

INSPECTION REPORT

ALL SAINTS CofE PRIMARY SCHOOL

Marple, Stockport

LEA area: Stockport

Unique reference number: 106102

Headteacher: Mrs V Marriott

Lead inspector: Mr J Morris

Dates of inspection: 24th – 26th November 2003

Inspection number: 261811

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 to 11
Gender of pupils:	Mixed
Number on roll:	174
School address:	Brickbridge Road Marple Stockport
Postcode:	SK6 7BQ
Telephone number:	0161 4273008
Fax number:	0161 4845053
Appropriate authority:	Governing body
Name of chair of governors:	Mrs C Cutts
Date of previous inspection:	November 1998

CHARACTERISTICS OF THE SCHOOL

The school is smaller than most other primary schools. The percentage of pupils eligible for free school meals is average. The percentage of pupils with special educational needs is historically average but currently below average. Most of the pupils with special educational needs have moderate learning difficulties, which particularly affect their learning in literacy and numeracy. Nearly all of the pupils are from white British families and there was only one pupil with English as an additional language at the time of the inspection. Attainment on entry to the reception class is very variable but is broadly average this year. Data provided by the local education authority shows that the socio-economic circumstances of the school population are average.

The number on roll fell significantly in 2001, due to local population changes, but has been steady for the past three years. As a result of this and a reduction in the budget and staffing, the school currently has classes as follows: reception, Year 1, Year 2, Year 3, Years 4 and 5, and Years 5 and 6. The two oldest classes have over 30 pupils in them.

The school has 'Healthy Schools' status within the local education authority and is working towards national recognition. The school is a very active participant in the European 'Comenius Project', having links with schools in France and Finland.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23696	Mr J Morris	Lead inspector	Mathematics Music Physical education Personal, social and health education and citizenship
9981	Mr S Hussain	Lay inspector	
20230	Mrs J Clayphan	Team inspector	Foundation Stage curriculum Science Information and communication technology Design and technology Religious education
22046	Mrs J Jolliffe	Team inspector	Special educational needs English as an additional language English Art and design Geography History Modern foreign languages

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school. Many of the parents feel very positive about its work and the pupils are very happy and keen to learn. Achievement is satisfactory overall and improving in line with better teaching, but it has not been as good in the juniors as it has in the infants in recent years. Teaching and learning, and leadership and management are all good overall. The school provides good value for money.

The school's main strengths and weaknesses are:

- The pupils' attitudes, behaviour and personal qualities are very good.
- Girls do not achieve as well as boys in English and mathematics.
- Standards in Year 2 are above average and they have been above or well above average since 2000.
- Standards are below average in information and communication technology in Year 6.
- Teaching and learning are good throughout the school.
- The headteacher provides very good leadership.
- The school has good systems for assessing the progress of all pupils, including comparing them by ability and gender, but has not taken enough action on the underachievement of girls.
- Attendance is unsatisfactory.

Improvement since the last inspection has been good. Teaching and learning are better overall and the amount of good and very good teaching has increased significantly. Leadership has improved significantly. Specific issues relating to the school development plan and special educational needs have been fully addressed. The role of subject co-ordinator is clearly defined but effectiveness, which is mainly good, varies due to the small number of teachers and frequent staff changes. Curriculum planning has improved in those subjects previously judged to have shortcomings, namely religious education, art and design, geography and history, and is now at least satisfactory in all subjects.

STANDARDS ACHIEVED

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

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Achievement is satisfactory overall, but improving. Children in the reception year and pupils in Years 1 and 2 achieve well. Consequently, the performance of pupils in Year 2, in national tests in English and mathematics and teacher assessments in science, has been consistently above or well above average for three years. The performance of pupils in Year 6 in national tests has not been as high as this for some time. It has varied considerably from year to year and was well below the national average in 2003. This has been the result of an increase in the proportion of less able pupils joining the school after Year 2, a fairly high staff turnover and unsatisfactory teaching identified by the previous inspection. The pupils in Year 6 in 2003 were a relatively less able group. The quality of the teaching and the curriculum opportunities at the time of this inspection are better than previously reported or indicated by the results of national tests in the recent past. Achievement in Years 3 to 6 is currently satisfactory. Nevertheless, standards could be higher in English, mathematics and information and communication technology and there is some underachievement by some girls.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good overall. This is because the school gives a very high priority to the pupils' personal development and values their feelings and opinions. Pupils' attitudes and behaviour are very good. Attendance is unsatisfactory and punctuality is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is **good** overall. Teaching and learning are **good** throughout the school. They are mostly good and occasionally better in the Foundation Stage and Years 1 and 2. There is a significant amount of very good teaching in the mixed Years 4 and 5 and Years 5 and 6 classes. Support staff make a significant contribution to the pupils' learning. The school has good systems to assess what pupils know, understand and can do and to identify differences between groups of pupils. It is too early to judge the overall effectiveness of recent action taken to try to address identified areas for improvement and raise standards but there is still some underachievement by some girls.

The school's curriculum is good. The provision for modern foreign languages, special theme weeks and activities outside normal lesson times contribute significantly to the pupils' learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The leadership of the headteacher is very good. She has had a positive impact in the three years she has been in post, particularly on the school's ethos and the quality of teaching, including assessment. The leadership and management of other key staff are good. There is a good sense of teamwork and commitment to improvement in the school. The governing body carries out its responsibilities well and meets all statutory requirements. The budget is managed well. Teacher turnover has been quite high for several years and a reduced budget, due to falling rolls, has meant a reduction in the number of teachers, which has added to this difficulty.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils have very positive views of school and feel they are listened to. Parents have largely positive views of the school and a good number have chosen this school over others. Some expressed concerns about pupil behaviour but inspectors judge this to be good. A significant number of parents expressed concerns about the leadership of the headteacher. This seems to be mostly to do with staff retention and class sizes. Staffing has been a problem since before the headteacher was appointed. Teachers have left for career or family reasons. Class sizes are due to pupil rolls and the budget and the headteacher and governors make sensible decisions about class groupings in the current circumstances.

IMPROVEMENTS NEEDED

The most important things the school should do are:

- raise standards in English, mathematics and information and communication technology in Years 3 to 6;
- improve the achievement of girls;
- improve attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils achieve well in the reception class and Years 1 and 2. Pupils' achievements in Years 3 to 6 are satisfactory overall. Standards are currently above average in English and mathematics in Year 2 and average in Year 6.

Main strengths and weaknesses

- There is some under-achievement by girls in literacy and numeracy.
- Standards are currently above average in Year 2 and have been above or well above average for three years.
- Whilst achievement in mathematics and English is currently satisfactory by Year 6, there has been some under achievement in recent years.

Commentary

1. The achievement of children in the reception year is good and most of them reach the expected standards in all of the areas of learning. Many exceed the expected standards in personal, social and emotional development, speaking and listening, mathematical development and knowledge and understanding of the world, because of consistently good teaching.
2. Pupils in Years 1 and 2 achieve well, especially in the key skills of literacy and numeracy. Standards in Year 2 are currently above average in English, mathematics and science and average in information and communication technology. The results of the Year 2 national tests have been at least above average and at times very high, both in comparison with all schools and similar schools.
3. Pupils in Years 3 to 6 achieve satisfactorily. The results of the Year 6 national tests in English, mathematics and science have not been as good as in Year 2 for some years. There were mostly average and occasionally better in the years 2000, 2001 and 2002. In 2003 these results were well below average in all subjects but they were average in English and mathematics when based on prior attainment. Standards in Year 6 are currently average in English, mathematics and science and below average in information and communication technology.
4. In addition to these differences in performance between pupils in Year 2 and Year 6 there is evidence of some under-achievement by girls in literacy and numeracy, but not in science, throughout the school. This is a complex picture. This inspection finds that teaching and learning are good throughout the school. This has not been the case historically. The previous inspection found a significant amount of unsatisfactory teaching in Years 3 and 4. This has been eliminated. The headteacher, who has been in post for three years, has successfully improved the quality of teaching and learning and established a very positive school ethos. Rigorous analysis of data and tracking of pupil progress has shown a very inconsistent picture over the years. Furthermore, the Year 6 pupils in 2003 were a relatively less able group and they experienced some inconsistent teaching during their last four years and staff illness in their final year. The school is striving to overcome this variation in provision and outcomes with considerable success, although not enough has been done to address the identified under-achievement of some girls.
5. Pupils with special educational needs are achieving well in Years 1 and 2 and satisfactorily in Years 3 to 6, in relation to their individual targets. Pupils who speak English as an additional language are achieving at the same rate as their peers. The school's most able pupils are achieving well and attain standards that are above average or, as is often the case, well above average.

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

Standards in:	School results	National results
Reading	18.1 (18.5)	15.7 (15.8)
Writing	17.5 (16.6)	14.6 (14.4)
Mathematics	17.8 (18.8)	16.3 (16.5)

There were 23 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	25.4 (26.8)	26.8 (27.0)
Mathematics	25.2 (26.8)	26.8 (26.7)
Science	26.1 (29.6)	28.6 (28.3)

There were 29 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

Throughout the school, pupils' attitudes to learning and behaviour are very good. Spiritual, moral, social and cultural development are very good overall. Attendance is unsatisfactory.

Main strengths and weaknesses

- The very good behaviour in classrooms and around the school contributes significantly to the quality of learning.
- The school very successfully promotes the pupils' personal development although there is scope to develop the pupils' awareness of the cultural diversity in the local area.
- Attendance is unsatisfactory.

Commentary

6. Pupils' relationships with each other and with adults are very good. This makes a significant contribution to the pupils' learning and represents a good improvement since the last inspection. Pupils are kind and thoughtful towards each other and are eager to help one another, particularly those who are unhappy or who have special educational needs and these pupils gain greatly from their friends' support. Pupils say that everyone is very friendly and helpful. Older pupils spend time productively with younger pupils, such as when pupils from the mixed Years 5 and 6 shared a dance lesson with the children in reception. Through assemblies, which are well adapted to the pupils' levels of understanding, the pupils are encouraged to reflect on many issues beyond their immediate experience. Pupils are keen to involve themselves in charitable work. Pupils from Years 4 to 6 led an assembly about the fund-raising they were undertaking for children affected by poverty and war. The school's caring ethos helps pupils to have a highly developed awareness of others' feelings. The older pupils in particular are confident and have high self-esteem.
7. All staff have consistently very high expectations of pupils' work and behaviour and pupils have a clear understanding of right from wrong. They are equally polite to adults and to each other. Behaviour is equally very good in classrooms, around the school, at lunchtimes and in the playground. Throughout the school, pupils listen attentively and courteously to their teachers and participate in question and answer sessions in a sensible, mature way. From an early age pupils are encouraged to organise themselves sensibly when working in groups and they concentrate well when working independently. Inspectors confirm the view of a large majority of

parents that the school is very successful in ensuring that pupils become responsible and considerate individuals.

8. Through assemblies and class discussions pupils are taught to think about the effect of their actions on other people and to respond to others' ideas. Pupils have good opportunities to learn about their own culture and customs. Although educational visits and the contribution of visitors give them some idea of other cultures and customs, this knowledge is largely theoretical at present and they do not have contact with multi-ethnic groups living in the Greater Manchester area.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.3	School data	0.7
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.

9. Attendance is unsatisfactory. It has deteriorated since the last inspection. This is detrimentally affecting learning in many cases, for example, through families taking holidays during term. Punctuality at the start of the school day is satisfactory. There were no exclusions in the most recent reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching and learning are good. Assessment procedures are good but not enough action has not been taken to deal with identified gender differences. The curriculum is good. Day-to-day care is very good. Links with parents and the community are good.

Teaching and learning

Teaching and learning are good throughout the school. Assessment is good overall.

Main strengths and weaknesses

- There are very high expectations of work and behaviour in all classrooms.
- Assessment procedures are rigorous and systematic but not enough action has been taken to try to overcome identified differences in the performance of boys and girls.
- In some lessons, boys tend to dominate in pupil-teacher interactions.

Commentary

10. Teaching and learning have improved significantly since the previous inspection. The percentage of lessons judged to be good or better has increased greatly. In 1998 there was a substantial amount of unsatisfactory and poor teaching. Only one lesson was judged to be unsatisfactory in this inspection and this was largely to do with accommodation and organisational difficulties, which meant that the teacher was unable to deliver the good quality planning.
11. Planning is consistently good in quality and mirrors the teachers' good knowledge of the curriculum and pupils seen in practice. The key skills of literacy and numeracy are planned and taught well in accordance with the national strategies. Teaching and learning are consistently good in science. Improved resources and good teaching in information and communication technology are having a positive impact on standards and pupils are making significant gains in their knowledge, understanding and skills. However, Year 6 pupils are still attaining at below

average levels in this important subject.

12. Relationships between adults and pupils and among the pupils are very good and are the basis of the good atmosphere for learning in lessons. Teachers and support staff welcome and value pupils' comments and opinions. In the best lessons, whole-class sessions are characterised by ample opportunities for pupils to answer questions and express views. Inspectors noted the tendency for the more able pupils, who are all boys, to dominate in some lessons in the mixed Years 5 and 6 class.
13. Teaching assistants make a significant contribution to pupils' learning. They are effectively deployed to meet the needs of pupils with special educational needs and less able pupils. They focus support well, taking account of individual education plans, and are well briefed by teachers who are given time by the headteacher for collaborative planning. Teachers ensure that tasks are matched to individual needs well. Pupils who speak English as an additional language are given good support from an experienced teacher on the school staff and a bilingual assistant funded by the local education authority. Gifted and talented pupils are very well catered for in the challenging tasks provided by teachers which extend their skills and learning.
14. Assessment procedures are rigorous. Available data is systematically analysed and weaknesses are acted on. However, this has not yet been successful in overcoming identified differences between boys and girls. Day-to-day assessment by teachers is good. Pupils know their targets and marking of pupils' work helps them understand what they need to do to improve.

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8 (25%)	19 (59%)	4 (13%)	1 (3%)	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.

The curriculum

The curriculum is good. It is enriched well through the provision for modern foreign languages, the arts, sports and extra-curricular activities. Accommodation and resources are satisfactory.

Main strengths and weaknesses

- There are good opportunities for enrichment particularly for pupils in Years 3 to 6, although there are few drama activities.
- Preparation for later stages of education is good.
- There are some physical limitations to the accommodation.

Commentary

15. Clear planning for all subjects ensures that the required areas of the National Curriculum, the Foundation Stage curriculum and religious education are covered satisfactorily. The curriculum in Years 3 to 6 is rich with some unusual experiences for a primary school, such as opportunities to play lacrosse and to learn French, Spanish and German. A suite for teaching information and communication technology has recently been installed and the school is working hard to improve pupils' standards. There has been good improvement since the last inspection. There is a popular breakfast and after school club. Pupils are enthusiastic about sports and participate in a good number during the year. There is a high level of interest and participation in the singing club and the percussion and guitar band, which performed very well

during an assembly. At present there are no regular opportunities for pupils to perform drama. The provision for collective worship meets statutory requirements. To cope with the mixed ages in classes at the top of the school, teachers plan using a well thought out and monitored cycle of topics, which ensures that pupils cover all the required areas.

16. There is a very good ethos promoting mutual respect and thoughtfulness. Consequently, pupils feel secure and happy in school. Pupils with special educational needs have individual education plans that contain specific, measurable targets and provide a clear focus for teaching and learning. Tasks are planned well to meet the different needs of those pupils who have special educational needs, who speak English as an additional language or who are gifted and talented.
17. Pupils move from one stage of their education to the next smoothly because the school works hard to ensure that pupils feel secure and understand what will happen next. There are staff visits both ways between All Saints and secondary schools. Pupils visit their new school more than once. Older pupils work on projects that will be completed when they start their secondary school. Secondary school teachers come into school regularly, particularly to teach foreign languages.
18. There is a satisfactory number of qualified teachers. Support staff are of good quality throughout the school and they are used effectively. Some of the classrooms are small for the large numbers of pupils who use them but pupils' learning is not seriously affected. Some improvements have been made since the previous inspection, for example the Year 2 class has been moved to a larger room. Acoustics in the hall are still unsatisfactory. Wheelchair users would find the steps between the infant and junior areas of the school difficult to negotiate. Resources have been improved since the last inspection and are now satisfactory.

Care, guidance and support

Staff are very caring and pupils are valued very much as individuals. The school has very good provision to support, advise and guide pupils, based on monitoring information. Consequently, pupils feel very confident and learn well. Pupils' views are taken into account very well.

Main strengths and weaknesses

- Pupils have very good, trusting relationships with adults in school. They have very good, easy access to well informed advice, support and guidance to help them to learn well.
- There are very good arrangements to seek, value and act on pupils' views.
- There are good induction arrangements.

Commentary

19. The school has made several good improvements in this area of its work since the last inspection and addressed the health and safety issues raised. The school's designated officer for child protection is appropriately trained and issues are dealt with effectively. Risk assessments are undertaken as required for general health and safety matters. The school is recognized for its good work through the Healthy Schools Award. Staff work well with external agencies to promote health and safety. For instance, a mobile drugs education service attends the school each year to support learning.
20. Pupils are very happy with the school. They say that they are valued and cared for very well. They learn in a strong family ethos and there are very good, trusting relationships between pupils and staff. Pupils' issues and concerns, for example, if they feel bullied, are handled with sensitivity and care. Many areas of learning, including achievement and personal development, are monitored well.
21. Staff provide very good support, advice and guidance for pupils. They are very positive role

models, for example, regarding relationships and caring for others. The school has established a 'quiet room' to help pupils with individual issues. Other agencies are involved very well when needed, including, for example, the educational psychologist, behaviour support service, physiotherapist and speech and language therapist. These factors show that the school has an inclusive approach to learning.

22. The school uses suggestion boxes and consults pupils frequently for their views and ideas. For instance, a behaviour survey was carried out recently and the results used to develop anti-bullying strategies. The School Council meets regularly and is a very good mechanism for pupils to raise and discuss issues that concern them. It is pleasing to see that the school has adopted so many of their suggestions, for example, about fundraising and improving the environment.
23. The school's good induction arrangements include peer support. For example, when pupils start school in classes other than reception, they are allocated a 'friend' in the class to help them settle.

Partnership with parents, other schools and the community

The school has good links with parents, other schools and the community. Many parents have very positive views of the school and some have chosen it over others.

Main strengths and weaknesses

- The school is welcoming to parents and local organisations and a growing number of parents and other volunteers help in lessons or with projects such as the 'Eco group'.
- Good information is provided for parents through formal reports and weekly newsletters.
- An unusually high percentage of parents express concerns about leadership and management because of staff changes and class sizes.

Commentary

24. The school has a largely positive partnership with the parents. The school uses questionnaires, formal evenings and informal chats to canvass parents' views. School and inspection evidence shows that all parents have positive views of most aspects of the school's work. During the meeting with the registered inspector before the inspection, several parents explained that they had chosen this school over others locally. A significant percentage of parents expressed concerns about the leadership and management of the school through the inspection questionnaires. During the meeting with the registered inspector parents comments strongly indicated that this dissatisfaction arises from worries over the relative high staff turnover and the large numbers of pupils and mixed year groups in some of the classes. Pupil numbers and class sizes are largely beyond the control of the headteacher and governors. Reasonable decisions have been made about class groupings in the current circumstances and there is no evidence that this is having a significantly negative impact on pupils' learning. Staff retention has been an issue in this school for some time and was referred in the previous report. In the three years the current headteacher has been in post teachers who have left have done so for career moves or personal reasons not to do with the school.
25. The school has good links with the local community and other schools, especially the High School. Members of the local church contribute well to the school through involvement in assemblies and by acting as reading mentors. Pupils participate in a comprehensive programme of visits to local homes for the elderly. College students and local professional teams help with sporting activities. High School teachers are involved in the school's provision for modern foreign languages and ensuring a smooth transition from primary to secondary education. Through its involvement in the 'Comenius Project' the school has well established links with schools in France and Finland and it also has a link with a school in Uganda.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. Governance is good.

Main strengths and weaknesses

- The headteacher provides very good leadership and clear direction to the work of the school.
- The leadership of subject and other co-ordinators is good overall and there is effective management of the school.
- The governing body gives good support and challenge to the school.
- There is very good leadership of the curriculum.
- The good quality strategic plan is regularly reviewed and takes account of new priorities.
- Staff are given very good opportunities to develop their professional skills.
- The school works hard to be inclusive although insufficient action has been taken to improve the achievement of girls.

Commentary

26. The governing body plays a significant role in school improvement. Members are fulfilling their statutory duties in relation to the promotion of inclusive practices. Practice in relation to special educational needs, disability and race equality is good.
27. The leadership of the headteacher is very good. Since her appointment three years ago she has had a positive impact on the school, particularly in creating a distinct ethos and improving the quality of teaching and assessment. The last three years have been challenging owing to some staffing instability. This has been due in part to a fall in the number of pupils on roll and a restrictive school budget. The headteacher and governing body have made difficult decisions in the best interest of the school and its pupils. There is a regularly updated whole school strategic plan to bring about improvement and this is informed by regular reviews of standards and provision. Other action plans focus on developments in subjects and other aspects of the school's work and are closely linked to the whole school plan. The leadership of key staff is good and the leadership and management of special educational needs is very good. Individual education plans are clear and carefully monitored. There is a very positive and caring ethos that is shared and promoted by everyone in the school and teachers are very good role models for the pupils.
28. The school makes good use of self-evaluation. Information gathered through this process contributes significantly to subject action plans and the school improvement plan. The views of pupils are also taken into account. Data on how well pupils perform is carefully analysed and action usually follows quickly, although this has not been carried with sufficient rigour in relation to gender differences.
29. The headteacher is committed to professional development and has enabled staff to take up ample opportunities even though it is a small school. Performance management is used constructively although it has been difficult to implement given staffing changes and absences. Teachers have several responsibilities each, again because it is a small school. These responsibilities are often met well and always at least satisfactorily. Within the limitations of the budget, staff are given time to co-ordinate their subjects. Staff retention has been a problem for some years. Recently the school has been more successful in attracting and retaining the services of a small but effective team of staff. However, the loss of staff due to a budget reduction did have a big impact on the school and the way in which teaching groups were subsequently organised.
30. The school has managed its finances prudently and has tried to limit the impact of a reduced budget. There is a relatively high carry forward into the next financial year. This is because the local authority's projected figures indicated a probable shortfall and the governors have planned

spending to protect staffing levels until the figures are finalised.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	392,415
Total expenditure	355,605
Expenditure per pupil	2,020

Balances (£)	
Balance from previous year	14,191
Balance carried forward to the next	36,810

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good**. Children start school in the reception class with a wide range of abilities, but attainment on entry is broadly average. They leave reception with above average skills in all areas of learning except in physical and creative development, where they attain at expected levels. They achieve well because teaching is good and the curriculum is planned well. Relationships between adults and children are a particularly strong feature. There is good, experienced leadership which ensures that adults are very well organised and activities are generally matched well to children's abilities. The assessment of children's achievement is rigorous and frequent. Progress is closely monitored and targets are regularly updated. Children with special educational needs are identified and given good support and they make good progress. Standards of teaching and learning have been maintained well since the previous report. The outside play area has been improved and is now satisfactory but there is no climbing frame to give children the full range of physical experiences.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve very well because staff create a warm, purposeful atmosphere and set high expectations of behaviour and responsibility.
- The very good daily routines help children to become self-confident.
- Staff make very good use of their detailed knowledge of the children's needs to give appropriate individual support.

Commentary

31. Teaching in this area of learning is very good. By the end of reception, most children have achieved the early learning goals and many have exceeded them. Through very good organisation and a consistently warm but firm manner staff ensure that children are purposefully employed in a good variety of activities. This enables them to take full part in tasks and to be confident and sensible. Adults are very good role models and talk to children in a friendly, respectful way. The children respond positively and copy the adults. 'Special friend of the week' posters are valuable in encouraging children to say why they like each other and in promoting early reading skills. This high level of awareness of each other also shows in the way children are kind and helpful towards one another. By the time children move into Year 1 they are mature, very well behaved and they work hard, both independently and in groups.
32. The transition into the reception class is greatly helped by the large number of visits that children make. By the time they start school they already know the adults well and have begun to make friends with other children. Parents are welcomed into school at the start and end of the day and this ensures that staff have a good understanding of each child's background and needs.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching is good by both the teacher and the learning support assistant.
- Adults develop the children's listening and speaking skills very well.
- Frequent assessment and good planning of appropriate activities enable children to achieve well in reading and writing activities.

Commentary

33. Children's speaking skills develop well because adults engage in meaningful conversations with them. They are encouraged to explain their thinking through answering skilful questions that demand far more than 'yes' or 'no' as a reply. The teacher and learning support assistant constantly use mature vocabulary such as 'characters' which help children to understand and to use complex language themselves. Adults make explanations, stories and listening activities interesting. Children are attentive and want to hear more. Each lesson the teacher discusses the learning targets with the children so they are not only aware of what they are to learn but how well they are doing. There are carefully structured activities which develop early reading skills, such as learning sounds and putting them together to make words. Children have numerous opportunities to practise writing in the form of making marks and also sounding out simple words. Children make good progress and, by the end of reception, most of them attain the early learning goals in reading and writing and exceed them in speaking and listening. More able children write simple sentences.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children's attitudes to mathematical activities are very good and they enjoy all aspects of this area of learning. The children achieve well.
- Teaching is good. Activities are usually matched well to children's abilities.

Commentary

34. The teacher makes learning fun and the children are alert and eager to learn. Consequently, they achieve well. The mention of the target for the day or the week helps children to be clear about the focus of the lesson. Adults question children during activities, constantly encouraging mathematical language and understanding. Interesting activities are planned well to reinforce knowledge and to build steadily on it so that the children are both excited and confident. Good use is made of early literacy skills and creative skills to record work, such as when sequencing events through the day. By the end of reception, most children have achieved the early learning goals and many have exceeded them.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Good planning and teaching ensure that children have a rich range of experiences.
- The development of information and communication technology skills is very good.

Commentary

35. Good planning, which is effectively allied to other areas of learning such as creative development, ensures that children discover and understand a range of ideas and facts related to science, geography, history and religious education. In a very good session in the computer suite the teacher mixed questions and demonstrations well and was very successful in encouraging the more able children to work independently. The children displayed skills above those expected for their age. They logged on, wrote their names and found the relevant menu with minimal help. The rich curriculum enables children to expand their knowledge and understanding so that, by the end of the reception year, they all attain the early learning goals and many children exceed them.

PHYSICAL DEVELOPMENT

Provision for physical development is **satisfactory**.

Main strengths and weaknesses

- Children have good opportunities to develop skills using tools and they achieve well.
- Teaching is good overall, but some opportunities are missed to extend the most confident children during physical education sessions.

Commentary

36. Children have numerous good opportunities to practise and develop fine motor skills as they use scissors, brushes and pencils. The work on display shows that many children have good control of small tools. In the hall they show both good control of their bodies and awareness of space. However, opportunities are missed to provide children with regular experiences of using small and large apparatus. The skills of going over, under and through are not practised often enough. Overall many children will attain the expected levels for their age by the end of their reception year.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- Planning and teaching are good.
- The interesting range of activities provides children with good opportunities to experiment and explore.

Commentary

37. Planning shows that children experience a wide range of activities and that many of these encourage the use and development of imagination. Work is often linked to other areas of learning such as when designing and making diva lamps following discussion about the festival of Diwali. Vivid paintings show that children used their imaginations well when they explored colour and shape to make patterns based on wandering lines. Children made up dances which expressed their feelings about 'watery' music. By the end of the reception year children attain at expected levels.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH AND MODERN FOREIGN LANGUAGES

English was inspected individually and is reported on in full below. There was not enough evidence seen to make a firm judgement on provision in modern foreign languages. However, work was sampled and a lesson in Spanish was observed.

38. The headteacher has been innovative in introducing a rich **modern foreign languages** curriculum, which includes French, German and Spanish lessons for pupils in Years 5 and 6 and clubs in the same languages for a wider age range of pupils. Modern languages are taught by a teacher in the school, a teacher from a local high school and a visiting tutor. Each has different strengths and this small team would benefit from identifying and sharing best practice.
39. The teaching seen was pitched at the right level for pupils of this age. The lessons and clubs seen were interesting and pupils were keen to learn. There is, rightly at this stage, a focus on developing speaking and listening skills. Pupils are acquiring a good range of vocabulary appropriate to the topics being covered, such as greetings and feelings. They understand questions and offer reasonable answers. Older pupils count to twenty in odd and even numbers in Spanish and younger pupils say how they feel.

English

Provision in English is **good**.

Main strengths and weaknesses

- Boys are reaching standards above the national average in Years 2 and 6.
- The achievement of girls from Year 3 to Year 6 is unsatisfactory and test results are not high enough.
- Pupils are developing their independent writing skills well and many are confident, articulate speakers with good vocabulary.
- Teaching is never less than good.
- Marking is extremely helpful and tasks are matched well to the needs of pupils.
- Pupils are very good at assessing their own work, particularly in reading, and their literacy targets are helping them to focus on improving.

COMMENTARY

40. Year 6 results in the national tests in 2002 were broadly average both in comparison with all schools and similar schools. Boys' results were just above average and those of girls were just below average. In 2003 the results fell well below the national average, but were average taking account of the attainment of this same group of pupils at the end of Year 2. However, whilst boys' results were above the national average, those of girls were below the national average and the difference is very marked. Although the number of pupils in each year group is relatively small, particularly of girls, this difference is apparent over time. Results in Year 2 were well above the national average in the 2002 tests and the picture was very similar in 2003. Boys scored slightly higher than girls in the tests. Writing was stronger than reading and spelling, although these were still above average.
41. During the inspection, work seen in Years 1 and 2 reflected the above average standards reached in the tests. In Years 3 to 6, standards seen were average overall, with a very wide range within year groups and a significant difference between girls and boys. A significant minority of more able pupils are reaching standards above those expected for their age but there are a similar number of pupils who are not reaching the expected standard.

42. Pupils in Years 1 and 2 are developing literacy skills very well. Many of them are confident speakers, who express themselves extremely well for their age. In particular, they are developing impressive 'free' writing skills, encouraged and supported by the teachers. They also have a very good vocabulary that is being extended by the good teaching and the interesting learning opportunities provided. Overall their achievement is good and it is particularly good in writing and speaking.
43. The achievement of pupils from Year 3 to Year 6 is variable but satisfactory overall. The progress of pupils in the older classes has been affected in the last two years by staff absences and changes, and related inconsistencies in teaching approaches. More able pupils are making good progress and average attaining pupils are making sound progress. Overall, girls are not achieving well enough. Pupils with special educational needs and English as an additional language are making satisfactory progress in relation to their individual targets. Progress has generally been good so far this term, following carefully considered staffing changes made by the headteacher. Vocabulary is improving rapidly and spelling and writing, particularly independent writing, are also improving. This needs to be sustained if it is to have a positive impact on standards by the end of the year.
44. Teaching is always at least good. Teachers make good use of questioning and encouragement to develop pupils' understanding and skills. Lessons have a clear start in which the aims are shared with the pupils and these are reviewed well at the end. Tasks are matched well to individual learning needs, including those of pupils with special educational needs and those with English as an additional language. The individual and class targets for literacy are helping to focus teaching and learning on improvement. The quality of marking is particularly strong. It is personal to the child, constructive and clear, helping them to understand how to improve. Girls are sometimes quiet and not involved enough, allowing boys to dominate the lesson. At present there are no specific strategies in place to ensure that teaching takes account of the different learning needs of girls and boys although the school is conscious that girls are achieving less well than boys. A small minority of younger pupils in mixed age classes are also quite passive and need to be involved more. Teachers set sensible homework that helps pupils with their learning. Parents of Year 1 and 2 pupils are very supportive, regularly listening to their children read and making well judged comments in the reading records. Older pupils who read less well would benefit from the same level of parental input, though pupils are encouraged to take more responsibility for their learning. Teaching assistants provide very good support for individual pupils and small groups in reading and writing.
45. Pupils are given good opportunities for improving their literacy skills and this is helped by effective use of the national strategy, although more and better use could be made of drama. A partnership with a Beacon school is helping to improve pupils' writing skills. Pupils enjoy their work and almost always work well together, though not all girls are willing to work with boys. They particularly enjoy poetry and, for example, Year 6 pupils were very enthusiastic about writing about the life of John Lennon.
46. There is a new subject co-ordinator who is just becoming familiar with the role but as acting deputy headteacher she has a heavy workload. A great deal of work has been undertaken to improve provision and the termly action plans are helping to focus efforts more effectively. Improvement since the last inspection has been satisfactory.

Literacy across the curriculum

47. Teachers make very good links between literacy and the rest of the curriculum and vice versa. In geography, teachers extend the pupils' subject vocabulary by introducing new words such as confluence and meander. In history there are good opportunities for writing, for example about the 1960s. In art and design pupils develop speaking skills when evaluating their work. Pupils also use information and communication technology to improve the structure and presentation of their writing.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching and learning are good overall and there were many very good features were observed during this inspection.
- Pupils are very interested and involved in numeracy lessons.
- Standards are above average in Years 1 and 2, but are not as high as they could be in Years 3 to 6 and there is some under-achievement by girls.
- The co-ordinator has given a good lead to developments in the subject over the past two years.

Commentary

48. Pupils at the end of Year 2 have done well or very well in the national tests for the last three years both in comparison with all schools nationally and similar schools. At the time of the inspection, standards in Year 2 were above average. The more able pupils were achieving particularly well.
49. Pupils at the end of Year 6 have not performed as well and there has been some under-achievement over time, though it is now satisfactory overall. In 2002 the results were average compared with all schools but below average on prior attainment. In 2003 the results were well below average compared with all schools but average on prior attainment. These results have been due to inconsistencies in teaching in the past and attainment differences between year groups. The 2003 Year 6 pupils were particularly low in ability for this school in Year 2 and some more low ability pupils joined later. At the time of the inspection, standards were average. It is noteworthy that there is some under-achievement by girls throughout the school and in the current mixed Years 5 and 6 class all of the pupils in the most able groups are boys.
50. One lesson, taken by a teacher very new to the school, was satisfactory. All of the other four lessons seen were good or very good. Examination of pupils' work, particularly in Year 2 and Year 6, provided further evidence to support this positive view of the teaching of mathematics through the very good quality of the marking, the matching of tasks to pupils' needs and breadth of work. In a very good Year 1 lesson a striking feature was the way in which the teacher taught the class and the assistant supported the less able pupils using a scaled down version of the same visual resource.
51. There is a very good problem-solving approach to much of the teaching. This was identified as an area for development by the co-ordinator as a result of analysis of the results of the national tests in 2002 and classroom observations. The co-ordinator and headteacher have carried out rigorous analysis of data and monitoring of teaching, planning and pupils' work. They have explored issues to do with staff movement, differences between year groups, differences between boys and girls and the effect of mixed year group classes. As a result of this detailed self-evaluation and advice from a local education authority consultant, the school is currently giving priority to the role of additional adults, assessment procedures and more refined differentiation. Despite the results at the end of Year 6, the improved quality of teaching and learning and good leadership and management show that improvement since the last inspection has been satisfactory.

Mathematics across the curriculum

52. The provision for mathematics across the curriculum is good. Basic numeracy skills are consolidated and, at times, extended in many other activities. Information and communication technology is used well for work on data handling and to develop pupils' number skills. A good example of this was seen in the mixed Years 4 and 5 class when less able pupils used a computer program to practise their subtraction skills. Examples were also noted in activities in science, geography and physical education.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The subject is very well led and managed.
- Pupils throughout the school achieve well because of thorough planning and good teaching.
- There is a good emphasis on pupils' own investigative work and this is assessed very well.
- Too little use is made of information and communication technology to support science.

Commentary

53. In the national tests in 2003, results for pupils in Year 2 were at similar levels to previous years. Results for pupils in Year 6 showed an uncharacteristic plunge. The school gives two main reasons for this. There were many more pupils of lower ability than usual in the year group and they had had a large number of changes of teacher during their time in Years 3 to 6. Analysis of work by pupils currently in Year 2 indicates that standards are slightly above average with several pupils working above the expected level. Pupils in the current Year 6 are on line to attain the expected standard by the end of the year and their achievement this term is good. No difference between the achievement of boys and girls was recorded during the inspection, although the large number of boys and their strong personalities tended to dominate class discussions in Year 6. In small groups of mixed gender and mixed ability, the girls hold their own. Pupils with special educational needs are supported well by their classmates during activities and they achieve well, although at slightly lower levels. Planning provides for more challenging extension tasks for the more able pupils. However, the nature of mixed ability groups restricts opportunities for these pupils to 'spark' ideas between each other and achieve even better.
54. Teaching was good overall and in all the lessons observed except one, in which it was very good. Analysis of work generally confirms this picture, which represents good improvement, particularly in Years 3 to 6, since the last inspection. Planning is detailed and appropriate and teachers show good levels of knowledge combined with clear strategies, which enable pupils to maintain both confidence and enthusiasm. Good opportunities are provided for pupils to think and plan investigations independently, which they do showing high levels of both co-operation and initiative. Older pupils have the freedom to choose the most appropriate method of recording their findings and they understand how to use charts and different graphs appropriately. There is constant emphasis on the use of correct technical language and pupils have good opportunities to develop their writing skills. Many older pupils start to draw conclusions from their investigations and understand the importance of repeating work in order to ensure accuracy.
55. The subject leader has a very clear knowledge of the subject and a focus on maintaining high levels of attainment. She has been instrumental in devising detailed programmes of study, which ensure that pupils build their skills steadily. She has observed lessons in all the other classes and has identified areas for development this year. In addition, national test results are analysed and teachers' planning is adjusted in order to strengthen weaker areas. Pupils are assessed annually against National Curriculum criteria, which highlight their achievement over the year. Other assessments at present focus on pupils' investigative skills and it is planned to widen assessment to cover all strands of learning. Modern technology is not used often enough to extend pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- As a result of recent improvements in resources, standards are rising rapidly and pupils are acquiring new skills well.
- Teaching of skills is good and pupils are eager to learn but information and communication technology is not used routinely across the curriculum to consolidate and extend learning in other subjects.

Commentary

56. Provision in information and communication technology is developing quickly since the installation of the computer suite a year ago. Laptops are being acquired and are starting to be used on a regular basis in some classrooms. Pupils in Year 2 have average skills and achieve well. Pupils in Years 5 and 6 still perform at a below average level because their knowledge is narrower and their skills are, therefore, less well developed than expected for their age. They were, however, making rapid progress at the time of this inspection.
57. Teaching and learning during the inspection were good. Teachers plan well to ensure that pupils build their skills steadily and they share learning objectives clearly with the pupils so that everyone understands the focus of the lesson. There is a good mix of questions that stimulate pupils' thinking, and activities that promote and reinforce new learning. Pupils in Year 3 demonstrated their skills by creating posters in a variety of fonts and colours, into which they inserted, and changed the size of, images with considerable confidence. Year 6 pupils' files showed that they were confident in accessing the Internet to find information during a recent 'eco-week', that they have used graphic modelling effectively to design fantasy playgrounds and that they understand the use of different graphs to record a variety of data.
58. The subject leader has recently returned from maternity leave. She is keen, experienced, very well organised and her action plan is of high quality. Class portfolios of pupils' work already give clear exemplification of standards. Assessment, which at present is carried out annually against National Curriculum requirements, is to be extended so that pupils can evaluate their own progress.

Information and communication technology across the curriculum

59. Pupils in Year 2 extended their understanding of the art of Mondrian and Kandinsky when they used a program to create effective pictures in the styles of these famous artists. Good use was made in Years 5 and 6 of the pupils' work on autobiographies in literacy for a lesson on data handling. The results were to be used to produce graphs in a later mathematics session. During a science lesson in Years 4 and 5 pupils worked on a related science program on the class laptop. Plans are in hand to extend the use of information and communication technology across the curriculum so that it supports learning in all other subjects where appropriate.

HUMANITIES

Only one lesson was seen in both history and geography and no lessons were seen in religious education. It is, therefore, not possible to make firm judgements about provision in these subjects. However, work was sampled.

60. Based on the lessons seen and the scrutiny of a limited amount of work, there is every indication that standards in **history and geography** are above average. The co-ordinators are carrying out their duties effectively and the new co-ordinator for geography has made a strong

and determined start. The strategy of teaching these subjects through blocks of time is effective. The teaching seen was very good and encouraged the pupils to develop their independent learning skills. Pupils were challenged by the work given and they responded with enthusiasm. There were good links to other subjects, including literacy and numeracy. The history lesson included writing about the life of John Lennon, producing a timeline of his life and carrying out research into the 1960s. The pupils formulated a set of very effective historical questions based on their homework. The geography lesson developed pupils' local knowledge and use of directions. Pupils used their mathematical skills well in carrying out a survey on issues such as pollution, road traffic and pedestrians.

61. Pupils' written work in **religious education** indicates that standards are average and curriculum coverage is good. There is a planned programme of study, which is an improvement since the last inspection. Planning is now detailed, meets local requirements and is linked well to personal and social issues. Emphasis is now given to studying major world faiths as well as Christianity. Improvement has, therefore, been good. The school has a very good ethos, including mature discussions of personal and social issues. Pupils are encouraged to develop their writing skills and work is often detailed and of good quality. Throughout the school there is strong evidence that pupils reflect on their own and others' feelings deeply. Good use is made of visits to places of local interest like the church and visitors help to raise pupils' awareness of other religions and cultures. At present there are no assessment procedures to ascertain the development of pupils' knowledge and understanding.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

There was not enough evidence to report on any of these subjects individually. Because not enough teaching was seen, no firm judgement can be made on provision. However, work was sampled in art and design, design and technology, music and physical education.

62. The lesson seen in **art and design** and examination of a small amount of work indicate that standards are broadly average with some work above average, particularly in weaving. It is clear that pupils are given a wide and interesting variety of experiences and taught skills and techniques to develop their artistic skills and understanding. In the lesson seen, pupils experienced blending and using dyes on material to paint winter or summer scenes, based on sketches they had made. Pupils especially enjoy studying and copying the work and techniques of famous painters. The co-ordinator is managing the subject effectively and time is used productively.
63. No lessons were observed in **design and technology** and, because it was not being taught in most year groups at the time of the inspection, there was little evidence of standards or the development of skills. However, it is obvious from teachers' planning that work is interesting and covers a satisfactory range of tasks. The annual assessment of pupils' attainment against National Curriculum requirements indicates that satisfactory emphasis is given to developing pupils' skills.
64. Only one lesson was seen in **music**. There are, however, positive indicators about provision from this lesson, a discussion with the subject co-ordinator and observations of extra-curricular activities and assemblies. The performance of the guitar and percussion group, which includes pupils from Years 3 to 6, was very good.
65. In **physical education**, three lessons were observed and a brief discussion took place with the recently appointed 'acting' subject co-ordinator. The teaching and learning in the lessons seen were good overall. The curriculum meets requirements, including for swimming, and extra-curricular opportunities and links with the community are good. The input of lacrosse and tennis coaches in Years 4, 5 and 6 are exciting additional learning opportunities for the pupils. There is satisfactory guidance in place to help teachers plan but leadership and management were unsatisfactory at the time of the inspection because the co-ordinator was so new to the role and has many other responsibilities.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **very good**.

Main strengths and weaknesses

- The school very successfully promotes the development of pupils' personal skills and qualities.

Commentary

66. Aspects of personal development and citizenship are very prominent in displays around the school. The school ethos is one of respecting and valuing the opinions and feelings of others and underpins everything the staff do. Discrete lessons in aspects of personal, social and health education and citizenship are time-tabled in all classes. Pupils' views are expressed through a strong School Council and active 'eco group'. Pupils are successfully encouraged to care for each other through the 'buddy' system. Pupils have a keen sense of awareness of those less fortunate than themselves in the world at large and participate in fund-raising activities, often taking a major role in the organisation themselves. In addition, political and social issues are discussed in lessons in subjects such as English, geography, history and religious education and health education issues are included in the science and physical education programmes of study.
67. Three lessons were observed. Teaching and learning are judged to be good overall from these lessons, assemblies and examination of teachers' planning, displays and the 'Healthy Schools' evidence folder. However, one of the lessons was judged unsatisfactory because what actually took place did not match the good quality plan. There were considerable organisational difficulties for the teacher due to the inadequacy of her classroom for the planned activities.
68. The headteacher provides good leadership and management. The school has achieved 'Healthy Schools' status locally and is working towards the national award. For several years, the school has participated in a local community initiative, including helping senior citizens and improving the environment, winning a cup in recognition of the pupils' efforts on three occasions. Participation in the 'Comenius Project' has resulted in very strong links with schools in France and Finland and developed the understanding of European culture of both the pupils and the staff. A substantial amount of work has been done on developing good quality materials and strategies to promote good behaviour, to minimise bullying and to develop the pupils' understanding of key personal issues, such as relationships and drugs misuse.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	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	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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