

INSPECTION REPORT

EAST STANLEY PRIMARY SCHOOL

Stanley

LEA area: County Durham

Unique reference number: 114026

Headteacher: Mr A P Blackett

Lead inspector: Dr B Male

Dates of inspection: 9 - 11 February 2004

Inspection number: 260745

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:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	230
School address:	Chester Road Stanley County Durham
Postcode:	TS4 3RG
Telephone number:	(01207) 233611
Fax number:	(01207) 282693
Appropriate authority:	Governing body
Name of chair of governors:	Mr John Dean
Date of previous inspection:	12 October 1998

CHARACTERISTICS OF THE SCHOOL

This average sized primary school takes pupils from four to 11 years old, and is maintained by Durham Local Education Authority. At the time of the inspection there were 230 full time pupils in eight classes. The percentage of pupils known to be eligible for free school meals was broadly in line with the national average. The percentage of pupils identified as having special educational needs was below the national average. There were very few pupils from ethnic minorities and none requiring extra support for learning English. A relatively high number of pupils join the school during Years 3 to 6. The school gained the Basic Skills Quality Mark in 2002, the national School Achievement Award in 2003 and the Durham C.C. 'Celebrating Success Award' in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
14806	Dr Brian Male	Lead inspector	English Information and communications technology History Geography
19419	Mrs Sue Boyle	Lay inspector	
24027	Mr Clive Whittington	Team inspector	Foundation stage Art Design and technology Music Physical education
23548	Mr Neville Pinkney	Team inspector	Mathematics Science Religious education Special educational needs

The inspection contractor was:

Parkman Ltd in association with *PkR*
35 Trewartha Park
Weston-Super-Mare
North Somerset
BS23 2RT

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **effective school** where pupils achieve well overall. There is a sound overall quality of educational provision and the school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Teaching is good and pupils achieve well in Years 1 and 2
- Pupils behave well and have positive attitudes to school
- Pupils need to be involved in a wider range of learning activities in their lessons, particularly in Years 3 to 6
- The curriculum for reception children needs to reflect more closely the national Foundation Stage Curriculum
- Parents need to be involved more in the life and work of the school
- There are good systems for assessing pupils' attainment and tracking their progress that enable the school to evaluate its provision well
- There is good provision for extra-curricular activities

The school has made satisfactory progress overall since the previous inspection and good progress in some aspects such as provision in Years 1 and 2, and in assessment. The quality of teaching and standards of attainment have improved since the previous inspection in Year 1 and 2, and have been maintained elsewhere. Pupils' attitudes and behaviour are similarly good. Assessment procedures are now much better. Aspects of leadership and management such as evaluation have improved, other aspects have been maintained. All the key issues raised have been addressed, but the curriculum for reception children still needs further development, and their outdoor area establishing.

STANDARDS ACHIEVED

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

*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.*

Pupils' achievement is good overall. Standards in Year 6 this year are higher in mathematics, and similar in English, and science. Standards in all three subjects are in line with the national average and the average of similar schools. This represents good overall achievement for the pupils taking account of their starting point and the fact that many pupils start school in Years 3 to 6 with below average standards. Standards in Year 2 are above average in reading and writing, and well above average in mathematics and science. These standards are promoted by the consistently good teaching in these years and represent good achievement. In both Years 2 and 6, standards are below average in ICT because the school has only recently acquired sufficient equipment. In both years, standards are in line with those usually found, and achievement is satisfactory in all other subjects, except religious education in Year 6 where standards are below average.

Pupils make appropriate progress through reception classes but the curriculum is rather narrow. Most pupils start school with standards broadly in line with those usually found, and by the time they enter Year 1, most achieve the national expectations for children of this age. There is some good support for pupils with special educational needs across the school, and they make good progress.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. Pupils behave well in class and around the school. They have generally positive attitudes to school and are keen to learn, although some older pupils are not so enthusiastic. Pupils show a good commitment to school and are generally keen to participate in events. Their personal qualities such as relationships and concern for others are generally good. The rate of attendance is above the national average and pupils arrive punctually for school.

QUALITY OF EDUCATION

The quality of education is sound overall. The quality of teaching is satisfactory overall and good in Years 1 and 2. Teachers work hard and have a good commitment to their pupils. Relationships are generally good, although some older boys need more independence and recognition. In the best lessons, there are high expectations, and the pupils are involved in interesting practical activities which extend learning. The range of learning methods is rather narrow, especially outside of Years 1 and 2, and pupils do not always have the independence they need to explore their own ideas and approaches. These are often requirements of the national curriculum, and they add interest and excitement to lessons. Teaching assistants provide some good support for learning, particularly for pupils with special educational needs.

There is a generally appropriate curriculum enhanced by a good programme of visits and extra-curricular activities. The curriculum for children in the reception classes needs to be wider and follow more closely the national requirements. The curriculum for religious education needs to give more emphasis to the 'Learning from religion' aspect. There are appropriate arrangements for pupils' care and welfare. The school is appropriately staffed, accommodation is adequate, and resources are good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory overall. The headteacher sets a good tone for a positive approach to pupils. There are some good systems for tracking pupils' progress through the school and identifying groups that need attention. These systems also enable the school to evaluate its provision effectively. Senior staff generally manage their areas of responsibility well, but leadership of the Foundation Stage and of religious education need improving. At the time of the inspection there was no deputy headteacher. The governing body provides satisfactory governance for the school and maintains a good interest in its work.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally supportive of the school, but a significant number wish to have a closer partnership with the school and receive better information. The school already intends to involve parents more closely; encouraging them into the playground to deliver and collect their children will be a good start. Pupils generally like school, but younger pupils are much more positive than older ones.

IMPROVEMENTS NEEDED

In order to build on its provision and standards, the next steps for the school are to:

- Broaden the curriculum for children in the reception classes and base it more firmly on the approaches and requirements of the national Foundational Stage Curriculum
- Involve pupils in a wider range of learning methods that give them more independence, value their ideas and contributions, and involve them in interesting and exciting activities
- Involve parents more in the life and the work of the school

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is good overall and standards in Years 1 and 2 have risen since the previous inspection. Standards elsewhere are similar to those found by the previous inspection.

Main strengths and weaknesses

- Pupils make particularly good progress through Years 1 and 2
- Standards of attainment are very good in mathematics in Year 2
- Standards are rising in ICT but are below average overall

Commentary

1. A feature of the school is that a fairly high number of pupils come into the school during Years 3 to 6. This means that a significant number of pupils in Year 6 (usually over a quarter) have not come right through the school. Therefore, the usual comparisons between standards on entry, at Year 2 and Year 6 need to bear this in mind. On the whole, most children start in the reception classes with standards of attainment in line with those usually found. They make generally satisfactory progress through the reception class and so standards are still in line with those usually found as they move into Year 1. They make good progress through Years 1 and 2, and so standards are above average by the end of Year 2. The progress made by these pupils is generally satisfactory through Years 3 to 6 and so these above average standards are maintained. In most years, many of the pupils joining the school during Years 3-6 have below average standards in Year 2 in their previous schools. Although the school's good provision for pupils with special educational needs allows these pupils to catch up to a certain extent, their standards are still below the other pupils at the end of Year 6. This means that the school's standards overall at the end of Year 6 are close to the national average, rather than above average as they were in Year 2.
2. Inspection evidence and the school's own assessments indicate that standards of attainment in Year 6 have been maintained in English and science and are in line with the national average. Standards in mathematics have risen this year and are now also in line with the national average. These standards represent good achievement for the pupils for the reasons given above. Standards in other subjects are generally in line with those usually found, except in ICT where standards are below average because the school has only recently acquired sufficient equipment for the subject to be taught effectively.

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

Standards in:	School results	National results
English	27.3 (28.5)	26.8 (27.0)
mathematics	25.8 (27.9)	26.8 (26.7)
science	28.7 (29.5)	28.6 (28.3)

There were 36 pupils in the year group. Figures in brackets are for the previous year.

3. Standards in Year 2 are not quite as high as last year, but are above the national average in reading and writing, and well above average in mathematics. Consistently good teaching through Years 1 and 2 enables pupils to make good progress and achieve well. Standards are also above average in science and generally in line with those usually found in all other subjects except ICT where standards are below average for the same reason as in Year 6.

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

Standards in:	School results	National results
reading	17.2 (16.7)	15.7 (15.8)
writing	16.6 (15.9)	14.6 (14.4)
mathematics	17.6 (17.4)	16.3 (16.5)

There were 33 pupils in the year group. Figures in brackets are for the previous year.

4. Most pupils enter the reception classes with standards of attainment generally in line with those usually found. They make satisfactory progress through the reception year, and by the time they move into Year 1, most attain the nationally expected 'Early Learning Goals' in all six of the prescribed areas learning. These standards represent satisfactory achievement for the pupils.
5. The school is particularly successful in Years 1 and 2 in ensuring that a well above average number of pupils attain the higher expected level (Level 3). The proportion attaining the higher expected level (Level 5) in Year 6 is not so high. This is partly because of the proportion of recently-arrived pupils, but also because lessons do not always contain sufficient challenge at this higher level. The attainment of boys and girls is broadly equivalent in Years 1 and 2, but by Year 6 boys' attainment has slipped back. This is one of the reasons why standards tend be lower in Year 6 than in Year 2. Boys' lower attainment is mainly related to the fact that many lessons fail to engage their enthusiasm sufficiently, and that they are given too little independence to learn in a range of ways. In many cases, older boys do not feel valued by their teachers, and this affects their attitudes to work.
6. Good support for pupils with special educational needs enables them to make good progress in terms of their targets. The school is successful in ensuring that the great majority of pupils attains the expected levels at the end of both Year 2 and Year 6.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Their personal development, including spiritual, moral, social and cultural development, is good. Attendance and punctuality are good.

Main strengths and weaknesses

- Pupils work hard and behave well
- Pupils have a caring approach, particularly towards the younger pupils
- Attendance and punctuality are consistently above average, when compared to other schools
- Some routines and approaches do not encourage independence

Commentary

7. Most pupils like school. They come to school willing to work, and to try hard. Younger pupils are very positive in their attitudes, but some of the oldest pupils feel that they are not listened to, and are not quite as positive about school.
8. Pupils behave well and do as they are told. Their behaviour is always at least satisfactory, even in the lessons that fail to enthuse or excite them. Pupils are polite and respectful towards adults. Exclusion has only been used once, and its use was appropriate.
9. The school is moving from an assertive discipline approach for managing behaviour, to a more positive approach through the 'Tree Project'. This project is designed to support pupils' personal development with the emphasis on responsibility and self-discipline. Pupils are sensible and reliable when given some responsibility and independence, and the early signs are that this is proving successful. It will be important, if it is to succeed, that all staff relate to pupils in ways

that are valuing, and that all staff give pupils opportunities to take responsibility for their own behaviour.

10. Generally, staff are positive and valuing in their approach. This helps pupils to feel that they can achieve and do well, and gives them the confidence to do so. However, this is not always the case, and a more negative approach used by a few staff, contributes to the low self-esteem and rather negative attitudes of some of the oldest pupils.
11. Pupils show caring attitudes. This is particularly the case with older pupils, usually the girls, who keep a good eye on younger pupils, and comfort them when they have had a minor bump. The school has fostered these attitudes well by giving older children responsibility for the younger children, but the other side to this is that it sometimes restricts the opportunities for independence. For example, after lunch, the younger children, are escorted back to the cloakroom and out to the playground, when this is something they could quite well do by themselves.
12. Pupils' spiritual, moral, social and cultural development is satisfactory. Staff are generally polite and listen to pupils and in this are good role-models. Pupils' reflect appropriately about how they should relate to others. They help with tasks in the classroom, and generally contribute to school life in a variety of ways. They learn about citizenship in simple ways, such as voting on issues in school. They know the school rules and have a clear understanding of the difference between right and wrong. Pupils have sound knowledge of their own culture, but opportunities to learn about other cultures are less well developed.
13. The playground space is large, but there is little for pupils to do, and because of this the games tend to be quite physical. This can sometimes lead to misunderstandings. Pupils generally get on well with each other, and bullying is rarely an issue. If it occurs, parents and pupils are confident that it will be dealt with well.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census	
White – British	
Mixed – White	

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
203	1	0
1	0	0

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

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.9
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

14. Attendance is consistently above that of other schools. Pupils are punctual to school in the mornings, and lessons start promptly.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **satisfactory**, and has improved in many aspects since the previous inspection.

Teaching and learning

Teaching and learning are satisfactory overall and have improved since the previous inspection in Years 1 and 2. The school has good procedures for assessment.

Main strengths and weaknesses

- Teaching is consistently good in Years 1 and 2
- Teachers work hard and have a good commitment to their pupils
- Assessment procedures are good
- The range of teaching and learning methods needs to be wider
- The teaching approach in the reception classes needs to be based more firmly on the principles of the national Foundation Stage curriculum

Commentary

Summary of teaching observed during the inspection in 47 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	0 (0%)	16 (34%)	30 (63%)	1 (3%)	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.

15. Teaching is consistently good in Years 1 and 2, and this promotes good progress and enables pupils to achieve well. As a result, standards of attainment are generally above average. Teaching is good in English, mathematics and science. It was not possible to make individual judgements in other subjects.
16. Teaching is satisfactory overall in Years 3 to 6. As a result, progress through these years is at the expected rate, and so pupils moving right through the school tend to maintain the above average standards they attained in Year 2. Teaching is satisfactory in English, mathematics and science, and it was not possible to make judgement in other subjects because too few lessons were seen.
17. Teaching in the reception classes is generally satisfactory overall, but the approach is not entirely consistent with the principles of the national Foundation Stage curriculum.
18. Teachers work hard and have a good commitment to their pupils. Relationships are generally good and teachers manage their pupils well. However, some older boys are not enthused by their lessons and do not have positive attitudes to learning. The school is aware of this issue, and that it is adversely affecting their attainment. The approach taken in many lessons does not help engender these pupils' enthusiasm. They need more independence to explore their own ideas, and more recognition of what they have achieved. The rather formal and restrictive approach of many lessons is not helping these pupils to succeed.
19. In the best lessons, there are high expectations, and the pupils are involved in interesting practical activities which extend learning. For example, there were high expectations in a Year 1-2 English lesson where pupils read play-scripts of the traditional 'Three Wishes' story before writing their own versions. Year 1 pupils were able to respond successfully to this high challenge because the teacher had chosen a very appropriate script and supported their reading well. They enjoyed the activity and were keen to undertake their own writing. A good Year 2

mathematics lesson had similarly high expectations and a good range of practical activities for pupils to understand early concepts of angles and degrees of turn. It was the range of practical experiences with clocks, cars and rotating shapes that enabled pupils to develop and extend their concepts. A good Year 4 art lesson gave pupils good opportunities to explore their own ideas when making models with clay, and this independence allowed their learning to develop well. A good Year 5 mathematics lesson had a rapid pace and high expectations and involved pupils actively in exploring the angles of two-dimensional shapes.

20. Overall, the range of learning methods is rather narrow, especially outside of Years 1 and 2, and pupils do not always have the independence they need to explore their own ideas and approaches. This independence is a requirement of many aspects of the National Curriculum and the national Foundation Stage curriculum. Many lessons are very tightly directed by the teachers and do not give enough scope for pupils to develop concepts or widen their understanding. Typical lessons in Years 3-6 involve long introductions from teachers when pupils are expected to sit and listen, followed by a straightforward written task from a work-sheet or text book. For example, pupils studying rivers in geography were asked to fill in a work-sheet of missing sentences, rather than exploring a range of sources of information to make their comparisons and presenting their findings in their own ways. These lessons seldom enthuse pupils and lead to some older pupils becoming negative in their attitudes.
21. The school intends to develop its teaching of speaking and listening within English and this will be a helpful development. At the moment there are few structured opportunities for such teaching, and most activities involve pupils giving simple answers to teachers' questions.
22. There is some good teaching of pupils with special educational needs by the specialist teacher. Individual education plans are drawn up appropriately but tend to focus on the work groups will do with the specialist teacher, rather on the ways in which the pupils can be supported in the much longer part of the week when they are in their own classes. Teaching assistants provide some good support for learning across the school.
23. The school's assessment procedures are good, particularly in English, mathematics and science. Frequent assessments are made of pupils' attainment and these are used to track progress and identify groups needing extra support. The next step for the school is to ensure that this assessment information is always used effectively in lessons to target the teaching to different groups, especially in subjects other than English, mathematics and science.

The curriculum

The overall quality of the curriculum is satisfactory, and good extra-curricular provision enriches learning. The accommodation and resources are good. The quality has been maintained since the previous inspection.

Main strengths and weaknesses

- There are good opportunities for enrichment, particularly in sport and outdoor activities
- The curriculum for children in the reception classes does not fully meet the approaches and requirements of the national Foundation Stage Curriculum
- Insufficient emphasis is placed on one element of the recommended programme of study for religious education

Commentary

24. The curriculum meets statutory requirements and the quality of learning opportunities is satisfactory in Years 1 to 6. There is a suitable emphasis on the teaching of literacy and numeracy, and all other subjects are allocated adequate timetable time. The curriculum for religious education broadly meets the requirements of the locally agreed syllabus, but insufficient emphasis is placed on the area of 'Learning from religion'. Opportunities for

curriculum enrichment are good with a wide range of visits and visitors in most subject areas, although there are no effective links with faiths other than Christianity for pupils to develop awareness of their traditions of worship and family life.

25. The previous inspection identified the need for a suitable curriculum to be put in place for children under five. Although this has been addressed in part, the approaches and requirements of the national Foundation Stage curriculum are not fully met in the reception classes. The curriculum is rather narrow and children are not always given sufficient scope to explore their environment and develop their ideas. The minor issue regarding the lack of an appropriate outdoor area for the under fives is now beginning to be addressed.
26. The range of extra-curricular activities is good. There is a good range of sporting activities, open to both boys and girls, and the school participates in regular inter-school competitions in football, cricket and cross-country. There is a good range of clubs available and individual musical tuition is provided for violin, cello and double bass. The school has established a good link with the local YMCA, and through them provides residential opportunities for pupils in Years 5 and 6 to participate in a wide range of outdoor activities. This link has now developed into offering these activities on a regular basis through the year, with pupils learning the basics of map reading, survival skills and cooking.
27. Accommodation and resources are good, although noise from adjacent classrooms does impinge on teaching due to the layout of the building. This sometime disrupts learning. The school has a good range of teaching resources and makes good use of loan facilities for teaching specific topics.

Care, guidance and support

There are sound arrangements for the care, welfare and safety of pupils. Provision of support, advice and guidance based on monitoring is satisfactory. The involvement of pupils through seeking, valuing and acting on their views is unsatisfactory.

Main strengths and weaknesses

- Initiatives are used well to provide support
- Older pupils are not always sufficiently involved in their learning
- Pupils' views are not sought routinely

Commentary

28. Arrangements for health and safety and child protection are in place, and a number of staff have had training in first aid. Mid-day supervisory staff see the headteacher on a day to day basis, and monitor concerns appropriately. They are clear about first aid procedures, but less sure about child protection.
29. Monitoring for attendance, behaviour and personal development is appropriate. There is some good support for pupils who find themselves less interested in learning. For example, they are encouraged to participate in specific extra-curricular initiatives, designed to foster enthusiasm and positive attitudes. Generally, pupils feel that teachers help them with their work. However, the nature of many lessons in Years 3 to 6 means that there are too few times when pupils feel involved with their learning, take responsibility for it, or have independence to choose, or to do things for themselves.
30. There are good procedures for assessing pupils' attainment and tracking their progress, and these are used effectively to provide support, especially to those who have special educational needs. The school has only just started to identify pupils who might be gifted or talented in specific areas and, as yet, a programme of support has not been established.

31. Pupils are asked their views informally on a day-to-day basis. Most staff listen and take account of what pupils say. However, this is not always the case, and some pupils, particularly the older pupils to not feel that they are listened to. The school does consult pupils, but, not routinely, about what they would like for school. The school is planning to set up a school council and this could be a valuable forum for collecting views.
32. Lunchtime arrangements involve unnecessary lining up, and too long is spent waiting about. These routines, along with the lining up at the end of breaks, do not allow pupils to show how responsible they can be.

Partnership with parents, other schools and the community

The school, overall, has satisfactory links with parents, and other schools and colleges. Links with the community are good.

Main strengths and weaknesses

- There are good links with some other schools
- Community links have been developed well
- Parents are not sufficiently involved with what is happening in school

Commentary

33. Generally, transfer arrangements to high schools are what would be expected. However, links with one school have been developed well, to the extent that a teacher from the high school comes on a weekly basis, and works in the Year 6 classroom alongside the class teacher to deliver ICT lessons. The 'Tree Project', although still in at an early stage, has strengthened the links with other schools, and particularly the link between Year 6 and Year 7.
34. Community links effectively support pupils' personal development and their learning. The school participates in a local initiative, which benefits pupils on a number of levels, but not least, gives them access to local sports facilities, at reduced cost. It makes good use of the nearby Beamish museum, and makes particularly good use of the expertise of a local environmental group to support work in a number of areas of the curriculum. Through a national organisation, older people come into school to support reading.
35. The school consults parents and acts appropriately. A good example is that parents are now sent a yearly curriculum overview. This came about as the outcome of a questionnaire to parents. However, parents are not consulted routinely about policy.
36. The school has recently developed some effective ways of involving parents, such as the cuddly toy and diary that goes for the weekend to the home of one of the reception class children. Parents are involved well because children need help to write an account of the Max Mouse's weekend. Parents are mostly positive about the school. They feel comfortable to go to school with a concern, but they do not always feel that they are encouraged to go into school. This may be because they wait outside the school playground, and even the youngest children are not taken to the classroom, or collected at the end of the day by their parents. Many parents raised this as an area of concern. The school adopts a flexible approach to parents taking and collecting their children, but clearly not all parents feel this. The difference in school finish times does not help with some parents having to wait outside the school for some considerable time.
37. A significant number of parents feel that they are not well informed about their children's progress and that the school does not seek their views. The school has the usual annual written reports, and meetings for parents to discuss progress, but it is the lack of informal contact that is a concern to parents. Feeling that they are not welcomed into the school at the beginning and end of the day contributes to this concern.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The headteacher provides sound leadership. The overall leadership of senior staff is sound. Management is satisfactory, as is the governance of the school.

Main strengths and weaknesses

- There are some good systems for evaluating pupils' progress through the school
- The headteacher sets a good tone for a positive approach to pupils
- Senior staff generally manage their subject areas well
- Leadership of the Foundation Stage and religious education is unsatisfactory

Commentary

38. The headteacher provides caring leadership and sound management. This has ensured a steady improvement in most areas since the previous inspection. He sets a good tone for a positive approach to pupils. The commitment that staff show to the inclusion of all pupils, regardless of background or level of attainment, contributes to a positive ethos. Development priorities are set through a thorough analysis of test scores linked to the various national and local priorities.
39. Subject leaders monitor performance in their subjects effectively and address any areas for development, their priorities identified through individual action plans. The exception to this is the leadership and management of the Foundation Stage and of religious education. Although planning and assessment are to the requirements of the national Foundation Stage curriculum, there is insufficient attention to the fundamental principles behind this. The school has not ensured that the key issue from the previous inspection relating to this age group has been fully addressed. The curriculum for religious education has not ensured that enough emphasis is placed on the 'Learning from religion' aspect. The leadership and management of provision for pupils with special educational needs are sound. Needs are identified appropriately and support deployed effectively. The quality of support is good and ensures that pupils make good progress.
40. The overall management of the school is sound, and systems for monitoring and evaluation are effective. There are good procedures for assessing pupils' attainment and tracking their progress. These procedures are used effectively to deploy resources to areas of need, and to evaluate the school's performance. The monitoring of teaching is generally satisfactory, but needs to focus particularly on the quality of learning for pupils in the reception classes and in Years 3 to 6.
41. There is appropriate support for new members of staff, and programmes for professional development are sound. The school's budget is managed effectively and systems of financial control are sound. Expenditure is related appropriately to the targets on the school's development plan and the balances are within the usual limits.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	527,925	Balance from previous year	43,076
Total expenditure	537,852	Balance carried forward to the next	33,149
Expenditure per pupil	2,338		

42. The governing body has a generally good oversight of the school and provides sound governance. Governors are supportive of the school and take an interest in its work. They ensure that all statutory requirements are met.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

43. The standard of teaching and learning is generally satisfactory, but there is an imbalance in some lessons between highly directed activities, where children have too few opportunities to develop independence; and those where the lack of carefully planned learning opportunities hinders progress. The co-ordinator has developed the curriculum to provide a variety of experiences, but has not ensured that these are always used effectively to maximise learning. There are few opportunities for interaction with parents within the classrooms. The quantity and quality of resources are good, although there are too few opportunities provided to use large toys on a daily basis. The teacher of the older reception children, who are taught in a mixed age class with pupils from Year 1, makes good efforts to ensure that the two groups are given tasks that are appropriate to their age group. Appropriate use is made of the assessments which come from the nursery schools to guide learning, and this is continued through the reception classes.
44. Overall, the quality of teaching is satisfactory. Most pupils start in the reception classes with standards of attainment in line with those usually found in all the areas of learning. They make appropriate progress and their achievement is satisfactory.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Most children work and play together happily
- Behaviour is good
- Adults have generally good relationships with the children
- Some of the tasks and opportunities provided do not develop the children's independent skills

Commentary

45. Most children enter the school with levels of personal, social and emotional development which are about average for their age. Sound teaching by all adults in the reception classes ensures that the children continue to develop the necessary skills, and by the time they reach Year 1 many children work and play happily together. Many are able to co-operate and take turns, and most are beginning to share and are learning to behave in a socially acceptable way. Resources are used effectively to promote the children's personal and social skills, although some opportunities which could encourage independence and responsibility are missed. Indications are that most of these children will achieve the early learning goals by the time they move into Year 1.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **satisfactory**.

Main strengths and weaknesses

- There is a good range of visits and visitors to extend the children's learning
- Too much recorded work is formal and is based on inappropriate photocopied worksheets
- There are too few opportunities for all the reception children to learn together

Commentary

46. On entry to the school, communication, language and literacy skills are generally average for children of this age. Satisfactory progress is made as children work and play with others, talking about what they are doing. Children enjoy listening to stories and respond enthusiastically to them. The role play in the reception area is a shop where children play together as shopkeeper and customers. A sound range of activities is provided, and visits and visitors are effective in extending opportunities for learning.
47. When they start school, many children have sound knowledge of books. The range of activities enables them to continue to improve their knowledge. For example, children join in nursery rhymes, books are taken home regularly, and both classes have book areas where the children go to read. As a result, most children recognise how books 'work', knowing that print carries meaning, and some want to tell the stories themselves, often with great enjoyment. Letter recognition and sounds are taught and reinforced effectively. However, there is an over-concentration on formal 'copy writing' and children are not sufficiently encouraged to experiment with writing tasks to 'see themselves as writers'. Inappropriate photocopied worksheets are used and some written work is marked for spelling and 'spaces' – which is not relevant for children of this age group. Elements of the literacy framework are used effectively, and phonics and letter formation are taught. By the time children leave the reception class, most reach the expectations of the Early Learning Goals for communications, language and literacy and standards overall remain average.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- The children in the reception/Year 1 class are given work which is well suited to their needs
- Too much recorded work is formal and is based on inappropriate photocopied worksheets

Commentary

48. Children have sound knowledge of numbers when they begin school. A variety of activities are available in both classes and those in the reception/Year 1 class are given work which is well suited to their needs. In both classes, however, too much of this work is insufficiently practical and relies too heavily on inappropriate photocopied worksheets. Number rhymes and songs are used effectively, and as a result, children learn to count and gain confidence in using numbers, but do not always develop the secure understanding that is necessary for the later manipulation of number. Work on shape and size enables children to begin to develop a sound understanding of symmetry, shape, size and position – using words such as 'smaller'/'larger' and 'more'/'less'. By the time they reach the age of five, most attain the Early Learning Goals for mathematical development.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- Children benefit from a wide range of visits and visitors
- The reception classrooms are planned for a variety of activities
- Although a good range of computers are available, they are under-used
- There are no systems in place to ensure that all activities have relevant learning objectives, or that all children are appropriately involved

Commentary

49. Most children enter the reception classes with a sound knowledge of their local area and the world at large. A number of activities foster learning in this area. Children select resources on their own, and begin to use them with care. The overall quality of teaching is sound, but the activities provided for children are not always fully focused to ensure learning, and some children wander around aimlessly at times. The children are introduced to a wide variety of experiences to widen their understanding. They explore the environment through visits within the local area and by having visitors within the school, such as a mother with her baby. Although a good range of computers is available, during the inspection no children were observed using them constructively for more than a few minutes at a time to support their learning. However, there is evidence that they develop skills such as using the mouse. Children enjoy listening to stories on the listening centres provided. By the time children are ready to enter Year 1, satisfactory progress has been made, and their knowledge and understanding of the world are generally average.

PHYSICAL DEVELOPMENT

Provision in physical development is **sound**.

Main strengths and weaknesses

- Children's physical development is limited because opportunities to use large toys are infrequent and there are no facilities for outside play

Commentary

50. Children enter the school with average skills in physical development. Throughout their time in the reception classes, they continue to improve their awareness of the needs of others and the space around them. Children climb and balance with confidence. Opportunities are provided for the development of fine motor skills through the use of writing implements, brushes and scissors. Adults ensure that all children are included in the various activities. The previous inspection found that there were inappropriate outdoor areas, and this is still the case. As a result, there are insufficient opportunities for children to learn through playing outside, and the use of large toys, such as tricycles, etc are limited to once a week rather than being available on a daily basis. Standards, therefore, remain average and most children will attain the early learning goals.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- The children have positive attitudes to this aspect of learning
- Some of the activities provided have no planned learning objectives
- Children's creative development is limited by tasks which allow no opportunity for imagination or self-expression

Commentary

51. Throughout their time in the reception classes, children make generally satisfactory progress in their learning due, in part, to their positive attitudes to learning. Opportunities are provided for children to take part in a range of creative activities, although some are too highly directed by the teacher and allow no opportunity for imagination or self-expression. This was the case in a lesson where the children made flower pictures – all of which had to follow the same pattern.

Children sing with enthusiasm and develop confidence through role play. They paint, weave and make collages. Most children leave the reception with average skills in this area.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory** overall, and standards have risen in Year 2 since the previous inspection.

Main strengths and weaknesses

- Good teaching in Years 1 and 2 has led to above average standards
- Standards in reading are good across the school
- Standards of speaking and listening are generally below average

Commentary

52. High expectations, good teaching and an interesting range of activities in Years 1 and 2 have engaged pupils' interest and raised standards. Teaching is generally satisfactory through Years 3 to 6, but the activities in which pupils engage are not so stimulating and interesting, and they do not extend pupils' learning so well. Pupils who move right through the school tend to maintain their above average standards, especially in reading. Many newly-arrived pupils start at a lower point, and so overall standards are only average at the end of Year 6. There is good teaching of pupils with special educational needs and few fail to attain the expected levels at Year 2 and 6.

Speaking and listening

53. Pupils generally listen attentively, and most are open and friendly in their speech in social situations. Most chat happily to adults and to each other. However, when they are asked to speak in more formal situations, or to explain more complex ideas, many find difficulty. This is mainly because there are too few structured opportunities for such speaking through the school. In most lessons, pupils' contributions are limited to giving simple answers to teachers' questions. The school has already identified this as an area needing development and is intending to extend the range of speaking opportunities. The greater independence for pupils and wider range of learning methods recommended in the summary of this report will also provide more opportunities for the developing of speaking skills.

Reading

54. Standards in reading are higher than standards in speaking, listening and writing across the school. This is mainly because much more time is devoted to the teaching of reading. Pupils are taught in groups as part of the national Literacy Hour, and also have individual books that they take home to read with parents, as well as having access to library books. Teaching is often well focused in the group reading sessions, particularly in Years 1 and 2, and develops particular skills well. Teachers are often very clear in their objectives and there are plenty of opportunities for pupils to develop their skills. In both Years 2 and 6 the great majority of pupils attain the expected level, and many attain the higher level. Many pupils enjoy reading and are keen to talk about their favourite author; they are also confident in using books to find information.

Writing

55. Standards of writing are above average at the end of Year 2 with many pupils attaining the higher expected level (Level 3) where writing is organised, imaginative and clear. Teaching of writing is good in these years and provides an interesting range of contexts for pupils to develop

their skills. For example, in a Year 2 lesson, pupils writing about their favourite food had a range of supermarket packages to support their writing and generate interest. Teaching is generally satisfactory through Years 3-6 but the approach is more formal, and does not always generate great interest in the pupils. The basic skills and range of writing are covered appropriately and most pupils attain the expected level (Level 4), but relatively few attain the higher expected level where writing is varied, interesting and imaginative. This is because there is not always sufficient focus on these higher levels, or methods to help pupils develop their writing in these ways. For example, there are few opportunities for pupils to discuss their work with fellow pupils in a structure that allows them to consider the criteria for good writing. There are relatively few occasions on which pupils redraft their work in terms of its clarity and quality rather than just to correct errors of spelling and punctuation. This, and the linking of writing to other subjects such as history and geography in extended pieces rather than worksheet sentences would allow more opportunity for skills to be developed.

Language and literacy across the curriculum

56. The school has only recently acquired sufficient computers for pupils to use them effectively to develop their skills in literacy. There is some good use in Years 1 and 2 of programs linked to the reading scheme to develop reading skills. Older pupils are beginning to use the Internet to research topics, and this also develops reading skills. There is some use of desk-top publishing programs for pupils to design covers and titles for their work, but relatively little use of word processing to allow pupils to amend and improve their work in terms of its clarity and style. There is some use of other subjects such as history and geography to give pupils opportunity to write, but these are seldom for the extended pieces that older pupils need to develop higher order skills.
57. Leadership of the subject is satisfactory and there is an appropriate programme to ensure that curriculum requirements are met. There are good assessment procedures that allow the school to track pupils' progress and identify different needs. The leader now needs to look at the opportunities available for speaking and the methods used to help older pupils attain the higher levels in writing.

MATHEMATICS

Provision for mathematics is **good**, and standards have risen in Year 2 since the previous inspection.

Main strengths and weaknesses

- Pupils achieve well through the school in relation to their prior attainment
- Standards of attainment in Year 2 are well above average
- Procedures for assessing and tracking pupils' progress are good
- The use of mathematics across the curriculum is under-developed

Commentary

58. The good quality of teaching in Years 1 and 2 gives pupils a good start to developing mathematical skills. There is a good emphasis on developing understanding of simple number patterns and basic operations of addition and subtraction. These are well practised in lively mental sessions at the start of each lesson with pupils using whiteboards and number fans to give their answers to rapidly posed questions. They also enjoy exploring simple two and three dimensional shapes to discover their properties and symmetry. By Year 2, pupils are reaching standards well above the expected level and are achieving very well.
59. Teaching is satisfactory overall in Years 3 to 6, the National Numeracy Strategy continues to be effectively delivered, and pupils' skills and competency develop appropriately. The level of challenge is not always as high as it is in Years 1 and 2, and pupils are not always involved in

such a wide range of practical tasks with opportunities for some independence in their investigations. Nevertheless, progress is satisfactory, and by Year 6, most pupils have good mental skills and a sound grasp of a wide variety of mathematical operations and topics, including probability, symmetry and simple algebra. Data handling skills, such as the presentation and interpretation of data in various graphical forms, are less well developed. The relatively high number of pupils who join the school in these years has an effect on the overall standards reached by pupils, but in relation to their prior attainment all pupils achieve well.

60. Teachers plan lessons well, and a key feature of their planning is their care to ensure that tasks are suitably modified to provide sufficient challenge for the full range of ability in the classes. Lower attaining pupils benefit greatly from this and are well supported by classroom assistants to make satisfactory progress. Higher attaining pupils are also well challenged but there are few opportunities for them to develop independent learning. Teachers mark pupils' work very carefully and provide detailed evaluative comments and guidance on how work can be improved.
61. The subject is well led. The subject co-ordinator monitors the subject's performance through the school very effectively. Regular assessment produces reliable data to set pupils long- and short-term targets that are regularly reviewed. All assessment data are carefully analysed to identify areas for development and to inform planning.

Mathematics across the curriculum

62. Pupils regularly use mathematics in their work in other subject areas, such as science, design and technology and geography. Generally these skills are used competently. However, some skills are not always accurately or appropriately used. For example, some inappropriate graphs were produced to present climate data in geography. Occasionally results from science experiments are left as numbers when graphical presentation would add to their value.

SCIENCE

Provision for science is **satisfactory**. Standards have been maintained since the previous inspection.

Main strengths and weaknesses

- Pupils achieve well through the school in relation to their prior attainment
- Pupils have good investigative skills
- Procedures for assessing and tracking pupil's progress are not based firmly enough on reliable data
- Higher attaining pupils are not always adequately challenged to strive for higher levels of attainment

Commentary

63. Pupils achieve well in science as they progress through the school as a result of sound teaching and a clear emphasis on developing their investigative skills. Good teaching through Years 1 and 2 ensures that pupils have good awareness of the topics covered and can discuss their work clearly. They are able to set up practical investigations carefully and make sound observations. For example, in a practical session Year 2 pupils were able to set up two mirrors to deflect a beam of light onto a paper screen and draw an accurate diagram of how the light had travelled. Practical skills continue to develop well in Years 3 to 6, where teaching is satisfactory overall, but there are limited opportunities to design investigations where a clear 'cause and effect' can be identified through the collection and presentation of systematic measurements. This is because pupils are not always given the independence to plan their own investigations or follow their own lines of enquiry as the National Curriculum requires. As a result, pupils' data handling skills are rather limited. Pupils do, however, have sound general

knowledge of their work and discuss their ideas clearly. Some use is made of the Internet for pupils to research information, but these opportunities are limited and are not fully used to encourage higher attaining pupils to develop independent learning skills.

64. Teachers plan lessons well, and tasks are well modified to meet the needs of all pupils who respond well to their lessons, particularly when they are required to take a key part, such as demonstrating the effectiveness of brushing teeth to remove plaque. Pupils' work is regularly and supportively marked but often does not give a clear indication of the quality of the work or how it could be improved. Pupils in Years 1 and 2 benefit greatly from the range of challenging practical exercises that generate good learning.
65. Leadership of the subject is satisfactory. The curriculum is well planned but monitoring of pupils' progress is largely based on data collected from informal assessment of acquisition of skills. The leadership needs to ensure that the approach in Years 3-6 gives pupils sufficient scope to plan investigations. Since the previous inspection, standards have been maintained. Standards in the presentation of written work have improved but there are few opportunities for pupils to decide how to report their work in different ways.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision for ICT is **satisfactory**, but standards are lower than those found by the previous inspection.

Main strengths and weaknesses

- Standards of attainment are below average across the school
- The school now has sufficient equipment for the subject to be taught effectively

Commentary

66. The school has only recently acquired sufficient equipment for the subject to be taught effectively. As a result, pupils have not had sufficient opportunity in the past to develop their skills and understanding to the levels usually found. It was not possible to see sufficient teaching of the subject to make an overall judgement about its quality, but pupils were observed using computers in pairs and small groups and so judgements could be made about standards.
67. In the three days of the inspection, the new set of lap-top computers was seen in use only once. If this is typical use, then it will not be sufficient for pupils to have enough practice, let alone to catch up to the standards usually found. In the lesson observed, a great deal of the time was taken up with the teacher giving long explanations before pupils actually started using the computers. Some explanation is necessary, but the balance needs to be much more to hands-on experience for the pupils.
68. There was very effective use of a programmable 'Roamer' in a good Year 1-2 lesson where the teacher gave some very clear explanations that enabled the pupils to understand easily the operations involved. In a good Year 4 lesson, there was good challenge to pupils to use a desktop publishing features to create a cover with graphics and texts. Groups of pupils then used the classroom computers with confidence to create some good covers.
69. The subject leader is enthusiastic and well informed, and has ensured that appropriate training has been arranged for members of staff. She now needs to ensure that the school's equipment is used more frequently in all classes in order for pupils to gain the experience necessary.

Information and communication technology across the curriculum

70. There is some good use of ICT in the Year 1-2 classes with programs for pupils to practise early numeracy and literacy skills. There is some use of the Internet for older pupils to carry out

research. On the whole, however, there is less use of ICT across the curriculum than is usually found. This is to some extent understandable as much of the equipment is new and there were early technical difficulties, but it is something the school now needs to address.

HUMANITIES

Within humanities, the subject of religious education is reported in full, but history and geography were only sampled with three geography and no history lessons being seen, and so a briefer report is made, combining both subjects.

History and geography

71. Across the school, standards of attainment in both subjects are broadly in line with those usually found. Pupils have good knowledge of the topics they have studied and are keen to discuss them. Pupils receive a good grounding to the subjects in Years 1 and 2, and follow an interesting programme that introduces them to a good range of topics and events.
72. An appropriate programme of study is followed in Years 3 to 6, but relatively few pupils have moved on to the higher level of attainment (Level 5) in either subject by the end of Year 6. This is because the subjects have not been planned with this specific focus in mind, and because the overall approach has been rather restrictive with little scope for pupils to follow their own lines of investigation. As a result, most pupils are able to talk with some knowledge about topics they have studied, such as Ancient Egypt in history or rivers in geography, but few are able to locate their knowledge within a wider understanding of the subject. This is the expectation of the higher levels.
73. The geography lessons seen were very formal with all pupils expected to complete the same simple worksheet of sentences about rivers, exercise from an atlas about countries, or draw a temperature chart about a rainforest. These sort of lessons convey a certain amount of information, but do not give pupils scope to find things out for themselves, test their concepts, or develop a wider overview of the subjects.

Religious education

Provision for religious education is **unsatisfactory**.

Main strengths and weaknesses

- Resources for teaching and learning are good
 - Links with the local churches are good but there are no links with other faiths to enrich and broaden pupils' understanding
 - Insufficient emphasis is given to the area of 'Learning from religion'
74. Pupils make satisfactory progress in Years 1 and 2 and, particularly in knowledge of Christianity, and recall several stories of the life of Jesus and recognise him as a very special person. Their visit to the local Christian church makes an impression on them. They recall many of the key features in the church, and they understand its key role in the community as a place of worship. They enjoy hearing stories from faiths other than Christianity, and can recount the story of the Hindu god Ganesha very well. Progress in Years 3 to 6 is generally unsatisfactory due to the lack of balance in the planned curriculum that does not place sufficient emphasis on the area of 'Learning from religion'. As a result, although pupils do gain a sound working knowledge of the major principles, stories and festivals of a range of faiths, their understanding of the role of faiths in the daily lives of different communities and the development of moral values is very limited.
 75. The quality of teaching is overall satisfactory, although in Years 3 to 6 teachers' knowledge of aspects of different faiths is limited. They use a range of quality artefacts well to provide pupils with understanding of the symbols of different religions. Stories are well told and the

significance of key personalities is appropriately emphasised. Festivals from various religions are well presented and pupils understand the significance of pilgrimages to holy places. The lack of visits to places of worship other than the local Christian church, and of visitors from faiths other than Christianity, reduces the impact of the teaching for older pupils.

76. Leadership of the subject is unsatisfactory. The curriculum is not adequately balanced and no links have been established with religions other than Christianity to enrich pupils' learning and provide them with an adequate awareness of the cultural diversity of modern society. There is no system for assessing pupils in the subject.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

77. It was possible only to sample lessons in this area with two lessons seen in art, and three in music and physical education. It was not possible to see any design and technology or to make any report of this subject.

78. Although only two lessons were observed in art and design, indications for work around the school and pupils' portfolios are that standards are average. These displays include paintings: of endangered species and animal camouflage, Joseph's Dreamcoat, kites, and Egyptian hieroglyphics. There are some good self-portraits, and this is developed in Year 4 into clay sculpture. There are indications that some of the teaching in Year 6 is too directed, giving the pupils little opportunity for independence. The co-ordinator is enthusiastic and fulfils her management role effectively.

79. The pupils' enthusiasm for music is obvious as all pupils (especially the infants) showed great enthusiasm for singing during hymn practices. Pupils are positive in their approach to lessons; for example, in a good Year 5 lesson, pupils were particularly enthusiastic when given the independence to compose and discuss their work. Here the pupils organised themselves very well in deciding the order in which to play their well-chosen instruments and whether to play loudly or softly. The quality of teaching in the lessons observed was never less than good, and this contributes to the pupils' enjoyment in the subject. The subject is effectively led by an enthusiastic co-ordinator. There is a good range of resources and these are used effectively. A good number of pupils benefit from specialist instrumental teaching.

80. Pupils make satisfactory progress in physical education and leave the school with standards that are about average for their age. During the lessons seen, the pupils worked together sensibly, co-operated well and tried hard. The lessons were carefully planned, teaching was clear, and specific skills were taught well. When pupils demonstrated their movements (as in a lesson in Year 6), others were invited to say what they like about them and think about how they might be improved. Pupils in Year 3 and 4 have swimming lessons, and by the time they leave the school, most are able to swim. The quantity and quality of resources are good, and again, the co-ordinator is an enthusiastic and effective leader.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
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	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
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	5
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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