights children have. They have a better understanding of what is meant by

'refugee' and what makes people refugees. In Year 6, children learn about personal assessment and understand more about the way that tests and exams work and why they learn specific skills.

114. The co-ordinator leads this subject well. Through her lesson observations and work with teachers, the co-ordinator is very involved in the development of the subject. PSHE successfully includes learning in other subjects such as science, when Year 3 learn more about healthy living. Understanding the world of work, Year 6 consider how to "make the most of their abilities" as they sensitively investigate people's jobs, as well as their personal attitudes and skills. The co-ordinator provides questionnaires for staff to check the whole-school approach and that there is a good balance between subjects.

## PART D: SUMMARY OF MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3

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

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

<b>The leadership and management of the school</b>	<b>3</b>
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).*