

INSPECTION REPORT

CHIPPING WARDEN PRIMARY SCHOOL

Chipping Warden, Banbury

LEA area: Northamptonshire

Unique reference number: 121804

Headteacher: Mrs. J. King

Lead inspector: Hugh Protherough

Dates of inspection: 6th – 9th October 2003

Inspection number: 259817

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

© Crown copyright 2003

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:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	92
School address:	Byfield Rd Chipping Warden Banbury
Postcode:	OX17 1LD
Telephone number:	01295 660616
Fax number:	01295 660616
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Jayne Jobbins
Date of previous inspection:	19 th – 21 st October 1998

CHARACTERISTICS OF THE SCHOOL

This small primary school is growing steadily in popularity. Few pupils leave at times other than the end of the school year, and if they do they are soon replaced. There are 92 pupils on roll, almost a third more than at the time of the last inspection. Although a good number of the pupils come from the village, most live further afield and are transported to and from school by car each day. The village lies close to the M40 corridor and is well favoured socially and economically. With the exception of a tiny number of mixed race pupils, the overwhelming majority are of white British ethnic origin. Most children have had some pre-school experience, a large number having attended the private kindergarten based within the school. Consequently, levels of attainment on entry to the Reception class cover the full range but are generally above average. About 18 per cent of the pupils have been identified as requiring some additional support within the school for their special educational needs. However, there are no pupils causing higher levels of concern or requiring a statement of special educational needs.

In 2002, the school received an Achievement Award from the DFES for the improvement in the pupils' results in the national tests.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
8339	Hugh Protherough	Lead inspector	English, information and communication technology, art and design, design and technology, music, physical education, Foundation Stage.
14083	Andy Anderson	Lay inspector	
27541	John Collins	Team inspector	Mathematics, science, geography, history, religious education, special educational needs.

The inspection contractor was :

Inspire Educational Ltd

The Coach House
132 Whitaker Road
Derby

DE23 6AP

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).

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	
SUBJECTS AND COURSES IN THE SIXTH FORM	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	26

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school, well regarded by the pupils and parents alike. Good leadership and management underpin the many improvements brought about since the last inspection. The quality of education offered is good, and by the age of eleven standards are above average in English, mathematics, science and art. Pupils of all backgrounds and abilities are achieving well. The cost of running the school is very high, but **it offers satisfactory value for money**.

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

- There is a strong and successful ethos reflected in the very good relationships between the adults and the pupils who are enthusiastic and very hard working
- Pupils of all abilities achieve well {with many higher attainers exceeding well beyond the levels expected of seven and eleven year olds in the national tests each year}. The quality of the pupils' work in art is good
- The teaching is good, especially in the development of the key skills of literacy and numeracy. The teaching assistants make a valuable contribution by supporting the pupils' learning
- The marking of the pupils' work is unsatisfactory
- The school management is effective because adults at all levels have a keen sense of their roles and responsibilities and know how they are to contribute to school improvement
- Not enough has been done to build upon the recent improvements in the use of information and communication technology (ICT)

There has been **good improvement** since the last inspection. A full and effective response to the last report has improved significantly the quality of education in the Foundation Stage and eliminated unsatisfactory teaching in Key Stage 2. These improvements have come about as a result of the good leadership of the headteacher who now checks what happens in lessons with greater rigour. As a result, standards in Year 2 are higher than those described in the last report and the pupils in Year 6 continue to achieve well.

STANDARDS ACHIEVED

Throughout the school, children of all abilities are working hard and achieving well, especially in the acquisition of the skills of literacy and numeracy. In the Foundation Stage, the pupils have settled swiftly into the school routine and are firmly on course to achieve the required goals by the end of Reception class. Standards in reading, writing and mathematics are above average by the end of Year 2 and the pupils achieve well.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	A*	A	C	C
Mathematics	A*	B	B	C
Science	A*	A	D	E

*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.*

The number of children taking the national tests each year is small and care should be taken when interpreting the data in this table. In 2002, the results for Year 6 were much lower than usual because that cohort contained a larger number of pupils with SEN. The results for 2003 are much better.

With the exception of their work in ICT where standards are below average, the pupils in Years 3 to 6 achieve well. The standard of their work in English, mathematics and science is clearly above average with many higher attainers achieving levels well beyond those expected for their age. Standards in art are good throughout the school, as is the quality of the work of the pupils who receive instrument tuition.

The **pupils' personal qualities, including their spiritual, moral, social and cultural development are good.** The vast majority have very positive **attitudes** to their work and they **behave** very well. **The levels of attendance and punctuality are** very good.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The teachers provide stimulating lessons that interest the children and are well matched to the different ages and abilities in each class. The additional support provided by the teaching assistants is extremely effective in enhancing the **learning** of pupils of all abilities. **The teaching is good** throughout the school, but the marking of the pupils' work lacks rigour.

The school's curriculum is good and enhanced by a wide range of activities in the arts and in sport. There have been recent improvements to the provision for ICT, but these opportunities have not yet extended across the full breadth of the curriculum. The **partnerships with parents and local schools** are very good and contribute strongly to the quality and range of what the school can offer its pupils.

LEADERSHIP AND MANAGEMENT

The **leadership and management of the school are good.** The governors help to provide the strategic direction for the school. The headteacher leads effectively and with the help of the staff team, manages the ongoing improvement of the school very well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Both **pupils** and **parents** express high levels of satisfaction with the work of the school. The parents are regularly consulted, but there are no such arrangements to enable the pupils to contribute to school development.

IMPROVEMENTS NEEDED

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

- Mark the children's work in greater detail
- Accelerate the recent improvements in the provision for and teaching of ICT

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Throughout the school, children of all abilities are working hard and achieving well, especially in the acquisition of the skills of literacy and numeracy. In the Foundation Stage the pupils have settled swiftly into the routine of school and are firmly on course to achieve the required goals by the end of the Reception Year. Standards in all core subjects (with the exception of ICT and religious education) are above average in Years 2 and 6.

Main strengths and weaknesses

- Following a sharp drop in 2002, the test results for 2003 indicate that they have returned to their previous higher levels
- In English and mathematics the pupils' good achievements result in above average standards throughout the school
- In ICT, the standard of the pupils work in Years 1 to 4 is in line with the expected levels, but in Years 5 and 6 it is below average
- The Foundation Stage pupils are achieving well across all the areas of learning
- The pupils achieve well in art and produce a variety of good work throughout the school

Commentary

1. The small cohorts taking the tests each year means that statistical analysis of the test and assessment data must be treated with caution. For instance, following the exceptionally high results of 1999 and 2000 results fell away slightly in 2001 but taken overall were still well above the national average. Only ten Year 6 pupils took the national tests in 2002 including a preponderance of boys, several of whom had special educational needs. Although this depressed the overall points scored by the cohort, it is evident from deeper analysis that pupils of all abilities achieved well with many higher attainers exceeding the levels expected in English, mathematics and science. This year's (2003) results are much higher and reflect a sharp upward trend to levels close to those of 2001, with almost every child achieving the levels expected of eleven-year-olds in all subjects. Half of them exceeded this in English and science. The inspection findings confirm the school's comprehensive data that suggest that standards within the current Year 6 continue to be at least above average in all three subjects.
2. The results in the Year 2 tests also fluctuate considerably as a result of the small cohorts. Until 2002, the results appeared generally stronger in mathematics than in reading and writing, but the picture has reversed in the past two years. The inspection findings show that standards in the current Year 2 are above average in reading, writing and mathematics.
3. The pupils in the Foundation Stage have made a good start to school. They have settled swiftly into the daily routine, formed good relationships with the staff in the Reception class and are working together happily. The early assessments show that almost every child is well on the way to achieving the targets set for children of this age in each of the six areas of learning. This is because of the considerable improvement in Foundation Stage provision introduced since the last inspection.
4. The pre-inspection analysis of the test data raised questions about the performance of the boys and whether or not all pupils were achieving sufficiently well in mathematics. However, the inspection evidence confirms that throughout the school both boys and girls are achieving well regardless of either background or ability.

5. The school is particularly successful in developing the pupils' achievements in literacy and numeracy. Most children arrive at the school with good levels of speaking and listening and an interest in books. The use of role play in the Foundation Stage and drama in Years 1 and 2 extends and develops the pupils' oral skills. The heavy emphasis upon daily reading in groups, with an adult and at home underpins the high levels of motivation found among the vast majority of children and the good standards achieved by Year 6. The pupils also achieve well in their writing, specifically in the early acquisition of handwriting and spelling skills and in the structured development of their knowledge of punctuation and grammar. However, by the time they reach Years 5 and 6 too much time is still being spent on worksheet activities and not enough on developing the structure and content of the pupils' writing. When the pupils do write at greater length, weaknesses in the marking limit the extent to which they can improve their work further. The rapid establishment of basic number facts and their application in a wide variety of settings across the curriculum underpin the children's good achievements in numeracy.
6. Standards in ICT are slowly improving as the pupils in Years 1 to 4 benefit from the more systematic teaching of the subject. However, standards in Years 5 and 6 are below average because improvements for these pupils have started later and from a lower baseline. Throughout the school, achievement in this subject is not as good as it might be because the teachers have yet to establish ways for the pupils to apply their knowledge and skills across the curriculum.
7. Conversations with the pupils and an analysis of their work shows that standards in religious education are satisfactory with the majority achieving the levels set out in the locally agreed syllabus.
8. The presence of one or two teachers and adults with particular skills and interests in art contributes strongly to the pupils' good achievements in this subject, especially in observational drawing and ceramics.

Pupils' attitudes, values and other personal qualities

The pupils' attitudes to the school and attendance levels are very good. They behave very well in lessons. The provision for their personal development is very good. The provision for the spiritual, moral, social and cultural development is good overall.

Main strengths and weaknesses

- Relationships within the school are harmonious
- The vast majority of pupils consistently demonstrate very positive attitudes to their work
- The attendance levels are high

Commentary

9. The vast majority of pupils consistently demonstrate very positive attitudes to the school. They are attentive to their teachers and, when given the opportunity to work independently, persevere with their work, stay on task and concentrate well. They are eager to learn and conscientiously give of their best. Conversations with the oldest pupils show that they have a keen sense of responsibility and are eager to ensure that school remains a happy place to work and play. "There's no bullying any more," confided one Year 6 pupil and when this point was discussed more widely it soon became evident that the children are keenly aware of what to do should they ever feel unhappy or intimidated.
10. The provision for pupils' spiritual development is good. The teachers value the pupils' ideas and encourage them to explore their own feelings. This was demonstrated to good effect in a literacy lesson celebrating National Poetry Day, where the pupils were writing their own

poems. The vast majority of pupils enjoy coming to school and like being at the school. The themes in assemblies are used effectively to raise pupils' spiritual awareness. Their knowledge and understanding of other cultures, beliefs and customs are successfully promoted through work in art, music and religious education. Collective worship meets the statutory requirements but the positive effect of the school community gathering together to celebrate and reflect on life's deeper questions is lessened by the number of pupils that are withdrawn from assemblies to take part in other activities.

11. The provision for the pupils' moral development is very good. All children are taught the difference between right and wrong and the vast majority behave very well in lessons and around the school. The teaching and non-teaching staff have high expectations of acceptable standards of behaviour and consistently implement the school's behaviour management policy. The teachers raise the pupils' self esteem through the way in which they value their contributions in lessons and assemblies. The very good behaviour resulting from this provision is reflected in the complete absence of exclusions in recent years.

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	89	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Asian	1	0	0

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

12. The table below shows the attendance figures for the school. The school successfully promotes very good attendance.

Authorised absence		Unauthorised absence	
School data:	4.0	School data:	0.0
National data:	5.4	National data:	0.5

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The teachers provide stimulating lessons that interest the children and are well matched to the different ages and abilities in each class. The school's curriculum is enhanced by a wide range of activities in the arts and in sport.

Teaching and learning

The teaching is good and the pupils are learning effectively. Taken overall, the assessment of the pupils' work is satisfactory.

Main strengths and weaknesses

- The teachers' high expectations for good behaviour and hard work ensure a brisk pace to learning
- The teaching in the Foundation Stage is well planned and effectively managed
- Although work is marked regularly, the teachers do not give the pupils enough written feedback that tells them how to improve their work
- The levels of challenge and support are well matched to the range of age, gender and ability within each class
- The effective deployment of the teaching assistants makes a significant contribution to the teaching and learning

Commentary

13. At the time of the previous inspection, a small, but significant proportion of the teaching seen was judged to be unsatisfactory. This has been successfully eliminated and the overwhelming majority of the lessons observed during this inspection were successful in challenging the pupils, stimulating their interest and helping them to make good gains in their learning.

Summary of teaching observed during the inspection in 23 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1	17	5	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.

14. In the lessons observed in the Reception class, the teaching was consistently good. The teacher has a strong appreciation of how young children learn and at this early stage of the school year has successfully created a secure and welcoming classroom ethos into which all the Foundation Stage children have settled happily and are achieving well. She and her teaching assistant have a good and developing knowledge of the children based upon the information gained from the close links with the kindergarten from which the children transferred and the induction meetings held with the parents and carers. Each day they learn a little more as they systematically observe and record the children at work and play and then use this information to plan the next steps in learning.
15. The quality of the provision is much better than that described at the time of the last inspection. As well as a continued and appropriate focus upon communication, language and literacy and numeracy, there is now a well-defined and properly equipped outside play area. The teacher's careful planning ensures that the children make full and productive use of this facility throughout each session in the development of their physical and many other skills. The children's creative development is also more effectively fostered through regular role-play, singing and frequent opportunities to draw, paint and construct. The careful management of each session means that the adults working with the children have a clear plan of where they are going to focus their energies in order that the children's learning advances in a systematic fashion across each of the prescribed areas of learning.
16. In Years 1 to 6, the teamwork of the teachers produces a highly consistent approach with high expectations for hard work and good behaviour. The children appreciate this and are quick to point out how swiftly they have progressed; "Two years ago I was reading 'Biff and Chips' but now I'm reading novels." The teachers share ideas and strategies willingly with each other and make the most of their subject expertise by teaching each other's classes when the opportunity arises. A good example is the way that the ICT co-ordinator currently uses the time when the Reception children are not in school to help out with the teaching of this subject. Similarly, in art the expertise of one or two adults has made a significant contribution to the achievements of the pupils. These collaborative approaches are also a major factor in

the successful way that the teachers establish clear planning of lessons that ensures good levels of challenge for pupils of all abilities.

17. The effective deployment of the numerous well-trained teaching assistants adds considerably to the quality of education provided. For instance, in the class with Years 1 and 2 pupils, the word-level work in literacy is frequently shared between the teacher and the teaching assistant to ensure that pupils of different abilities are challenged appropriately. On other occasions, these additional adults are used to support the children with special educational needs, most notably in providing additional practice and guidance in the development of literacy skills.
18. It is evident that the teachers check the children's work because during the inspection they were regularly observed providing helpful oral feedback. However, the current arrangements for the marking of their work are unsatisfactory. In Years 1 and 2 there are few written comments addressed to the child or contextual notes that will remind the teacher or parents when particular skills or techniques have been mastered. In Years 5 and 6, there continues to be little more than ticks and brief comments. As a result the pupils, almost all of whom are fluent readers, are not being encouraged to get into the habit of responding to the teachers' written guidance in order to improve their work.

The curriculum

Overall, the school curriculum is **good** and meets the needs of all groups of pupils well. It meets all requirements of the National Curriculum, the curriculum for the Foundation Stage and religious education through the Locally Agreed Syllabus.

Main strengths and weaknesses

- The planning for curriculum is good, including full reference to National Strategies for literacy and mathematics.
 - The curriculum is enhanced by the many additional activities in sports and art
 - The provision for those with special educational needs is good but the current targets in the individual education plans are too broad and insufficiently precise to be measured
 - The Foundation Stage curriculum has improved and now has a far better breadth and balance
 - Equality of opportunity is a strong feature of the schools' provision and all groups of pupils are able to achieve well
 - The accommodation and resources of the school are good
 - The use of ICT to support teaching and learning in other subjects remains unsatisfactory.
19. Since the previous inspection, the Foundation Stage curriculum has improved and now makes good provision across all the areas of learning. The personal, social and health education of all pupils is planned through a series of topics that relate well to the ages of the pupils. The curriculum is enhanced for many pupils through the good range of extra-curricular clubs and activities, visits and visitors to school. These activities develop skills in sport and music well, and widen the pupils' knowledge and understanding of their own and other communities. The teachers frequently plan topics and themes that embrace several different subjects and this helps the children's learning. However, the systematic use of ICT to support learning across the curriculum is not yet firmly established and is currently unsatisfactory.
 20. The current provision for the pupils with special educational needs is good. The teachers and the support staff are involved in the setting and monitoring of the current targets and other appropriate support is provided by outside agencies as required. The steps that these pupils make are smaller than those of their classmates, but this does not show in the targets set in their individual education plans. At present these targets are too broad in scope and too long-term. The progress and achievement of the pupils with special educational needs would be

more easily monitored and more accurately assessed if the individual targets were more tightly focused, specific and measurable.

21. The school provides well for other groups of pupils through additional support in literacy and numeracy, the provision of instrumental tuition and by offering extension activities for the higher attaining pupils.
22. The current staffing levels and resources are effectively employed and are having a positive effect on the raising of standards. The whole school is enlivened by many bright, eye-catching displays that inspire and enthuse the pupils as well as celebrating their work.

Care, guidance and support

The care and guidance of the pupils are good overall and support their learning well. The health and safety procedures are very good. The pupils' achievement and their personal development are monitored well. However, their involvement in shaping the work and development of the school is unsatisfactory.

Main strengths and weaknesses

- There is a strong caring ethos and the pupils feel secure and valued
- The arrangements for ensuring the health and safety of the pupils are very good.
- The systems for consulting with pupils on a regular basis are unsatisfactory.
- The child protection arrangements are fully understood by all staff.

Commentary

23. The school makes very good provision for the safety and care of its pupils. The statutory requirements for health and safety are met and the school actively promotes healthy living. The governing body and the headteacher take their health and safety responsibilities very seriously. All the required checks, inspections and risk assessments are conscientiously and regularly carried out. However, two minor safety issues were drawn to the attention of the school. The school conscientiously follows the child protection procedures as laid down by the area child protection committee. All members of staff are given appropriate training and the school's child protection procedures are fully understood and applied.
24. The adults' good level of knowledge of the pupils is the basis for the very good relationships between them. New children are carefully introduced to the reception class and start school on a part-time basis. There are good relations with the local secondary school and effective arrangements when the Year 6 pupils transfer to their secondary school.
25. The overall monitoring and assessment of the progress and personal development of most pupils is good. The school now makes far better use of its test and assessment data and maintains a detailed record of the progress of each child. Individual and cohort target setting is more firmly established than previously. However, in the case of the pupils with special educational needs the necessary detail that sets out the small steps in learning and their measurable outcomes are not clearly expressed within each pupil's individual education plan.
26. Conversations with the older pupils show them to be delightfully thoughtful and articulate. They are capable of making a considerable contribution to the debate about how the school should develop in the future. However, at the moment they do not feel that their views are taken into account or that they are consulted systematically. The school does not have any formal systems, for example, a school council, to allow the pupils to become involved in shaping development of the school. This is an area of development for the school.

Partnership with parents, other schools and the community

The school's partnerships with parents and the community are very good overall. Partnership with parents is very good. The links with other schools are also very good.

Main strengths and weaknesses

- The parents hold the school in very high regard
- The information provided for the parents is very good
- The majority of parents fully support their children's education at home and in school

Commentary

27. The parents indicate that they are very pleased with what the school provides and have confidence in its ability to meet the needs of their children. The level of information provided by the school is very good and includes regular newsletters, consultation and curriculum evenings and a comprehensive annual reports on each pupil's progress. Many parents give freely of their time to assist in the classrooms, accompany the children on trips and help generally around the school, for example distributing milk and fresh fruit. The school is well supported by an active parents association that raises considerable funds that provide additional resources and enhancements, for example, the refurbishment of the computer suite. The inspection evidence fully supports the positive views of the parents and confirms that the educational partnership between home and school is a powerful factor in encouraging the many achievements of the pupils.
28. The school's strong links with the local kindergarten and the receiving secondary school ease the progression of the children through the various stages of their education.

LEADERSHIP AND MANAGEMENT

The **leadership and management of the school are good**. The governors help to provide the strategic direction for the school. The headteacher leads effectively and, with the help of the staff team, manages the ongoing improvement of the school very well.

Main strengths and weaknesses

- The governors are well informed and work closely with the school
- The staff team is close-knit and works effectively in the day to day management of the school
- The checks made on standards and the quality of education provided have improved and have led to sharper self-evaluation
- Although the targets could be more sharply defined, the systems for performance management are good and successfully contribute to the school's plans for continuing improvement
- The arrangements for supporting new staff and those training to be teachers are good

Commentary

29. The governors provide good support for the work of the school. They receive good levels of information from the headteacher and staff and, therefore, have a secure appreciation of its strengths and of those areas that need to be improved. Most are in regular contact with the school on a day-to-day basis either helping in class or carrying out more formal monitoring visits. They carry out their statutory duties diligently and in full.
30. The major factor leading to the school's successful growth in recent years is the clear vision established by the headteacher, governors and staff. In addition to the development of a well ordered community in which the children feel secure and valued, there is a sharp focus on ensuring that all pupils achieve highly, whatever their background and starting point. For

instance, since the last inspection the headteacher has improved her skills of analysis so that the results of tests and assessments are now tracked and evaluated in a systematic fashion. This information is then used to revise the well considered and manageable school improvement plan.

31. The management of the school is good. All members of staff have a secure understanding of how the school is expected to run from day to day, and they carry out school policy in a consistent fashion. For instance, the arrangements made to ensure the health and safety of the children whilst major building work is carried out on part of the school are sensible and effective. Individual talents and expertise are given free rein and fully exploited. Also, co-ordinators helping their colleagues with their planning and frequently teaching other classes around the school was observed in ICT, music and art.
32. There is strength in the school's arrangements for performance management. The governors who carry out the review of the headteacher have found the process challenging but extremely informative in helping them to assess her work and wider school performance. All the teachers have a good understanding of their individual targets and the way that these are reflected within the school improvement plan. The regular monitoring of lessons has led to better evaluation of the quality of their teaching. However, some of the targets relating to the pupils' progress are not expressed in measurable terms and do not yet make best use of the good data that are available.
33. The close and effective staff teamwork is reflected in the good arrangements for the support of newly qualified teachers and for those setting out on a teaching career. A recently qualified teacher has been successfully inducted into the school and receives good levels of support that contribute to her continuing development. This teacher is now assuming greater responsibility within the school and is beginning to make an effective contribution through her leadership of music. A new graduate trainee has recently started training within the school and the early indicators are of a successful partnership developing between her and her mentor.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	£243,250
Total expenditure	£246,536
Expenditure per pupil	£2900

Balances (£)	
Balance from previous year	£17,270
Balance carried forward to the next	£14,183

34. The governors make prudent use of their budget and have ensured that a sensible sum is carried forward towards the successful completion of the current building works.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

35. At the time of this inspection, the nineteen pupils in the Reception class were attending for mornings only and had been in school for four weeks. The vast majority were four years old and almost all had attended the kindergarten attached to the school. All these pupils are achieving well and are on course to reach the expected targets by the end of this academic year.
36. The previous inspection report identified weaknesses in the provision in the Foundation Stage, particularly in relation to the limited opportunities provided for the children's physical and creative development. There has been good improvement in both these areas and the Foundation Stage curriculum now has a far greater coherence and balance. The teacher and her assistant have an effective working relationship and plan carefully the objectives for learning each day and the role each will take in assessing the children. Together they manage the class well.
37. During the inspection, it was not possible to gather much evidence about the children's knowledge and understanding of the world, so this aspect is not reported separately. However, informal conversations with and observations of the children reveal a natural inquisitiveness typical of this age. For instance, they speculate about the effect of changing the order of the vehicles they link together on the model roadway, or wonder what happens when colours are mixed together. The children using the class computer show good levels of dexterity with the mouse in drawing simple designs on screen and in using the "rubber" to eliminate mistakes.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The provision for the children's personal, social and emotional development is **good**.

Main strengths and weaknesses

- Relationships are very good
- The children are interested, excited and motivated to learn
- There are good opportunities for the pupils to develop independence and work collaboratively

Commentary

38. The adults have done a good job in settling the children into school. At the start of the day, the vast majority of the children appear confident and eager to get into their classroom. There are good opportunities for the parents to meet the staff and exchange any important news and information. This clearly helps the children feel secure as they observe the positive relationship between home and school. Almost all the children take responsibility for removing their coats and hanging them up, and they are swift to explore what might be on offer within the different areas of the classroom.
39. The teacher plans a good range of activities that ensure the children are constantly working in different combinations and settings. As a result, the children are making plenty of friends and learning how to share equipment, listen to the views of others and explain their own work. There is a sensible mix of activities that brings the whole class together and others in which the children make independent choices from the resources available. Most of all, the firm and friendly tone of both adults and the consistency of their approach to class rules and relationships provide the children with excellent role models. As a result, the pupils are achieving well and are on course to meet the expected targets.

COMMUNICATION, LANGUAGE AND LITERACY

The provision for the development of the children's communication, language and literacy is **good**.

Main strengths and weaknesses

- Good teaching effectively supports the development of the pupils' speaking and listening
- The children are achieving well in the development of early reading and writing skills

Commentary

40. The vast majority of the children have an emerging self-confidence in the way that they speak with other children and adults in school. The teaching builds on this good start and offers a wide variety of settings within which the children can further develop their skills and competence. This is achieved partly by the children's own informal talk as they work and play, but more tellingly by the shrewd interventions of the adults when they want to develop or assess specific aspects of language acquisition. For instance, in the role-play corner the children will act out a range of characters quite independently, but adult observation and questioning swiftly picks up those children who can listen and respond to the suggestions of others and those who cannot. Similarly, in a music session the teacher checked which children could remember the correct names of instruments such as bongos and guiro.
41. The children are already used to spending ten minutes or so listening to stories and "reading" text with an adult. During the inspection, they looked at books about the human body and the teacher spent a profitable few minutes helping them to label a picture of a little boy. The children took great delight in guessing which words were on the cards prepared by the teacher and the higher attainers showed a good ear for the sounds of letters. "This part of the body begins with 'f,'" produced the rapid response of "foot," "No, face!" The singing of "Heads, shoulders, knees and toes" further enhanced their learning. Later on, the teaching assistant effectively re-enforced the learning by selecting groups of pupils to draw round one another and then enabled them to label the outline by copying from her flash cards.
42. The children are evidently comfortable in handling books and talk happily about favourite stories. They turn readily to "mark-making" equipment and at play are happy to construct strings of marks and letters. The higher attaining pupils recognise their names and with help are beginning to copy letters. The vast majority are on course to achieve the targets expected for this age.

MATHEMATICAL DEVELOPMENT

The provision for the children's mathematical development is **good**.

Main strengths and weaknesses

- Imaginative teaching effectively reinforces basic numeracy skills
- The concepts of space, shape and measurement are developed effectively through play
- The pupils' hard work and co-operation help them to achieve well

Commentary

43. The vast majority of the children are on course to reach the expected targets in their mathematical development. In sessions with the whole class, the teacher leads the children in lots of songs that emphasise the order of numbers when counting forward and back. This

enthuses the children and they join in lustily with favourites like “Rocket Song”. At the end one pupil said, “I’ve reached Mars.”

44. Good attention is being paid to the language of shape and size. For instance, following the singing of “Ten green bottles,” carefully prepared cut out bottles of different sizes helped the teacher to discover which children understood the notion of small, smallest, tall, tallest, thin and thinnest etc. The children listened carefully and demonstrated their understanding by making selections from the bottles on display.
45. The group activities selected by the children also support their mathematical development. Large tiles with numerals printed on them are used for hopscotch in the outside play area. Good quality resources, such as large construction blocks and equipment, enable the children to build their own towers and compare their heights. In the case of one higher attaining pupil, this included counting carefully and accurately the twenty blocks that she had used. Throughout all of these activities, the children demonstrated consistently high levels of co-operation in sharing equipment and ideas.

PHYSICAL DEVELOPMENT

The provision for the children’s physical development is **good**.

Main strengths and weaknesses

- The pupils are well co-ordinated and exercise vigorously
- The outside play area is thoughtfully designed and equipped
- The physical education lessons are of good quality

Commentary

46. There has been good improvement in this aspect of the provision. The children now have access to a secure and well designed play area outside the classroom. This enables the adults to provide daily opportunities for the children to climb and balance, and either push or pedal various wheeled vehicles. The staff also makes good use of this facility for activities linked with other areas of learning, for example, by using large tiles with numerals for hopscotch and other counting equipment.
47. The children are encouraged to prepare for the more formal physical education they will receive next year by working together as a class. They are fast approaching the targets expected for children of this age. In one lesson, they were observed jogging, jumping and striding with good awareness of the space around them. They work well independently and in pairs. For example, they showed good control throwing a bean bag into the air in front of them and catching it, then later co-operated by rolling a tennis ball to and fro with a partner. This lesson was particularly effective because the teacher was alert to the levels of concentration displayed by the children and kept their attention by setting fresh challenges that extended their learning.
48. The children’s finer physical control is also well advanced. Most are developing greater dexterity with buttons and zips as they get changed. When using play dough, they know how to make a ball and can roll out “a long snake.” Their control of pencils and paintbrushes is also good because the adults take great care to develop a correct grip. This gets the children on the right road and also supports the development of their early writing skills.

CREATIVE DEVELOPMENT

The provision for the children’s creative development is **good**.

Main strengths and weaknesses

- The well-equipped role-play corner stimulates the children's imagination
- The teacher's use of music and singing enhances key parts of each day
- There are good opportunities for the children to design and construct

Commentary

49. Once again there has been good improvement in this aspect of provision with a far wider range of creative opportunities on offer for the children. At the time of this inspection, the role-play corner was effectively equipped as a baby clinic. Small groups of children engaged imaginatively in a variety of roles including doctors, nurses and anxious parents. The pupils' good speaking and listening skills are further enhanced in such a setting. The inspector asked one girl why she was at the surgery to which she promptly replied, "Because my baby's poorly and I'm worried about him." At this point the doctor took out his stethoscope and listened to the baby's chest. "Well his heart's all right...I can hear it beating..." He then went on to complete his examination. This is a good indication of the way that the children are starting to introduce storylines into their play. The clinic was well equipped with costumes, doctor's equipment, scales and dressings. The two doll babies – one white, one Afro-Caribbean - were a helpful reminder to the pupils of the ethnic diversity of British society and both were accepted and used.
50. Music plays an important part of each day. The sound of the greeting song played on a CD signals to the children that they need to gather on the carpet for registration. A good number are now becoming familiar with the words and are starting to join in. Although she is not a musician, the teacher uses songs and rhymes regularly and effectively to support learning and also gathers the class together to make and listen to music. This works very well because the children love to sing and the material used by the teacher often encourages simple movement as well. For instance, "How do you do" involves the children singing and moving round the room to shake hands with each other. The children are developing a small but attractive repertoire that ranges from songs related to their daily lives to nursery rhymes such as "Bye baby bunting." Their level of performance is line with that expected for children of this age.
51. One session was enhanced by the use of shakers that the children had made earlier from a variety of bottles and tubs filed with rice or pasta. They had successfully personalised their instruments by wrapping them in paper on which they had either drawn or painted their own designs. Each child was invited in turn to choose an instrument to accompany the song "What can you play?" and many preferred to use their own instrument rather than one from the good range of other percussion on offer. This is a further indication of the pride that the children feel about their achievements.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The provision in English is good

Main strengths and weaknesses

- Standards of reading and writing are above average throughout the school
- The teaching is good, especially in the development of handwriting and spelling
- Poetry is well taught in Years 3 and 4
- The pupils write for a good variety of purposes, but too many worksheet exercises in Years 5 and 6 limit the scope for more extended writing

Commentary

52. By the age of eleven, the pupils achieve standards that are above average and the vast majority are well equipped for life at secondary school. They enjoy reading and have good levels of comprehension. They write in a fluent joined script, use simple punctuation and spell accurately words with regular patterns. These skills have been fostered effectively by the systematic teaching of the necessary skills as the children move through the school.
53. The strongest teaching was observed in Years 3 and 4 where the teacher's enthusiastic and imaginative approach to poetry helped the children make good gains in their appreciation of rhyming and non-rhyming verse. Her expectations were high and the pupils rose to the occasion by reading aloud the poem "Listen" that they had not previously seen. The subsequent questioning was sharply focussed and pitched well to the range of abilities in the class. Whenever possible, the teacher's questions were expressed in an open-ended fashion to avoid single word responses and encourage the children to speak more extendedly. Her strong subject knowledge meant that she used correct technical language throughout the lesson and the pupils quickly learnt to identify onomatopoeia within the poem. The thoughtful deployment of the teaching assistant and student teacher ensured that those with special educational needs were sensitively supported throughout.
54. The adoption of a variety of published schemes provides the teachers with a helpful structure for their presentation of the work outlined within the national literacy strategy. However, by the time the children are in the top class many of them are capable of writing longer pieces of work and all would benefit from a sharper focus upon the structure of their writing. The current arrangements get in the way of this because much of the work is completed on worksheets, and when the children do get the opportunity to write freely the scheme moves them on too quickly. Conversations with the Year 6 pupils confirmed that the work is seldom re-visited and in some cases is left incomplete because of the pressure to get on to the next exercise. An analysis of their work, and in particular some of their stories, shows that many know how to write a gripping and compelling opening, but that they lose impetus when it comes to developing either plot or characters. Better marking and the use of word processing to facilitate easier editing would both contribute to enhancing the children's already considerable achievements by improving this aspect of their work.

Language and literacy across the curriculum

55. The good standard of the pupils' reading and writing contributes significantly to their achievements in other areas of the curriculum. For instance, the oldest pupils are able to research independently in subjects such as history and can make their own legible notes.

MATHEMATICS

The provision in mathematics is **good**. The majority of pupils achieve well with many higher attaining pupils exceeding the levels expected of seven and eleven year olds in the national tests each year. The teaching is good overall and the National Numeracy Strategy is now firmly established in the school.

Main strengths and weaknesses

- The teaching is good with good, sometimes very good, use of the classroom assistants.
 - The standards are high and likely to be above average by end of Year 2 and Year 6.
 - Most pupils are achieving well as they progress through the school.
 - The subject is well led and managed.
56. The teaching and learning are good overall. Pupils of all abilities achieve well with many higher attaining pupils exceeding the levels expected of seven and eleven year olds in the national tests each year. The lessons are well planned and the great majority of pupils are engaged

and enthused by the activities. Scrutiny of their previous work shows that the pupils respond well to the challenges set for them. Across the school, there is good development of skills in problem solving. For example, in a Year 3 lesson on fractions good use of the resources and the teaching assistants enabled all groups to contribute in a meaningful way. The pupils' self-esteem was raised and all groups achieved well over the lesson. Similar support in a Year 2 lesson enabled the pupils to develop their mental calculation skills effectively and good management ensured that the sessions were carefully matched to the concentration of the different groups. Throughout the school, the pupils' knowledge and understanding are developed well in all areas of mathematics. The pupils respond with good levels of collaboration and cooperation, and this contributes well to their personal and social development.

57. The leadership and management of the subject are good. The resources are plentiful and well organised so that they are contributing to the raising of standards across the school. However, the marking of the work does not give the pupils any indication of what they must do in order to improve. This remains an area of improvement for the school.

Mathematics across the curriculum

58. There is appropriate use of mathematical skills in other areas of the curriculum. For example, in science the pupils record the results of their investigations in tables and block graphs. They also make good use of their skills of measuring in design and technology lessons.

SCIENCE

The provision in science is **good**. Standards are high and the majority of pupils are achieving well as they progress through the school. Their skills of investigation are good overall.

Main strengths and weaknesses

- The teaching and learning are good across all ages, particularly the skills of investigation
 - The pupils respond to the planned activities with interest and enthusiasm.
 - The planning of the curriculum is good with a new scheme of work for science producing better continuity and development of the pupils' knowledge and understanding.
 - More use could be made of ICT skills in recording the data and observations of experiments.
59. The following judgements are based on the two lessons that were observed and a scrutiny of the pupils' previous work, the teachers' planning and discussions with teachers and pupils. Most pupils of different abilities achieve well, particularly many higher attaining pupils who are exceeding the levels expected of seven and eleven year olds in the national tests each year. The teachers' lesson planning is now supported by national guidance, which is enabling better development of skills, knowledge and understanding across the school. The great majority of the pupils are enthused and engaged by the activities planned for them and respond with interest. For example, in the Year 1 / 2 lesson seen, the pupils developed their understanding of the transparency, translucence or opacity of different materials. Good emphasis on the correct use of vocabulary successfully developed their understanding of such terms as 'opaque, transparent and translucent'. A scrutiny of their previous work shows that the Year 6 pupils use their mathematical skills in recording the results of their investigations in the form of bar charts, tally charts and tables. However, the pupils do not make enough use of computers for this type of recording. The pupils' enthusiasm for science was evident in the Year 5 /6 lesson where they investigated how well certain materials could 'muffle' sounds. They were fully involved and cooperated well in small groups. Much science work is planned for pairs or small groups and this contributes well to the personal and social development of pupils across the school. However, the marking of the work does not give the pupils any indication of what they must do in order to improve. This remains an area of improvement for the school. The subject is well led and managed and the resources are good. They are well organised, readily available and used effectively to enhance the pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards at age eleven are below average.
- The co-ordinator teaches well and staff training is underway
- The organisation of resources makes it difficult for ICT to be in regular use

Commentary

60. The development of ICT across the school features prominently within the school's current plans. Recent improvements in the school's stock of computers and the introduction of New Opportunities Fund training for the staff has seen the profile of the subject increasing in recent times. However, progress has not been fast enough. The pupils between Years 1 and 4 have seen the greatest benefit from the new, small computer suite because they have been taught the subject on a regular basis since starting school. As a result, their knowledge, skills and competence have matched the expectations of the National Curriculum. However, there remain large gaps in the knowledge and experience of the pupils in Years 5 and 6, most notably in their very limited experience of how to use ICT to control devices or detect physical changes.
61. The co-ordinator is developing sound subject knowledge. At the time of this inspection, she was teaching the subject successfully to pupils across the school each afternoon. However, this will stop once the pupils in the Foundation Stage start attending school full time. In the lessons observed, the co-ordinator's teaching was good and the pupils' positive response led to good achievement. This was evident, for instance, when the Year 3 pupils inserted images to illustrate the text of the poem they had been studying in English. There is a helpful curriculum framework that outlines what needs to be taught and when. However, the levels of staff expertise vary widely and the analysis of the pupils' work shows that achievement amongst the oldest pupils is not as good as elsewhere in the school.
62. Part of the problem is that the small suite of computers is located a considerable way from the classes containing Years 1-6. These machines stood idle for the majority of each morning until the co-ordinator was free to start her teaching in the afternoon. This is a waste of valuable resources and contributes to the slow progress of the oldest pupils, many of whom are capable of working independently with the computers in a responsible manner.

Information and communication technology across the curriculum

63. The teachers are not making the most of the power of ICT to support learning across the curriculum. For instance, there is very limited evidence of the pupils using ICT to support research in history and geography, to sift and analyse data in science or to compose directly to screen. As noted above, the current deployment of the computers makes it difficult for staff to incorporate their use in other subjects and the classroom based resources are insufficient.

HUMANITIES

During the inspection no lessons in geography and religious education were seen, but three lessons in history were observed. Additional information was gathered from an examination of the pupils' previous work in all subjects, a scrutiny of the teachers' planning and discussions with the staff and pupils.

In geography, the pupils' previous work shows that they make satisfactory progress in developing their knowledge of the wider world and in their acquisition of skills in map making. The pupils are achieving average standards by the end of Years 2 and 6.

History

The provision in history is **good**.

Main strengths and weaknesses

- Overall, the teaching of history is good
- The pupils in Years 1 and 2 are achieving very well
- By the end of Year 2, standards in history are likely to be above those expected
- More use could be made of information and communication technology to enable the pupils to do their own research.

64. In the three history lessons seen, the teaching was good overall. In Years 1 and 2, the pupils showed very good knowledge and understanding of the events and people involved in the Great Fire of London, and had used it very effectively in developing a classroom collage. During the course of the lesson observed, the teacher encouraged the children to act out the story of the fire by taking different roles such as the baker or King Charles. The pupils' total involvement demonstrated their keen commitment and good recall of the story.

65. The school makes particularly good use of a wide range of visits and visitors to school to enhance its history curriculum. For example, the current work in Year 3 on the Tudors has been greatly enlivened by visiting actors who came to school and worked in role with the pupils throughout the day. A series of photographs shows that everyone was dressed in costume and conversations with the pupils confirmed that this event enhanced their learning. In this way, the pupils' imagination is used effectively to build up a picture of what life was like in the past and in a Year 3 lesson on life in a London street, the writing included phrases such as 'a disgusting smell' and 'a rat scuttled over my feet'. The Year 6 pupils were able to talk sensibly about similarities between the voyages of John Cabot in Tudor times and their earlier work on the Spanish invasion of the New World. In each of the three lessons, the pupils showed good levels of concentration on their tasks, while at the same time supporting each other. Some pupils know how to use books for research purposes, but there was very little evidence of the use of computers for this purpose.

Religious education

The provision for religious education is **satisfactory**.

Main strengths and weaknesses

The use of a good range of resources enhances the lessons and thereby the pupils' learning

Commentary

66. Religious education is taught in accordance with the requirements of the Locally Agreed Syllabus and will be further enhanced by the new scheme of work for Personal, Social and Health Education that the school has just adopted.

67. In Year 2, the pupils' work in religious education has focused on developing their understanding of feelings and how they affect their everyday lives. In Year 6, the pupils are currently studying the Hindu religion and have made a good start in developing their understanding of some the stories and practices of this faith. The eye-catching artefacts on display have intrigued the pupils and their good literacy skills have allowed them to make effective use of the interesting range of reference materials available.

68. Four school assemblies were attended, in which good opportunities are taken to build up the pupils' awareness of their own religion and the beliefs of others.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

One lesson was observed in each of the following subjects: art and design, music and physical education. A sample of the pupils' work was examined in music, art and design and design and technology.

The physical education lesson with Years 1 and 2 successfully met its objectives. Teachers' planning covers the necessary work and includes regular swimming lessons. The Year 6 pupils' work in design and technology currently focuses upon designing and constructing a pair of slippers. The quality of their plans shows good attention to detail and a sound awareness of the need to ensure secure fixing and attractive finishing of their work. The early indicators are that the vast majority are able to measure accurately and cut out templates with care. A variety of other, good quality work is attractively displayed around the school.

Art and design

The provision in art and design is **good**.

Main strengths and weaknesses

- The teachers have good levels of expertise in this area of the curriculum
- Skills and techniques are taught carefully
- The resources are of good quality and encourage careful work

Commentary

69. The pupils achieve well in art. The corridors and classrooms are filled with displays of their good work in a variety of media. For example, the school entrance has a magnificent panel of ceramic tiles made and glazed by the children with the assistance of a parent who is a professional ceramic artist. The key to the quality of the pupils' work lies in the good subject knowledge that underpins the systematic teaching of basic skills and techniques. The Year 2 art folders show an excellent progression of work on expanding and developing images as preparation for the pupils' own collages depicting the Great Fire of London.

70. By Year 6, the pupils are filling their sketchbooks with a variety of good observational drawings, notes and jottings about artists, such as Kandinsky. In the lesson seen, the teacher's own expertise enabled her to draw the pupils' attention to the effect of light and shade on the appearance of the fruit they were to draw and by the use of a video in which an artist demonstrated and explained his technique. The teachers provide good quality resources, such as a variety of sketching pencils of different softness, oil pastels and proper watercolour brushes. This makes the pupils feel and behave like artists and is reflected in the good quality of their work.

Music

The provision for the teaching of music is **good**.

Main strengths and weaknesses

- The subject knowledge of the co-ordinator and her teaching throughout the school are important factors in the standards achieved by the pupils
- The breadth of musical activity within the school is another positive feature.
- There is an increasing breadth of cross cultural reference points in the curriculum.

Commentary

71. Music has a rising profile in the school thanks to the enthusiasm of the new co-ordinator who has a degree in the subject. She currently teaches music in the three classes comprising pupils in Years 1 – 6. The quality of the work on the tape provided to the inspection team shows that the children's attainment is clearly in line with the expected levels at ages seven and eleven. By age eleven, the children learn a good variety of songs from an interesting range of cultures, such as a South African protest song or "Keep the beat," a simple rap. The recordings demonstrate how the pupils' initial attempts are ragged and their articulation unclear, and that with practice their performances become tighter rhythmically and their intonation is more accurate. In the case of the protest song, the children later made up their own verse.
72. The lesson observed with Years 1 and 2 was good. The teacher used the evocative theme of the poem "Windy Day" to challenge the children to create a piece of music that reflected the story of the poem. Her careful questioning and the good range of instruments provided helped the children to plan their approach. They worked very hard and showed good discipline and co-operation in taking turns to play. By the end of the lesson, they had learnt to follow their teacher as she "conducted" and had begun to appreciate how effective the use of crescendo and diminuendo can be in creating the mood of a piece of music.
73. Another strong feature is the increasing amount of extra-curricular music on offer to the pupils. There are recorder groups and a popular lunchtime choir. Several children receive instrumental tuition from the local authority music service and their achievements are good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The provision for the pupils' personal, social and health education is **satisfactory**. The school has recently adopted a new scheme of work to support the teaching and learning in this aspect of its curriculum. It is comprehensive and addresses all the requirements of the National Curriculum but it has not yet been in use long enough for the inspection team to assess its effectiveness. The school already makes some provision for health education through the annual visit of the Life Education Centre, and the pupils in Years 5 and 6 benefit from their residential visit to the Longtown Outdoor Education Centre.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
Overall standards achieved	3
Pupils' achievement	3
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	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	5
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	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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

