

INSPECTION REPORT

MARLDON CHURCH OF ENGLAND PRIMARY SCHOOL

Marldon, Paignton

LEA area: Devon

Unique reference number: 113465

Headteacher: Mrs R Sheppard

Lead inspector: Mr L Lewin

Dates of inspection: 6 – 9 October 2003

Inspection number: 260661

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 aided
Age range of pupils: 4 – 11 years
Gender of pupils: Mixed
Number on roll: 183

School address: Marldon Cross Hill
Marldon
Paignton
Devon
Postcode: TQ3 1PD

Telephone number: 01803 557797
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Appropriate authority: Governing Body
Name of chair of governors: Mr D Pulle

Date of previous inspection: 28 September 1998

CHARACTERISTICS OF THE SCHOOL

This is a small Church of England aided school set in the rural village of Marldon. Most of the pupils are drawn from private housing in the village, but approximately one-third come from outside the village. There are six mixed age group classes taught by eight teachers. The school is popular locally and the number of pupils on roll has increased steadily over recent years. The characteristics of the pupils attending the school are as follows:

<u>Comparison of the school with all other schools nationally</u>	Marldon School	National Average
Percentage of pupils with special educational needs	15.3	22.2
Percentage of pupils with statements of special educational need	1.1	1.7
Percentage of pupils known to be eligible for free school meals	4.0	18.3
Percentage of pupils whose mother tongue is not/believed not to be English	0.0	-

All of the pupils at the school come from white U.K. heritage backgrounds. The proportion of pupils joining or leaving the school other than at the expected times of admission or transfer is lower than found in most schools nationally. The attainment of pupils on entry to school varies from year to year but is broadly average. Although the proportion of pupils with special educational needs remains below average, there has been a slight increase in recent years in the number of pupils entering the school who have special educational needs. In 2002 the school received a DfES school's achievement award to mark an improvement in the annual Year 6 national test results. The school is involved in a partnership with the Teacher Training Agency to assist with the training of student teachers. Also the school has recently begun a programme of French teaching for older junior pupils in partnership with, and supported by, a local secondary school. The school is currently moving towards the third phase of a programme to upgrade its accommodation. To date a new school hall has been added and access through the building has been improved. Further remodelling is now planned to provide a computer suite and improved office, library and staffroom facilities.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22330	Mr L Lewin	Lead inspector	Mathematics, Science, Information and communication technology, Creative, aesthetic, practical and physical subjects, Special educational needs and Equality of opportunity.
19639	Mrs G Anderson	Lay inspector	
27219	Mrs G Evans	Team inspector	Foundation Stage, English and Humanities

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school with a particularly friendly and caring ethos in which pupils develop very positive attitudes and behaviour. Very good leadership and management enable the school to sustain good teaching so that pupils achieve well and attain above average standards. The school provides very good value for money.

The school's main strengths and weaknesses are:

- The headteacher and governors carry out their roles very effectively.
- Provision for pupils with special educational needs is very good.
- Pupils' spiritual, moral, social and cultural development is very well promoted.
- The school has established very good links with parents and the local community.
- Some aspects of the way the school checks pupils' progress are underdeveloped.
- Occasionally, higher-attaining pupils are not sufficiently challenged by the work they are given.

The school has improved well since its last inspection. There were no points for improvement highlighted in the last inspection and the school has sustained the strong features noted in the last report. Standards have remained at a good level and teaching has strengthened with an increase in the amount of very good teaching. Provision for pupils with special educational needs, previously noted as satisfactory, is now very good. During her two years in post the headteacher has brought a fresh approach to the leadership and management to enable the school to build on its strengths. Considerable improvements have been made to the school's accommodation with further improvements soon to be implemented. Staff and governors work together very effectively, demonstrating a strong commitment to moving the school forward in the future.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			¹ similar schools
	2000	2001	2002	2002
English	A	A	B	E
Mathematics	A	A*	B	D
Science	A	A	A	A

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

Similar schools are those whose pupils attained similarly at the end of Year 2.

N.B. A signifies the results in the top five per cent of schools nationally*

Pupils achieve well. At the time of this inspection the children in the Foundation Stage had only been in school for a short time and observations of their current work verifies that their attainment on starting school is average in all of the areas of learning. They make good progress in lessons and achieve well. By Year 2 and Year 6, pupils achieve well and reach above average standards in English, mathematics and science. This good performance is confirmed by Year 6 national test results, which, as noted in the above table, is often much better than other schools nationally. The school's assessment records show that pupils make good progress as they move through the school and the less than favourable comparison of the school's 2002 English and mathematics results for Year 6 with other similar schools is explained by erroneous teachers' assessment when these pupils were in Year 2. The school recorded another strong set of results for Year 6 in the 2003 tests with an increased number of pupils reaching the upper levels in English and mathematics. Across the school pupils do well in art and design and design and technology. Although pupils' achievement in information and communication technology is satisfactory and they meet the

¹ Similar schools refers to schools that recorded similar results to this school when the current Year 6 pupils were tested in Year 2.

expected levels by Year 2 and Year 6, their progress is currently hampered due to the school having an insufficient number of computers.

The very effective promotion of pupils' spiritual, moral, social and cultural development results in pupils behaving very well and showing especially positive attitudes towards each other and school life in general. Attendance is satisfactory and lessons always start punctually.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning is good overall, but very good for the Foundation Stage and with a significant number of very good lessons noted in the Year 4/5 and Year 5/6 classes. Teachers show good subject knowledge and plan interesting work that interests pupils and motivates them to progress at a good rate with their learning. Teaching assistants work as an effective part of the teaching team. The school provides a good curriculum that is enriched through a wide range of interesting activities. Very good provision for pupils with special educational needs helps these pupils to progress well. **The care, guidance and support of pupils and the links with parents and the wider community are particularly strong features of the school.**

LEADERSHIP AND MANAGEMENT

The school's leadership and management are very effective. The headteacher has a very clear vision for the school's future development and manages the development of the staff and the curriculum very well. Governors provide very strong support for the headteacher and staff and are fully informed about and involved in all aspects of the school's management and development.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a very high regard for the school and the work of the staff. Information that the school gained from its own survey of parents' views led to further strengthening of systems for ensuring that parents are well informed. Pupils' views surveyed by the school and also by a pre-inspection questionnaire show that they mainly feel happy about all aspects of school life. Pupils spoken to showed enthusiasm for the responsibilities they are given at school and feel their views are well expressed through the pupils' school council.

IMPROVEMENTS NEEDED

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

- Ensure that higher-attaining pupils are sufficiently extended in all lessons.
- Improve the school's systems for checking on and improving pupils' attainment and progress.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Good standards have been maintained since the last inspection. Overall, pupils **achieve well** throughout the school. They attain **above average standards** in English, mathematics and science and **average standards in information and communication technology**. **Pupils work well** and attain **good standards** in design and technology and art. Other subjects were not inspected in sufficient depth during this inspection to enable judgements to be made.

Main strengths and weaknesses

- The school's Year 6 annual national test results are much better than other schools nationally.
- Overall, the school's test results are rising in line with the national trend.
- Occasionally, higher-attaining pupils do not achieve as well as they could.
- Pupils do not use ICT sufficiently to support their work in other subjects.

Commentary

1. Children's attainment on entry varies from year to year but is broadly average. At the time of this inspection the children in the Foundation Stage had only been in school for a short time and observations of their current work verifies that their attainment on starting school is average in all of the areas of learning. However, their speaking and listening skills are mainly above average. Very good teaching enables them to concentrate fully, involve themselves fully in tasks, work hard and achieve well. Their current good progress gives strong potential for many of them to improve to a good standard by the end of the year in most areas of learning.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	17.0 (18.0)	15.8 (15.7)
writing	14.0 (16.4)	14.4 (14.3)
mathematics	15.8 (16.5)	16.5 (16.2)

There were 23 pupils in the year group. Figures in brackets are for the previous year

2. As with other small schools, the school's national test results vary from year to year. In the last few years, Year 2 test results have dropped so that in 2002, while results for reading were above average, results for writing and mathematics were below average when compared to other schools nationally. When compared to other ²similar schools, the results were average for reading and well below average for writing and mathematics. The decline in results and the less favourable picture reflected by the comparison with similar schools is associated with cohorts of pupils that showed lower attainment on entry to school – linked to the fact that there is an increasing proportion of pupils with special educational needs entering the school. However, 2003 results showed improvement, with a significant increase in the number of pupils reaching above average levels in reading, writing and mathematics. This matches up with, and is strengthened further by, inspection findings that show the current cohort of Year 2 pupils reaching above average levels in reading, writing and mathematics.

² For Year 2 national tests, similar schools are those schools with a similar number of pupils known to be eligible for free school meals.

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	27.9 (28.9)	27 (27)
Mathematics	28.2 (29.9)	26.7 (26.6)
Science	30.9 (30.8)	28.3 (28.3)

There were 26 pupils in the year group. Figures in brackets are for the previous year

3. National test results for Year 6 have, in the main, been well above average since 1998. Results registered a slight dip in 2002 to above average in English and mathematics, but were sustained at well above average in science. As with Year 2 results, variations in results are to be expected in small schools. When compared with other³ similar schools, results were well below average in English, below average in mathematics and well above average in science. Exploration of this less favourable readout for English and mathematics shows that teachers' assessment of this cohort when they were in Year 2 was inaccurate and conducted during a period of staff turbulence. The school's tracking of these pupils' progress shows that all groups of pupils, including those with special educational needs, have progressed well since Year 2. English and mathematics results improved in 2003, with average points scores of 28.9 and 28.6 respectively. Science results also sustained another good outcome at an average points score of 30.7. Over recent years, the school's results at Year 6 have improved in line with the national trend. The good results for 2003 are reflected in the observations of the current Year 6 that show pupils achieving well and performing at above average levels in English, mathematics and science.
4. Across the school pupils show good speaking and listening skills that are successfully built on through a good emphasis by teachers on this area during all discussion work. As a result, pupils achieve well in this area and most become fluent and articulate for their ages. Across the school, pupils also read well and their good ability in this area helps them to develop well in all other subjects. Writing skills are well promoted by teachers, both in literacy lessons and other subjects, so that, by Year 2, pupils are well on the way to producing writing that is structured and imaginative. Pupils use their skills to write detailed written accounts as they progress through the school and by Year 6 write effectively for different audiences.
5. In mathematics, good teaching ensures that, by Year 2, pupils are adept at using different approaches to solve problems and show a good range of number skills. Their competence and confidence are well developed through a strong emphasis placed on learning through practical exploration. By Year 6, pupils accurately collect and analyse information, show rapid mental recall skills and are competent in higher level calculation tasks. Their skills in shape, space and measure and data handling work are equally advanced.
6. In science, pupils show good skills of scientific enquiry by Year 2 and by Year 6. Work carried out is often in depth and well recorded. By Year 6, pupils draw careful conclusions from their investigations and are good at using their knowledge to investigate and answer scientific questions.
7. In ICT, pupils reach average standards throughout the school. They develop appropriate skills so that by Year 2 pupils confidently use a range of resources, for example simple graphics and word processing programs and basic methods of searching for information. By Year 6, pupils are confident in using programs to control devices, to make attractive presentations and to research on the Internet. However, while the achievement of pupils is satisfactory across the school, a lack of sufficient computers limits their access and their potential to achieve well in this subject and to use ICT effectively to support their work in other subjects.

³ At Year 6, similar schools refers to schools that recorded similar average points scores to this school when the current Year 6 pupils were tested in Year 2.

8. Pupils show well-developed design and technology skills by Year 2 and Year 6. Year 2 pupils make detailed designs and construct items with much attention to accuracy and careful use of tools and equipment. Year 6 pupils evaluate items they want to make in great detail and make very good quality designs and prototypes and eventually well-finished and attractive finished products. Similarly, by Year 6, pupils show very proficient artistic skills – producing a wide range of attractive two and three-dimensional work in a good range of different media. Painting, sketching and modelling skills are well advanced for their age.
9. Work in pupils' books and during lessons generally shows evidence of good achievement and progress overall by all groups of pupils including those with special educational needs. However, occasionally, higher-attaining pupils are not challenged sufficiently by the tasks they are given and, at these times, do not achieve as well as they could.

Pupils' attitudes, values and other personal qualities

The attendance of pupils is **satisfactory**. **Very good** spiritual, moral, social and cultural provision is embedded in the school and leads to **very good** behaviour and attitudes.

Main strengths and weaknesses

- Pupils have very positive attitudes to all areas of school life.
- Pupils generally behave very well in the classrooms and at playtimes.
- Staff provide very good role models for pupils.
- Pupils relate very well to one another and to adults with whom they work.
- The spiritual, moral, social and cultural provision is very well developed in all areas of the school's work.

Commentary

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	94.9	School data	0.2
National data	94.1	National data	0.5

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

10. Due to the strongly encouraging approach of staff, all groups of pupils, including those with special educational needs, show a very positive approach towards their work and school life in general. They are enthusiastic during lessons and join in discussions confidently. The clear guidelines set for their behaviour help them to show sensitivity to each other's needs and there are many examples of older pupils helping younger ones and pupils generally collaborating very effectively in lessons. The very positive attitudes pupils have to their school are reflected in the pre-inspection questionnaire completed by older pupils.
11. Social and moral themes are very effectively presented during assemblies in a way that gives pupils a chance to reflect deeply on important issues and events and develop their spiritual awareness of the world around them. Teachers pursue spiritual, moral and cultural themes very effectively within their lessons; for example, the theme of 'Creation' dealt with in an assembly, was skilfully followed up in a Year 4/5 science lesson where pupils learned about how the planets were formed/created through the 'Big Bang' theory. Pupils are given very good opportunities to think about rules and codes of behaviour and this leads to an atmosphere around the school where pupils are keen to learn, respect and value each other and develop very good relationships. Pupils have very good opportunities to develop social awareness; for example, older pupils help to take lunch to the local community centre where they also serve the food to members of the local community who attend. The very strong spiritual, moral and social

provision inspires pupils with a willingness to support each other. This lays a strong foundation throughout the school for all groups of pupils, including those with special educational needs, to feel encouraged and fully involved in all activities – this is a strong feature of the school’s ethos.

12. Attendance is satisfactory and there have been no exclusions in the last year.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
No ethnic group recorded

No of pupils on roll
180
3

Number of fixed period exclusions	Number of permanent exclusions
0	0
0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good overall. The school is particularly good at ensuring that all groups of pupils are fully involved in all activities.

Teaching and learning

There is a consistent picture of **good teaching** across the school with a significant number of **very good lessons** seen, especially in the Year 4/5 and Year 5/6 classes. **Teaching for the Foundation Stage is very good.** This is a broadly similar picture to the last inspection, although the percentage of very good teaching has increased this time. **Assessment of pupils’ attainment and progress is satisfactory** overall, but systems used are not sufficiently formalised in some areas.

Main strengths and weaknesses

- Lessons are well organised and ensure that pupils have interesting work.
- Teachers are good at questioning pupils.
- Occasionally teachers do not set tasks that challenge the higher-attaining pupils sufficiently.
- Teaching assistants work very effectively with individuals and groups of pupils.
- Pupils with special educational needs are very well supported.
- Teachers and teaching assistants have a strong rapport with pupils and are good at encouraging and supporting them.

Commentary

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	9 (28%)	17 (53%)	6 (19%)	0 (0%)	0 (0%)	0 (0%)

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

13. Careful planning, organisation and preparation of work leads to a busy and purposeful atmosphere in all classrooms across the school, with all groups of pupils usually thoroughly engaged in the tasks they are given. Pupils usually respond in an attentive and enthusiastic manner because the teachers provide them with activities that are enjoyable and interesting. The touchstone of success in many lessons is the good balance that is provided between ‘hands-on’

practical activity and written follow-up. In addition, teachers balance these areas well against good-quality discussion work. This well-balanced approach ensures that pupils remain interested. Pupils' interest is also maintained through the effective pace at which work proceeds and through the provision of a good range of activities within lessons. This was a particularly strong feature of the very good teaching seen. For example, pupils worked intensively at the challenging tasks in Year 6 mathematics and science lessons while children in the Foundation Stage concentrated and collaborated fully while moving around the very well-organised activities provided for them. In these very good lessons clear explanations and the precise matching of work to pupils' needs ensures that they achieve much work in the time provided. For example, in the space of 20 minutes, Year 4/5 pupils learned a new song and rhythm accompaniment and wrote good quality tune sequences on tuned percussion instruments. Similarly, Year 5/6 pupils moved from working with their detailed designs for a pair of slippers to the production of an attractive finished product by the end of their design and technology session.

14. In many of the good and all of the very good lessons, work is set to match precisely with the different ability groups from a very early stage in the lesson. Teachers are also good at questioning pupils well in discussions in such a way that questions of different difficulty levels challenge pupils at different levels. At other times, teachers provide 'extension activities' for the higher-attaining pupils to move onto when the initial task is completed. However, this sometimes means that for too long a period, higher-attaining pupils are working on whole-class activities where they are mainly consolidating rather than extending their skills.
15. The Reception/Year 1 teacher shows a very perceptive and sensitive approach that ensures that all individuals in his class are fully encouraged and supported. He works very effectively with teaching assistants and as a team they provide high quality support and guidance for all of the individuals in this class. The teacher's calm and persistent approach ensures that all of the new children - freshly started in the Foundation Stage - have settled in rapidly to the routines and systems in the class.
16. Teaching assistants are very skilled and provide very effective support for teachers and pupils. Through the high-quality guidance they give for individuals and groups of pupils they are a key element in ensuring that pupils are fully supported and encouraged. They work particularly well in support of lower-attaining pupils and pupils with special educational needs. They know individual pupils well and have a good understanding of their needs. Teaching assistants are generally well briefed by teachers, but very occasionally their role is too passive, for example during whole-class activities led by the teachers.
17. Teachers organise work very well for the pupils with special educational needs and, along with the teaching assistants, they ensure that individuals are carefully guided and monitored and through this strong support the pupils successfully cover the same areas of work as other pupils in the class. Very effective systems are in place to help teachers to identify pupils with special educational needs, for example the system for the teaching assistant to monitor and observe pupils who are on a 'watching brief' for potential special educational needs.
18. Teachers and teaching assistants work together as a strong team and together they have a very good rapport with all pupils, and project a good humoured and friendly approach that ensures that pupils feel secure, confident and encouraged. However, staff also ensure that pupils have a clear understanding of the high expectations of good behaviour set for them.
19. Teachers know their pupils well and keep suitable records of their ongoing performance. Summative records are kept for pupils' attainment in English and mathematics at the end of each year, but this is not the case for all other subjects. The lack of such information weakens the ability of teachers to adapt the curriculum where necessary and plan precisely for different groups of pupils. Teachers usefully set targets for pupils, which they share with parents during parent/teacher consultation evenings. Also a good system is in place for 'conferencing' with Year 6 pupils during the year to establish targets for their improvement. However, overall systems for setting individual targets for pupils are not defined clearly enough and the targets are not set on a

sufficiently regular basis. Discussions with Year 6 pupils showed that they do not have a particularly clear idea about the level of work that they are currently attaining in different subjects or what they need to achieve to move to the next level. Also, while teachers mark pupils' work regularly, they do not provide comments frequently enough in the marking to show pupils how they can improve.

The curriculum

As at the time of the last inspection, the overall quality and range of the curriculum is **good**. The range of extra-curricular activities and other opportunities provided to enrich the curriculum is **good**. The range and quality of resources are **good** and accommodation is **good**.

Main strengths and weaknesses

- Provision for special educational needs is very good.
- Equality of access and opportunity for all pupils is very good.
- The school prepares pupils well for the next stage of education.

Commentary

20. The Foundation Stage curriculum is well organised to ensure that children have a good range of interesting learning opportunities. Throughout the school, the quality and range of learning opportunities are good with some very good examples of enrichment such as the teaching of French, the provision of a wide range of musical, sporting and artistic opportunities. The provision of school residential visits, day visits and visitors to the school also effectively enhances pupils' learning. The school lays a strong emphasis on ensuring that all groups of pupils, including those with special educational needs, have full opportunities to participate in all activities. The school has developed good opportunities to establish links between different subjects and thereby expands the potential for pupils to extend their skills in different ways. While overall provision for ICT is satisfactory and teachers make use of computers to support different areas of work, the lack of sufficient equipment means that pupils do not have enough opportunities to use their ICT skills in other subjects.

21. The provision for special educational needs is very good, which is a significant improvement from the last inspection where it was noted as satisfactory. Very effective systems are in place to identify pupils with any particular needs at a very early stage – with pupils kept on a 'watching brief' and monitored very closely if any signs of a specific need are identified. Clear and very detailed records are maintained and the individual education plans drawn up for pupils contain very sharply focused targets to help pupils to improve. Very effective support for individuals and groups of pupils with special educational needs is provided by teachers and teaching assistants.

22. The school's accommodation is good, with plentiful space outdoors and for the Foundation Stage. The new hall is a very good enhancement to the school's facilities and plans are now well advanced to improve the accommodation further.

23. Resources for teaching and learning are good for all subjects except ICT where there are not enough computers available – this limits pupils' access and holds back their achievement in ICT.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is **very good**. The support, advice and guidance pupils receive are **very good**. The school has **very good** systems for involving pupils in its overall development. The school has sustained these areas of strength since the last inspection.

Main strengths and weaknesses

- Arrangements for health and safety and child protection are very good.
- Pupils are cared for very well.
- Staff know pupils very well and cater sensitively for their needs.
- The school council is used very well to involve pupils in the work of the school.

Commentary

24. Views expressed in the pre-inspection parent and pupil questionnaires and at the pre-inspection parents' meeting show that parents and pupils feel the school is very caring and provides lots of support for its pupils. These views are supported by inspection evidence. Staff know the pupils very well and, as a result, provide very effective support, guidance and advice for individuals. This is especially true for pupils with special educational needs who make good progress as a result of the support and guidance they receive. Parents are very impressed that the headteacher knows all individual pupils so well. The headteacher is fully trained in child protection and has established very good liaison with the educational welfare officer and school nurse. She has very good expertise in health and safety matters and is strongly supported by the governors, who are very active and effective in ensuring that all health and safety and child protection procedures are carefully followed. The school listens carefully to all views, issues or ideas that are brought before the school council – even when just a few pupils raise items – and takes action to resolve or follow up any issues as appropriate. Good levels of responsibility are encouraged with council members; for example, when a suggestion was made to improve playground equipment, council members were asked to think of fund-raising ideas to resolve the issue themselves. This sort of approach makes a very good contribution to developing pupils' sense of community responsibility and citizenship.

Partnership with parents, other schools and the community

The school has very good links with parents and the local community. There is very good support for and from parents. The school's links with the local community are very good. Links with other schools and colleges are very good.

Main strengths and weaknesses

- Parents have a very high regard for the work of the school.
- Parents feel fully involved in helping their children to progress at school.
- Links with the community enrich the curriculum.
- Links with other schools are very good.
- The parent-teacher association provides strong support for the school.

Commentary

25. The school keeps parents very well informed. Very good communication about the curriculum helps parents to give very good support for their children's learning and this process is further enhanced by the provision of homework that is regularly set and marked. Annual written reports contain very good detail about how well pupils are getting on but do not consistently provide targets to help each individual pupil know how to improve. The school has a very good involvement with the local community and is strongly involved with the culture and activities of the village, for example the provision of lunches by the school for members of the community at the village hall and the very well-produced harvest festival service in the village church. Members of the local community reciprocate with many thoughtful gestures, and see the school's day-to-day life as very much interwoven with their own. Pupils' social awareness and ideas about citizenship are very effectively enhanced through their involvement with a village project collecting evidence about local vandalism and how to address it. The school has very strong links with other local schools, with particularly good links with the local secondary school. This strong partnership helps to ensure the smooth transfer of pupils to the secondary phase of their education and also strengthens curriculum development through the close liaison between the

teachers. The parent-teacher association is a very active group that helps to raise substantial sums of money to boost the school's resources.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **very good**.

Main strengths and weaknesses

- The headteacher has a clear vision for the school's future development.
- The headteacher manages the school very effectively.
- Staff work together as an effective team and they have a strong commitment to moving the school forward in the future.
- The school has very active and supportive governors.
- Special educational needs provision is very well managed.

Commentary

26. In her two years in post the headteacher has brought a fresh approach to sustaining the very good leadership and management noted during the school's last inspection. She has successfully moved the school forward in several crucial areas and enabled the staff and governors to build on all of the school's considerable strengths. In particular, she has led the staff forward in creating new and effective whole-school planning systems for the curriculum and developed the roles of the subject co-ordinators by involving them in the processes of monitoring and evaluating the curriculum, teaching and learning. In addition, she has enabled the school to build effective links with other partner organisations and strengthened further existing links with the parents and the wider community. The headteacher has managed these changes very effectively through a period when the school has been involved in a very extensive building upgrade programme. She has a clear vision for the future direction of the school and approaches new developments in a strategic and realistic manner. She has created a comprehensive school development plan that fully involves all staff and governors and which is firmly based on rigorous self-evaluation of the school's current strengths and weaknesses.
27. The headteacher has created an atmosphere in which the staff work together as a strong and effective team. She is very effectively supported by the deputy headteacher, who provides good leadership through the example of her own very good teaching. In particular, the staff show an approach of enthusiasm and full commitment towards moving the school forward. Together with the headteacher, they project a caring and fully inclusive ethos that firmly underpins the Christian basis and principles on which the school is run.
28. The school's governors have a wide range of expertise, are very supportive of the headteacher and staff and carry out their roles very effectively. They visit on a regular basis and have a clear overview of all school activities and developments. They are fully informed about and involved in the school's management. In particular, they play a full part in keeping the school's future developments on track and, through prudent budgeting and a clear view of how to get the best value from all spending, they help the school to make the very best use of all available resources.
29. The strongly inclusive nature of the school is particularly well supported through the very efficient management of the provision for pupils with special educational needs. Comprehensive record keeping, close liaison with outside agencies and very effective deployment of support staff means that the school is constantly alert to identifying and supporting the needs of individual pupils.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

30. As noted at the time of the last inspection, provision for the children in the Foundation Stage is **good**. Children's attainment on entry varies from year to year but is broadly average. At the time of this inspection the children in the Foundation Stage had only been in school for a short time and observation of their current work verifies that their attainment on starting school is average in all of the areas of learning, although many children show above average speaking and listening skills. Very good teaching enables them to concentrate fully, involve themselves fully in tasks, work hard and achieve well. Their current good progress gives strong potential for many of them to reach a good standard by the end of the year in most areas of learning. The teacher for this age group plans a curriculum that provides a broad range of stimulating activities skilfully matched to the children's needs.
31. The induction procedure is good, offering home visits to parents. Parents are welcome in school and have good access to staff if they wish to discuss any areas of their child's development or if they wish to help in the classroom. Accommodation and resources are good.

PERSONAL AND SOCIAL DEVELOPMENT

Provision for personal and social development is **good**.

Main strengths and weaknesses

- Adults provide good role models for children.
- Children's attitudes and behaviour are very good.

Commentary

32. Children benefit from the ethos of the class and the gentle but firm approach of adults – learning quickly about the routines and expectations in school. For example, following an outside session to extend ball skills, children walked back to the classroom and sat quietly together waiting for others to join them, showing an early awareness of responsibility and self-control. Adults provide very good role models and place a strong emphasis on helping children to develop their social skills. Children with special educational needs are well integrated in all activities and are supported well by teaching assistants. Most children are very efficient when clearing up after activities.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers and support staff make the best use of every opportunity to develop children's language skills.
- Good provision is made to support children's writing skills.

Commentary

33. Children make good progress and achieve well in speaking and listening. For instance, in a very good lesson about changes, all children were given the opportunity to take part in discussions about the past and present. Also, children recount details using appropriate language, for

example of what is happening in photographs of themselves. There are many opportunities to suggest sentences to convey meaning and some children are beginning to use recognisable single letters in their writing. Good facilities are set up for them such as the writing area where they explore the skills and materials needed for writing.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Good provision of practical activities.
- Very good teaching matches activities precisely to individual abilities.

Commentary

34. Adults use every opportunity to develop children's mathematical skills by carefully developing their use of appropriate vocabulary. Children achieve well and count confidently to 5, are beginning to recognise that 5 can be made up in different ways and know the value of zero. Higher-attaining children work confidently with numbers to 10. They explore repeating patterns using coloured cubes, and make models in this way from the cubes. Work on display in the classroom shows that children know the names of shapes such as squares, triangles and pentagons. Their use of shapes stimulates language – 'I have made a space rocket. It is blasting off into space'. Children are very well monitored and guided and the very good teaching ensures that practical activities are interesting and devised well to challenge all individuals.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A very good emphasis is placed on providing activities that help children to learn through first-hand experience, observation and discussion.
- Very good adult support is provided to help children to communicate and record in different ways.

Commentary

35. The teacher is very skilled in making activities imaginative and enjoyable. He supports children well, but gives them plenty of scope at the same time to develop independent working skills. For example, in one session when he made fruit salad with them, he gave them very good opportunities to make their own choices so they could learn from their mistakes as well as their successes. Plans for this activity were matched to individual ability and appropriate awareness was raised to issues of hygiene and health and safety. Very good encouragement was given to children to use their senses to discuss the different fruit. The responses that children made showed they were motivated by this encouragement, with comments such as 'these grapes feel good and are shiny'.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- Very positive teaching strategies extend children's learning
- Children work very well collaboratively

Commentary

36. Very well-planned activities help children to develop an awareness of space for themselves and to work safely with others when riding wheeled vehicles. In a lesson during the inspection children showed great enjoyment in working with a partner, creating a game using small apparatus. Very good teaching emphasises the skills needed to be successful such as 'bounce, scoop and hold the ball.'

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- A rich environment is provided to stimulate children's responses
- Very good teaching is developing creative skills

Commentary

37. The well-equipped playhouse is used very effectively to stimulate children's imagination linked to role-play. In one session observed a child recorded that he was 'playing breakfasts' ... 'I had tomato egg and sandwich', while another child confidently ironed clothes and encouraged another child to 'take your medicine like a good boy'. In the same session the teacher supported a painting group very effectively, suggesting ways to improve self-portraits and encouraging early skills in colour mixing. Children are beginning to recognise qualities such as colour and texture. The scrutiny of children's work shows that they can use colour effectively in self-portraits to show emotions such as anger and sadness.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

As at the time of the last inspection provision for English is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- Standards are above average.
- Good opportunities are provided for pupils to extend their writing skills in other subjects.
- Speaking and listening skills are promoted well in all subjects.
- Pupils work well together.
- Teachers' marking of work does not always indicate to pupils how they can improve.
- Occasionally, work provided does not give sufficient challenge for higher-attaining pupils.
- ICT is not used often enough to support work in English.

Commentary

38. Teaching in English is good and, in the better lessons, teachers use questioning well to include all pupils. Teachers show good subject knowledge and lessons are well prepared. Standards at the end of Year 2 and Year 6 are above average and achievement is good. Generally, planning matches work to the needs of pupils at different attainment levels but, occasionally, does not provide sufficient challenge for higher-attaining pupils.

39. Teachers provide strong encouragement for pupils to develop and use their reading skills and the majority of pupils read well for their ages. Teachers use opportunities well to promote speaking

and listening skills and this is effective in other subjects such as mathematics in Year 2 when pupils confidently describe their findings following an investigation. Story sacks are used well with lower-attaining pupils in Year 2 to encourage their speaking and listening skills. In a Year 3/4 class pupils showed enthusiasm for vocabulary and spoke clearly and fluently when describing the meanings of words linked to poetry. Good use is made of other subjects to stimulate writing skills such as in a Year 4/5 class when pupils assumed characters and wrote about their experiences as explorers.

40. Pupils are confident when working together, demonstrating positive attitudes to learning. Teaching assistants are generally used effectively by teachers and support individuals and groups of pupils well.
41. Standards in writing are good. In one lesson in Year 6, pupils successfully changed direct speech to indirect speech when investigating the poem 'The lobster quadrille'. A scrutiny of work shows that pupils in Year 6 are aware of the changes and developments in vocabulary involved in creating Shakespearean dialogue, writing lines such as 'O thinkst thou we shall ever meet again?'
42. The co-ordinator leads and manages the subject effectively. She maintains a clear view of the quality of provision and standards across the school through her monitoring activities and careful analysis of national test results has been used to point up areas where improvement can be made. For example, improvements have been made in provision for handwriting and this is helping to improve standards of writing further. Work is marked on a regular basis and is often supportive but does not always indicate how pupils can improve their work. Scrutiny of present and previous work shows that insufficient use is made of information and communication technology in English.
43. The management of the subject is satisfactory. Pupils' written work is collected in a progress book clearly showing developments in standards every year. However, this work is not levelled to inform pupils of their current attainment. The school is introducing targets in English for pupils, but this is in the early stages of development. Resources for English are good.

Language and literacy across the curriculum

44. Literacy is developed well in other subjects. For example, good detailed written accounts are seen in subjects such as science and design and technology. Teachers develop pupils' speaking and listening skills well in discussion work during many different types of lessons.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Mathematics is well led and managed.
- Teaching is good across the school with some very good teaching in the Year 4/5 and Year 5/6 classes.
- Standards are above average by Year 2 and Year 6 and pupils achieve well.
- Lower-attaining pupils and pupils with special educational needs are very well supported during lessons.
- Occasionally work set does not challenge higher-attaining pupils sufficiently.
- Insufficient emphasis is placed upon setting targets for individual pupils' improvement.

Commentary

45. Through detailed monitoring of lessons, teachers' planning and samples of pupils' work, the co-ordinator for mathematics maintains a clear overview of the quality of provision for mathematics across the school. By involving the staff in an action research project in partnership with the local education authority she has triggered much extra training that has helped to improve the quality of teaching and learning across the school. Also, she has efficiently managed the extra support programmes such as the ⁴'Springboard' sessions and booster sessions for older junior pupils, and these sessions, in conjunction with the action research, have helped the school to maintain standards in mathematics at a good level.
46. Good teaching ensures that by Year 2 pupils are adept at using different approaches to solve problems and show a good range of number skills, for example with dealing with number bonds to 20. Their competence and confidence are well developed through a strong emphasis placed on learning through practical exploration. For example, much good use is made of mathematical games to boost pupils' skills. The emphasis on practical exploration/using and applying mathematics is sustained across the school so that, by Years 5 and 6, pupils accurately collect and analyse information based on very interesting projects set by the teachers – such as investigating and comparing 'superstar salaries' or comparing the phone call charges of different telephone companies. Pupils show rapid mental recall skills and are competent in higher level calculation tasks – for example, working accurately with division and multiplication of fractions and three place decimals. Their skills in shape, space and measure and data handling work are equally advanced.
47. Teaching is good for pupils in Years 1 and 2 and very good overall for pupils in Years 3 – 6. Lessons are generally well prepared and provide interesting tasks and projects that make the pupils think hard. Teachers show confident subject knowledge and the action research carried out has clearly helped in enabling teachers to provide sharply focused questions that extend all groups of pupils during mental/oral work and discussions. As a result, pupils usually progress at a good rate and achieve well by the end of mathematics sessions. The good achievement and progress is also registered by the work seen in pupils' books and by the tracking of their test results as they move through the school. In the very good sessions seen in the Year 4/5 and Year 5/6 classes, the pace of work was very rapid and the teachers showed a particularly skilful approach towards moving higher-attaining pupils on to challenging activities very early during the lessons. However, this was a weak spot in a few lessons in other classes where higher-attaining pupils spent too much time on whole-class activities that consolidated their skills but did not present them with enough challenge to extend their skills.
48. The co-ordinator makes good use of the analysis of test results to identify areas that need improvement in mathematics teaching and learning. The school has established a basic form of target setting for individuals, but this is currently underdeveloped and does not generate enough awareness on the part of each pupil about what they need to do to improve their work. Also, although pupils' work is marked regularly, comments in the marking do not give enough guidance to help pupils to improve or think about the next steps in their learning.
49. Well-planned work and very effective deployment of classroom assistants ensure that strong support is provided for lower-attaining pupils and pupils with special educational needs. In addition, the school makes good provision for gifted and talented pupils by providing them with chances to attend workshop sessions externally and by entering individuals in the national primary mathematics challenge competition.

Mathematics across the curriculum

⁴ A nationally based initiative to enable lower-attaining pupils to 'catch up' in areas of mathematics through specially prescribed support sessions.

50. Good provision is made for pupils to extend their mathematical skills in other subjects with, for example, a good range of data handling work noted in pupils' science and geography books.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Science is well led and managed.
- Pupils show good standards and achievement, which have strengthened further since the last inspection.
- Teaching and learning are consistently good.
- Very effective emphasis upon pupils gaining their understanding through practical exploration.
- Recording of pupils' attainment and progress is not sufficiently formalised or systematic.

Commentary

51. The science co-ordinator leads and manages the subject enthusiastically and ensures that there is close liaison between staff so that a common approach is adopted towards planning and ensuring that work is approached with a firm emphasis on developing pupils' understanding through scientific enquiry wherever possible. This approach is extended further to enriching the curriculum for older pupils through the use of field trips and visitors coming into the school to talk to pupils about science projects. In addition, the science week held each year ensures that pupils have a more intensive opportunity to respond to different science challenges. All of these initiatives serve to maintain science as a high profile subject in the school. In this way, and through good teaching, standards have been strengthened since the last inspection with the trend of science results in national tests improving at a much faster rate than the trend noted nationally in schools.

52. As a result of the consistent good teaching across the school, pupils attain above average standards by Year 2 and Year 6. For example, Year 2 pupils use their own ideas when exploring and investigating areas, they have a good knowledge of what constitutes a healthy/unhealthy diet, know how to sort materials by their properties and have a good basic understanding about physical phenomena such as how electricity moves around a circuit. Work by Year 6 pupils is often very detailed, with carefully drawn diagrams, graphs and full written accounts to show the results of investigations. Pupils have a full knowledge about life processes, materials and physical processes, for example, completing very detailed work showing their knowledge about how some of the body's organs function, carrying out detailed analysis of soils and rock samples and gaining an in-depth knowledge about resistance in electrical circuits and how this can be measured.

53. Work in books and lessons seen show that pupils cover a wide range of work in depth and detail and gain most of their understanding through practical exploration/scientific enquiry. Through the teachers' emphasis on this approach much enthusiasm is generated and all groups of pupils make good progress and achieve well. Activities provided are interesting and enjoyable and frequently engender excitement and chances for collaboration that very effectively promote pupils' spiritual and social awareness.

54. Teachers have good subject knowledge and their enthusiasm for this subject is transferred to the pupils who consequently learn in a motivated way. Lessons are well organised and resources are well prepared so that pupils move ahead with tasks without delay and lessons flow at a good pace. Teaching assistants are very effectively deployed to assist lower-attaining pupils and those with special educational needs so that these pupils are given the full opportunity to cover the same range of experiences as other pupils in their classes. Teachers are good at developing links with other subjects, with especially good links to literacy and numeracy noted in pupils'

workbooks and good extension of pupils' speaking and listening skills noted during class discussions.

55. Personal, social and health education is well promoted within the science curriculum. Much detailed work is undertaken to help pupils understand the principles of maintaining a healthy diet and very comprehensive coverage is given to providing pupils with a good awareness concerning the dangers of drugs misuse.
56. Although teachers maintain their own ongoing records of pupils' progress through the work provided, there is no systematic whole-school method of recording information about pupils' attainment and progress and this weakens the potential for teachers to plan more precisely for different groups of pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- The subject is well led and managed.
- The school has exciting plans for its future development of ICT.
- Lack of equipment limits pupils' achievement.
- Not enough use of ICT in other subjects.

Commentary

57. The co-ordinator for ICT is enthusiastic and works hard to ensure that all existing hardware resources are fully maintained and ready for use and that staff receive the necessary training to ensure that they have a full range of skills for teaching ICT. The school has rightly placed a high priority on fully developing ICT in the future, with the next phase of the school's building plans focusing on providing a new computer suite. Linked to this major development, the co-ordinator has drawn up a comprehensive ICT action plan. The new developments and improved facilities are all very necessary as the current low level of resources forms a significant barrier to improving pupils' achievement in this subject.
58. Within the current equipment limitations, careful planning by teachers enables Year 2 and Year 6 pupils to reach the expected standard in ICT. For example, Year 2 pupils know how to use simple graphics programs – with some of them adding text into pictures; they understand simple search techniques, have good familiarity with the keyboard and know the purpose and uses of different types of icons. They make some use of ICT to support work in other subjects such as literacy, numeracy and geography. By Year 6, pupils competently use programs to control devices, to make attractive presentations and to research on the Internet. They carry out useful projects, for example designing pages for a presentation, with special effects such as sound sources being added.
59. Teaching was seen for a Year 5/6 class and a Year 4/5 class. In these lessons teaching was good and the teachers showed confident knowledge and good skills in using the interactive whiteboard to demonstrate techniques to pupils. This helped pupils learn how to use specific features of programs, but at the same time presented frustration with there being insufficient equipment for them to immediately practise their new found skills.
60. The co-ordinator has very usefully introduced ICT workbooks across the school in which pupils record their activities. This is a good means of showing what has been covered and how well. However, the co-ordinator has also identified rightly, within the ICT action plan, the need to introduce a system for assessing pupils' progress in a systematic way.

Information and communication technology across the curriculum

61. Although some use is made of ICT in different lessons, generally, ICT is not used well enough across the curriculum, in a planned way, to support work in other subjects.

HUMANITIES

History and Geography

62. No history or geography lessons were seen and not enough evidence was collected to enable judgements about provision in these subjects to be made. Planning shows the required coverage using the recommended schemes of work. Discussion with pupils from Year 6 showed clearly that their learning is satisfactory and they show keen interest, especially in history. There are examples of appropriate links with other subjects such as personal writing linked to work on explorers and play writing based on the fables of Aesop. In geography pupils are made aware of their responsibilities regarding recycling and in Year 2 there is a good developing link with France and England using the travels of Barnaby Bear. A brief scrutiny of some work samples shows that the school uses the local environment well to compare with a contrasting locality and research skills are used effectively, especially in Year 6. The subject leader has made improvements to the range and quality of resources and monitors planning on a regular basis. Assessment of both subjects is at an early stage of development. Resources are good for history and satisfactory for geography.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

63. No art lessons were seen and the overall provision in this subject cannot be judged. However, a wide range of good quality art and design work was seen on display around the school. Discussions with pupils show that they enjoy this subject. Throughout the school they produce a wide range of attractive two- and three-dimensional work in a good range of different media. For example, good quality clay work, work with fabrics and large scale, well-made models are in evidence in displays. Painting, sketching and modelling skills are well advanced for pupils at different age groups. The subject is well managed to provide a rich range of experiences for pupils. Good links are made with other subjects. For instance, in a science lesson, Year 3/4 pupils were given the task of fixing a circuit and light bulb to light up the nose on a well-made picture they had created of a clown's face.

Design and Technology

Two lessons were seen in this subject and from this evidence and the wide range of attractive finished products displayed around the school it is clear that the school places a strong emphasis on this subject and the overall provision is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- Standards of work are above average.

Commentary

64. As a result of good teaching pupils achieve well and produce good quality designs and products. For example Year 1/2 pupils make attractive 'colourful fruit salads', Year 2/3 pupils complete detailed and carefully considered designs and make well-finished fridge magnets, while Year 5/6 pupils make slippers as the result of much research and product evaluation. All of the work, and particularly that seen in a very well-taught Year 5/6 lesson, shows full attention to pupils going through the design process in a thorough way. For example, Year 5/6 work included recording charts, detailed written accounts and clear step by step instructions drawn up for 'my design'.

Pupils use a wide range of materials, learn how to fix these materials together in different ways and use different tools such as scissors and sewing needles with good attention to accuracy and safety. Teachers plan very interesting work for pupils and, in the three lessons seen, pupils thoroughly enjoyed the tasks they were given. The lessons were well prepared and teaching assistants and other extra helpers were very well deployed to support pupils in their work. This meant that all individuals and different groups of pupils, including pupils with special educational needs, had opportunities to participate and succeed in the work.

Music

Pupils' singing was heard in assemblies and a harvest festival service, one lesson for Year 4/5 pupils was observed and a Year 5/6 lesson was briefly sampled. This did not constitute sufficient evidence to make an overall judgement about provision in music.

Main strengths and weaknesses

- Pupils sing tunefully.
 - Teaching in the Year 4/5 lesson was very good.
65. In the sessions seen pupils showed a good ability to sing melodically. Most pupils enjoy singing and try hard with the songs they are given. In the Year 4/5 lesson a very good combination of the teacher using the piano, a backing track and her voice helped the pupils rapidly learn a new song to a lively reggae rhythm. Very good preparation, with all of the tuned percussion instruments being set out ready for use, meant that the work flowed at a very good pace and enabled pupils to create their own good quality tunes in a short space of time – many of them showing good skills in finding the desired sequence of notes. Year 5/6 pupils tackled very challenging work to provide chordal accompaniment for a song using xylophones and a keyboard. Pupils managed the two-part singing successfully and the idea of recording their work presented a good opportunity for them to evaluate their efforts and consider ways of improving the work.

Physical education

66. One Year 4/5 lesson and one Year 1/2 lesson were seen. This did not constitute enough evidence to comment on provision overall. However, in these sessions pupils enjoyed the work, with Year 1/2 pupils at the early stages of learning to throw and catch a ball and Year 4/5 pupils gaining appropriate skills of attacking and defending in a team game. Teaching for the Year 1/2 lesson was satisfactory, although the teaching assistants on hand were not used as effectively as they could have been. The Year 4/5 lesson was well taught with clear instructions given and an enthusiastic approach by the teacher provided strong encouragement for individuals.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

No PSHE lessons were seen in this area and so no overall judgements are made about provision. Nonetheless, strong elements of PSHE pervade much of the school's work in a very effective way.

Main strengths and weaknesses

- PSHE makes a strong contribution towards building the school's caring ethos
- There are very effective links for the PSHE programme within the school's science curriculum.

Commentary

67. PSHE is very well ingrained in the school's curriculum and, in particular, a specific and strong emphasis is placed upon the provision of a clear programme within science where pupils gain a very full knowledge about healthy eating, stages of human development, how their bodies function, and they learn about the importance of maintaining good health through exercise. The

strong rapport between staff and pupils helps staff to make the most of all opportunities to support pupils' personal and social development either through class discussions or during individual and group work. This approach forms a strong part of the friendly, supportive and caring ethos projected by the school and provides very strong encouragement for all groups of pupils to be fully and confidently involved in school activities. Links with the church, police and local community raise pupils' awareness of their responsibilities as citizens. The school council has been successful in alerting staff to pupils' concerns and ideas.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
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	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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