

**ST ANNE'S CHURCH OF ENGLAND LYDGATE PRIMARY
SCHOOL**

Oldham

LEA area: Oldham

Unique reference number: 105689

Headteacher: Mr P Scowcroft

Lead inspector: Mr J Warren

Dates of inspection: 26th – 29th January 2004

Inspection number: 260545

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 - 11 years
Gender of pupils:	Mixed
Number on roll:	181
School address:	Cedar Lane Grasscroft Oldham Lancashire
Postcode:	OL4 4DS
Telephone number:	01457 873777
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Appropriate authority:	Local Education Authority
Name of chair of governors:	Dr Hugh Sturgess
Date of previous inspection:	13 th September 1999

CHARACTERISTICS OF THE SCHOOL

St Anne's Church of England Lydgate Primary School is a smaller than average primary school providing education for 181 boys and girls between the ages of 4 and 11. It is situated in a residential area of Saddleworth just outside Oldham. Most pupils come from owner-occupied houses in the immediate area, although a few come from further afield because their parents prefer them to attend this school. The attainment of children on entry to the school is generally above that expected for their age. All the children in the Reception class had some form of pre-school education. At present there are no pupils from minority ethnic backgrounds or for whom English is an additional language. Four pupils are eligible for free school meals, which equates to a percentage below the national average. The number of pupils on the special educational needs register is below the national average. One pupil has a statement of special educational needs; again, this is below the national average. Very few pupils leave the school before the age of 11 and relatively few start at a time other than in the Reception year.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17893	John Warren	Lead inspector	Science, Information and communication technology, Religious education, History, Geography
19419	Sue Boyle	Lay inspector	
11635	Brian Barkway	Team inspector	Mathematics, Art, Design and technology, Music, Physical education
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St Anne's Church of England Lydgate Primary School has **serious weaknesses in the areas of leadership and management but provides an acceptable standard of education**. It is a fairly effective school because there is some good and very good teaching, standards in the core subjects are higher than those nationally and pupils' attitudes are very good. The curriculum is broad and meets statutory requirements. Care, support and guidance are sound. However, leadership and management are unsatisfactory overall and this has a negative effect on some pupils' achievement. **The school provides unsatisfactory value for money.**

The school's main strengths and weaknesses are:

- The leadership and management provided by the head teacher are unsatisfactory
- Improvement since the last inspection is unsatisfactory in some important areas
- The provision for the youngest children in school is very good
- Pupils' attitudes and behaviour are very good
- Standards in core subjects are higher than national averages, but below those of similar schools in English
- Achievement in writing and mathematics is unsatisfactory, especially for the more able pupils in school
- The workload of some senior staff is too heavy

Some aspects of the school's work have improved since the last inspection, notably in provision in the Foundation Stage. Standards in core subjects rose after the last inspection and have remained above national levels. Also, teachers are now attaching National Curriculum levels to planning for lessons, which was a weakness at the last inspection. Subject managers have been given basic job descriptions and now have some non-contact time to support the work they do. However, in significant areas there has been insufficient improvement. In the areas of assessment, school development planning, rigorous subject leadership and the leadership and management of the head teacher, there has been insufficient improvement since the last inspection, when these aspects were identified as important and key issues.

STANDARDS ACHIEVED

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

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

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils have attained similarly at the end of Year 6.*

Although pupils' achievement in tests, in comparison to similar schools indicated in the table above, appear unsatisfactory in English and science, these grades are affected by the lack of achievement of just one or two pupils. **Pupils' achievement is satisfactory overall.** In the Reception class children's achievements are satisfactory and many reach, and are exceeding, the Early Learning Goals for all the areas of learning. In Years 1 and 2 pupils' achievements are satisfactory in reading and mathematics but unsatisfactory in writing. Standards reached are above national expectations in reading and mathematics and similar to national levels for writing. In junior classes most pupils make satisfactory progress in English, mathematics and science, and the standards reached are in line with national levels in science and above in English and mathematics. Achievement in these subjects is satisfactory. More able pupils' achievements in writing and mathematics are unsatisfactory. Pupils with special educational needs (SEN) make good progress.

Pupils' personal development is good overall. Their spiritual, moral, social and cultural development is good. Behaviour and attitudes to learning are very good in Reception and in Years 1 and 2 and good in the junior classes. This is mainly because of the high expectations of behaviour teachers have of their pupils and the encouragement and motivation they offer them. Attendance is very good.

QUALITY OF EDUCATION

The overall quality of education is satisfactory. The curriculum is broad and planning is satisfactory so there is a suitable range of learning experiences for most pupils. The curriculum for pupils in Reception is good. **Teaching is satisfactory** overall, with some good and some very good teaching in all areas of the school. In these lessons learning is good because teachers have high expectations of the quality of work to be produced and set tasks which challenge all pupils in the class. Consequently, pupils make good progress and achieve more. There is some unsatisfactory teaching in some junior classes and in these lessons pupils' achievements are not so good and their attitudes to learning are not as good as they might be. Assessment is unsatisfactory. Assessment is not yet used effectively to support learning and this was a key issue at the last inspection. The care and welfare of pupils are satisfactory overall and good in the Reception class. Links with parents are satisfactory.

LEADERSHIP AND MANAGEMENT

Leadership and management are unsatisfactory. The leadership provided by the head teacher is unsatisfactory because there has not been sufficient drive for school improvement since the last inspection, and school development planning is not detailed enough to guide improvements. Developments in assessment procedures are not far enough advanced and there has not been enough improvement in the aspect of the school's work concerned with analysing national test data. This limits the information given to teachers because work planned does not sufficiently build on what some pupils already know and can do. The deputy head teacher and other senior managers work hard to manage school developments, but their workload is distributed unfairly. Subject leaders, some of whom are recently appointed and also have many other responsibilities, are not adequately supported in their roles and so have insufficient influence on standards and achievement. The governing body is well led but is unable to hold the school to account for the standards achieved because of the poor quality of information provided by the head teacher. Overall, their work is satisfactory

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents hold the school in high regard and believe that teaching is good and that the school is well led and managed. Pupils think highly of their school and enjoy the work they do.

IMPROVEMENTS NEEDED

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

- The head teacher should provide more direct and sustained leadership and take direct responsibility for significant aspects of school improvement
- The issues from the last inspection which have not been resolved should be addressed by the head teacher as a matter of urgency, especially the analysis and use of performance data to inform school development priorities
- The workload should be distributed more equitably between senior managers of the school
- Review school development planning to ensure that priorities are based on need identified from school performance data and have clear, measurable targets
- Raise standards in English, mathematics and science to reflect more accurately the potential achievement of all pupils in school
- Improve levels of achievement in writing and mathematics, particularly for the more able pupils.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is satisfactory throughout the school. Boys and girls do equally well and attain standards in the core subjects that are above national averages. However, when compared with schools that are similar, pupils do not do as well and underachieve. Pupils with special educational needs achieve well, but some of the more able pupils do not achieve as much as they should in English and mathematics and science.

Main strengths and weaknesses

- Standards in core subjects are above national expectations but below those in similar schools for English
- Achievement in writing is not as good as it should be, especially for more able pupils and particularly in Years 1 and 2
- Pupils with special educational needs achieve well

Commentary

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

Standards in:	School results	National results
English	27.7 (28.7)	26.8 (27.0)
Mathematics	28.4 (28.4)	26.8 (26.7)
Science	29.6 (29.3)	28.6 (28.3)

There were 34 pupils in the year group. Figures in brackets are for the previous year

1. Children in the Foundation Stage arrive in school with attainment above what might be expected. Given the good teaching and curriculum they receive, they make satisfactory progress and many are already achieving the Early Learning Goals in most areas of learning.
2. National test results for seven-year-olds indicate that after the last inspection standards rose quite sharply and peaked in 2001, with reading and mathematics appearing to be significant strengths. Results have remained high, although overall there is a very slight downward trend, most noticeably in writing.
3. In 2003 test results show that pupils achieved well above average standards in reading and mathematics when compared to those in all schools, and broadly average standards in writing.
4. The school is broadly in line with similar schools in reading and mathematics, but well below in writing.
5. Tests for 11-year-olds show a similar rise after the last inspection in each core subject to a level that was above the national average. These standards remained high until 2003, when standards in English fell.
6. When compared to those in similar schools standards are average in mathematics and science but below what might be expected in English.
7. Pupils' achievement in national tests for 11-year-olds in relation to their attainment in tests in 1999 as seven-year-olds is in line with what would be expected for mathematics but below expectations for English and science. This is underachievement.

8. Pupils with special educational needs achieve well and few pupils achieve below the national expectation in reading and mathematics.
9. Standards in the core subjects of English, mathematics and science are high overall but not high enough in English and mathematics for some of the more able pupils. Standards in information and communication technology, religious education and music are in line with expectations. For other subjects of the curriculum there was insufficient evidence to reach a judgement.
10. Pupils' achievements over time in school are satisfactory in reading and mathematics in Years 1 and 2 and in all three core subjects in Years 3, 4, 5 and 6.
11. A scrutiny of work in school, conversations with pupils and lessons seen indicate that achievement is not high enough in writing and in mathematics, especially in Years 1 and 2 and in some classes in the juniors. Too many pupils do not achieve as much as they should. Most often it is the pupils who are capable of higher achievement that are not sufficiently challenged. This is due to the low expectations of some teachers, some unsatisfactory teaching in the juniors and insufficient use of assessment information. The school has recognised the issue of insufficient achievement and it is noted on the school development plan.
12. Pupils with special educational needs are identified early and given good support that helps them to make good progress and achieve well. The individual education plans needed for some pupils are clear and give good support to teachers, an improvement highlighted as necessary at the last inspection.

Pupils' attitudes, values and other personal qualities

Pupils' attendance is very good. Their attitudes and behaviour are very good. They have very good relationships with each other and with adults and have a high level of self-confidence and self-esteem. Their spiritual, moral, social and cultural development is good, although their spiritual awareness is insufficiently developed.

Main strengths and weaknesses

- Attendance rates are high
- Pupils' attitudes to school and their behaviour are very good

Commentary

13. Parents value their children's education and ensure that they go to school and arrive on time. This has resulted in the consistently well above average attendance rates over the past few years. The biggest impact on attendance rates is the number of children going on holiday during the summer term. The school takes appropriate steps to discourage this by reminding parents frequently about the importance of good attendance.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.5	School data	0.1
National data	5.8	National data	0.4

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

14. Pupils enjoy school and work hard in their lessons, a feature confirmed by parents and by the pupils themselves. Behaviour is very good. An important factor in this are the high expectations teachers have of their pupils' behaviour and the positive relationships they enjoy. However, each year there are a few fixed-term exclusions. They are often used as a punishment for one-off

incidents rather than as the final sanction in a longer process. There are no permanent exclusions.

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	180	1	
Mixed – White and Black Caribbean	1	1	

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

15. Pupils are courteous and friendly, and talk confidently about their work and their future aspirations. The good social and moral provision contributes to this strong feature of the school ethos.
16. Although spiritual development is satisfactory overall, pupils are not given enough opportunities to reflect on their experiences. The act of collective worship, while fulfilling statutory responsibilities, does not enhance this aspect of pupil development sufficiently. Pupils benefit from a number of cultural activities such as visiting local museums. Recently developed links with a nearby school give pupils good experiences of other cultures, and provide extra meaning to the studies of other cultures in religious education lessons.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall the quality of education provided by the school is satisfactory. Teaching is satisfactory overall. The curriculum is satisfactory - broad and balanced with appropriate policies and schemes of work in place, an aspect found wanting at the last inspection.

Teaching and learning

Overall teaching is **satisfactory** and consequently learning is also **satisfactory**. **Assessment is unsatisfactory**.

Main strengths and weaknesses

- The teaching in Key stage 1 and Reception is a strength
- The encouragement given to pupils and their consequent interest in their work is good
- The insistence on high standards of behaviour
- The high capacity of pupils to work independently and collaboratively
- The tardiness in addressing the assessment issues raised by the previous inspection reports and the lack of evaluation of the effectiveness of the new procedures
- The use of assessment to respond to individual needs, especially in relation to the most able pupils
- The small amount of unsatisfactory teaching that takes place in Key Stage 2

Commentary

Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	5 (14%)	16 (44%)	13 (36%)	2 (6%)	0 (0%)	0 (0%)

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

17. The key strengths that make teaching in the Reception class good are the links between a good understanding of the Foundation Stage curriculum and the high expectations of what the children can achieve. The teacher ensures that a range of interesting tasks is available throughout the day that helps the children to constantly increase their understanding of the world around them. All the teaching staff encourage them to reflect on what they observe through probing questioning and their insistence on high standards of behaviour, and this ensures that a stimulating learning environment has been created in which all children fully partake.
18. In Key Stage 1 classrooms teaching staff again have good subject knowledge that allows them to present difficult learning concepts in ways that the children can understand and link to prior learning. A good example of this was in the Year 2 class, where the teacher linked the new problem-solving tasks to the work done the day before on giving change in an imaginary café. The children's activities are interesting and well resourced, and the teaching staff's own enthusiasm is infectious. An example of this was in the Year 1 class, where the teacher's own enjoyment of the story led to the children being suitably imaginative and productive in writing their own sentences that developed the story further.
19. This encouragement of the children is a common feature in teaching across the school. In Year 3 the teacher modelled creating her own story that clearly fired the imagination of the children, as shown by their response to it and the refinements they suggested. In a Year 5 mathematics lesson all groups of pupils were successful in manipulating numbers to two decimal places as the teacher had suitably provided sufficient challenge in interesting tasks for each group. All pupils were very productive and made very good progress in their learning due to their enjoyment and the feeling of success that was created.
20. Teaching staff have consistently high expectations of behaviour, except in one of the lessons where unsatisfactory teaching was observed. Classrooms have sets of class or 'golden' rules displayed and children can explain exactly what is expected of them. A range of behaviour strategies is expertly used by nearly all teachers. This results in them providing lively and interesting tasks for the pupils, confident that the classroom will remain a supportive learning environment. A very good example of this was in a Year 5 music lesson where all children had their own musical instrument and in pairs were playing complementary rhythms. They all took part enthusiastically, and the learning objectives were reached successfully.
21. A significant strength of the school is the children's highly developed capacity to work both independently and collaboratively, as was seen in a large number of the good and better lessons. In a Year 2 numeracy lesson the teacher needed to provide concentrated support for one group of children whilst the rest of the children continued with their activity of buying food and drink from a café and tendering the smallest number of coins to purchase the goods without change being needed. The teacher encouraged them to discuss the activity in their groups and to help each other when necessary rather than seeking support from her. All the groups of children who were working independently carried out this task successfully and left the teacher undisturbed.
22. In Year 6 children had to choose mathematical problems that they felt provided sufficient challenge and then work together to solve them. The teacher had ensured that suitable challenge was to be found within the different questions but was then able to support her focus group without being disturbed whilst the other children earnestly discussed how to solve their problems. In these tasks the children had to identify what was the necessary information needed to solve the problem and what information was superfluous. Due to their ability to listen sensibly to each other and reflect on their partners' arguments, the difficult problems were tackled successfully.
23. A common feature of unsatisfactory lessons were the shortcomings in the teachers' subject knowledge and the lack of planning to provide activities that enabled children to make progress in their learning. These led to pupils becoming restless and the standard of behaviour falling to an unsatisfactory level. Pupils did not concentrate on their work, partly because they were unsure about how to do it correctly. Part of the problem was that the work presented was not

satisfactorily matched to the children's abilities, especially the more able, and the tasks did not sufficiently focus on the identified learning objectives. The children's lack of success slowed the pace of the lesson, which in turn provided a further opportunity for them to lose interest in their tasks and their progress slowed.

24. The main criticism of teaching and learning relates to the school's unsatisfactory analysis and use of assessment. This issue was raised during the last inspection in 1999 and progress has only been made in tackling it since the appointment of the current assessment co-ordinators just over a year ago. A good assessment procedure is now in place that has the potential to provide teachers, children and parents with the necessary information. Individual targets are being set for each pupil in English, mathematics and science, which are made known to the children and their parents. These targets relate very closely to the National Curriculum level descriptors, a requirement of the last report. Teachers note when children reach their targets and there are opportunities for self-assessment by children and the involvement of parents. The assessment procedures in place fulfil statutory requirements.
25. The rate at which this key improvement has taken place is unsatisfactory. As yet, the new co-ordinators have not been given time to evaluate the effectiveness of the procedures they have introduced. There is evidence, both in teachers' planning and in their comments in lessons, that assessment is starting to inform planning, but the lack of comments in some pupils books to inform and guide pupils in the marking of their work does not comply with the school policy.
26. The last inspection report required that the assessment information be better used to respond to individual needs. As yet, a thorough analysis of the strengths and weaknesses of the school's performance in the end-of-key-stage assessments has not been carried out for English, mathematics or science, especially in relation to similar schools. This, together with the over-reliance upon comparison with all schools nationally rather than similar schools, has led teachers to have too low an expectation of what pupils can achieve, especially the most able. For example, teacher assessment of writing in Year 2 currently identifies no child who will achieve Level 3.

The curriculum

Overall the breadth of curricular opportunities is satisfactory. The opportunities for enrichment are satisfactory overall and good in the Foundation Stage. The quality and quantity of resources and accommodation are generally satisfactory, and very good in the Foundation Stage.

Main strengths and weaknesses

- The curriculum in the Foundation Stage is very relevant to the needs of the pupils
- The needs of SEN pupils are met well
- The accommodation in the Foundation Stage is very good
- There are not enough planned opportunities for the more able to succeed

Commentary

27. The curriculum is satisfactory and meets the needs of the National Curriculum and religious education. At the time of the last inspection policies and schemes of work were not up to date for religious education, art, music or physical education. These documents are now all in place and up to date.
28. Nationally produced schemes of work are used for most subjects, and the school is beginning to adapt them to suit the needs and interests of its pupils. However, there are not yet sufficient planned opportunities to challenge more able pupils. Data from national tests is not adequately analysed to inform developments in the curriculum. This was an issue at the last inspection and remains unresolved.

29. The curriculum for literacy and numeracy is satisfactory overall, but there are too few opportunities for pupils to develop and extend their writing skills.
30. The curriculum in the Foundation Stage is very stimulating and sustains the children's interest. There is a good range of activities across all areas of learning, and an appropriately strong emphasis is placed on children's personal, social and emotional development.
31. The curriculum for pupils with special educational needs is thoughtfully planned and well supported in class. Extra staffing is used to good effect to allow SEN pupils to work with similar objectives to other pupils but starting from their level and this helps them to make good progress. In this respect the school is inclusive. The good relationships between staff and pupils mean that all children are confident and their contributions are valued.
32. Staffing levels are appropriate and teachers are suitably qualified. Job-share arrangements mean that two classes have different teachers for parts of the week. Some parents are concerned about this, but overall provision is not badly affected. There is some lack of liaison between teachers which means that assessment of what pupils learn in one part of the week is not always used by the teacher teaching the other part.
33. The accommodation and resources in school are satisfactory overall and very good in the Foundation Stage. There is plenty of space for children to play on the floor and at tables. There is a designated wet area with good facilities for sand, water and creative activities. The outdoor provision has been improved since the last inspection and has a sheltered area with safety flooring.

Care, guidance and support

The school's arrangements for the care, welfare and safety of pupils are generally **satisfactory**, as are the ways it seeks their views. Academic support and guidance are **satisfactory**.

Main strengths and weaknesses

- Staff training for child protection procedures are not up to date
- The individual target-setting processes are a good development

Commentary

34. Staff are concerned for pupils' welfare and very caring in their approach. Parents are very satisfied that their children are well cared for, and on a routine day-to-day basis this is the case, with, for example, arrangements for first aid having a high priority. Child protection procedures are in place, and staff are fairly clear about policy. However, all staff, including the head teacher, who is the person with responsibility, are in need of updated training. The leadership and management of the school have not been effective in this aspect of their work.
35. Monitoring of academic development is improving with the implementation of individual targets for pupils which are shared with them on classroom walls and with parents through the school's new homework diary. Parents and pupils comment favourably on this process. However, it has only recently been introduced and was identified as an issue at the last inspection, so overall improvement in this aspect is unsatisfactory. The support and guidance given to pupils based on the monitoring of their achievements is not sufficiently rigorous.
36. The school council gives the pupils a voice in school affairs and they feel that their suggestions are sometimes acted upon.

Partnership with parents, other schools and the community

The school has effective links with parents, and links with other schools are **good**. The links with the community are **unsatisfactory**.

Main strengths and weaknesses

- Parents' opinions of the school are very positive, and they give very good support to learning
- There are good links with other schools
- Links with the community are unsatisfactory
- Parents are not consulted sufficiently

Commentary

37. Parents feel that they are welcome in school, and a particularly good feature of this welcoming approach is that they all have a weekly invitation to lunch. Parents are very supportive. A good number help in classrooms, and their help is valued. The parent-teacher association is thriving and raises a great deal of money. This has been used for major projects such as the covered area for the Foundation Stage outdoor area. This has greatly improved the provision for the youngest children in school.
38. The homework planners provide a good link between home and school. There is some good information that enables parents to be involved with what their children are learning and to support learning at home. This is particularly the case in mathematics and English. Much of this information quite rightly relates directly to the National Curriculum, but, because of this, it does not give a flavour of the work that the children will be doing. Information about work pupils will be doing in other subjects, and how parents might support it at home, is given to parents, but not routinely.
39. Annual pupil reports have quite a bit of information about what pupils can do and illustrate pupils attainment, but are not always clear about the progress they have made. The parents' positive views and their support have a significant impact on pupils' attitudes to school and on their learning. There has been some involvement of parents in the formulation of school policy, but generally they are not consulted on a regular basis about what they would like for the school.
40. The school has effective links with other schools that support the curriculum and pupils' personal development. These range from drawing on the expertise and facilities of schools that have specialist college status, to the link with a primary school in which there are a large number of pupils from different ethnic backgrounds. Links with nurseries that the children attend before starting school are good. Transfer arrangements to other secondary schools are generally satisfactory. A good feature of transfer to one of these schools is a learning mentor who gives very good support to those who find transfer difficult.
41. The school has satisfactory links with the church. The choir and recorder groups perform for elderly people in the village, and the community police have begun visits. Local groups make use of the school building. Over the years the school has drawn on the expertise of parents and other people, but established links with the community are few.

LEADERSHIP AND MANAGEMENT

Overall the leadership and management of the school are **unsatisfactory**. The governance of the school is **satisfactory**, as are the leadership and management of some key staff, but the leadership and management of the head teacher are **unsatisfactory**.

Main strengths and weaknesses

- The head teacher does not provide clear leadership

- The management of the head teacher is unsatisfactory
- Leadership and management of other key staff are satisfactory
- The governors' understanding of the school's strengths and weaknesses is satisfactory, although it is limited by the information made available to them
- The challenge and support offered to the school by governors are good
- The leadership of the Foundation Stage is a strength

Commentary

42. The leadership provided by the head teacher is unsatisfactory. He is a caring professional who has built up good relationships within the school community over a long period of time but does not demonstrate clear leadership of school improvement issues, placing too great a reliance on others in the leadership team. Although he has recruited good staff, the workload allocated to some of them is unreasonable and consequently their effectiveness is reduced. The head teacher is directly responsible for very few aspects of the school's work and is not therefore leading by example or effectively reducing others' workload.
43. Although the head teacher is one of the few staff to have been present at the last inspection, he has not effectively led sufficient developments in aspects of the school's work identified as in need of improvement at the last inspection in 1999. At that time the school was criticised for not analysing national test data to inform improvements and it still does not do this. Consequently, school priorities and developments are not linked to the outcomes pupils achieve in tests. The role of subject leaders was also criticised and has not improved sufficiently. Job descriptions are too vague and do not give them adequate guidance. Although they all work very hard and are beginning to gain good information about their subject, for example in English, they do not yet have a secure view of needs, and action plans are of limited value. Monitoring of teaching and learning is still underdeveloped, another issue identified in the last inspection.
44. The school development plan, criticised at the last inspection, is still an ineffective tool for leading improvements. It lacks clear targets related to pupils' needs and the criteria by which achievement can be measured. Most actions on it are timed to be completed by autumn 2003, which does not indicate a vision for improvement over a longer period.
45. The management exercised by the head teacher is unsatisfactory. The significant areas of weakness identified above that remain concerns in this inspection are examples of the lack of urgency in his work. Too little is done to provide good-quality information through monitoring, and when information is gathered it is not used effectively or quickly enough. For example, a good evaluative document prepared by the literacy co-ordinator in 2002, which indicated areas for development in the subject. The earlier document had no apparent impact and the new document is yet to be shared with the school community. Although there is a programme for watching teaching, it has fallen behind schedule in the past year and scrutinies of pupils' work happen too infrequently to affect pupils in school now. Consequently, there is little way of knowing the impact of recent professional development initiatives on learning.
46. The deputy head teacher has a clearer vision for improvement and is effectively improving aspects of school management and her subject leadership. She and other recently appointed staff have started improving assessment procedures generally, but this was only started recently, despite being highlighted in the last inspection. The Foundation Stage leader has good leadership and management skills and is having a significant impact on the provision in this area. This teacher and the deputy head teacher are also responsible for key stage leadership and assessment as well as subject leadership in more than one area. Despite this heavy load, they work hard and are creating an effective team. However, their work is hampered by the lack of clarity and prioritisation in the school development plan.
47. The governors are a concerned and knowledgeable body that put considerable time and effort into their roles. They have set up all appropriate committee structures and meet regularly. They involve themselves in target setting and fulfil their statutory duties fully, including those relating

to the head teacher's performance management objectives. They usefully 'adopt' a class each and follow their progress through the school. This gives them a good overview of progress and ethos. Their view is that there is an element of underachievement by pupils, given their good attainment on entry. They are also concerned by the lack of progress on addressing key issues since the last inspection and feel frustrated that they are unable to fully hold the school to account because of the quality of information provided by the head teacher.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	437,299
Total expenditure	421,283
Expenditure per pupil	2,328

Balances (£)	
Balance from previous year	2,100
Balance carried forward to the next	18,116

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

48. Provision for children in the Foundation Stage is good and has improved since the last inspection. They all enter in the September before they are five and have all had some form of pre-school provision, with most attending private nurseries. Most children enter with above expected levels of attainment. Overall they make good progress in the Reception class due to good teaching and the provision of a wide range of interesting and relevant activities. However, the more able children do not achieve enough, especially in writing. There are a range of teacher-directed and independent activities, but the children are not given enough opportunities to make choices about which activity they wish to do. The accommodation is very good, with plenty of space and good play equipment. The outdoor provision has been improved since the last inspection with the addition of a sheltered area and safety flooring.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for personal, social and emotional development is **very good**. Children achieve well and reach high standards.

Main strengths and weaknesses

- Children achieve well because of good teaching and high expectations set by the staff
- Every opportunity is taken to enhance children's development and they are already achieving many of the Early Learning Goals (ELGs)
- Supportive relationships are established and children feel happy and confident

Commentary

49. The children enter with a good level of social skills and readily conform to the boundaries set by staff. They know the routines well and settle to their tasks with no fuss. The adults are positive and encouraging and children work calmly and with high levels of engagement. The classroom rules are clearly understood and are consistently applied. Children are praised for kindness and sharing, and rewards are used to good effect; for example, lunchtime certificates are awarded by lunchtime supervisors.

50. The children work well together, sharing and negotiating over their play. Boys and girls mix well and are confident when expressing their ideas and opinions in a range of settings. In whole-class situations children raise their hands and wait their turn, listening attentively to their classmates. There is a very supportive environment and children have the confidence to express feelings and to talk about their home lives. They are independent and put on shoes, coats and aprons with little adult help. They clear up after themselves and are willing to help others.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy is **good**. Children's achievements are **satisfactory** and standards are **high, except in writing**.

Main strengths and weaknesses

- Adults take every opportunity to develop children's speaking and listening, and children are already meeting the Early Learning Goals
- In light of the standards on entry, early writing is not sufficiently developed

Commentary

51. All staff take opportunities to develop the children's vocabulary through probing questions and insistence that they listen to the contributions of others. The children share books and enjoy listening to stories. There is good work on initial sounds. The teacher makes this work very interactive and fun, and children can identify letters and hear sounds in a variety of situations. There are good classroom displays of letters and words as models for early writing, but children do not have enough opportunities to use their phonic skills to have a go at writing.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**. Standards are **high** and children's achievements are **satisfactory**.

Main strengths and weaknesses

- Adults provide a wide range of activities to support learning
- Staff intervene appropriately in children's play to further their mathematical understanding

Commentary

52. Most of the children can count beyond ten and recognise the numbers. They are beginning to understand numbers from 10 to 20 and there are many activities to reinforce recognition of two digit numbers. Children were fishing with nets in the water tray for a 1 and a 3 to make 13. They discussed which digit came first and explored that the reversal was 31. The language of comparison was effectively taught and reinforced through a range of practical and creative activities. The children played well with the Three Bears and their chairs, and adults intervened to reinforce the correct use of language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for knowledge and understanding of the world is **good**, as are children's achievements.

Main strengths and weaknesses

- Good use is made of visiting adults to extend children's understanding in this area
- A wide range of activities are planned to promote learning

Commentary

53. Teaching and learning are good and children achieve well. There is a good variety of appropriate and interesting activities to stimulate the children's curiosity and enhance their understanding. During the inspection the local police came to visit and brought their van. The children were very interested and asked some good questions. Many of their parents have jobs in public service and have come in to contribute to the topic 'People who help us'. The children can talk about a range of professions knowledgeably and are developing specialist vocabulary such as "stethoscope" and "turntable ladder". They have regular opportunities to use the computer for a range of tasks.

PHYSICAL DEVELOPMENT

Provision for children's physical development is **good**. The curriculum and resources provided are **good**, which is an improvement on the last inspection. Standards are high.

Main strengths and weaknesses

- There is now a good level of resources for outdoor play

- There is a good emphasis on physical activity during the planned week

Commentary

54. Children have well-planned opportunities to enhance their physical development because since the last inspection the school has provided better play equipment and a protected outside play area. There are clear and plentiful times planned for children to take part in the full range of activities provided. Teachers use praise and encouragement to ensure that all children take part in a range of activities to promote their physical well-being. Most children are active and improve their confidence and physical co-ordination.

CREATIVE DEVELOPMENT

55. It was not possible to make an overall judgement of provision and standards, but the activities observed and the work on display indicate that standards are as expected.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is **satisfactory** overall.

Main strengths and weaknesses

- Standards attained are high when compared to those in all schools but below average when compared to those in schools in similar circumstances
- Standards in writing, especially for the more able, are not high enough
- Pupils with special educational needs make good progress
- Marking does not always give pupils clear guidance on how to improve
- Presentation of pupils' work is good throughout the school
- Reading is taught well and standards achieved are good
- Standards of speaking and listening are good

Commentary

56. The quality of teaching in English is satisfactory overall and standards achieved are higher than the national average. The standards in writing are in line with national expectations, but below those for similar schools. The more able are not catered for sufficiently in lessons so that they may achieve Level 3 in Year 2 and Level 5 in Year 6. There were very few examples of extended writing in the pupils' work, and timetables show no provision for longer writing lessons. In some lessons opportunities for pupils to do their own writing were replaced with worksheets and in other lessons time was too limited for them to write at length. Pupils with special educational needs are given good levels of support and consequently make good progress. Fewer pupils achieve levels in tests below the national expectation than in other schools nationally.

57. Pupils' attitudes to the subject are very good. They enjoy their lessons and work hard. In a small number of lessons where teaching was unsatisfactory attitudes were not so good. Low-level tasks and work that was not challenging resulted in a lack of application by some.

58. Teachers mark children's work regularly and praise achievement. However, they do not always comment on how children might improve their writing. Some comments about punctuation, spelling or handwriting are made but are not followed up in subsequent work. There are individual targets for writing, but these are rarely referred to in lessons or in teachers' comments.

59. Reading is given a high priority throughout the school. Consequently, standards in reading are high. There are two well-stocked libraries and each classroom has a pleasant reading corner.

The children read regularly in school and the quality of questioning in guided reading sessions deepens their understanding and promotes a love of books. The younger children have regular story time and can talk confidently about a range of authors and illustrators. The older children are mostly confident independent readers and can tackle comprehension work well. Children in junior classes can use non-fiction texts to research facts. Reading is very well supported by the parents, and home reading records are completed for most children on a weekly basis right up to Year 6.

60. Standards of speaking and listening are good throughout the school. The teachers provide lots of opportunities for paired talk and collaborative group work in lessons and pupils are able to justify their views and listen to the views of others. The school council allows pupils to voice their opinions and represent their classmates.
61. The subject leader has only recently been appointed. She has begun to monitor children's work but has not yet been able to impact on classroom practice. The present action plan for English does not identify clearly what needs to be done to improve standards of writing, so it is not an effective tool. Assessment data is not used to bring about improvement. Overall leadership and management of this subject are satisfactory.

Language and literacy across the curriculum

62. Pupils use their language and literacy skills well in other subjects. For example, in science they often write reports to describe investigations they have done, or make notes on a topic they are researching. In religious education they use writing skilfully to retell important stories from the Bible. This was particularly evident in Year 2 and Year 6.

MATHEMATICS

Provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards are high when compared to national averages at both Key Stage 1 and Key Stage 2 but are less favourable when compared to those in similar schools at the end of Key Stage 2
- Assessment is not used satisfactorily to support the individual needs of pupils, especially the most able
- Children's attitudes to mathematics are very positive
- Encouragement is given to children that gives them confidence in tackling mathematical problems
- High standards of behaviour are insisted upon
- Inadequate support is given to the co-ordinator for monitoring and evaluating the teaching of mathematics
- Provision for pupils with special educational needs is good

Commentary

63. Standards are well above the national average and generally in line with the average for similar schools by the end of both key stages. The standards being attained both in the pupils' books and during the lessons observed present a similar picture to the actual attainment for 2003. Particular strengths are in number and algebra, where pupils can recall appropriate number bonds, accurately use addition and subtraction strategies, have an appropriate understanding of place value and can give reasons for their answers. By the end of Key Stage 2 children can accurately solve complicated mathematical problems, have a secure understanding of place value up to two decimal places, can identify a full range of two- and three-dimensional shapes, measure accurately and mentally solve problems concerning percentages.

64. The children have very positive attitudes to their lessons and enjoy the activities that they are presented with. They enjoy explaining their strategies for solving problems and work hard to finish tasks quickly and accurately. They take care with their presentation and this helps them to arrive at accurate answers. They sensibly discuss their work with others in their group and can work co-operatively and collaboratively.
65. These positive attitudes are a result of the teachers' ability to engage the children in their mathematical work and to encourage them to 'have a go' and provide answers to new mathematical questions. Children concentrate on their work and rarely does a teacher have to repeat explanations and questions because they are inattentive. This high motivation leads to pupils being very confident in talking to their peers and adults about their answers, but at the same time they listen to what is said to them and refine their learning. An example of this was in a Year 5 class where children were placing numbers with one or more decimal places on a number line. At first some were unsure of the value of these decimal places, but soon, after listening to others in the group, the majority were very secure in their understanding of these decimal places and their values.
66. In all but one lesson teaching staff have very high expectations of behaviour to which the children respond very positively. Part of the teachers' strategy is to ensure that the children have plenty of suitable work to do and nearly all teaching staff are very good at sensing how situations are developing and intervening as early as necessary.
67. The mathematics co-ordinator took up her post in September of last year. She has made a good start to addressing her responsibilities and has drawn up an action plan for achieving her targets for the subject. She provides a very good role model in her own teaching and has used the small amount of time made available to her to monitor teachers' planning and children's work. She has received some training to carry out her role but has not been provided with specific guidance; for example, her job description is a generic one that applies to all staff with responsibilities. As yet, there has been no organised evaluation of the teaching of mathematics through lesson observations within the school. Overall her leadership and management are satisfactory.
68. A weakness in this subject is the use of assessment data to support the needs of all pupils, especially the most able. This was also identified in the last inspection report. The outcomes of the end-of-key-stage assessments have not been rigorously analysed and therefore the strengths and weaknesses of the school's teaching and curriculum in mathematics have not been identified. The emphasis in mathematics so far has been on how well the school achieves in comparison with all schools nationally, and insufficient attention is given to raising performance compared to that in similar schools.
69. Whilst the provision for children with special educational needs is good in mathematics, there are too few opportunities provided to challenge the most able. In the best lessons, different activities are prepared for each ability group and this provides the right amount of challenge, but in some lessons the work provided for the middle and higher-ability groups is too similar. Evidence for this lack of challenge for the most able was clearest in their exercise books, where in some classes there was no difference between the work of different groups apart from the amount of work successfully completed.

Mathematics across the curriculum

70. Little evidence was seen of mathematics across the curriculum, although a number of limited examples were found of mathematics supporting work in science and the humanities. The school does not have a process for planning how best to link pupils' prior mathematics learning into other subjects in a relevant way.

SCIENCE

Provision for science is **satisfactory**.

Main strengths and weaknesses

- There is a good emphasis on the investigative element of the science curriculum
- Pupils' attitudes to science are good
- There is a lack of opportunity for the more able to extend their learning
- Some good use is made of ICT and writing to support the subject

Commentary

71. Standards achieved by 11-year-olds in tests in 2003 were higher than national expectations. Standards achieved were in line with those in similar schools. However, based on what similar pupils achieved aged seven, this was unsatisfactory achievement. Teacher assessments of seven-year-olds indicate that standards were in line with what might be expected but fewer pupils achieved higher levels. Only three lessons were seen during the inspection due to timetabling difficulties. However, work seen in these lessons, a scrutiny of pupils' work and conversations with them indicate that standards achieved by pupils in Year 2 meet expectations but with fewer achieving higher levels. Given the good start these pupils gain in the Foundation Stage, their achievement is only satisfactory. In Year 6, pupils are on course to achieve the expected standards by the end of the year due to a full and varied curriculum appropriately weighted with investigative work. Overall achievement is satisfactory. No differences were noted between the achievement of boys and girls. Pupils with special educational needs achieve well due to the extra support they are given in classrooms. However, planning for lessons does not include clear challenge for the more able pupils. All pupils do the same task and this restricts opportunities for these pupils to achieve even better.
72. In the lessons seen teaching was satisfactory overall. Stronger features of teaching included:
- Clear explanations of lesson objectives
 - A good emphasis on investigative skills
 - Appropriate use of technical vocabulary
 - A rich classroom environment
 - Use of ICT to support learning
73. These features help pupils to make good progress and ensure that positive attitudes to science exist. However, despite evidence of considerable investigative work, there are too few opportunities for pupils to plan and carry out their own investigations. Teachers tell them what they will be doing. This slows the pace of lessons and holds back some pupils who could achieve more. In some lessons time is wasted by making pupils perform routine tasks, such as drawing charts, an activity that is not necessary for science learning.
74. Although most classes now have individual targets for assessment in science displayed on the wall, little use was made of them in lessons or in marking in books. Insufficient use is made of national test data for science. Consequently curriculum plans and lessons are not securely based on what pupils know and can do. Older pupils, however, showed a good awareness of their own targets and expectations for achievements in national tests. Few spoken to felt they would achieve higher levels.
75. The subject leader has a heavy workload in other aspects of school leadership and is awaiting professional development for science leadership. The job description for the post and the action plan are inadequate.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- There has been a recent improvement in resources and staff expertise

- ICT is increasingly used to support other subjects
- Procedures for monitoring and evaluating standards are not established
- Assessment of pupils' learning in ICT is not established

Commentary

76. Only two lessons of direct ICT teaching were seen during the inspection. A scrutiny of work displayed and in books indicates that by Year 6 pupils' ICT skills are average. It is not possible on this limited evidence to secure a judgement on achievement. Since the last inspection, national funding has meant that resources for the subject have improved and staff confidence has been enhanced. Technical problems with some equipment are still an inhibiting factor in the teaching of this subject. However, teachers are approaching the subject with confidence and use laptops and digital projectors to enhance their teaching.
77. The school uses national guidance for ICT and has adapted it to create a scheme of work which covers all the elements of the National Curriculum Programmes of Study yet is suited to the needs of the school. In one lesson seen good use was made of a simulation program to support pupils' learning in science. The teacher displayed good subject knowledge and allowed pupils independence to extend their own learning. They quickly grasped the principles of the program, and well-focused questioning by the teacher extended their scientific understanding.
78. Conversations with pupils and examples of their work show that many are confident in using the Internet for research purposes. They can describe the use of simple spreadsheets and can use graphics programs and the usual word-processing programs effectively.
79. The subject leader is a part-time teacher and consequently time is limited. However, she has worked hard to support colleagues and has a clear vision for developing provision in the subject. As yet, monitoring of teaching and learning is limited and work is only now being collected to scrutinise. Therefore the school does not have a clear or secure picture of pupils' standards and achievement. A new assessment system is being trialled which has the potential to indicate the levels pupils are working at.

Information and communication technology across the curriculum

80. During the inspection little use was seen of ICT in classrooms. Examples on the wall and in books indicate that pupils use computers to consolidate numeracy skills, for example using spreadsheets as multiplication calculators, and also for writing tasks in English and other subjects and to construct graphs to support scientific recording.

HUMANITIES

In humanities work was sampled in history and geography, but no lessons were seen. It is not possible therefore to form an overall judgment about provision in these subjects. Indications from looking at work are that standards are broadly average in these subjects. Books contain a range of work, for example studies of Florence Nightingale in Year 2. Here it is apparent that pupils have been encouraged to think and reflect on important events and people. There was good use made of poetry to support understanding. In other areas of the school Vikings and Aztecs are studied and attractive displays celebrate pupils' work.

Religious Education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The school now has a clear scheme of work
- Monitoring of standards and learning is underdeveloped

- Assessment strategies are underdeveloped
- The subject leader is enthusiastic

Commentary

81. Only two lessons were seen during the inspection, but in those lessons and a scrutiny of books indications are that standards of attainment are in line with the expectations of the locally agreed syllabus and pupils' achievement is satisfactory. The last inspection criticised the policy and scheme of work for religious education. This has now been remedied and both are in place. However, the new scheme of work has only been in place since July 2003 and this is slow improvement since the last inspection. In the lesson seen teaching was satisfactory or good, with pupils gaining a good understanding of different religions. Books indicate that pupils have opportunities to retell stories from the Christian religion and to compare simple stories from others. This study of other religions helps to develop their cultural awareness. Other work shows that they explore the meaning behind some religions and can put it into an everyday context.
82. The subject leader is enthusiastic but has an excessively heavy workload in terms of other responsibilities. This limits her effectiveness. Monitoring of teaching and learning is restricted to infrequent scrutinies of work and planning. The assessment procedures are weak.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

83. Due to the focus of the inspection and the school's timetable on the days of the inspection, very little evidence was available for this group of subjects. One lesson in art and design, one in design and technology, two music lessons (one of which was hymn practice) and two physical education lessons were observed. A scrutiny of children's work was undertaken and the display around the school was also inspected.

Art and design

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

Commentary

84. From the evidence in teachers' planning and the small amount of evidence on display, the curriculum for art and design is judged to be satisfactory. Children work with a range of materials and have opportunities for free work and applying specific techniques, such as perspective drawing. Displays of Aztec masks and Greek vases showed that three-dimensional work was included in the curriculum and that links were made with different eras and cultures.

Design and technology

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

Commentary

85. The limited evidence from displays, teachers' planning and the one lesson seen indicates that the curriculum for design and technology is satisfactory. The different areas of study - investigating, designing, making and evaluating - are all covered. The lesson in Year 1 dealt with 'sliders and levers' and a display showed how children had evaluated sandwiches they had made. Some models of favourite scenes - such as one from *Harry Potter* - were on display outside the Year 6 classroom.

Music

Standards in music are broadly in line with national averages by the age of 11 and the provision is good.

Main strengths and weaknesses

- Concerns raised by previous inspections have now been addressed
- The work undertaken by the music co-ordinator has ensured that the school now has good provision for music
- The school has not yet evaluated the impact of its initiatives in this subject

Commentary

86. The last two inspections noted that there was no scheme of work in place for music and there was no guidance available for teachers who were not confident in this subject. The present music co-ordinator has addressed all issues of concern and is raising the profile of musical performance, both within the school and at outside events such as a massed choirs performance in Manchester and by performing in the local community. A new scheme of work is in place throughout the school and all teachers have received training on its implementation, although the impact of this has yet to be evaluated.
87. The subject is now well led and managed and the impact of the present music co-ordinator is good. She leads by example and her enthusiasm for her subject encourages pupils to take part whenever possible. The hymn practice observed showed that standards in singing, especially that of the younger children, are high as a result of her effective teaching.
88. The school has not yet evaluated the impact of these developments on raising standards in this subject or investigated what has worked well and provided good value for money.

Physical education

89. The limited evidence from teachers' planning and the two lessons observed indicates that the curriculum for physical education is satisfactory. Both lessons seen were gymnastics lessons and within this area standards are in line with national expectations. Strengths of both lessons were that children were encouraged to evaluate their own performance, and the benefits of exercise for the body were understood.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

90. No lessons were seen in this area and so no judgments are made about overall provision. The school sees the pupils' personal development as an important part of its work. Lessons are timetabled for personal, social and health education, and science lessons are often used as a means of teaching the importance of healthy lifestyles. The school council gives pupils the opportunity to take part in the process of democracy at first hand.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school you say 'satisfactory' in the summary and rcj	4

Overall standards achieved	3
Pupils' achievement	4

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

The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	5
The school's links with other schools and colleges	4

The leadership and management of the school	5
The governance of the school	4
The leadership of the headteacher	5
The leadership of other key staff	4
The effectiveness of management	5

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