

INSPECTION REPORT

SWITHLAND ST LEONARD'S C of E PRIMARY SCHOOL

Loughborough

LEA area: Leicestershire

Unique reference number: 120163

Headteacher: Mrs B Wheeler

Lead inspector: Mr T Gill

Dates of inspection: 22 – 24 March 2004

Inspection number: 258077

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	99

School address:	Main Street Swithland Loughborough Leicestershire
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs P Lowe

Date of previous inspection:	23 February 1999
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CHARACTERISTICS OF THE SCHOOL

St Leonard's Primary School is smaller than other primary schools with 56 boys and 43 girls aged 4-11. Of those 99 pupils, only 9 come from the immediate catchment area, the rest come from surrounding villages, their parents choosing St. Leonard's in preference to their local schools. The attainment of most pupils on entry to the school is average. The socio-economic circumstances of the pupils attending school are similar to elsewhere. Currently, about three per cent of pupils are in receipt of free school meals and this is lower than most other schools. The proportion of pupils with special educational needs and those with a statement of special educational need are broadly in line with national figures. The school has no pupils for whom English is not the mother tongue and the proportion of pupils from ethnic groups is very low. Mobility of pupils in and out of the school, other than at the normal time of admission, is below the national average. The school gained the Investor in People Award in 2002 and a School's Achievement Award in 2001, 2002 and 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21398	T Gill	Lead inspector	English Art and design Music Physical education Religious education English as an additional language
9520	J Leigh	Lay inspector	
22113	A King	Team inspector	Mathematics Science Information and communication technology Geography History Areas of learning in the Foundation Stage
20704	T Elston	Team inspector	Design and technology Special educational needs

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REPORT CONTENTS

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

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school. Standards are generally very good. The pupils' achievement is very good in Years 1-6. Teaching is very good overall. The leadership and the management of the headteacher are very effective and the proficient governing body supports the school very well. **The school provides good value for money.**

The school's main strengths and weaknesses are:

- the leadership and management of the headteacher are very good;
- teaching is very good and is particularly well matched to the pupils' needs;
- the provision for personal, social and emotional development, mathematical development and communication, language and literacy are very good in the Reception class;
- by the end of Year 6, achievement and standards are very good in English, mathematics, science and information and communication technology; and good in history, geography, design and technology, religious education and art and design;
- the quality and range of the curriculum are very good overall;
- pupils are very well cared for, listened to and their views acted upon;
- pupils with special educational needs achieve very well;
- information and communication technology is used very effectively to aid learning and achievement across the curriculum;
- links with parents are very good;
- some aspects of the provision in the reception class are not good enough.

The school has made a good improvement since the last inspection. All the issues raised in the previous inspection have been effectively dealt with. In addition the quality of teaching and leadership and management have improved. The pupils' attitudes to their work are better. The curriculum has improved and assessment procedures and the use of assessment are good. There has been a very good improvement in the provision for information and communication technology.

STANDARDS ACHIEVED

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

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

In the table above, the A* indicates that the results were very high. As only eleven pupils took the tests in 2003, caution is needed in interpreting the results. However, the results do show that the pupils' have consistently attained at least above average results over the last three years.

The pupils' achievement is **very good**. The children's good achievement in the Reception class prepares them well for the National Curriculum at the start of Year 1. Very good achievement in the infants ensures that at the end of Year 2 standards are well above the national average in reading and very high in mathematics. This very good achievement continues in Years 3-6. The achievement of pupils with special educational needs and the most able pupils is very good across the school. **Pupils' personal development is very good, their spiritual, moral, social and cultural development, is good.** The pupils' attitude to their work and their behaviour are very good. Attendance is very good.

QUALITY OF EDUCATION

The quality of education is **very good**. Teaching is **very good overall** with an example of excellent teaching, in the Year 5 and 6 class, in art and design. Only good or better teaching was seen in the lessons. The teaching is generally lively, stimulating and enjoyable and the children learn very well. As a result of the thorough assessments the teachers make across the curriculum, work is very well matched to the pupils' learning needs and their achievement is very good. The quality and range of the curriculum are very good. A broad range of curricular opportunities meet pupils' needs and they make very good progress. There is a very good range of extra-curricular activities covering sports and the arts and they are well supported. The pupils are very well cared for and supported and this is reflected in the confidence they show in adults, the very good relationships and the very good progress they make. The pupils' learning and achievement are further enhanced by the very good relationships that exist between the parents and the school.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**. The headteacher is astute and confident. She is committed to raising standards and her firm and decisive leadership is evident in the way standards have improved since the last inspection. She has built up a very effective, committed team which is dedicated to doing the best it can for all pupils. Subject co-ordinators play a significant role, together with the headteacher, in developing and monitoring their subjects. The leadership and management of the provision for pupils with special educational needs are very good. Very good assessment and monitoring procedures enable the headteacher, staff and governors to have a very clear picture of how all the pupils are achieving and if their achievement is good enough. The governors are fully involved in all aspects of school life, they have a good cross section of talent to draw on and have a very good understanding of the strengths of their school and the areas that can be further improved. They are very much active partners in the school and are working hard with the headteacher to improve facilities to better support the pupils' learning. All statutory requirements, including the monitoring of the race relations policy, are fully met. Systems to achieve best value are systematic and effective. The school's lack of space in Reception year with no direct access to a good out door activity area is a significant barrier to improvement at the Foundation Stage.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Nearly ninety per cent of the parents have chosen St. Leonard's in preference to their local schools. The parents are very pleased with what the school provides and think their children make good progress. They speak about the school in glowing terms and how every child is helped to achieve their potential. The parents of pupils with special educational needs are well involved with their child's support and are delighted with the provision made by the school. The pupils are generally very pleased with the school; most find their lessons enjoyable and are happy at school. They rightly feel that they are listened to and could turn to a member of staff for help if they were in trouble or had a problem.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- enhance the provision for the Reception year and provide a better range of activities both inside the class area and out of doors.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

In the Reception class, children's achievement and standards are good generally, with very good achievement in personal, social and emotional development, communication, language and literacy and mathematical development. Achievement and standards in Years 1–6, are very good overall.

Main strengths and weaknesses

- By the end of Year 6, achievement and standards are very good in English, mathematics, science and information and communication technology (ICT); and good in religious education, geography, history, design and technology and art and design.
- By the end of Year 2, achievement and standards are very good in reading and mathematics; and good in information and communication technology, religious education, geography, history, design and technology and art and design.
- The achievement of pupils with special educational needs is very good.

Commentary

1. The children's attainment on entry to the Reception year is broadly average. The overall, good quality provision results in good achievement in the goals the children are expected to reach by the end of the Reception year and they are well prepared for the National Curriculum at the start of Year 1. Provision for personal, social and emotional development is very good and the children achieve very well.
2. In the table below, which shows the school's results in the Year 2, national tests for 2003, the standards were well above average in reading and mathematics and average in writing. Over the last 3 years, the boys out performed boys nationally in reading, writing and mathematics. The girls out performed girls nationally and the boys in the school. Although numbers in year groups are comparatively small this has been the trend over the last five years in reading and writing. The school is aware of this issue and regularly reviews the performance of the pupils through its good tracking systems.

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

Standards in:	School results	National results
reading	18.2 (17.0)	15.7 (15.8)
writing	14.7 (15.8)	14.6 (14.4)
mathematics	19.4 (19.2)	16.3 (16.5)

There were 18 pupils (4 girls and 14 boys) in the year group. Figures in brackets are for the previous year

3. In the table below, which shows the school's results in the Year 6, national tests for 2003, the standards were very high in mathematics and well above average in English and science. (This was a similar good picture to the results in 2002.)

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

Standards in:	School results	National results
English	29.7 (31.2)	26.8 (27.0)
mathematics	31.4 (31.2)	26.8 (26.7)
science	30.8 (30.7)	28.6 (28.3)

4. Over the last three years, the boys have out performed boys nationally. The girls out performed girls nationally and the boys, in the school, in science and English and were close to the boys in the school in mathematics.
5. The pupils with special educational needs achieve very well and parents are very pleased with the standards they attain. The pupils improve their reading and number skills particularly well, benefiting from the skilled support from teachers and teaching assistants. Across the school, the more able pupils and the gifted and talented achieve very well.

Pupils' attitudes, values and other personal qualities

The pupils' attitudes, values and other personal qualities are developed very well. This is a significant improvement since the last inspection.

Main strengths and weaknesses

- Attendance is very good.
- The pupils' attitudes and behaviour are very good.
- The pupils' relationships with others are very good.
- The pupils' confidence and self esteem are very good.

Commentary

6. Attendance is well above national averages. The school does all it can to ensure the pupils and their parents are aware of the importance of good attendance. The school analyses absence and has appropriate follow up procedures. The youngest children settle very well and leave their parents happily at the start of the day. Although most pupils' are punctual, a small number of the pupils do come in late.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.0	School data	0.2
National data	5.4	National data	0.4

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

7. The pupils like school very much, feel secure and are keen to come and learn. They are polite, helpful and considerate. They respect each other even when the adults are not present. They show great interest in their work, find it fun in lessons and immerse themselves fully in what the school provides. They can work independently and co-operate well in groups.
8. The pupils behave very well and most of them demonstrate good self-control. The pupils get on very well to each other, which is clear in the way they socialise and, for example, by the way older ones befriend and help the younger ones. They take care of their own and others' property and take pride in their school. Play times, break times and mealtimes are characterised by friendliness, calmness and happiness.
9. The pupils develop very good confidence and self-esteem. Skilful questioning and encouragement by teachers ensures that children are confident to speak in front of their friends. All opportunities are seized to develop personal qualities, for example, at the start of one afternoon a girl in a Year1 and 2 class fluently read a letter, that she had received from

the tooth fairy, to the rest of the class, to their obvious delight. The pupils carry out well any responsibilities they are given and do so with pride.

10. Spiritual, social, moral and cultural development are good. The pupils are encouraged to talk about themselves, and self-knowledge and spiritual awareness are developed well. The pupils get on very well together and distinguish right from wrong very well. They are very sociable. They have good opportunities to explore different cultures, for example, they have thought about Chinese New Year and visited Leicester Central Mosque.
11. No pupils have been excluded since the last inspection took place.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education this school provides for its pupils is **very good**. The pupils achieve very well because of the very good standard of teaching and the very good support they receive. Assessment information is thorough and used effectively to set individual targets and plan lessons that engage and challenge the pupils. Care is very good and guidance and support are good. The parents are very satisfied with the work of the school and what it provides and consequently the school is full.

Teaching and learning

The quality of teaching and learning is a strength of the school; it has continued to improve since the last inspection. Teaching is very good overall. None of the lessons were less than good. The areas for improvement noted last time have been dealt with well.

Main strengths and weaknesses

- There is very good teaching across the school; it shows good and often very good subject knowledge and the work is usually suitably challenging.
- The range, quality and use of assessment are good enabling planning and teaching to be well matched to the pupils' learning needs.
- The school's fully inclusive approach ensures all pupils are given the support they need.
- Relationships between the pupils and the adults are very good and they show mutual respect.
- Class areas are very well organised and very well established routines are understood and followed by the pupils helping effective learning to occur.
- Questions are generally used very well to get the pupils to elaborate their ideas and develop their understanding.

Commentary

Summary of teaching observed during the inspection in 22 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	9	12	0	0	0	0

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

12. The teaching of the Reception year is generally very good. There is a very good balance between adult-led activities and activities selected by the children. The children learn effectively because they usually have a very good range of interesting and related experiences to engage their interest. Assessment is good; detailed records are kept of all learning areas. This helps the staff to match very challenging work for all the children in systematic steps to ensure that their learning is very good. As a result, planning is detailed and ensures that the children's learning needs are very well catered for.
13. Across the school, there has been a good improvement in the development of assessment and the use of the data since the last inspection. What characterises the very good and

excellent teaching is the very good subject knowledge of the teachers. Through this security of knowledge, their enthusiasm and confidence enables them to exploit fully the potential of the lesson and set very challenging work. Classrooms are very well organised and very well established routines are understood and followed by the pupils. This helps very effective learning to occur and most of the pupils develop into good, independent learners. This also helps to contribute to the calmness that pervades most lessons. Relationships between the staff and the pupils are very good and mutual respect is shown. Very good standards of behaviour are expected and obtained creating a good, positive atmosphere for learning to take place in. The very good use of questions to reinforce and extend the pupils' learning is a feature of most lessons. Work is regularly marked, but there are only a few examples of marking which refer to the pupils' targets, and marking does not often tell the pupils what they need to do to improve. A feature of all lessons is that most pupils find them enjoyable and this helps to sustain their interest and productivity.

14. The use of support staff is generally very good. They work very well with groups of the pupils in the independent group section of the lessons and this enhances their quality of learning, enabling them to participate fully in the lesson. However, they are not sometimes used so well in the sessions at the beginning and end of lessons. The assistant, who teaches the pupils in the ICT suite, is very good and supports the pupils' learning very well.
15. The quality of teaching for the pupils with special educational needs is very good. Teachers' planning takes careful note of the individual pupil's needs, and they ensure by their well-directed questions that all pupils are involved fully in the lesson. Teaching assistants make an important contribution to these pupils' achievements by helping them when they are stuck and giving them the confidence to contribute to question and answer sessions.

The curriculum

The quality and range of the curriculum are very good overall and good in the Reception year. A broad range of curricular opportunities meet the pupils' needs and they generally achieve very well. Opportunities for enrichment are very good. The accommodation and resources meet the needs of the curriculum satisfactorily overall, but are not good enough in the Reception year.

Main strengths and weaknesses

- The curriculum is very broad and rich and meets all statutory requirements.
- The provision for out of doors learning for Reception year children is unsatisfactory.
- The provision for the pupils with special educational needs is very good. The programme for information and communication technology is very good.
- The pupils' personal development is promoted very effectively.
- A very good range of extra-curricular activities and community links enriches the curriculum.

Commentary

16. The curriculum has continued to improve since the last inspection. The school has good schemes of work for each subject in the National Curriculum. These are mostly based on nationally recognised material and adapted to give them more relevance to the pupils. The schemes encourage a uniform approach to the teaching of a subject throughout the school, ensuring that there is full coverage of a subject and that pupils' skills are developed systematically. Because of the mixed aged classes, topics are covered on a two-year cycle so that pupils do not repeat work and they cover the whole curriculum. This does mean that teachers need to plan very carefully to meet the needs of the pupils with a wide range of abilities in each class. The school sensibly places a good emphasis on the basic skills of literacy and numeracy but ensures that there is good coverage of the humanities and creative subjects.
17. The school has extensive grounds, although access to them is limited from the Reception year area. A paved area adjacent to the Reception class is very small and can only

accommodate one activity and a small group of children. The distance from the class to the playground means the playground can only be used for limited periods and this restricts the range of activities that can be going on at any one time. Space is also limited in the class areas, and the need for part of it to be cleared before assemblies and before lunch so it can be used for meals, not only restricts what can be put out at anyone time but also involves the staff in a lot of extra work.

18. Curricular provision for the pupils with special educational needs, including the gifted and talented, is very good and ensures that they are fully involved in lessons. The pupils' individual targets are well thought out, and they are reviewed regularly to make the most of their progress. The provision has improved a lot since the last inspection, and has benefited from the very good links made with other schools to share the best practice.
19. There is very good provision, support and resources for ICT, especially bearing in mind the relatively small size of the school. There are six up to date networked computers in the small suite, and all other computers in classroom can be used to access the Internet. There is a very good range of programs to support learning across the curriculum.
20. The whole curriculum is used very well to promote the personal, social and health education and citizenship programme. The very good provision enables the pupils to understand the importance of a healthy life style and to develop confidence and appreciate they have responsibilities as well as rights. Through the school council the pupils are learning how representative bodies can influence decision-making.
21. There is a very good range of sporting and artistic activities, considering the size of the school, including support from local art and music groups. Specialist coaches in physical education visit the school regularly, for example to offer tennis tuition, and develop the pupils' skill in football and cricket. The older pupils' social development is also supported very well by a residential visit.

Care, guidance and support

The pupils' are cared for very well and support and guidance are good. There has been a satisfactory improvement since the last inspection.

Main strengths and weaknesses

- Attention to the pupils' welfare, health and safety is very good across the whole school.
- The pupils have very good trusting relationships with the adults.
- Monitoring and support for personal development is good.
- The school actively seeks the views of the pupils.
- There are very good induction arrangements.

Commentary

22. Child protection has a high profile. It is handled sensitively, effectively and promptly. The staff always work in the best interests of all pupils to safeguard their welfare. Child protection is well supported by comprehensive arrangements, where the school, parents and other agencies work together well.
23. The school ensures that the pupils work in a healthy and safe environment. All reasonable steps are taken to keep children safe and protect them from injury or ill health. Termly inspections of school premises are carried out with governor involvement. Risk assessment is detailed, comprehensive, thorough and up to date. For example the visit to Loughborough Fair was subject to a specific risk assessment, which clearly made recommendations to reduce risk.

24. The school provides a most secure, caring environment where pupils feel safe and are happy. Relationships with adults are very good. If the pupils have a problem they are extremely confident they can go to an adult and get help. It is clear that the school makes every effort to ensure every child can achieve what they are capable of. The school operates as a supportive family.
25. The teachers know their pupils very well, as is shown by the clearly written end of year reports. The targets attached to end of year reports are very clearly identified, and written in a way which parents can understand and support. The class teachers have very effective assessment systems and so they can offer very good academic guidance.
26. The school has very good procedures to monitor personal development. This monitoring has an impact on the achievements made by pupils both academically, and in the significant development of their personal qualities. Personal development is very effective because the staff know their children very well and they use every opportunity, through encouragement, support or target-setting, to develop all the pupils. An example of this is the effort taken to ensure children know their targets, such as, to divide decimals by ten and a hundred. In an assembly, children were well guided and supported to think about racial discrimination issues, using a well presented account of Dr Martin Luther King's struggles to gain acceptance and respect for all, irrespective of colour.
27. The school council meets regularly, with a chairperson and secretary and minutes are taken. In response to issues about school meals, the council organised the distribution of a questionnaire, analysed responses and is involved in effecting improvements. The pupils on the council discuss items sensibly and most articulately and the school takes notice of their views. They represent their fellow pupils very well.
28. Good behaviour and good attitudes to work are recognised and rewarded accordingly. The pupils understand the consequences of anti-social behaviour and develop very good relationships. They become increasingly independent, self confident and knowledgeable about themselves and healthy and safe living. The school equips the pupils very well with the skills necessary to become good citizens.
29. There are very good induction arrangements for children into the Reception year, which are flexible enough to suit the needs of children as individuals, and are based on very good relationships with new children and their parents. For example, a meeting is held where the parents are shown the activities their children will be doing. During the first few weeks in school there is very good liaison, information and support for the children and their parents.

Partnership with parents, other schools and the community

The school's partnership with the parents is very good and the links with the community and other schools are good. This is an improvement since the last inspection.

Main strengths and weaknesses

- The parents are very pleased with, and supportive of the school.
- The school has very good relationships with its parents.
- The contribution of the links with parents and the effect this has on their children's learning at school and home, is very good.

Commentary

30. The parents are very well informed by regular, well-presented general school newsletters and contacted by e-mail. The prospectus is of good quality and explains very clearly what the school does. There are good opportunities for parents to receive information on their child's progress throughout the year. Information for parents, whose children have special educational needs, is very good. The annual report to the parents on their child's progress is

thorough. Targets are clearly set, for example, to improve the proof reading of their work. Information on both teacher assessment and test results are presented in an understandable form.

31. The parents are very pleased with what the school provides. They think their children make good progress. The school encourages a strong sense of partnership, based on mutual trust and confidence. The school is very welcoming to the parents, which results in very good relationships with the parents. Without exception, every parent met spoke about the school in glowing terms and that every child is helped to achieve his or her potential. The parents are committed to the school and a good number help in school, for example supporting reading, baking, sewing and making resources. If they were to have any concern about anything, they are confident they would be able to approach the school for resolution. The school seeks the views of parents and analyses their responses carefully with significant issues addressed, for example, in providing even more after school clubs.
32. There are several visitors from the local community who contribute significantly to the achievement of the pupils. There are good links with the church; support for local village events and strong support for charity fundraising. The church links have been used to provide financial support in buying new bibles for the school. Local businesses support the school in providing prizes for fundraising. The school uses the local community well to enhance the learning of its pupils through local visits around the village and further afield to Leicester.
33. There are very good induction arrangements for the pupils joining the school, which are much appreciated by their parents, as they enable their children to settle very well into school. The transition to the secondary school is handled well because of good liaison between schools, which ensures children settle quickly into their next school. For example, in the summer term, Year 6 pupils take part in a bridging topic using personal, health and social education as its theme. The school is fully active in its local grouping of schools.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good** and have kept the school on an upwards path of improvement. The contribution of the governing body is very good.

Main strengths and weaknesses

- The headteacher's agenda for improvement is well focused on raising standards.
- The governors play a very supportive and effective role in the development of the school.

Commentary

34. The headteacher is astute and confident, sharing and articulating her vision for the school very effectively and clearly. She is committed to raising standards and her firm and decisive leadership is evident in the way standards have improved significantly since the last inspection. (Management was a key issue at the last inspection). She has built up a very effective, committed team who are dedicated to doing the best they can for all the pupils. This is demonstrated by the way the school copes well with the pupils who have special educational needs, including those with statements, enabling them to be fully integrated into all aspects of school life and to achieve very well. Gifted and talented pupils are also supported well. The co-ordinator works very closely with teachers to ensure that the pupils have the support they need to make very good progress. Subject co-ordinators play a significant role, together with the headteacher, in developing and monitoring their subjects. The governing body supports the provision very well and the governors take a keen interest in the pupils' achievements.
35. Very good assessment and monitoring procedures enable the headteacher, the staff and the governors to have a very clear picture of how all the pupils are achieving and if their achievement is good enough. All the pupils are equally valued and their achievements

celebrated whatever their ability. The school is organised to ensure that support is given where it is needed.

36. Management is very good. All the staff are clear about their roles and discharge their responsibilities with a high degree of professionalism. Arrangements for performance management are secure and well managed. The members of staff meet regularly to review the pupils' performance and curriculum development.
37. The governors are fully involved in all aspects of school life; they have a good cross section of talent to draw on and have a very good understanding of the strengths of their school and the areas that can be further improved. They are very much active partners in the school and are working hard with the headteacher to improve facilities to better support the pupils' learning in the Foundation Stage. They regularly visit the school on an official basis, reporting back to the governing body, and as helpers in school. All statutory requirements, including the monitoring of the race relations policy, are fully met. Systems to achieve best value for money are systematic and good. The carry forward is being used to maintain staffing levels and also contains the school's contribution towards building work in the summer. The school provides good value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	298,600	Balance from previous year	22,217
Total expenditure	258,117	Balance carried forward to the next	40,483
Expenditure per pupil	2,623		

38. The lack of space in the Reception year, with no direct access to a good out door activity area, is a significant barrier to improvement. However, the very good attitudes of the pupils, their eagerness to learn and the very supportive parents are considerable aids to improvement.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision in the Reception year (Foundation Stage) is **good** and the children are well prepared for Year 1. Despite the limitations and restrictions of the accommodation and the range of resources that can be offered at any one time, the children generally achieve well, as the staff are very skilled and very good practitioners. They meet the needs of the children very well. However, the lack of space does prevent the children achieving as well as they could in certain aspects of the curriculum, for example, in creative development.

The children come into school with average attainment and they make good and sometimes very good progress. The vast majority will achieve the early learning goals and several will exceed these. The quality of teaching and learning are very good overall, the staff have a very secure grasp of the curriculum for the Foundation Stage. They care for and support the children very well. They plan effectively and engage and encourage the children very well with a very good balance between adult-led activities and activities selected by the children. Lessons are very well paced and very challenging, with very good activities, which encourage the children to think, investigate and explore. All the children are fully involved in all the activities. They work very enthusiastically on their tasks, are very well motivated, and work and play co-operatively together. Support from the nursery nurse is deployed well to enhance the children's learning. Relationships between the staff and the children are very good. Consequently, the children are confident and this helps their learning and is reflected in their generally good achievement and very good behaviour. Resources, sometimes supplemented by natural materials from the school grounds, although limited at times, are used very imaginatively.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for the children's personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Behaviour and attitudes are very good.
- There are very good opportunities for children to work together, and co-operate in their play.
- There is very good encouragement from staff to develop the children's social skills, to be polite and well-mannered.

Commentary

39. Achievement is very good. All of the children are in line to meet the expectations in this area of learning by the end of the Reception year and many will exceed them. This is much better than in the majority of schools. There are very good opportunities for the children to take responsibility and become more independent. For example, very well developed classroom routines and high expectations are evident. When the children come in, before morning lessons formally start, they choose an activity and get on with it calmly without any prompting from the staff. Children are encouraged to behave and they respond very well. They are keen to learn and take full advantage of the experiences offered to them. They work and play co-operatively together, for example, when playing in the 'Swithland Garden Centre' set up in the classroom. The members of staff are very good role models, treat each other and the children with respect, which encourages very good attitudes, manners and politeness from the children. The staff suggest good ideas to the children to develop their independence in learning, for example, if they find a task difficult, ask for help from other children. The children treat the equipment with care and tend living things, such as the plants and beans growing in the class area. Tolerance and understanding are encouraged and the children are learning to treat others with respect.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for the children's communication, language & literacy is **very good**.

Main strengths and weaknesses

- There are very good, well-planned opportunities to develop language.
- The lack of space limits the number of activities that can be provided.

Commentary

40. Achievement is very good and all the children are in line to meet the expectations in this area of learning by the end of the Reception year and many will exceed them. The members of staff, through good questions and guidance, take every opportunity to develop the children's language skills and make them good speakers and listeners, reminding them that good talkers and listeners look at each other. For instance, first thing on a Monday the children are encouraged to find a partner and tell them and about things that happened over the weekend. More informal occasions are also used when the members of staff encourage the children to talk about what they are doing and finding out. The children are developing a love of a reading and some are starting to write their names and simple sentences. Although there is a lack of space for permanent activity areas, good use has been made of the space available, to ensure the children have a good range of opportunities to develop their learning. However, because the space is limited, and most activities have to be cleared before lunch time, there is insufficient space to develop a writing area for the children to use all the time.

MATHEMATICAL DEVELOPMENT

Provision for the children's mathematical development is **very good**.

Main strengths and weaknesses

- Very good practical approach to children's learning in mathematical development.
- Play is used very well to reinforce learning.

Commentary

41. Standards are high. The majority of children are on course to attain the goals for learning and many will exceed them by the end of the Reception year because of the very good teaching and learning. The children achieve very well. This is better than typically found in many schools. There is very good support provided for skills in numeracy and opportunities to explore mathematics through a very good range of practical work. The children are learning very effectively to make mathematical patterns using shapes and colour and to explore two and three-dimensional shape, through handling everyday objects. They use mathematical language correctly, for example when comparing the weight of two objects and making estimates about which are heavier or lighter. Structured play activities are used very well to reinforce mathematical understanding. For example, the shop assistant in the 'Swithland Garden Centre,' is encouraged to, and can count her takings to the value of 10p, the more able have learnt to count accurately to 10 and most pupils are very confident with numbers up to 5.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for the children's knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Good use of information and communication technology to support children's learning.
- The 'outdoor class area' is inadequate but the surrounding grounds are used well to teach about growth.

Commentary

42. Achievement is good; the children are working to their potential. The majority will meet the expectations in this area of learning and a few will exceed them by the end of the Reception year. Information and communication technology and scientific work are well planned and the children have good opportunities to be observant, discuss their findings and develop their ideas. There is good use of ICT to support learning in other area of the curriculum, for instance to count and recognise numerals. The children use the mouse accurately and can select different programs. The designated outdoor area is unsatisfactory. It is too small to ensure a good range of activities can be provided. The classroom shares the adjacent small school hall and this limits the range of activities that can be set out on any one time. However, the school grounds are used very well to look at nature and observe change and develop the children's ideas about how things grow and change. Work in making models is also linked effectively to finding out about how things work, for example during the inspection children made models with cogs and increased their understanding about how these operate and move.

PHYSICAL DEVELOPMENT

Provision for the children's physical development is **good**.

Main strengths and weaknesses

- A good range of activities helps to develop the children's dexterity.
- Good use of available facilities to promote physical development.
- The children do not have safe, easy access to a good sized outdoor space.

Commentary

43. Achievement is generally good. The children are working to their potential and the majority are in line to meet the expectations in this area of learning, and some will exceed them, by the end of the Reception year because the quality of teaching and learning is consistently good. Throughout all the areas of learning, good opportunities are planned and enable the children to develop good manipulative skills and dexterity, through cutting, making and building using an appropriate variety of construction materials. There are also activities using malleable materials for the children to practise their skills in manipulating, kneading and squeezing dough into different shapes. Cookery sessions, for instance making gingerbread men and soda bread, also provide good experiences to develop small hand muscles. The staff make good use of the limited facilities to promote physical development, the small hall in the school is occasionally used for PE sessions. The nearby village hall is also used for PE on a weekly basis. The children move with developing confidence, imagination, control and co-ordination, and with an awareness of others. There is no close outdoor space with easy access for the children to regularly play with bikes, bats and balls.

CREATIVE DEVELOPMENT

Provision for the children's creative development is **satisfactory**.

Main strengths and weaknesses

- Good use is made of the space to provide suitable opportunities for the children to use and develop imaginative play and language; but the lack of space and storage, and the need to pack away before lunch, limits the range of activities that can be provided.

Commentary

44. Achievement is satisfactory. The majority of children are in line to meet the expectations in this learning area by the end of Reception year. There is good use of the available space to promote imaginative language through role play; but due to limitations of space, there is no established area set aside for creative work, with easy access for the children to explore materials and media and choose from an increasing range, to inspire creative ideas. In a good play session, the children were setting out a house to show what it would like in 'upside down land.' There was much excitement and good conversation about the problems this would cause to people who were new to the land.

SUBJECTS IN KEY STAGES 1 and 2

English

Provision in English is **very good**.

Main strengths and weaknesses

- Standards in English are well above average.
- Standards in writing are particularly good by Year 6.
- The pupils speak and listen very well.
- Teaching and learning are good and often very good and the pupils generally achieve very well.
- The co-ordinator provides very good leadership and management.

Commentary

45. By Year 6, the pupils achieve levels that are well above the average for all schools and for similar schools. Data from national tests indicates that, with one exception, this has been the case over the last three years. This is because the pupils receive consistently good teaching, a significant feature of which is the strong commitment to meeting the needs of individual pupils. As a result of this, virtually all pupils, including those with special educational needs and the more able, achieve very well.
46. The pupils are encouraged to speak and to be good listeners. Most of the lessons include opportunities for discussion, often in pairs who are known as 'talk partners.' In a very good lesson in Year 1, before the discussion started, the pupils re-capped on what the qualities were of a good talker and listener. For example, a good talker makes what they have to say interesting and, a good listener looks at the person talking and asks questions when the speaker stops or dries up. The pupils then showed the very good learning that had taken place by using these skills very well.
47. A thorough approach to reading from Year 1 onwards, with the pupils given set periods of the day for reading individually or in groups supervised by teachers and well briefed teaching assistants, means that the pupils read very well. Most of the pupils in Year 6, are able to read sophisticated material fluently and expressively. They are able to infer meaning as well as understanding on a literal level. Research skills are good and the pupils are able to retrieve information and use skimming and scanning techniques.
48. A structured programme and regular hand writing practice mean that standards are generally good. The pupils in Year 2, mostly write in a clear, legible style. A similar approach to spelling means that pupils spell well and good emphasis on basic rules means that pupils

avoid many common errors. Throughout the school, the pupils have the opportunity to write in a good range of styles for a variety of purposes. This is done in a very systematic way with a very good matching of work to the pupils' needs. In a Year 2 lesson, the pupils were using words such as, 'crafty' and 'trickster' to describe the fox in the story about the ginger bread man. Also, the pupils are taught how to write and how to improve their writing and this is reflected in the high standards in Year 6. This was evident in writing in favour and against vivisection.

49. The teachers, using the National Literacy Strategy as a basis, plan their lessons very well including activities for pupils of differing abilities. The teaching assistants are used effectively in the independent group section of the lesson and they make a significant contribution to the achievement of pupils, particularly those with special educational needs. The teaching assistants are not always used so well in the sessions at the beginning and end of lessons. The teachers have high expectations, set very challenging work and ensure the lessons move at a brisk pace. Classroom management is very good and high standards of behaviour are insisted upon and obtained. The pupils' attitude to their lessons is very good and they enjoy what they are doing. The teachers also question well, challenging and extending the pupils' learning. For example, in a Year 6 lesson, questioning helped the pupils to improve their writing about the legend of the lady in a black dress. In the same lesson, the pupils were equally willing to ask questions to clarify their understanding because of the very good relationships that exist between the staff and the pupils.
50. Assessment procedures are thorough and assessment tasks are analysed and areas of weakness in learning identified. This information helps teachers to group pupils accurately and also for them to give the pupils targets for learning. The teachers mark pupils' work and offer encouragement but there are relatively few examples of the teachers offering suggestions on how the pupils might improve or extend their learning.
51. The co-ordinator is very knowledgeable and has had a good affect on raising standards since the last inspection. Standards are monitored closely and appropriate action **is** taken to remedy any weaknesses.

Language and learning across the curriculum

52. Very good opportunities are provided for the pupils to develop their speaking, listening, reading and writing skills in other subjects. Discussion and 'talk partners' are a feature of many lessons and the pupils are generally confident and articulate. Topics from history, geography and religious education are used effectively to develop and consolidate writing skills in a range of different forms, for instance, biography about Lord Shaftesbury and a description about Istanbul. Language skills are also developed well in the pupils' use of ICT.

MATHEMATICS

The provision for mathematics is **very good** overall.

Main strengths and weaknesses

- Standards of work in Year 2 and Year 6 are very good.
- Teaching and learning are very good, and are particularly strong in Year 5 and 6.

Commentary

53. National test results show that the standards at the end of Year 2 and Year 6 have been well above average for the last two years. An examination of current work in Years 2 and 6, shows that the pupils are achieving very well and are attaining well above the expected standards for their age. The achievement of the pupils with special educational needs and that of the more able is also very good. There has been good progress in improving mathematics since the previous inspection.

54. Teaching and learning are very good overall. Teachers know the pupils very well and, using the National Numeracy Strategy as a basis, plan their work very carefully to match the pupils' needs. This has ensured full coverage of the mathematics curriculum and also that the pupils' skills are systematically developed. This helps the achievement and learning of all pupils, including those with special educational needs, who are further aided by individual help from skilful and well briefed teaching assistants, particularly in the independent work sections of lessons. In a very good lesson in Year 5 and 6, the pupils were taught how to systematically analyse a question to decide what the facts are, what are the steps needed to take to solve the problem and whether or not the answer is reasonable. The pupils were encouraged to make diagrams to help to arrive at a solution and find different solutions to the same problem. The real life problems the pupils were then given to solve are very well matched to the pupils' abilities. The excellent relationships between the staff and the pupils, and the pupils' very sustained concentration, enabled them to make very good progress with their challenging work. The pupils also had a very enjoyable time. At the end of the lesson, the pupils demonstrated their very good mental skills by solving problems, involving more than one operation, very quickly. In a good Year 3 and 4 lesson, the pupils were learning about area and how to calculate square centimetres. The lesson was well matched to the two age ranges in the class, but was not as well matched to the different range of abilities within the year groups. In Year 1 and 2, a lesson was very well planned with very good use of games to illustrate and reinforce the learning about the properties of two and three-dimensional shapes. The pupils made good progress in their mathematical understanding, because of the good level of support they received.
55. Assessments of pupils' learning are thorough. The pupils' responses to tests are analysed and areas of weakness in learning identified. Assessment information is generally used well to group pupils of similar ability and also to set individual and group targets for pupils' learning. The marking of pupils' work is thorough and encouraging.
56. Leadership and management of mathematics are very good. Standards are monitored carefully, teaching and the pupils' learning are observed, and planning and the pupils' work are scrutinised. The next steps in maintaining the very good results in mathematics have been identified, these include promoting the use of different methods for the pupils to record their mathematical findings.

Mathematics across the curriculum

57. There is very good use of mathematics in other subjects. The pupils use their skills to devise graphs and charts to record their findings in science, make comparisons about the order of historical events and use their skills in ICT to create diagrams. In history, they study the number system of the Ancient Egyptians.

SCIENCE

The provision for science is **good** overall.

Main strengths and weaknesses

- Standards are very good by the end of Year 6.
- Teaching and learning are good and very good in Year 5 and 6.
- Information technology is used very well to promote the pupils' knowledge and understanding.

Commentary

58. By Year 6, the pupils attain levels that are well above the average for all schools nationally and for similar schools. Results from the national tests, indicate that, with one exception, this has been the case over the last three years.
59. The pupils' knowledge and understanding are a strength of the work. This is because of the consistently good and very good teaching, which is strongly committed to meeting the needs

of all of the pupils. As a result, virtually all pupils, including those with special educational needs and the more able, achieve very well at the end of Year 6.

60. In Year 5 and 6, the pupils through studying living things, understand the need for a healthy diet and the consequences of a poor diet. In Year 2, the pupils are developing their observation skills very well through work that covers changes in substances, for example watching ice melting, and looking at and describing the different characteristics of materials. The pupils also have a good understanding of the need for a fair test and demonstrate this well when carrying out work on friction and air resistance. There are good links to literacy and numeracy, although at times some work is copied, which does not reinforce the pupils' independent skills in writing for a purpose. There are good links to literacy in recording this work and homework is used to reinforce the learning. There is some good use of the pupils' ICT skills to record their findings.
61. In Year 5 and 6, the teaching is particularly strong. The teaching is very interesting and enjoyable. In one lesson, the teacher used the pupils' skills in music very well to illustrate how sound is produced and how both pitch and dynamics can be altered. The lesson also promoted the pupils' confidence and self-esteem very effectively, through the very good relationships between the staff and the pupils and their genuine interest in scientific ideas. In Year 3 and 4, in a good lesson about friction, the teacher used discussion well to promote the pupils' learning and understanding but there was not enough use of practical work to illustrate these ideas in everyday situations. Across the school, classroom management is very good, and well established routines ensure experiments can be carried out safely in the limited space available. Very good use is made of ICT by some of the teachers to introduce new topics and the pupils regularly use the Internet to find out information about work, such as micro organisms. The pupils also use their word processing skills well to present their findings and data.
62. The leadership and management of science are very good and have been successful in raising standards, especially in Year 6, since the last inspection. Planned areas for improvement include the systematic development of the pupils' scientific vocabulary as they progress through the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for information and communication technology (ICT) is **very good**.

Main strengths and weaknesses

- Standards by Year 6 are well above national expectations.
- Teaching is very good.
- The very good expertise and support from the teaching assistant ensure the pupils achieve very well.
- Resources are very good and up to date.

Commentary

63. The achievement and attainment of the pupils by Year 6 are very good, due to the very good teaching and level of support they receive. In Year 2, the standards of work are good and the pupils make good progress in their learning and achieve well. The pupils with special educational needs, and the more able pupils achieve very well. There is a very good computer suite for such a small school, with six networked computers in the suite and all other computers can be used to access the Internet link from every class.
64. Teaching is very good; and the very good planning and assessment procedures ensure that the full range of the subject is very well covered and matched to the pupils' needs. Consequently, the pupils make good progress in Year 1 and 2, building up good knowledge, skills and understanding. For example, in Year 2, the pupils use confidently 'drag' and 'paint'

techniques, for making drawings of 'Joseph's Coat of Many Colours.' As a result of this good foundation, the pupils make very good progress in Years 3 and 4 and the work builds very effectively towards the high standards by the time the pupils are in Year 5 and 6. For example, Year 5 and 6 pupils can create their own web pages for the school web site and also devise multi media presentations.

65. The teaching assistant with responsibility for teaching in the computer suite is very enthusiastic and has very good skills, knowledge and understanding. This expertise and enthusiasm are used very successfully to ensure the pupils make very good progress. The pupils' progress is further helped by the good amount of time they are able to use the computers; and the fact they are taught in small groups, which means that the pupils receive almost individual attention. The teaching assistant records every lesson comprehensively so that the pupils' achievement can be built on in the classroom.
66. The leadership and management of the subject co-ordinator are very good. His use of ICT in the classroom sets high standards and shows other members of staff how it can be effectively used to promote learning. Together with the headteacher he has ensured that the equipment is up to date and that the facilities, for the size of the school, are very good. This has had a very good effect on the pupils' achievement. Very good improvements have been made since the last inspection.

Information and communication technology across the curriculum

67. The co-ordinator has promoted its use across the curriculum very well. It is used extensively to research topics across all subjects and to enhance learning, for example in history, where the pupils were using programs to further their knowledge and understanding of Ancient Egypt. Around the school there are numerous examples of the pupils using word processing to present and enhance their work.

HUMANITIES

68. In humanities, work was sampled in **geography** and **history**, as only one lesson was observed in each subject. It is not therefore possible to form an overall judgement about provision in these subjects. From the lessons seen, and the sampling of the pupils' work available, there is every indication that standards are above average and have improved since the last inspection. The curriculum is carefully planned to ensure a good coverage of the topics in history and geography, with good links to other subjects and the very good use of information and communication technology to support learning. In lessons, there is a good range of tasks to make the subjects interesting, for example art work in history, and using the 'roamer', a programmable toy, in geography to reinforce the idea of direction and distance.

Religious education

Provision is **good**.

Main strengths and weaknesses

- There is a good balance between the teaching of other faiths and Christianity.
- A good range of resources is used to enhance the pupils' learning.

Commentary

69. Although only one lesson was seen during the inspection, the sampling of work shows that standards are good. The wide range of work in lessons gives the pupils a good understanding of the beliefs of the major world faiths and makes a good contribution to the pupils' cultural development. Their learning is enhanced by visits to places of worship such as the local church and a mosque in Leicester. The teachers make the lessons interesting and enjoyable by using a good range of artefacts; an improvement since the last inspection.

In a good lesson in Year 2, the pupils were beginning to understand the importance of Palm Sunday to Christians. They talked enthusiastically about what fame was, coming up with ideas, such as, 'a famous person is someone who can do things that others can't.' From discussions with their 'talk partners,' the pupils came up with ideas about what they would do if someone famous was coming to visit and how that person would dress and travel. The teacher used these ideas skilfully to contrast with Jesus' entry into Jerusalem.

70. Leadership and management are good. The co-ordinator is knowledgeable and has addressed all the issues raised in the last inspection. As a result, standards have improved.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

71. In **art and design**, work was sampled as only one lesson was observed. It was not, therefore, possible to form an overall judgement about provision. However, indications are that standards and achievement are good. This is an improvement since the last inspection.

Example of outstanding practice

An art lesson on showing movement that was very challenging but succeeded because of the excellent teaching and learning that took place.

In a lesson about figure drawing, very good use was made of short video clips and computer animations to focus the pupils' attention on the athletes' movements. This was followed up by excellent questioning that ensured the pupils were fully aware of the position of the athletes' arms and legs in events, such as, the hurdles and long jump. They then worked in pairs, very productively, producing outlines of the body shapes for the event they had chosen; the objective being that, when finished, the event should be recognisable from the position of the arms and legs alone. During their work, the pupils used computer animations and pictures of athletes to check and improve their outlines. The pupils' achievement was excellent and the finished drawings were of a very high standard and conveyed the events very well.

72. Work was sampled in **design and technology** as no lessons were seen. It is not possible therefore, to form an overall judgement about provision. From the evidence, the pupils achieve well and attain above average standards throughout the school. This is an improvement since the last inspection. The curriculum is planned well to ensure that pupils benefit from a good range of tasks to extend their designing and making skills. By Year 2, the pupils make sturdy houses with hinged windows and doors that work well. In their best work, in a topic linked to religious education, pupils designed and made their own versions of 'Joseph's Coat'. The fabric was cut out very carefully, and decorated with vivid patches sewn skilfully on to the coat. The pupils' skills progress well as they get older and, by Year 6, their designs are imaginative and include useful step-by-step stages in the process. Their models of wheeled buggies and training shoes show a good attention to detail gained from extensive research. A weakness in the provision is the lack of sufficient opportunities for the pupils to write evaluations of their projects. This prevents standards improving further.
73. In **music** only one lesson was seen, so it is not possible to form an overall judgement about provision. A visiting, music specialist teaches all of the lessons. In a good Year 1 and 2 lesson, the teacher used her skills well to help the pupils keep time and alter their pitch. As a result the pupils achievement was good. Throughout the lesson the pupils were concentrating hard and having a very enjoyable and productive time.
74. No lessons were seen in **physical education**. It is not, therefore, possible to form an overall judgement about provision. However, the good, detailed planning shows that the curriculum is being fully covered with good opportunities for the pupils to learn how to swim.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision is **very good**.

Main strengths and weaknesses

- There is a good programme for personal, social and health education and citizenship.
- A school council enables the elected pupils to participate very well in decision making.

Commentary

75. The pupils achieve very well as a result of the very good teaching and learning. Concern for pupils' personal and social education permeates all aspects of the work of the school, is linked effectively to religious education and underpins the school ethos. The programme gives the pupils an understanding of how they can lead confident, healthy and independent lives and the consequences of their decisions and actions. The pupils get on very well with adults and with each other and show tolerance and respect for views different from their own. The pupils help each other when difficulties arise and are very supportive of pupils who have learning difficulties. The pupils have a good understanding of those who work in the local community and this contributes strongly to the personal development of pupils.
76. There is good provision for drug, sex and relationships education, with due regard to the pupils' age and maturity. The school uses the expertise of the school nurse to deliver the programme to the pupils in Year 5 and 6 and also takes advantage of the services of a drug prevention charity for children, which visits the school and also offers a session for parents. The school pays good attention to health awareness; the pupils learning about the importance of exercise and a good diet.
77. Citizenship is promoted very well. There is an active, confident, school council with its own minuting secretary, which enables pupils to be involved in considering developments and making suggestions for improvement. A particular concern, at the moment, is the quality and choice of the school meals. As a result, the council is meeting the local education authority's catering manager to see how things can be improved. The council also provides the pupils with good opportunities to develop their social and negotiation skills. The older pupils have a number of responsibilities as monitors, and the pupils in each class carry out regular duties. The pupils show concern for people less fortunate than themselves by supporting various charities.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	2
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

Overall standards achieved	2
Pupils' achievement	2

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

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

The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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