

INSPECTION REPORT

CLIFTON CHURCH OF ENGLAND PRIMARY SCHOOL

Ashbourne

LEA area: Derbyshire

Unique reference number: 112811

Headteacher: Mrs A Bourne

Lead inspector: Mrs Heather Evans

Dates of inspection: 9 – 11 February 2004

Inspection number: 261315

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	107

School address:	Cross Side Clifton Village Ashbourne Derbyshire
Postcode:	DE6 2GJ

Telephone number:	01335 342473
Fax number:	01335 342473

Appropriate authority:	Governing body
Name of chair of governors:	Mr John Mayo

Date of previous inspection:	14 September 1998
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CHARACTERISTICS OF THE SCHOOL

This is a smaller than average village primary school in Clifton Village on the edge of the Derbyshire town of Ashbourne. At the time of the inspection there were 107 pupils on roll including 15 in the Reception Year. There are just four classes and every pupil is taught in a mixed age group. All of the pupils speak English as their first language although a few are from families that sometimes use other languages at home. The number of pupils with identified special educational needs is, at 11, below the national average and just one has a statement of special educational need. No families claim an entitlement to free school meals. The school is heavily oversubscribed with about three applicants for every place and pupils are drawn from a number of areas around the village. The attainment level in each group varies depending on the previous experiences and learning opportunities of the children. Records for the past few years indicate that overall attainment on entry is about average and is similar to that expected for children of the same age nationally. Just before the inspection the headteacher became ill and the school was led by the senior teacher, acting as headteacher, with the help and support of the staff.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21374	Mrs Heather Evans	Lead inspector	English Information and communication technology Design and technology Geography History Physical education Religious education Special educational needs English as an additional language
19740	Mr Allan Smith	Lay inspector	
15236	Mrs Morag Thorpe	Team inspector	Mathematics Science Art and design Music Foundation stage

The inspection contractor was:

Nord Anglia School Inspection Services
Anglia House
Carrs Road
Cheadle
Stockport
SK8 2LA

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school with a number of excellent features where every pupil achieves up to their personal limit. Standards overall are well above the expected level and the school regularly exceeds its very challenging targets agreed with the local education authority. The quality of teaching is very good overall with much being excellent. As a result, pupils learn rapidly in most lessons and subjects. The school provides a very rich range of opportunities for learning across the curriculum. It is firmly established at the heart of the village community. The school is superbly led and managed by a dedicated and highly talented team of people who are all committed to seeking ways of promoting each pupil's attainment whilst working towards excellence. Finances are very well managed and the school provides very good value for money.

The school's main strengths and weaknesses are:

- The above and well above average standards in English, mathematics and science across the school as shown by the results in the statutory curriculum tests over the past four years.
- The quality of teaching is very good and as a result pupils learn very well.
- Pupils' behaviour, their attitudes to work and their relationships with one another are very good.
- The care and guidance provided by adults for the pupils are very good.
- The overall leadership and management of the school by the headteacher as shown in documentation and at the first meeting and the work of the curriculum leaders and the governors is very good.
- The facilities at the church hall, vital to the delivery of the full curriculum, are not as good as those in the direct control of the governing body.

Since the previous inspection in 1998 the school has addressed all of the identified weaknesses with considerable success and has made very good improvements. The provision for teaching information and communication technology has been greatly enhanced. The knowledge and understanding of the subject by all staff members have been improved through shared training. Teachers use the skills gained very well to extend and enrich learning across other subjects. The premises have been improved to good effect enabling provision to be enhanced for pupils of all ages. As a Beacon school the headteacher and staff have worked with a cluster of nine other small local schools on an extensive programme of improvement and shared development.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			Similar schools
	2001	2002	2003	2003
English	A*	A	A*	A
Mathematics	A*	A*	A*	A
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. The star places the class in the top five per cent of schools nationally.*

The achievement of children and pupils across the school is very good. Most children exceed the expected learning goals by the end of their time in the Reception class. Pupils make very good progress and achieve and regularly exceed their challenging personal targets. The standards attained in statutory tests at the end of Year 2 in all subjects tested are well above average when compared with all other schools. Over the past four years standards by the end of Years 2 and 6 have been maintained at a level that has been well above that in most other schools. Standards in information and communication technology match national expectations by the end of both Years 2

and 6. Pupils' attainment meets the requirements of the local agreed syllabus in religious education. Pupils in classes across the school exceed national expectations in art and design, design and technology, history, geography, physical education and in singing and performing in music. Pupils with special educational needs achieve very well.

QUALITY OF EDUCATION

The quality of education including teaching, learning, curriculum provision and the care and guidance of children is very good overall. The quality of teaching is very good because the staff have a thorough understanding of the requirements of the National Curriculum. Lessons are often practically based and stimulating, enabling pupils to learn quickly and to achieve very well. Pupils' response to the challenging work set by teachers is very good. The quantity, quality and presentation of work completed are good. The curriculum provides very well for all of the required subjects. Links between subjects are planned superbly with revision and consolidation tasks threaded through from one subject to another. When working with new ideas, pupils are encouraged to use the skills acquired in previous learning. The care and guidance for pupils of all ages is very good. The village community holds the school in very high esteem.

Pupils' personal qualities and their spiritual, moral, social and cultural development are very good. Pupils like school and respect its values. They have very positive attitudes towards learning and one another, attend regularly and arrive early. Pupils' behaviour in lessons and around the playing spaces is very good. Pupils' respect for what the school is offering them and for the views of others is obvious in lessons. When they tell of residential visits and competitions or collaborative work with other schools their pleasure and enjoyment are infectious. Pupils have a very good understanding of spiritual, moral, social and cultural aspects of life. Their perception of values and belief systems is developed very well through a variety of opportunities such as working with artists, visits, and specialist visitors to the school. These strong elements play an essential part in maintaining the harmonious atmosphere that reflects the strong Christian ethos of this school.

LEADERSHIP AND MANAGEMENT

The leadership, management and governance of the school are very good. The headteacher's excellent vision and direction for the school's future are inspirational. Her dedication in setting up very effective systems enabled a senior teacher to step into the management position superbly well in her absence. The senior teacher was able to steer the school through the inspection in a remarkable way with the total commitment of the staff. There is excellent and clear direction for the teaching and support staff as well as for the governing body. The governor's decisions follow and track the sensible priorities set out in the school development plan. Subject co-ordinators manage all aspects of their areas of responsibility very well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

In conversations, at the meeting with parents and in the replies in questionnaires, most of the parents expressed a very high level of satisfaction about the school. A few parents would welcome a review of the style of written communication between the school and home. The inspection team considers that the letters about the curriculum, homework and pupils' progress fully comply with national recommendations although they agree with parents that the presentation could be improved. The school is more than willing to investigate ways of improving written communications. Pupils have very positive views of the good things that the school offers them. Some would like longer playtimes and better playing space but most say that they like their school just the way it is.

IMPROVEMENTS NEEDED

There are no major weaknesses; the most important thing the school should do to improve is:

The headteacher and the governing body should liaise with every possible agency to seek ways of improving the facilities that they pay for in the church hall so that they are as good as those provided in the school building.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' attainments and achievements across the curriculum are **very good** from the Reception class to Year 6.

Main strengths and weaknesses

- The results of statutory tests have been maintained at a level well above the national average for several years.
- Pupils' overall attainment and achievement in the humanities and in creative subjects exceed national expectations across the school.
- The use made of information and communication technology to increase attainment and learning in other subjects is a great aid to pupils' achievement.

Commentary

1. Although there is some variation in every group, when assessed for their profiles most children enter the Reception class with attainment levels that are close to average when compared with other children of the same age nationally. The improvements in the facilities and provision for the Reception class since the last inspection are proving to be successful. Most of the children in the present class are well placed to exceed all of the expected learning goals before they move into work planned for the National Curriculum in Year 1. In the mixed Reception and Year 1 class the transition is managed very well.

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

Standards in:	School results	National results
Reading	18.1 (16.1)	15.7 (15.8)
Writing	17.1 (15.4)	14.6 (14.4)
Mathematics	17.6 (18.6)	16.3 (16.5)

There were 17 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	30.8 (29.5)	26.8 (27.0)
Mathematics	30.4 (30.2)	26.8 (26.7)
Science	31.9 (30.9)	28.6 (28.3)

There were 16 pupils in the year group. Figures in brackets are for the previous year

2. Inspection evidence indicates that pupils are on course to exceed the expected standards in English, mathematics and science by the end of Year 2. In The Year 3 and 4 class pupils are making very good progress and most are working above and many well above the expected levels. Pupils make especially good progress in reading and writing and all of the initiatives to increase the opportunities for extended writing are working well. In lessons, the challenge for

pupils of all attainment levels is great. Those capable of working at a higher level are supported very well and are encouraged to succeed. In these classes, those pupils with learning difficulties usually achieve their individual targets because of the carefully modified work and the dedication of the skilled teaching team and the well-organised support staff. In all other subjects, standards are above the expected levels. Overall, pupils do better than might be expected as a result of the interesting work provided for them, the high level of challenge and the expectations of the teachers. The high quality teaching and the hard work put in by pupils with the support of their families make very positive contributions to their success.

3. In the class for pupils in Years 4, 5 and 6, by the end of Year 6 all of the average attaining pupils and those capable of higher attainment are on course to achieve standards that are well above the expected levels for pupils of their age. At this stage in the school year most pupils in this mixed class are already working at a level above that expected nationally in English, mathematics and science. To achieve these standards pupils learn very well and make very good progress because of the industry and commitment of all of the teachers. In the present Year 6 there is a larger than usual group of pupils with SEN. This group does well in lessons because of the specially modified work and the individual support that is provided. The results these pupils will attain in the national tests this year may have an adverse effect on the school's overall performance but they are achieving very well as are the rest of the pupils in their year group.
4. In other subjects, pupils' skills and achievements in reading, writing and in mathematics and their skilled use of information and communication technology (ICT) help to lift levels to above those expected nationally. A strength of the school is the way in which pupils of all backgrounds and attainment levels are very well supported in lessons. Pupils are helped to learn particularly well by being constantly encouraged to extend their learning by pursuing their own interests through independent research and personal study. Pupils are prepared very well for each new step and the concept of learning for life is part of all of the planned work. In religious education, the school follows the recommendations of the local agreed syllabus and pupils' work fully matches the requirements.
5. Pupils listen well to teachers and to one another. They speak, read and write at levels that are above and often well above the national average. In mathematics, too, standards are well above expectations, pupils learn very well and they use their knowledge and understanding of number without hesitation. They manipulate numbers using multiplication and division, confident that their understanding of the rules of mathematics will help them to find the easiest way of solving a problem. Pupils endeavour to reach an acceptable solution as quickly as they can, always trying to beat their own personal best. They enjoy beating their friends to the answer in a very mature and good-humoured way. The setting of personal and group targets through ongoing assessment by teachers and pupils together enables pupils to plot their own way to success through personal endeavour.
6. Standards in science are also above the national average because the work to help them to be scientists and learn through investigation is very well organised. Pupils' skills and confidence in planning, conducting and recording the findings of investigations were seen to good effect in all classes. Pupils show very good scientific knowledge by the end of Year 6. Across the school the completed individual and independent work in books, as well as that that displayed in classrooms, shows good levels of presentation and achievement in all aspects of science.
7. Work in ICT is interesting and challenging, as a direct result of the increased skills of the teachers since the last inspection. The increased number of up-to-date computers in every classroom has enabled pupils to make good progress. The standards of pupils across the school at least match the expected levels. Some pupils, who have computers at home, have skills that are better than those regularly found in primary schools. All of the pupils are confident when using computers for word-processing, data handling or seeking information from CD-ROMs and the Internet to enhance work in other subjects. Across the curriculum, in all classes, the school has done well in building on the good foundation identified at the time of

the last inspection. Standards have been maintained and improved during the time that the school has enjoyed Beacon school status; pupils develop effectively as well-rounded individuals.

8. Pupils with SEN achieve very well. Progress is measured against the targets set in pupils' individual education plans and as part of the school assessment procedures for all pupils. Individual education plans are reviewed regularly and parents are fully involved. Targets that are attainable and measurable are clearly stated. Teachers adapt work to match the needs of less able and the gifted and more able pupils in their lesson planning.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Spiritual, moral, social and cultural development are very good. Attendance is well above national rates. This has been well maintained since the previous inspection and is another clear strength of the school.

Main strengths and weaknesses

- A very high standard of behaviour is consistently promoted.
- Very good relationships across the school promote high self-esteem and confidence.
- Pupils are very eager to be included in learning activities.
- Pupils' spiritual, moral, social and cultural development are very good.
- Enthusiasm for school is reflected in the very good attendance and punctuality.

Commentary

9. Pupils' very good attitudes make a substantial contribution to their achievement. They settle quickly in class and are very keen to be included in the learning activities. Pupils confidently share ideas because their responses are valued and high self-esteem is consistently promoted. This is equally so for those with SEN. Pupils delight in the challenging tasks put before them, for example:
 - In Class 4 when pupils in Years 4,5 and 6 worked together very well when investigating the Roll of Honour in the local church as part of work on the Second World War
 - Pupils in Years 3 and 4 performed very well when working collaboratively to develop a dance sequence to represent animal characters.
10. Relationships within the school are very good and make it possible for all pupils to learn and achieve effectively. They are typified by the mutual respect evident between pupils and all adults. Members of staff provide very good role models in showing by example how relationships are initiated and sustained. In response pupils work and play constructively and show sensitivity and concern for feelings and values of others when, for instance, listening to the opinions of others during the end of lesson discussion and review sessions. Pupils display natural courtesy and genuine interest to visitors. Pupils of all ages enjoy responsibilities when asked to help with school routines. This is demonstrated when older pupils befriend younger or less confident pupils at the 'Buddies Bench'. Pupils readily accept responsibility as monitors looking after playground resources and serve as school council members. During the inspection no racist or bullying incidents were seen.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White - any other White background

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
99	0	0
4	0	0

Any other ethnic group	1	0	0
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11. The provision for moral and social development is very good. The opportunities for pupils to gather insight into beliefs and develop their spiritual awareness are very good. The school places a high priority on moral development. Throughout the school, pupils know clearly the differences between right and wrong and show a proper regard for the property of others and the school environment. They respond well to school rules and are aware of the consequences of their behaviour. This is established at a young age and makes a major contribution to the very orderly community and very good learning environment.
12. Pupils throughout the school show considerable pride in being members of the school community and clearly enjoy being there. They are interested and involved in the wide range of activities that the school provides, both in lessons and out of school hours. Parents are very happy with the values the school promotes.

Attendance in the latest complete reporting year was 96%

Authorised absence		Unauthorised absence	
School data	4.0	School data	0.0
National data	5.4	National data	0.4

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

13. Attendance rates have been maintained significantly in recent years and are still well above the national rates. The school rigorously monitors attendance and punctuality and attempts in many ways to make parents and pupils fully aware of the importance of full attendance and punctuality. There have been no exclusions in the past 15 years.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

14. This is a very good school with some excellent features. The quality of education, including the quality of teaching, is very good overall. Curricular provision is very good and is enriched by an excellent range of interesting opportunities. The school meets the needs of all its pupils very well.

Teaching and learning

The quality of teaching is **very good** overall across all phases and, as a result, learning by all pupils is also **very good**.

Main strengths and weaknesses

- Teachers have very good knowledge and understanding of the subjects that they teach and have very good relationships with the pupils.
- Teachers have realistically high expectations that challenge pupils' thinking.
- The pace of lessons is good; teachers make very good use of time.
- The planning is very thorough, detailed and precise; teachers select from a good range of methods that meet the needs of pupils in the mixed age classes.
- Interesting work enables the rate of learning to be very good.
- The strategies for assessment are very effective; these are incorporated into longer and short-term planning; the information gathered is used very well.
- The strategies for teaching literacy and numeracy are very good and are working well.

Teaching and learning

Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
10	15	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. The quality of teaching in English, mathematics, science, art and design, history and geography is particularly good. As a result, pupils learn very well and make clear and measurable gains in their knowledge and understanding. The good teaching seen at the last inspection has been maintained, developed and improved.
16. The proportion of excellent lessons is above that usually found in most schools. In all lessons teachers' knowledge of the subjects taught is very secure and the objectives set are clearly explained to pupils. Teachers show tremendous skills and initiative as they link the content of lessons to earlier work or to practical experiences that pupils remember. This is a particular strength of work in history, geography and science. Teachers plan work to provide good opportunities for revision and consolidation. Lessons in the mixed age classes are very well organised and teachers' planning is very good. The methods chosen and the available resources are always suitable. Teachers are at pains to engage pupils' interest at the start of lessons; work is interesting and the pace of learning is brisk. Challenging work is evident and, as a result of the very positive relationships, there is a shared sense of joy in learning and every child is involved from the youngest to the oldest. Pupils capable of higher attainment as well as those experiencing problems with learning delight in their personal achievements. Teachers relish the challenge in every class and the high quality of teaching is maintained in lessons in all subjects across the school.
17. Subject leaders offer constant, informed support for colleagues in both informal and more structured ways. All subject leaders manage their work very well. The procedures for continuously assessing pupils' progress, attainment and achievement in groups and as individuals are clear, manageable and very good. All teachers conscientiously follow the agreed marking policy as an important strand of the shared assessment procedures; they make very good use of all of the information gathered. This is particularly important as many classes are taught by more than one teacher. This is a result of the pattern of job sharing, where teachers' specialist subjects are taught very well, and through the additional staff bought in as part of the Beacon school initiative. The systems in place provide a clear focus for the analysis of strengths and weaknesses and for setting relevant, measurable targets for improvement. As a result, work is well matched to the personal abilities and needs of all of the pupils. Since the last inspection the use of assessment to promote work matched to pupils' ability has been further developed to a very precise and informative level. The use of information and communication technology and the funding for the Beacon school initiative have enabled the staff to join with other schools in buying very useful computer packages. These programs help teachers to track the attainment of pupils and target new work specifically to meet their identified needs. The success of this work is one of the reasons for the above and well above average standards.
18. The quality of teaching for pupils with special educational needs is very good. Teachers use pupils' individual education plans well and incorporate the targets into their lesson plans. Pupils with learning difficulties are fully included in all classroom activities. Teachers ensure pupils of all ability levels are constantly and appropriately challenged. They are vigilant in checking that they work to the very best of their ability. Assessment and tracking procedures of pupils identified as having difficulties in learning are very good and are used well to ascertain the rate and levels of achievement. Regular team meetings between the professionals involved with pupils who have SEN are very beneficial in supporting both teachers and pupils. As well as

skilled support given by teaching assistants, a part time teacher provides additional, high quality, specialist teaching.

19. The use of the trained support staff in lessons is invaluable in the work to maintain the rapid rate of learning. Their skilled intervention and support enables lessons to move at a brisk pace. Pupils of all ages and different levels of prior attainment build well on the shared feeling of success. When the support staff work with the pupils capable of higher attainment, sometimes helping with in-depth research, their skills and initiative enable imaginative and innovative experiences to be shared. The skilled support provided in lessons enables those pupils who find learning difficult to achieve alongside their friends in lessons. The very well developed partnership between the teachers and the support staff makes a significant contribution to the very positive ethos of the school and to the superb working atmosphere in all classes. Homework is set at suitable levels each week with time allowed to complete it. Homework, in its many forms, was seen to be a positive aid to learning.

The curriculum

The school provides a **very high quality** curriculum with some **excellent** features.

Main strengths and weaknesses

- Provision for children in the Reception year is very good.
- The strategies for developing pupils' literacy and numeracy skills are very effective.
- Very good assessment and target setting guide the curriculum.
- The school provides very well for all aspects of pupils' creative development and achievements in the humanities.
- The exceedingly wide range of visits, visitors and opportunities for enrichment contribute to very high standards.
- Teachers make very effective use of the small but secure outdoor area for children in the Reception year.
- The good range of resources and satisfactory accommodation are used very effectively and imaginatively to support all areas of the curriculum.
- The church hall is neither attractive nor well lit; is however a necessary part of the school's accommodation and the imaginative use made of it, by the teachers, contributes to pupils' quality of work and achievement.

Commentary

20. The curriculum has been audited, revised and improved in recent years and fully meets the requirements of the National Curriculum and the local agreed syllabus for religious education. Very well structured schemes of work are in place for all subjects. Children in the Reception Year benefit from a very rich curriculum, which is based on the nationally agreed areas of learning and enriched by many visits and visitors. The curricular planning ensures very high quality continuity from Reception to Year 6 and very good provision for the different age and ability groups within the mixed age classes. Opportunities for teaching pupils about sex education, drug awareness and health and safety are built into the overall provision in a very effective manner.
21. The governing body, headteacher and staff have an excellent commitment to life-long learning and this is reflected in the school's 'Key Skills Policy'. The six key skills are identified in lesson plans and pupils have many opportunities for developing them. Planning is amended in line with pupils' developing attainment. There is outstanding cross-curricular planning, which contributes immensely to pupils' very high levels of achievement.
22. Rigorous planning ensures very good progression within subjects. An excellent feature of curricular planning is the effective way in which key elements from all subjects are combined and threaded through lessons. Time is used very resourcefully as pupils learn many aspects

of the curriculum during one activity. A good example of this is the way in which pupils in Years 5 and 6 learn about Britain since the 1930s. They have acquired an excellent level of understanding of the events surrounding the Second World War. They know about different artists' style and the fashions of the period through the work of people such as Clarice Cliffe. Pupils have investigated the social and moral implications of racism, immigration and hatred.

23. An excellent feature of the school's work is the determination of all teachers to value all pupils and to include them in all aspects of learning. Consequently, girls and boys, pupils with SEN, and the gifted and talented pupils achieve very well. The excellent inclusion of all pupils in every aspect of learning contributes to very high levels of achievement.
24. The provision for pupils with SEN is very good. They receive the same curriculum as other pupils. Tasks are adapted when necessary, or additional help is provided to ensure they can experience success. All pupils have equal access to extra- curricular activities. The revised Code of Practice for pupils with SEN is fully implemented. The provision for gifted and talented and higher attaining pupils is very good; they are continuously challenged in all subjects and achieve very well.
25. The school very successfully implements the National Literacy and Numeracy Strategies resulting in pupils' very high levels of achievement throughout the school. These subjects are very well applied in all other curricular areas. The effectiveness of the curriculum is monitored regularly and developed according to the skills and needs of pupils. In this small school, all pupils are in mixed aged classes and benefit from a curriculum that is very well matched to their individual needs.
26. The provision for ICT has recently improved and is now very good. Computers are widely used throughout the day and the provision for this subject has improved significantly since the previous inspection. There is insufficient space for a computer suite, but the computers in the classrooms are used extremely well. Pupils all benefit from the appointment of a teacher with exceptionally high skills in ICT. She supports both teachers and groups of pupils throughout the day. Information and communication technology is very well used across the curriculum.
27. Physical education, science and design and technology contribute very well to pupils' personal, social and health education. They know the value of frequent exercise and the important elements of a healthy diet. All pupils benefit very well from the many activities, including extra-curricular activities, that the school offers. An extremely dedicated staff and a group of volunteers and parents lead a very wide range of activities. Pupils benefit from a very enriching range of visits to places of interest to enhance their learning. Residential visits are arranged for older pupils to enable them to experience a wider range of more adventurous activities, especially related to physical education, than they have in school. Pupils share in the sporting activities with other small schools in the area and with the secondary school. The school calendar is overflowing with curricular activities that develop pupils' cultural and multicultural understanding.
28. The school has developed and maintains very strong links with the community, which very successfully contribute to the pupils' spiritual, moral, social and cultural development. The many visitors to school share their skills and experiences with pupils and greatly enhance their learning. Pupils are very well prepared for transition between the phases in the school and for transfer to the receiving secondary school.
29. Staffing levels are good; there are sufficient qualified and experienced teachers who, with the classroom assistants, make a very positive impact on pupils' achievements. The building is in a very attractive setting and is maintained to an exceptionally high standard by the cleaner in charge. It is further enhanced by very attractive displays of pupils' work. Overall resources are good and in all subjects they are used imaginatively to enhance learning. For most of the week pupils learn in a very attractive environment. Some aspects of music and physical education

and all dining take place in the church hall, which, although it provides satisfactory space, is neither well lit nor stimulating.

Care, guidance and support

The levels of care, guidance and support for pupils offered by the school are **very good**. The involvement of pupils in the school's work and development is **very good**. This has been well maintained since the previous inspection and is another clear strength of the school.

Main strengths and weaknesses

- High quality relationships between all members of the school community result in a very strong family atmosphere.
- The induction arrangements for pupils are very good.
- The efficient arrangements for pupils' care, protection, health and safety create a safe environment. This provides very effective support for pupils' learning.

Commentary

30. The very strong approach to care and guidance contributes very well to the welfare and security of all pupils. This plays a very significant part in promoting their confidence and encouraging their very good attitudes to learning. As part of their personal development teachers foster the confidence and happiness of the pupils very well. There is a very strong family atmosphere that is valuable in sustaining all pupils' feelings of self-worth. All the staff care greatly for their pupils. They provide well-informed support, advice and guidance, because:
 - The teachers have good knowledge of every pupil as an individual.
 - The quality of the monitoring and checking of each pupil's personal and academic development is very good.
 - These relationships create a very good place to learn that positively embraces pupils of ages and talents.
31. Arrangements for children to join the school and share in with the life of the Reception class are very well planned and are carried out superbly well; they help children to settle quickly. The structured arrangements are crucial to developing the quality and depth of the trusting relationships that exist between pupils, staff and parents. There is an effective school council in operation. This, along with other systems such as, school monitors, has enabled pupils of all ages to make an active contribution to all aspects of the school.
32. Very sensibly the governing body has adopted and adapted the local education authority's policy on health and safety. Governors carry out effective risk assessments. Child protection is viewed as a high priority and those responsible are suitably trained. There are thorough systems in place that are successful in maintaining pupils' very good attendance and punctuality.
33. Pupils rightly feel very well supported and confidently discuss any concerns they might have. The teachers and support staff all offer very good assistance to those pupils with identified needs. Teachers assess and monitor the progress of pupils with SEN through the regular review of their individual education plans alongside the procedures used for other pupils.
34. The very strong Christian ethos that has been developed enables all pupils to be confidently involved in all aspects of school life. The school's strategies for identification of their needs are clear and are well supported by consultation with other educational agencies and medical services where necessary. The school has effective strategies for informing and consulting with parents about the social, behavioural and academic needs of the pupils.

Partnership with parents, other schools and the community

The school's partnership with its parents is **good** and links with other schools, colleges and the local community are **very good**. These aspects have been maintained and extended very well since the previous inspection.

Main strengths and weaknesses

- Parents have very positive views about the school.
- Information provided for parents is good.
- The school is active in seeking to involve parents in their children's learning.
- There is an informal 'Friends of the School' group that supports the school well.
- Links with the local community and other schools enrich pupils' learning experiences and provide very good opportunities for their social development.

Commentary

35. Parents hold the school in very high regard. They are particularly pleased with their children's progress and the high expectations of pupils' work by the staff. They are pleased that their children like school and consider that the headteacher and her staff lead and manage the school very well. Parents describe the school as a very happy place in which good friendships exist between pupils, teachers and parents. They believe the school to be open and very approachable about any concerns they might have. Almost all parents believe that the school is very fair to all and that their children are encouraged to be considerate and develop a mature viewpoint. The inspection team agrees with the many positive views expressed by the overwhelming majority of parents.
36. The school has maintained the quality of the information it provides for parents. There are regular and informative newsletters that keep parents suitably aware of the day-to-day procedures, expectations and events of the school. Pupils' annual reports to parents are suitably detailed and are consistent between classes. They do not at this point have space for pupils' own comments about their progress. Parents are given good information about the progress being made by their children. Whenever there is the slightest concern, the school is quick to consult parents. At termly consultative meetings, there are suitable opportunities for parents to discuss individual plans for learning and progress of their children. At the start of each term information on what will be taught in each subject is provided for parents. The school recognises that these letters would benefit from changes in the style and presentation and has begun a consultation process with a group of parents with the aim of enlivening the presentation of all communication with parents. They are exploring new ways by which information supplied will increase parents' opportunities to help their children at home.
37. Targets agreed by the special educational needs co-ordinator and the classteacher are shared with parents and pupils. Parents attend the regular review of individual education plans and the annual review of statements of special educational need. Pupils frequently write their own part of the targets set and are helped to check their progress towards achieving them to good effect.
38. Parents support the school well. They know the school routines and expectations, including those for attendance, punctuality and behaviour. The school has a solid and well-trained core of dependable and regular volunteers who make a very positive contribution to the quality of teaching in classrooms. There is an unofficial support association that is very successful when raising funds. All money raised in this way is suitably targeted and used to support pupils' learning.

39. There are very good links with other schools in the area. Links with the community and a wide range of visits and visitors provide excellent enrichment for the curriculum and very good support for pupils' personal and social development. These links also widen their experiences and give them opportunities to learn about the needs of others. The school has strong and very effective links with the church through events such as the Harvest Festival and the annual Christingle and end of school year services.

LEADERSHIP AND MANAGEMENT

The leadership, management and governance of the school are **very good** with some **excellent** features.

Main strengths and weaknesses

- The headteacher has excellent vision and aspirations for all aspects of the school's development and these are reflected in the very high achievements of all pupils.
- The leadership and management by the headteacher, acting deputy headteacher and all staff are very good.
- The governing body is very effective.
- All aspects of strategic planning are very good and have contributed to the very high levels of improvement in standards and all aspects of provision since the last inspection.
- The school's assessment, monitoring and tracking systems and their use are exemplary.
- Financial planning and the application of best value principles are very effective.

Commentary

40. The judgements about the effectiveness of the headteacher, made in her absence were based on the preparatory work for the inspection and the detailed records of discussion with her on the preliminary visit. They were supported by additional evidence from the staff, parents, governors and members of the local advisory service. There have been very good improvements in the leadership and management of the school since the last inspection. There is an exceedingly clear commitment by the headteacher, governors and staff to the continuous improvement that drives the school forward. The headteacher provides excellent educational direction. Together with the very conscientious and effective senior teacher, acting as a deputy headteacher, she motivates all teachers and teaching assistants very effectively. Initiatives are rigorously kept on course and are not allowed to drift or lose impact. In this small school where all staff are subject leaders, they ensure that agreed strategies for teaching and learning are followed. There is an excellent supportive network throughout the school where everyone is valued and given as much help as possible.
41. Clear goals are set for and shared with teachers and pupils; the headteacher has extremely high expectations of herself, the staff and the pupils. Performance management is very securely rooted in the governance and management of the school. The governors set measurable goals for the headteacher who, in turn, sets equally relevant and measurable goals for the rest of the staff. The headteacher, governors and senior management team have ensured that the school has benefited to a very high extent from the findings of the previous inspection reports and support from the local education authority. While recognising the importance of high academic standards, they place an equally strong emphasis on pupils' personal development. There is an atmosphere of mutual respect, understanding and high expectations within the school.
42. The headteacher and the staff form an extremely strong team. They are all exceedingly committed to raising standards and providing a very high quality of education for all pupils. They have a total commitment to the school's vision of providing an inclusive and wide-ranging curriculum to meet the needs of everyone. Their decisions are based on monitoring and assessment evidence and are in the best interests of pupils.

43. All aspects of the leadership and management are very good; teachers' roles and responsibilities are very clearly understood and implemented. Subject leaders are given very high levels of responsibility for development and monitoring. They have established rigorous curricular development plans and reviews. They have been very successful in raising standards and have a very strong influence on the work of the school in all subjects and aspects. They provide very good role models for other staff and pupils.
44. The governing body has a very wide range of experience, which they use to ensure a very high quality provision. There is a very positive and productive relationship between the governing body and the school. Governors have great confidence in the headteacher but expect her to be accountable, often asking searching questions. Some governors offer support in school and share their talents with pupils; others bring their professional expertise to the work of the committees and the full governing body meetings. Through the headteacher's reports and their visits, governors have a very good understanding of standards and teaching and learning in the school and keep abreast of developments. They are actively involved in the evaluation of how well the school is performing and check that spending decisions lead to improvements in standards and provision.
45. Governors seek very good value for money, not only in terms of cost but also of quality. This is reflected in very high standards of the recently built accommodation and the extremely pleasant school environment. Overall, the governing body, with the support of the headteacher and deputy headteacher, has a thorough working knowledge of the school that directly informs their decisions. Their long-term strategic planning reflects their commitment to improvement, often building on what is already very good. They have shared in the Beacon status of the school recognising the financial benefits, the very high academic standards which the school works so hard to achieve and also the pressures that it brings. The chair of governors is developing a website about the school for parents and the community and plans to include many aspects that will help parents to support their children's learning.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	308,094	Balance from previous year	40,599
Total expenditure	315,369	Balance carried forward to the next financial year	33,224
Expenditure per pupil	2,867		

46. Systems of self-evaluation in the school are rigorous and excellent. All members of the school community are regularly consulted and all comments are welcomed and fully considered. The governors and the headteacher are not afraid to make bold decisions in the best interests of the school. Administrative support in the school is highly professional and very efficient. The finance officer provides a very detailed analysis of income and expenditure, which allows the headteacher and governors to be very well informed about spending patterns. The governors keep an appropriate level of reserves to ensure that expensive items especially building improvements can be financed. The apparently large financial reserve occurs because the financial year differs from that of the allocation of money as a Beacon school. All subject leaders consult regularly with one another and the governing body about expenditure in their curriculum areas.
47. All governors, members of staff and pupils and parents hold the headteacher in very high esteem. During her absence, all aspects of the school were led and managed to a very high level by the acting deputy headteacher. Her outer calmness and aura of authority and support were exemplary. She motivated all staff and gave them confidence throughout the week. They continued with their excellent level of teamwork and mutual support. When

additional teaching time was required, part-time teachers were unselfish and gave extra time to ensure the smooth running of the school. As a result, pupils continued to achieve at the very high levels that have been the hallmark of the school's success and their behaviour continued to be of a very high quality.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for the children in the Foundation Stage is **very good overall** and has significantly improved since the last inspection.

48. Children are prepared very well for work in the National Curriculum. They enter the Reception class in the September or January before they are 5 and are taught in a class with some Year 1 pupils. Children in the group have had a wide range of pre-school learning experiences. Attainment on entry varies with each intake but is average overall. It is slightly better in language and literacy than in mathematics. All children achieve very well due to the very high quality teaching, curriculum and excellent assessment procedures. Pupils benefit from very high quality support from the classroom assistant. The curriculum is very well planned to provide an exceedingly wide range of interesting, challenging and relevant activities. It is enhanced by very imaginative range of visits and visitors. All adults are very good role models and establish very good relationships with them. The teacher and classroom assistant work very effectively as a team. They monitor all aspects of children's learning and personal and social development very carefully. The accommodation is satisfactory overall and is used very effectively to enhance children's learning. The classteacher visits all children in their home before they join the school, sharing the initial assessment with parents. Parents commented very favourably on the provision in the class and their involvement in their children's learning. There is a small, enclosed outdoor area with a wide variety of floor markings. It is used very effectively for many areas of learning, especially physical and mathematical development and knowledge and understanding of the world. The good range of resources, which include wheeled equipment, are used very imaginatively. The headteacher, staff and governors have already identified the benefits that a sheltered area would bring and have made financial provision for this.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Children achieve very well and develop very positive attitudes because of the very good teaching and very high expectations of all staff.
- The enriching range of special events and celebrations contribute very well to the development of their knowledge of Christianity and understanding of the cultures and customs of multi-faith Britain.
- Very supportive relationships are established and children are confident learners.

Commentary

49. Children make very good progress in this area of learning because of the very good teaching and the contributions by classroom support. They are well placed to exceed the expected goals by the end of the year. They know what is fair and acceptable behaviour because of the consistent routines and caring attitudes. Children listen to and participate in the many interesting activities and stories and most speak clearly and confidently. These activities successfully develop their social skills and knowledge of shape, number, word building and construction of a wide range of designs.

50. They are continually encouraged to feel proud of their achievements and are reminded of the very high standards of behaviour expected. Children are encouraged to share and take turns and to raise their hands before answering questions.
51. Groups of children were frequently observed working very well together with minimal adult intervention. They behaved very well, shared resources, especially the wide range of books, took turns when using computers and shared construction equipment very well. The teacher and classroom support staff create a very caring atmosphere where children feel special and valued from the time they arrive in class to the end of the day.

Communication, language and literacy

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- Teaching is very good and all staff create many opportunities to develop children's speaking and listening skills in all areas of learning.
- Children's achievement in writing is very good.
- Children achieve very well in reading because of very good teaching and very effective involvement of parents.

Commentary

52. From discussions with children and the analysis of completed work, the majority of children are well placed to exceed the expected levels in this area of learning. Children achieve very well in speaking and listening because the teacher plans many stimulating opportunities for group discussions in all areas of learning. Children were frequently observed sharing books, listening to stories and practising writing skills. The teacher plans many exciting opportunities to develop children's vocabulary. She poses probing questions and there is a display of essential vocabulary in each area of learning.
53. Higher attaining and average attaining children are beginning to read fluently and accurately with good understanding. The books chosen are well-matched to their abilities and interests. They use reasoning skills very well and retell the story in the correct sequence. Most of this small group eagerly read familiar and unseen texts equally well. The lower attaining children read familiar text with the teachers and benefit from the repetition of vocabulary. All the children read many familiar words with very good levels of understanding. They retell a wide range of stories incorporating recently learned vocabulary very well in very clear and well-organised sentences.
54. Very good relationships give children the confidence to speak and all adults listen intently and respond to their comments. The teacher has developed a very rigorous and tightly structured plan for the teaching of sounds with the emphasis on children's ability to say the sounds, recognise them in print and practise them in writing. Children are encouraged to hold pencils with the correct grip. The analysis of writing shows that most children form letters accurately and have frequent opportunities for practising letter formation and patterns. The use of ICT is very well planned in order to develop children's understanding of spelling. They show very rapid gains compared to their attainment on entry to the school. The excellent organisation by the class teacher ensures that the higher attaining and average attaining children have many opportunities to consolidate their learning while the lower attaining children have the necessary support and additional guidance.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Teaching and learning are very good and achievement is very high.
- The teacher plans a wide range of structured activities to ensure that children understand number and apply their skills to other areas of learning.
- The children have very positive attitudes and confidence in applying mathematical skills.

Commentary

55. Standards are very high and children are well placed to exceed the expected levels by the end of the year. High attaining children already exceed them. Children achieve very well in this area of learning because of very good teaching and rigorous assessment. The teacher has very good subject knowledge and uses excellent systems for assessment to guide planning. Children's knowledge and understanding are very good in all aspects of number, shape and space and problem solving.
56. Most children add and subtract using numbers to 10. The teacher uses many imaginative ways of developing children's understanding of the relationship between 5 and 10 and patterns of counting. Most children count in 10s to 100 and in 5s to 50. Children have very good understanding of the order and value of numbers to 10 and most children count to 20. Higher attaining children count to 100. They compare lengths and understand the concept of tallest and shortest.
57. Nearly all children recognise a wide range of two-dimensional and some three-dimensional shapes. Children create interesting mathematical patterns showing a very good awareness of order, shape and colour. They have a very good understanding of days of the week and they are beginning to understand the order of seasons and seasonal changes. They are very accustomed to the varied activities that take place during specific times each day. Teachers are very successful in incorporating ICT into this area of learning. This helps them to develop children's understanding of number and the properties of both two and three-dimensional shape. Most children are very confident in this area of learning; they enjoy the activities and work very well. There is an exceptionally wide range of mathematical activities associated with other areas of learning and this enhances children's understanding and interest.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- The teacher plans a very enriching range of interesting activities.
- Children have very good opportunities for using computers.

Commentary

58. All aspects of learning, teaching and standards are very high in this area of learning. From the very imaginative planning and discussions with children it is evident that achievement is very high. Most children already exceed the expected goals for this area of learning. In the short time since they have been in school they have become very confident, articulate and interested learners. Children used construction kits to design vehicles with which to explore the moon and Mars. Most children know the planets of the solar system and order them in distance from the sun. They understand that some living things are nocturnal and describe their habits.

59. The very well planned range of investigations develops children's learning very well. Children know that switches control a wide range of machines; for example, computers, CD players and washing machines. They have many opportunities for making models from construction equipment. Children know the four seasons of the year and have designed seasonal clocks showing very good understanding of the differences between seasons.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The quality of teaching, learning and achievement is very good in all aspects.
- The staff make very effective use of the available accommodation.
- The outdoor accommodation is small but the equipment to support learning is good.

Commentary

60. Most children achieve high standards. They show confidence and very good spatial awareness when running, jumping and throwing. They aim accurately at skittles and move carefully from square to square along a painted snake. Children handle construction equipment, paintbrushes, scissors and pencils with very good levels of dexterity and accuracy. The majority of children hold pencils with the correct grip and consequently their standards of handwriting have improved very well during the year. Children identified as needing additional help are given very good support and encouragement and achieve as well as other children in the class. The children enjoy visiting the nearby play area where they swing, climb and jump.

CREATIVE DEVELOPMENT

The provision in creative development is **very good**.

Main strengths and weaknesses

- Teaching and learning are very good in all aspects of this area of learning.
- Opportunities for storytelling and role-play are very good. This area of learning makes a very good contribution to children's personal, social and emotional development.
- Children's very positive attitudes are reflected in their knowledge and confidence when discussing their work.

Commentary

61. Most of the children are well placed to exceed the expected levels in this area. Teaching, learning and achievement are very good in all aspects. Planning shows that over the year children have a very wide range of creative opportunities. They are encouraged to experiment when mixing paint and using modelling materials. A particular strength is their very good awareness of shape and texture in art. During the inspection they were given the challenge of creating designs using a restricted range of colours and many children used their initiative to make a wide range of oranges, reds and yellows. They produce attractive designs and symmetrical patterns. The display of snowflakes and snowmen using symmetrical shapes demonstrates children's very good skills in careful cutting and design. All staff skilfully extend children's language and encourage their imaginative and collaborative activities. They have a very clear understanding of the skills to be learned from each activity.
62. The very good teaching of the musical aspects successfully contributes to very high levels of achievement. Children sing tunefully with a very good understanding of pitch, dynamics and rhythm. Their oral skills developed well as they copied and compared rhythms when they played a wide range of tuned and untuned percussion instruments.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The provision for English is **very good**.

Main strengths and weaknesses

- Teaching is excellent overall.
- Standards by the end of Year 6 are well above the national average.
- Achievement of pupils, including those with special educational needs, is very good.
- Literacy is used to very good effect in other subjects.
- There is very good leadership and management of the subject including very good assessment systems that are used well.
- Learning support assistants are deployed very well.

Commentary

63. In the tests in 2003 the standards attained in reading and writing were well above both the national average and the average of similar schools. Attainment levels in Year 2 are already above the national average in reading, writing, speaking and listening and pupils are on course to improve on this level over the year. By the end of Year 6 attainment overall is well above the national average. Those pupils capable of attaining high standards are on course to attain at well above the expected levels as the group in Year 6 did last year. In 2003 they were in the top five per cent of schools nationally. This is an improvement since the previous inspection. In the present Year 6 class a group of three pupils with SEN are being supported very well but are unlikely to exceed the nationally expected levels. The school is on course to attain or even exceed the targets set for English this year. During the past four years the results in the National Curriculum tests for pupils across the school have been maintained at levels that exceed the national averages. The trend has been similar to that in schools nationally but has always been above that in schools where there are no claims of entitlement to free school meals.
64. Overall the quality of teaching across the school is excellent. The superb input of teachers and time invested by the well-trained support staff has a very strong impact on the progress that pupils make. The inspirational and very well organised teaching, combined with the pupils' very good attitudes and willingness to succeed, ensures that the achievement of all pupils, including those with SEN, is very good. Learning is enhanced by the dedicated, targeted support provided for pupils with SEN. The staff has introduced the National Strategy for Literacy very well and teachers have modified it very successfully for use in mixed age classes.
65. All pupils are attaining standards in speaking and listening and in reading that are better than those found in most schools and for some are better than might be expected. When sharing discussions about their reading pupils explain eagerly how they love books. The home school reading diaries that are used very well by the school and most families provide a very useful link between teachers and parents. Occasionally, information that is not directly linked to reading is shared through this valuable written link. The reading records of older pupils have been maintained over several years and reflect the wide range of books that they have enjoyed. There are examples of high quality of creative and factual writing, especially poetry. The reward for this impressive work and effort is that pupils regularly win competitions for young writers. The powerful use of writing by pupils is maintained in work in other subjects. This approach to writing is lifting pupils' work in writing for a range of different audiences to a tremendously high level. Pupils respond very positively to the excellent teaching and they work very hard. The formation of teaching groups based on the pupils' prior attainment enables work to be matched to the needs of the learners to very good effect.

66. The pupils in Year 1 demonstrate very good skills in communication, language and literacy. They are able to name and describe the characters of traditional stories. Their skills in reading, spelling and discussion are extremely well developed through meticulously planned programmes and the hard work of pupils, teachers and support staff. By the end of Year 2 most pupils are confident communicators. They demonstrate very good listening skills and a command of complex language structures when responding to the teacher's questions.
67. Throughout Years 3 to 6 pupils are attentive and eagerly participate in discussions. In Year 3 pupils confidently demonstrated their understanding of the use of the apostrophe and In Year 6 pupils present cogent arguments why people should care for the environment and how natural beauty of their village might be preserved. They have written powerfully about the possible benefits of increased housing for the village and the detrimental effect for their personal safety of more cars using the road that they have to cross to go for lessons in music, physical education, collective worship and for their mid-day meal.
68. Reading is promoted strongly in the school. As a result, for most pupils the enthusiasm to read begins early. For example, they eagerly discover the meaning of words relating to character traits through reading books such as 'The Gingerbread Man'. A boy in Year 1 was able to explain that the index provided alphabetical clues but the contents page showed where to look for broader topics. By the end of Year 2 pupils read confidently with good expression. They enjoy jokes in the texts and their confidence grows year on year and many pupils in Year 4 are already attaining at Level 4 and a few at Level 5.
69. In Years 5 and 6 most pupils read fluently with very good expression that reflects and echoes the dialogue of characters and the meaning of the text. There are very few older pupils who experience any reading problems or need to figure out the meaning of unfamiliar words but a few less confident younger pupils still find this process difficult. They persevere very well sounding out unfamiliar words, sometimes with help, and invariably succeed. Pupils at the very start of their careers as readers use pictures and other contextual clues very well. The standard of writing and the presentation of work in all classes are very good and by Year 6 almost all pupils write in a neat, cursive style, of which they are rightly proud.
70. Those pupils who require additional support, are helped by tasks being adapted to exactly match their needs and abilities allowing them to succeed and make progress. Teaching assistants provide very good additional guidance to complement the work of the teacher. The focus for additional support is the targets set out in pupils' individual education plans that are shared with parents.
71. The subject is led and managed very well. Results of statutory and voluntary tests are analysed carefully and challenging targets are planned well for the next stage of pupils' learning. Pupils contribute to these and are pleased to achieve their target and set new challenges for themselves. The systematic monitoring of planning and assessment is very well organised and has been very effective in maintaining standards at their present levels. The subject leader is passionate about the subject and its part in developing young minds. She is committed to developing ways for raising the standard attained by every pupil to the highest possible level. All staff endeavour to create a stimulating environment through displays of books and pupils' work to encourage and extend learning.
72. Library provision is much better than at the time of the last inspection. Besides the new facility that has been created, each classroom has a well-stocked library and younger pupils have access to structured reading programmes. Books are classified, using a recognised system that is simple and practical and is very well understood by the pupils. The range of fiction and non-fiction books is attractive and the books are easily accessible and in very good condition. All pupils are encouraged to take their reading books home regularly.

Language and literacy across the curriculum

73. The pupils' skills in literacy and language are constantly being used in other subjects to very good effect. Examples include writing about planning healthy meals in design and technology projects and using specific vocabulary in writing up science experiments. In Years 5 and 6 pupils researching work in history develop their skimming or scanning skills very well. Writing in the style of an evacuee in history was extraordinarily poignant. This sad letter home to parents still in the city was in great contrast to the lively comments of an Egyptian 'wetu' as he explained 'the ancient art of bandaging and mummification' in Years 3 and 4. English makes a very good contribution to pupils' social, moral, spiritual and cultural education. Overall, the carefully planned promotion of language and literacy across the curriculum is very good and in many instances it is excellent.

MATHEMATICS

The provision for mathematics is **very good** with some **excellent** features.

Main strengths and weaknesses

- Pupils achieve very well and have developed very positive attitudes to the subject due to the very good teaching and very high expectations of all staff.
- The leadership and management of the subject are very good.
- The assessment, monitoring and tracking of each pupil's work are excellent and contribute to very high levels of achievement.
- The very high quality of investigative work and application of numeracy to other areas of the curriculum develop pupils' understanding very effectively.

Commentary

74. There have been very good improvements in standards, the quality of teaching and learning and in the leadership and management of the subject since the last inspection. Teachers plan a very challenging range of investigative work in all classes and pupils achieve very well. Most pupils in Year 6 are working at standards well above the national average with higher attaining pupils achieving very high standards. Higher attaining, including gifted and talented pupils, achieve very well. This is a direct result of the extremely high levels of challenge planned by all teachers.
75. The high standards in Year 2 are reflected in pupils' knowledge and understanding of place value to 1000. Higher attaining pupils understand place value to over 1000. They have very good mental recall of multiplication tables and add and subtract two-digit numbers mentally. Pupils apply their number skills very effectively to all aspects of mathematics. They tell the time, to quarter to and quarter past the hour and classify a wide range of two and three-dimensional shapes using a range of properties including symmetry. Their data handling skills are also well developed. Throughout Years 1 and 2 pupils become very confident mathematicians. They rise to the challenges set by the teacher, try different approaches when solving problems and show very high levels of mathematical reasoning.
76. Pupils in Year 6 achieve very well in all aspects of mathematics. The majority of pupils use a wide range of methods for problem solving and planning investigations; for example, their understanding of place value is reflected in their ability to multiply and divide using decimals to two places. Their understanding of equivalence of fractions, decimals and percentages is very secure. When solving number problems mentally they use a very wide variety of methods and explain their reasoning. Pupils have a very good understanding of the angle properties of triangles and quadrilaterals. They organise their work very methodically; they justify their reasoning and manipulate numbers easily and confidently. During discussions the majority of pupils in Year 6 showed a very good understanding of the magnitude of numbers and the need for methodical working in calculations and investigations. All pupils in the school achieve very

well. Throughout the school pupils of all attainment levels show tremendous enthusiasm for the subject. The school has very successfully and rigorously introduced the National Numeracy Strategy and there is a very strong ethos of mathematical challenge throughout the school.

77. The quality of teaching is very good overall and this shows a very high level of improvement since the previous inspection. All aspects of teaching are strengths. Teachers have very good subject knowledge and understanding. This is reflected in very clear explanations and very good teaching of basic and advanced skills that contribute to pupils' very good levels of understanding. Planning for all groups, including gifted and talented pupils and those with SEN, in all classes is very good and is based on excellent tracking of pupils' attainment and achievements. Sufficient time is given for the revision of earlier learning and, as a result, pupils consolidate their learning very well. Teachers question pupils and use their responses to assess their understanding. They have very high expectations of pace of work and presentation. Consequently pupils know how well they have achieved and their presentation is very good. The learning support staff are very purposefully involved in all aspects of the lesson and contribute to high standards.
78. The very good leadership and management by the co-ordinator have successfully raised standards and the profile of mathematics in the school since the previous inspection. The excellent systems for assessment, monitoring and tracking give all teachers secure evidence from which to plan. Target setting is very well founded on a wide range of information about each pupil's ability. Daily planning, year group organisation and curricular changes are soundly based on excellent analysis of standards. The school is constantly seeking ways of improving all aspects of mathematics. The high standards in mathematics are further enhanced by the very effective use of ICT across all strands of the subject.

Mathematics across the curriculum

79. Pupils frequently use mathematics very well as an integral part of their work in other subjects. This work is carefully planned to match the abilities of all pupils and extend their understanding of mathematics in the world. For example, they use graphs and charts when recording data in geography and science, shape and pattern in art and design and calculations with large numbers when comparing and contrasting historical periods and important events in religious education.

SCIENCE

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

Main strengths and weaknesses

- Teaching, learning and achievement are very good throughout the school.
- Procedures for assessment and the use of information to guide planning are excellent.
- The leadership and management of the subject are very good.
- Pupils use scientific terminology accurately and apply their numeracy skills very well.

Commentary

80. Very good teaching enables all pupils to achieve very well and teachers ensure that they reach their full potential in all aspects of the subject. Most pupils in Year 6 are working at levels well above the national average. Teachers encourage pupils to think as scientists and to plan and carry out an extremely wide range of interesting experiments and investigations.
81. From the analysis of pupils' written work, displays and discussions with them, and the lessons observed, teaching and learning are very good. Pupils were involved in very challenging investigations when they predicted, tested and recorded their observations. Teachers question

pupils very skilfully, resulting in them solving complex problems and demonstrating very good research skill; for example, pupils in Years 3 and 4 investigated and classified a wide range of living things using an extremely wide range of reference material including ICT.

82. All pupils in Years 5 and 6 achieve very well in all aspects of science including the investigative and reasoning aspects. For example, they applied previous knowledge of the solubility and insolubility of different substances to the challenge of separating a mixture of salt, soil and water. Their written records show very methodical work, good scientific reasoning and very well reasoned and well-presented records. They have a very good understanding of the solar system and the effects of a wide range of forces. They know how the heart works and understand the importance of a healthy lifestyle.
83. Teaching and learning are very good overall in Years 1 and 2 with examples of excellent teaching. The planning, challenges and support for each group are exemplary and consequently children achieve very well. Pupils are frequently involved in very challenging investigations where they predict, test and record their observations. They know and understand the differences between reversible and irreversible changes. In lessons observed in the Year 3 and 4 class, teaching and learning were very good. The teacher has very good relationships with pupils and gave praise for high standards. She ensured that pupils learned and used accurate scientific vocabulary and gave them many opportunities for extending their numeracy skills.
84. Most pupils spoke with interest about many of the investigations they had carried out, the importance of a healthy lifestyle, environmental issues and conservation. They have benefited from the wide range of visits planned, and the use of the school pond and local environment. The systems for leadership and management are very effective; the subject leader monitors all planning and the results of teacher assessments and national tests. Planning for all groups of pupils, including the gifted and talented and those with SEN, in most classes is very good and is based on excellent tracking of pupils' attainment and achievements. The provision for this subject has improved very well since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for information and communication technology is **good**.

Main strengths and weaknesses

- Very knowledgeable leadership is having a very positive impact on improving the provision.
- Pupils throughout the school achieve well and standards are now in line with the expected levels.
- Teaching is very good overall and additional support is readily available.

Commentary

85. Standards by the end of Years 2 and 6 are in line with national expectations. A few pupils who have computers at home and who get additional help from their parents are confident at a higher level. The skills of this small group of pupils help some lessons to move at a fast pace when they are very keen to help their friends. There is a bank of modern up-to-date computers in every classroom and all of the staff have recently undertaken training. The comprehensive, well-structured scheme of work ensures that all aspects of the curriculum are taught.
86. By the end of Year 2 pupils understand the various forms of communication such as CD-ROMs, tape recorders, text and photographs. They use the computer for word processing, using the mouse confidently, and easily find their way around the keyboard and icons. They log on easily, edit text, print or save their work and log off. By Year 6 many pupils are confident and competent users of computers. They know the usefulness of ICT in their work and in the outside world. Pupils readily collect information and present it on spreadsheets and in different graphic forms. They use secure search engines to access websites on the Internet. Their

skills in control technology are well established. The school has good access to a good range of relevant software and funding has been allocated in the school development plan for the next phase of development. Pupils enjoy writing simple programs for remote controlled vehicles and sending their robot around obstacles in the classrooms. Older pupils demonstrate their programming skills using computer programs to guide the turtle round the screen drawing shapes with a very high degree of accuracy.

87. Teaching is very good overall. This has an extremely positive effect on helping pupils to achieve the expected standards. Teachers have good subject knowledge and present their requirements to pupils with confidence. Lessons are planned well and the learning objectives are made clear. Emphasis is placed on the development of correct terminology and specific vocabulary. Teachers achieve a good balance between formal instruction and the time allowed for pupils to practise skills. This results in good learning as pupils achieve their class and individual targets. In all teaching sessions the pace is brisk and learning is built on the acquisition of skills and developing them in manageable steps. Skilful questioning involves pupils in managing their own learning very well. Effective support is very well targeted at those who need it most.
88. The leadership of the subject is good and strategies to raise standards are managed well. There has been a whole-school audit to evaluate skills and to identify training needs for teachers and support staff. As a result, there is now an ordered and very clear overview of provision and standards across the school. Practical assessment systems are used well to monitor the skills acquired, chart progress and to enable teachers to provide relevant follow up work.

Information and communication technology across the curriculum

89. The use of ICT across the curriculum is very well developed and is exceptionally effective. Pupils' instinctive use of ICT in many lessons is a strength of the school. The pupils' understanding of the scope and use of the subject shows how well they have been taught. Teachers' planning for other subjects always identifies opportunities for the use of ICT. In ICT lessons teachers and pupils support work in other subjects using their computer skills as a matter of course. Literacy skills are improved by the pupils' growing proficiency in word processing. They use software programs to improve their skills in reading, spelling and numeracy. Pupils use CD-ROMs and the Internet regularly for personal research in other subjects such as history, geography, religious education and art and design. Data handling in science, using computer skills, is a strand of work that is been developed to good effect alongside similar work in mathematics.

HUMANITIES

Geography and history

Provision in both geography and history is **very good**.

In addition to lesson observations, the judgement is supported by discussions with pupils and teachers as well as the scrutiny and analysis of pupils' work in their books and displayed around the school.

Main strengths and weaknesses

- Very good leadership and management of both subjects provide the drive and direction to maintain and raise the good standards and achievement.
- Very good teaching results in standards that exceed the expected level and in pupils' very good attitudes and behaviour towards learning.
- The role-play and practical work built into lessons help pupils to achieve well in Years 1 to 6

- There are very strong links with other subjects and the contribution to pupils' social, moral, spiritual and cultural education is very good.

Commentary

90. There is close liaison between teachers and subject leaders to enable both subjects to receive adequate time. There is a good system for closely monitoring and evaluating plans so that subject leaders can readily identify the strengths and weaknesses within the subjects and take appropriate action. The good planning and preparation results in very good teaching and strong positive attitudes to learning. Standards overall are at a level consistently above that most frequently found in schools nationally. As a result of their total involvement in the imaginative and stimulating lessons pupils behave very well and are engrossed in their work. Pupils present their written work well and take pride in the attractive ways in which they maintain their books.
91. Pupils show a good knowledge and understanding of a wide range of topics including comparison of life in rural Derbyshire with life in Manchester during the World War II. and in Egypt at the time of the Pharaohs. The enthusiasm of the teachers means the pupils benefit from first hand experiences that enrich the curriculum, including many visits to places of local interest, for example Eden Camp, and the museum in Derby to study Egyptian times. The subjects benefit from a range of good quality resources including an interesting range of wartime objects including ration books and gas masks. These are used to demonstrate the importance of primary and secondary sources when researching historical events. Using salt, sawdust and spices to mummify fish is remembered very well by older pupils and delights pupils in Years 3 and 4.
92. There are very strong, interwoven links with other subjects, principally literacy, numeracy, ICT and design and technology. Pupils are encouraged to record their findings through independent writing activities. Very occasionally the group not actively involved in the practical work consolidates previous learning using an interesting selection of commercially produced materials. These serve a valuable purpose of revision and consolidation but do not have the same impact as the practical and investigative activities. Pupils' conversations and independent writing illustrates the strength of the contribution these subjects make to their social, moral, spiritual and moral education. For example, pupils in Year 6 wrote sensitively about the feelings of youngsters, miles away from home, writing to their parents during the blitz.

Religious education

Provision in religious education **is good**.

Main strengths and weaknesses

- Pupils have a good range of opportunities to visit places of worship.
- Teachers are knowledgeable about the subject and promote a strong interest in the faiths and traditions of others.
- The school is alert to the opportunities to learn from experts in their own faith and to use the skills available to increase the pupils' knowledge.

Commentary

93. Religious education is taught in accordance with the locally agreed syllabus. Pupils attain well and make good achievements by the end of Years 2 and 6. This is better than the findings of the previous report. Pupils learn about the Hindu, Jewish, Christian, Islamic and Sikh faiths and have visited a number of churches, cathedrals, mosques and the gurdwara in Derby as well as other places of worship. Across the school pupils have clear ideas about the traditions,

customs and dress of the different cultures and their books show the detail that has gone into the work. One set of lessons reflects the creation stories from many cultures and pupils have compared the similarities in the different traditions across the world. Pupils know stories from the Old and New Testaments and from the sacred books of traditions from other than the Christian faith.

94. Very few lessons were observed and it is not possible to make an overall judgement about teaching. In the lessons observed, however, teaching was never less than good. Teachers' files indicate that lessons are well planned. Teachers are careful to avoid dogma and give respect to artefacts and beliefs. Teachers tell stories from a number of different faiths well with meticulous regard to spiritual content. They encourage pupils to consider all the main features of the story, especially the feelings and emotions of the key characters. Teachers draw out the similarities between Christianity, Hinduism, Islam, Judaism and Sikhism carefully with regard to the sacred texts and prophets of each tradition. Lessons have a good pace and teachers have high expectations that work in the subject will contribute to pupils' personal as well as academic development.
95. The co-ordinator manages the subject efficiently. Steps have been taken to ensure that all pupils, including those with SEN, are taught all of the agreed areas of the syllabus. Assessment opportunities are simple, effective and practical. Religious education makes a strong and important contribution to the pupils' spiritual, moral, social and cultural development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

96. These subjects are taught in rotation throughout the year and during the inspection there was only limited opportunity to inspect lessons in art and design and design and technology. The previous report made little or no mention of attainment in this group of subjects and it is very difficult to make judgements and comparisons between attainment levels in 1998 and the present time. The previous report indicated that pupils enjoyed their work and made good progress in music and in art and design.

ART AND DESIGN

The provision for art and design is **very good**.

Mains strengths and weaknesses

- Pupils benefit from a highly enriching curriculum where they have the opportunities to use a wide range of media and work in the style of many famous artists.
- Teaching, learning and achievement throughout the school are very good.
- Pupils' work is very highly valued and well displayed.

Commentary

97. From the lessons observed, the wide range of pupils' work displayed and discussions with pupils, achievements throughout the school are very high and pupils in Year 2 and Year 6 already exceed national expectations in this subject. Pupils in Years 1 and 2 use a wide range of techniques and media including pencils, crayons, paint and fabric. Their observational and design skills develop very well over the two years. Displays show very detailed compositions of scenes related to the topic of road safety.
98. Pupils in Years 3 to 6 also develop their skills very well. Those in Years 5 and 6 have produced excellent paintings in the styles of Clarice Cliffe and Georgia O'Keefe. Their high quality of painting shows very good observational skills and awareness of tone, shape and perspective. During the inspection, their observational drawings of the war memorial demonstrated their very good understanding of texture, shading and perspective. The richness of cross-curricular

planning is reflected in very high quality paintings associated with their studies of ancient Egyptians and Greeks. During the inspection, pupils in Year 6 created pictures in the style of Matisse showing a very good understanding of his style and techniques. Pupils are surrounded by very high quality art and are influenced by art from many styles and cultures.

99. The very good leadership and management of the subject contribute to the very high profile of art in the school. Pupils are greatly influenced by the activities of the Art Week. They enjoy studying the impact of art on many areas of learning and society. They studied the intricacy of architecture and stained glass windows in Derby cathedral and the designs and posters which typified aspects of life during the Second World War. As a result the subject makes an excellent contribution to pupils' spiritual, moral, social and cultural development including multicultural development. The very good challenges for gifted and talented pupils and the support for those with special educational needs contribute to their very high levels of achievement.

DESIGN AND TECHNOLOGY

The provision for design and technology is **good**.

Main strengths and weaknesses

- The teachers' commitment to the high quality and clear purpose of the products made.
- The understanding of the importance of the subject by the co-ordinator and other teachers.
- The enthusiasm, perseverance and interest shown by pupils of all ages.
- Pupils show great pleasure in sharing and using the products that they have made.

Commentary

100. This subject is taught in rotation with art and design and as part of the school's policy of linking subjects as is most practical rather than as separate weekly lessons. No set lessons were observed during the inspection but the collected artefacts and work on display indicate that standards attained are above national expectations at the end of both Years 2 and 6. This is because work is always clearly linked to a purpose and ideas are carried through to fruition. The items are designed to meet a need and are then used in other lessons or productions. They have to be functional and durable. During the process of design and making all ideas are tested and those that prove to be unsuitable are evaluated and re-worked until they are of an acceptable standard. This was seen to good effect in the work to design and make gas-mask cases as part of the work in history. The initial products looked very good but collapsed when used to carry even the lightest objects. The pupils had to devise practical and effective ways of improving their boxes. They achieved this through discussion and testing until they had very serviceable boxes that stood up to their journey to their new families as evacuees. In this way pupils learn that only high quality work is acceptable.
101. In the Year 2 class, pupils had needed to design a bridge strong enough to carry a model car to go over a river. The task had not been easy but the pupils' explanation of the process indicated that, during their attempts, a great amount of learning had taken place. The buildings that they had made for their model village used constructions using three-dimensional shapes from work in mathematics as well as parts from construction kits and had all needed to meet the design criteria set by the class in earlier discussions. These links between geography, mathematics, art and design and design technology typify the way that teachers manage the curriculum and organise work that is exactly matched to the needs and interests of pupils in this small village school.
102. It was not possible to make an overall judgement about the quality of teaching although that seen in one lesson, linked to work about the art of mummification in Ancient Egypt, the teaching was very good. Pupils from all age groups make very positive comments about their

work and their enjoyment of the planning and making process. The high quality of the objects available for inspection in all classes provides evidence of regular good experiences.

MUSIC

The provision for music is **very good**.

Main strengths and weaknesses

- The subject has a very high profile throughout the school.
- There are many opportunities for performing in school and in the local community.
- The opportunities for participation in and learning about music from a wide range of styles and cultures are very good.

Commentary

103. Insufficient lessons were observed to make a judgement on teaching, learning and achievement in all aspects of music throughout the school. The teaching and learning of singing in the lesson with pupils in Years 4, 5 and 6 was excellent and standards in singing are well above those expected. Pupils sing tunefully and enthusiastically with an excellent understanding of the cultural and social implications of the songs. They sing with accurate pitch, very good dynamic range and sensitivity; for example their understanding of the rousing and morale boosting 'Pack Up Your Troubles' and the contrasting and reflective 'White Cliffs of Dover' showed a maturity of interpretation and understanding well beyond that of most pupils of this age. In hymn practice children sang hymns from a wide range of cultures and styles. Their interpretation of the African-Caribbean version of the Lord's Prayer contributed to the spirituality of the occasion. From the music heard and curricular planning, this subject makes an excellent contribution to pupils' spiritual, moral, social and cultural development.
104. All pupils learn to play the recorder in Year 2 and older pupils have good opportunities for learning a range of woodwind and stringed instruments. Pupils in the recorder group played accurately and with sensitivity for the style of the music. They played rhythmically due to their very good knowledge of notation and skills in sight-reading.
105. Pupils have many opportunities for performing in school concerts, in the church and in the shared music making activities with local schools. The subject is greatly enhanced by the excellent piano accompaniment by one of the secretaries who gives many hours of her time voluntarily to support music making and performance in the school. The school ensures that all pupils are very well included in all aspects of learning.

PHYSICAL EDUCATION

Provision for physical education is **satisfactory**.

Main strengths and weaknesses

- Pupils are very enthusiastic and enjoy swimming, games and gymnastics.
- The pupils participate and do well in most local and district sports competitions.
- The extra-curricular sports clubs are well supported by pupils and parents.
- There is very good collaboration with the local cluster group of schools to ensure full coverage of the curriculum.
- The facilities in the rented hall are barely adequate and inhibit the work of teachers and pupils in gymnastics.

Commentary

106. Attainment overall at the end of Years 2 and 6 is above national expectations. In the few lessons observed all pupils, including those with SEN, make good progress. As seen in the demonstration of individual skills and records of team contribution pupils achieve very well, due to their own enthusiasm, keenness to improve and very good teaching. School records indicate that standards in swimming exceed national expectations with many pupils swimming longer distances by the end of Year 6. Links with the local cluster group through the Beacon school initiative, as well as the teachers' commitment, enable the full curriculum to be offered to all pupils over each term. As in many small schools opportunities to teach every element of the intended curriculum are not always available each week. That the staff manages to provide so well is a tribute to their ingenuity and determination and to the persistence of pupils and their parents.
107. Pupils in all year groups know the importance of warming up and cooling down exercises in relation to muscle tone, heartbeat and breathing. Pupils show increasing control and use of speed and exertion to express feelings and moods as they get older. Pupils from Years 4, 5 and 6 work well together when developing skills in managing control and speed. They make good use of the available space outside when controlling and passing footballs and netballs. The church hall, which the school rents for dance and gymnastic activities, as well as for other purposes, is a short walk away and the facilities are very basic. The lighting is poor and the accessibility of equipment is difficult. The provision for storing equipment is limited. In this small school, teachers have a flexible approach to the timetable and take full advantage of dry bright days in winter to undertake as much work outside on the playground or the football pitch as is possible.
108. The school places a strong emphasis on developing a healthy life-style and promotes very positive attitudes to physical development. School teams take part in friendly and local football, netball and rounders competitions. The links with other local schools, especially the secondary school with its greater range of facilities, are vital. The school, parents and pupils eagerly await the additional local facilities being developed for gymnastics and dance.
109. In the few lessons seen the quality of teaching was very good overall. The subject is managed and organised well by the knowledgeable and enthusiastic co-ordinator with the support of the other teachers. Many of the after-school activities are provided and supported by parents and friends of the school. There is a good scheme of work in place and with the detailed lesson planning this ensures that the full range of physical education activities is covered over time.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The provision for pupils personal, social and health education and citizenship is **very good**.

110. At present the provision is very effective in the ways in which pupils' attitudes, achievements and self-worth are valued and promoted. The very high quality of teaching and curricular enrichment including a wide range of visits to places of educational interest and visitors contributes to pupils' knowledge and understanding of how some elements of the community and society work. Circle time gives pupils opportunities for voicing their opinions and concerns. The headteacher and staff have sought and acted on pupils' opinions very well including those of the school council. Pupils therefore develop a very good understanding of how a democracy works due to the many opportunities for experiencing this good practice in school. All aspects of a healthy lifestyle are very well covered in the curriculum.

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	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	4
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	3
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	1
The leadership of other key staff	2
The effectiveness of management	2

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