

INSPECTION REPORT

BALLIOL LOWER SCHOOL

Kempston, Bedford

LEA area: Bedfordshire

Unique reference number: 109464

Headteacher: Mrs E Ashcroft

Lead inspector: Averil R Anderson

Dates of inspection: 15th to 17th November, 2004

Inspection number: 266354

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

© Crown copyright 2005

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 3 to 9 years
Gender of pupils: Mixed
Number on roll: 220

School address: Balliol Road
Kempston
Bedford
Bedfordshire
Postcode: MK42 7ER

Telephone number: 01234 300601
Fax number: 01234 300602

Appropriate authority: The governing body
Name of chair of Mrs J Leydon
governors:

Date of previous 8th March, 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

Balliol Lower School is an average-sized school in Kempston which is just south west of Bedford for pupils aged three to nine years. Most pupils are of white UK heritage although a number of pupils are from Indian, Asian and Black Caribbean origin. The school is set in a social and economic area which is less favourable than usually found. Over 36 per cent of pupils are eligible for free school meals, which is above the national average. Over 36 per cent of pupils, which is above the national average, have special educational needs, mostly for moderate learning difficulties. A below average number of pupils have statements of special educational needs. A much higher than average proportion of pupils speak another language in addition to English. Pupils' knowledge and skills are generally below average when they join the school in all areas of their development. Of the 52 children in the nursery, 31 attend part time and many of these children will move into the reception class when it is created in January.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23733	Averil Anderson	Lead inspector	Science, geography, history, personal, social and health education, citizenship, special educational needs
19798	Jane O'Keefe	Lay inspector	
27654	Robina Scahill	Team inspector	Foundation Stage, mathematics, information and communication technology, art and design, design and technology, English as an additional language
20948	John Linstead	Team inspector	English, religious education, music, physical education

The inspection contractor was:

e-Qualitas Limited

Langshaw
Pastens Road
Limpsfield Chart
Oxted
Surrey
RH8 0RE

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	16
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES ONE AND TWO	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	25

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Balliol Lower School is a good school where pupils achieve well. The very good support and guidance given to all pupils make it a very happy place where pupils genuinely want to come. Staff make learning fun. Pupils behave and care for each other very well. Teaching and learning are good, backed up by good leadership and management. The school provides good value for money.

The school's main strengths and weaknesses are

- The good overall achievement of all pupils, whatever their ability
- The action taken to promote pupils' very good attendance
- Pupils' very good behaviour and attitudes to school, to their work and to each other
- The very good provision for social, moral and cultural development has established a very positive climate for learning
- Very good induction arrangements, particularly into the nursery, ensures children settle quickly
- Teachers' very good planning and assessment of pupils' work enables all pupils to achieve well
- The strong leadership and management of the acting headteacher and senior staff
- High quality work of learning support assistants in supporting pupils in their learning and behaviour
- Standards in mathematics at the end of Year 2 are not as high as in other subjects
- The lack of opportunity for subject leaders to observe lessons
- Links with parents and taking note of their views could be improved

Improvement since the last inspection in March 1999 has been good. All key issues have been addressed. The improvement in the quality of teaching in Years 3 and 4 is particularly noteworthy.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
reading	E	D	D	B
writing	C	D	D	B
mathematics	E	C	E	D

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with similar percentages of pupils eligible for free school meals.*

Achievement overall throughout the school is good. Achievement by children in the nursery is very good. Because of the low level of attainment on entry to the nursery the majority of children do not reach the goals children are expected to reach in all areas of learning by the end of reception. By the end of Year 2 standards in reading and writing are below average when compared with schools nationally but are above average when compared with similar schools. In mathematics results are well below the national average and below that for similar schools. Standards seen during the inspection indicate that they will be higher this year and are steadily improving. Standards overall meet national expectations by the end of Year 4 in English, mathematics and science. Pupils with special educational needs and those whose first language is not English achieve as well as other

pupils. Standards in information and communication technology are in line with national expectations and achievement is good.

Pupils' personal qualities including their spiritual, moral, social and cultural development are very good overall. This is shown by their very good attitudes, very good behaviour and the very high rate of attendance. Punctuality is very good.

QUALITY OF EDUCATION

The quality of education provided by the school is good.

Teaching and pupils' learning are good. They are very good in the nursery. The school has successfully improved the quality of teaching especially in Years 3 and 4. Teachers' planning is very good. They use assessment information very well and have a clear understanding of pupils' abilities and how to harness them so that pupils of all abilities learn well. Learning support assistants give very good support to pupils. Teachers ensure lessons are fun and so fully engage pupils' interest. Adults' use of questioning enables pupils to understand their work and so learn more effectively. Sometimes teachers have too low an expectation of lower ability groups in mathematics.

The curriculum is good. Very good support and guidance is given to all pupils and this has a marked effect on the pupils' very positive attitudes to the school and their work. The accommodation is very good and encourages learning. There are too few opportunities for pupils to participate in sport. Links with parents are satisfactory overall although parents are not consulted enough and reports are not always clearly written. Links with the community and other schools are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The acting headteacher provides strong leadership. She has maintained and built on the school's good work in providing and caring for all its pupils. She is supported well by a senior group of teachers who together provide good role models to all staff and pupils. The leadership and management of learning in the nursery and in special educational needs are strengths of the school. Subject leaders are knowledgeable and support teachers well to enable them to improve their skills. They do not monitor teaching and learning closely enough to be able to fully support teachers during lessons. The work of the governing body is satisfactory. It provides good support and is beginning to ask questions to help steer the school's development. The governors' annual report to parents has some omissions and so does not meet statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very happy with the education their children are receiving. They are especially pleased with the quality of teaching and that their children are happy to go to school. They would like more information about their children's progress and would appreciate more opportunities to air their views to the school. Pupils are very proud of their school, lessons are 'really interesting' and they 'always learn something'. They know how they are doing and what they need to do to get better. School is 'good', 'fun', 'full of helpful people', 'there is lots to learn' and 'they look after you'.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are

- Continue to implement the plans they have to raise standards in mathematics
- Further develop the role of the subject co-ordinators to include lesson observations
- Consult further with parents to seek their views and improve the quality of reports

and, to meet statutory requirements

- Ensure that the Governors' Annual Report to Parents fully meets requirements

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is good and standards by the end of Years 2 and 4 are satisfactory.

Main strengths and weaknesses

- Achievement is good throughout the school
- Children in the nursery classes have a very good start and learn quickly
- Pupils with special educational needs and those who speak English in addition to another language make the same good progress as other pupils
- Standards overall are in line with national expectations of similar schools
- Standards in mathematics fell in Year 2 last year but are already improving

Commentary

1. Children in the nursery achieve very well and by the end of the reception year most achieve the goals they are expected to reach in their personal, social and emotional development and in their physical and creative development. They are still not on track to reach these goals in communication, language and literacy, mathematics and knowledge and understanding of the world due to their lower starting points in these areas of learning.
2. Standards reached in national tests at the end of Year 2 were below average in reading and writing and well below average in mathematics. However, in comparison with similar schools, results in reading and writing were above average and in mathematics below average. The dip in mathematics was partly due to pupils' ability but mainly because the usual booster classes did not take place in 2004. These have now been started again this year and standards seen during the inspection are average in reading, writing and mathematics. Achievement is good.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
Reading	14.9 (15.1)	15.8 (15.7)
Writing	14.0 (14.3)	14.6 (14.6)
Mathematics	14.5 (16.5)	16.2 (16.3)

There were 44 pupils in the year group. Figures in brackets are for the previous year.

3. Standards overall at the end of Year 4 are average in comparison with national expectations in English, mathematics, science and information and communication technology. Pupils with special educational needs achieve well both academically and emotionally. Pupils for whom English is not their first language achieve well in all subjects and achieve better standards than their peers at other schools in Bedford. However, pupils in the lower ability mathematical groups are not always challenged sufficiently and, therefore, do not always achieve as well as they might. Achievement is good overall.

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes to school and behave very well. Provision for pupils' spiritual, moral, social and cultural development is very good overall. Attendance and punctuality are very good.

Main strengths

- Pupils enjoy coming to school and show very positive attitudes to their work
- Pupils behave very well in lessons and around the school

- Staff manage behaviour very well
- The school provides very well for pupils' moral, social and cultural development
- Pupils' spiritual development is promoted well

Commentary

4. The school has maintained its very good provision for spiritual, moral, social and cultural development and pupils' very good behaviour, attitudes and personal development since the previous inspection. Pupils are very proud of their school and show very good attitudes to their work. Pupils clearly enjoy coming to school and as one Year 4 pupil said, 'It is lovely to be here, I shall be sorry to leave'. Pupils work very hard in lessons because they are motivated by the lively teaching and their own conscientiousness. They listen very well to teachers and each other and will happily discuss their work with visitors. Behaviour is very good in lessons, around the school and at other times. The few pupils who do have behavioural difficulties are managed particularly well by staff and, as a result, do not disrupt other's learning. Pupils play together very well at playtimes. Those who may be feeling lonely or upset are supported well by their peers. Bullying is not a major problem in the school and pupils are confident that, should an incident occur, it will be dealt with quickly and appropriately. Pupils clearly understand the difference between right and wrong due to the many, very good opportunities to discuss moral issues in lessons, assemblies and circle times. Four pupils were excluded last year due to their particular behaviour difficulties. No pupils have been excluded from the school this year and staff work very hard to ensure that those pupils experiencing problems remain in school. Pupils are friendly and courteous and take a pride in the many responsibilities given to them, such as being Trustees or members of the School Council. Relationships between pupils are very good and they treat each other with much kindness and with respect.
5. Spiritual development is promoted effectively in assemblies and subjects including mathematics, science and personal, social and health education. All legal requirements for collective worship are being met. Staff work hard to foster the self-esteem of all pupils. Praise is used very effectively in lessons and through the rewards scheme to encourage and motivate pupils and to celebrate their achievements. Pupils' cultural development is fostered very well through learning about and studying the beliefs and cultures of others in religious education lessons and through the school's links with schools in Ghana and New Zealand. As a result, pupils have a very good respect for their own and others beliefs and cultures.
6. Attendance levels are high and have improved considerably since the last inspection. Staff have worked consistently hard to improve these figures by monitoring individual pupils closely and actively promoting the importance of good attendance. Punctuality is very good and pupils are ready to start work as soon as they arrive.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.4	School data	0.3
National data	5.1	National data	0.4

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
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
168	4	-
1	-	-
12	-	-

Mixed – White and Black Caribbean	9	-	-
Mixed – White and Black African	4	-	-
Mixed – any other mixed background	2	-	-
Asian or Asian British – Indian	13	-	-
Asian or Asian British – any other Asian background	3	-	-
Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
Black or Black British – Caribbean	6	-	-
Black or Black British – African	1	-	-
Any other ethnic group	2	-	-

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is good. Teaching and pupils' learning in the nursery are very good and are good throughout the rest of the school. This is a good improvement since the last inspection, especially in Years 3 and 4. The curriculum offers a good range of learning experiences during the school day and satisfactory opportunities for learning outside lessons. The generally very good assessment of pupils' work and the information gained is used very effectively to plan work for classes, groups and individuals. The school takes very good care of its pupils. Links with parents are satisfactory, and good with other schools and the community.

Teaching and learning

The quality of teaching is good overall.

Main strengths and weaknesses

- Teachers' planning is very good and meets the learning needs of pupils very well
- Teachers manage pupils' behaviour very well
- Very good assessment and marking of pupils' work combined with the use of previous learning helps pupils to increase their knowledge and understanding well
- Learning support assistants (LSAs) provide high quality support for all pupils, particularly those with special educational needs
- The good encouragement of individual as well as collaborative team work enables pupils to learn well in a variety of situations
- The sometimes low expectation of lower ability groups in mathematics is a weakness because pupils do not work to their potential

Commentary

7. The chart below gives a summary of teaching seen during the inspection. This is a good improvement since the last inspection when six per cent of teaching was unsatisfactory and 55 per cent was good or better.
8. Good improvement in the standard of teaching is reflected in the better quality of pupils' learning over the years since the previous inspection. The school has successfully improved the quality of teaching, particularly in Years 3 and 4.

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	10 (33%)	11(37%)	8 (27%)	0 (0%)	0 (0%)	0 (0%)

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

9. Across the whole school teachers' planning is very good and, with the exception of some lower ability groups in mathematics, it enables pupils to make good progress and to achieve their potential. Teachers' planning incorporates a good range of tasks to enable pupils of all abilities, including those with special educational needs and those who speak English in addition to another language, to achieve well. Previous learning is used well to establish pupils' knowledge and understanding in a particular lesson and to build upon it, and at the end of lessons when both old and new learning is practised to ensure pupils have a clear understanding of what they have learnt. Teachers' use of questioning is very good and questions are varied to ensure that all abilities of pupil have the chance of answering. It is used very well to establish if particular pupils have understood their work and to extend their thinking.
10. The teaching and learning in the nursery are very good. Adults are very knowledgeable about how young children learn. They work very well as a close knit team to plan lessons which meet the needs of each child. All children are included fully in activities. Staff make careful assessments of their needs and record the progress they are making to plan relevant learning. All staff are very positive and create a very happy atmosphere which encourages the children to settle quickly into routines and begin their learning with enthusiasm.
11. Teaching is good in English, mathematics, science and information and communication technology. In the best lessons throughout the school pupils are given very good opportunity to discuss and test out their ideas and thoughts. For example, in a very good history lesson pupils, following very good initial teaching and group discussions, showed in role play situations that they had understood why the Anglo Saxon Chronicle contained gross exaggerations about Viking raids. In less successful lessons pupils spent too much time sitting on the carpet without being able to fully participate in the worthwhile activities planned for them.
12. Learning support assistants are a strength of teaching. They support both teachers and pupils very well in the classroom and make a real difference to the success of lessons. Their work in small groups, particularly in booster classes, is of the highest standard. It was very evident from informal observations of their work with small groups outside the classroom how much the pupils enjoyed their sessions and how much they were learning. The atmosphere created by the LSAs ensured that every pupil involved was eager to learn. Much of the success of the school's work with pupils who have special educational needs is due to the very good support provided by LSAs; their support for these pupils is quiet, subtle and of great value in helping the youngsters succeed.
13. Assessment systems are very good throughout the school and are used very effectively in almost all areas. The information is not always used to best advantage for the less able pupils in mathematics where it has led to lower expectations and too strict assessment last year in science resulted in poor standards. Work is assessed half termly and assessment comments with targets for the next half term are pasted into pupils' exercise books. These comments and targets are always relevant to the individual pupil's needs and help them to know how to improve their own work. Marking is a strength; it is accurate and comments positively encourage pupils to improve their work as well as giving praise for careful, thoughtful efforts.

The curriculum

The quality of the curriculum is good with satisfactory opportunities for pupils to take part in activities outside lesson time. The accommodation is very good and resources support the curriculum satisfactorily.

Main strengths and weaknesses

- The good provision for pupils' personal, social and health education means that pupils are confident and responsible
- Provision for pupils with special educational needs is good
- The school makes very good provision for all pupils to be fully included in all activities
- Provision for the youngest children is very good and gives them a very good start to school
- The accommodation is very good and encourages learning
- There are too few opportunities for pupils to participate in sport

Commentary

14. The curriculum is planned well, and provides a good range of interesting experiences for all groups of pupils. Literacy is developed well across the curriculum and there are sound opportunities for mathematics to be used in subjects such as science and geography. Teachers make good use of ICT to extend learning in all subjects. The good links between subjects enable the pupils to consolidate and extend their work and to see the relevance of what they are learning.

15. The curriculum for children in the nursery is very good. The planning is very detailed and gives children the right balance of structured activities led by adults and opportunities to develop their independence through choosing what and where to learn. The outside play areas are used very effectively to support the children's learning.
16. Provision for pupils with special educational needs is good. The school has a very clear understanding of the needs and abilities of these pupils. Programmes are relevant and both short and long-term targets are specifically geared to support pupils' new learning as well as ensuring consolidation of knowledge already gained.
17. Provision for pupils learning English as an additional language has improved well since the last inspection and pupils are now fully included in lessons through regular additional support from a voluntary helper.
18. Provision for personal, social and health education is good. It is promoted strongly throughout the school and is effective in raising pupils' confidence and self-esteem. Part of the provision is through specific lessons, such as circle times when pupils can discuss their feelings and views. A large part of the provision, however, is in the day-to-day work of the school, in the way that adults relate to the pupils and the high expectations adults have of pupils behaving sensibly, taking on responsibilities, and respecting each other. The school is part of the Health Promoting Schools initiative, which means that it works hard to educate pupils about a healthy lifestyle.
19. The school provides a satisfactory number of visits and visitors to make the curriculum more interesting, such as drama groups, story tellers and music workshops. There are opportunities for the pupils to join in activities outside lessons, such as chess, percussion and recorder clubs. However, there are few opportunities for pupils to take part in sporting activities other than in lessons.
20. The school's accommodation has improved well since the last inspection and now provides a very good learning environment for pupils. It is very clean and well maintained by the site manager and his staff; this encourages pupils to take good care of their surroundings. The good supply of resources helps to make lessons interesting so that pupils learn quickly. Staffing levels are satisfactory.
21. Since the last inspection there has been a good overall improvement in the curriculum. The improvement in the nursery has been very good.

Care, guidance and support

The school takes very good care of its pupils. There are very effective arrangements for health and safety and child protection. Very good systems are in place for the induction of new pupils. Pupils' views are effectively sought by the school. Support and guidance for all pupils are very good.

Main strengths

- Staff are very caring to pupils
- Procedures for health and safety are very good
- There are very efficient procedures for child protection
- The induction of pupils into the nursery works very well

Commentary

22. The school's high standards of care have been maintained since the last inspection. The school is a caring place where pupils say they feel well looked after. Relationships between staff and pupils are very strong. This provides very good support to pupils' general well-being and is much appreciated by parents. Pupils know where to go and who to see if hurt or feeling unwell. Very effective procedures are used for dealing with child protection

issues. The headteacher is designated to deal with any such issues and ensures that staff are vigilant in following up any concerns about a pupil's welfare. Local guidelines are followed conscientiously and staff are fully aware of the procedures to follow if a concern should arise. Very effective arrangements are in place for ensuring the health and safety of all in the school. All necessary risk assessments take place and the hardworking site agent conducts regular safety checks.

23. Children entering the Nursery are sensitively introduced to school life and as a result settle very quickly. Nursery staff visit children and their families in their own homes prior to their entry into school and this ensures there is at least one familiar face to greet them on arrival in school. The newly established School Council is providing very good opportunities for pupils to be involved in decision making. The elected representatives meet regularly to discuss suggestions and concerns. They are beginning to take great pride in both representing their classmates and having their say on the school's work.
24. The support given by a volunteer to pupils who speak another language as well as English is especially successful. Pupils are fully included in all lessons and activities and achieve as well as their fellow pupils. The care and support for pupils with special educational needs ensures that they too achieve well throughout the school.

Partnership with parents, other schools and the community

Parents are happy with the care and education received. Partnerships with parents are satisfactory. Links with the local community are good. Good links have been established with other schools.

Main strengths and weaknesses

- Parents are happy with what the school provides
- The school has worked hard to build links with parents
- The school does not regularly seek parents' views
- Good links exist with the local community
- The school works well with other schools locally

Commentary

25. Parents are mostly happy with the care and education their children receive at the school. Generally the school works hard on maintaining its good partnerships with parents. Parents receive useful general information through very well presented newsletters as well as useful curriculum information to help them support their children at home. The school's brochure is informative and meets all legal requirements. The Governors' Annual Report, however, does not contain all the information it should, with particular regard to arrangements for pupils with special educational needs. Reports are issued in the summer term. These reports contain detailed information on children's progress in all areas as well as some targets for improvement. Some unfortunately use educational jargon and are not easy for all parents to read. Attendance by parents at the consultation meetings and school events is high reflecting the good interest they show. The school listens to parents' complaints and responds quickly to them. However, the school does not yet have a system for regularly seeking parents' views on the school and its work. The Parents' Association has recently been revived by an enthusiastic group of parents. Fund raising and social events have been arranged and these are very well supported by families. Parents are very happy with the effective arrangements for homework.
26. Good links have been fostered with the local community who are supportive of the school. A popular Summer School is run at the school in the summer holidays. This is attended by pupils of the school itself and those from other schools in the area providing a useful community link. The school works well with other schools in the area. Staff have worked

closely with those in other schools to ensure that the transition to middle school is a positive experience for pupils.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The leadership of the acting headteacher is good and she is ably supported by senior managers who play significant roles in the running of the school. Governance is satisfactory.

Main strengths and weaknesses

- The acting headteacher provides strong leadership, maintaining the school's ethos and high aspirations for its pupils
- Senior members of staff play key roles in the work of the school
- There is a strong sense of teamwork
- There is insufficient checking on the quality of teaching and learning through the observation of lessons
- Governors give good support and play an appropriate part in shaping the direction of the school
- The Governors' Annual Report to Parents has several omissions

Commentary

27. The acting headteacher provides strong leadership and has successfully led the school through a rather unsettled period during which the teaching staff was reduced and the class structure in the junior classes radically changed. She has maintained and built on the school's work in providing and caring for all of its pupils so that they are motivated and achieve well. There is a strong sense of teamwork throughout the school and all staff share in the common aims of improving the school's provision. Subject co-ordinators provide good role models for other staff and give good guidance and support. Effective teams have been created so that, for example, teachers plan and evaluate work collaboratively leading to lessons which reflect the needs of pupils. Co-ordinators assess the quality of the provision in their areas of responsibility and then devise detailed plans on how improvement can be made. All members of staff complete an annual performance audit which assesses how well they think the school is doing in a range of different aspects. These, and co-ordinators' plans, are then used as a basis for all staff to contribute towards the formulation of the school's improvement plans. These plans are detailed and provide a useful tool for improvement. However, there are no clearly defined priorities so that all initiatives appear to have equal weighting.
28. The acting headteacher and senior staff manage the school well. They have used the performance management system to set targets to improve the quality of teaching and learning. New staff settle quickly and receive good support so that the fairly recent changeovers in staff have had little effect on the quality of education provided. English, mathematics and science subject leaders manage their responsibilities very well. They check on the quality of learning through the scrutiny of teachers' planning and pupils' work. Results of tests are analysed and weaknesses identified with good guidance given to teachers on how to plan relevant work. At the moment, however, they are not being given opportunities to check on learning through the observation of lessons.
29. The leadership and management of the school's work with pupils who have special educational needs are good. The co-ordinator has a clear understanding of these pupils' needs and knows what to do to enable them to learn. Pupils' achievements are regularly assessed and this information is used well to plan lessons. Records of past achievements are thorough and provide valuable information.
30. The leadership and management of the Foundation Stage (nursery) are very good. The co-ordinator has a clear vision for the department and has successfully implemented a programme which ensures high quality teaching and consequently very good learning by the children.

31. The governing body has a full complement of members although some are recent appointments. It is well organised and led by a committed and knowledgeable chair, unlike at the time of the last inspection when it was without a leader. It now ensures that all teachers have a performance review every year which is being used well to identify and provide for the training needs of individual staff and the school. Governors are kept well informed by the headteacher and senior managers. Some governors go into school on an informal basis, helping regularly in classes as well as through more formal planned visits. The chairperson, for example, takes swimming lessons and is involved in the annual 'Summer School' activities. Governors play an appropriate part in shaping the direction of the school, for example, in helping to draw up the plans for school improvement. Although governors are aware of the general areas for improvement they are unclear about the specific priorities these plans address. This is because they do not review these plans often enough. Governors provide good support for the school and the initiatives it undertakes and are growing in confidence in their ability to challenge as a means of helping staff to improve still further. The Governors' Report to Parents has some important omissions, notably the school's provision for pupils with special educational needs.
32. The school's finances are well managed. Governors have ensured that the school's accommodation has been continually improved over the years so that deficiencies identified in the last report have been rectified. Funds have also been set aside to provide for the provision of an ICT suite and the possible increase in staffing costs next term. The school's expenditure is carefully thought out and closely linked to the plans for improvement.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	606,143
Total expenditure	650,850
Expenditure per pupil	2,523

Balances (£)	
Balance from previous year	94,849
Balance carried forward to the next	50,142

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the nursery class is very good.

Main strengths

- Leadership and management are very good
- Teaching is of a high standard enabling children to learn very well
- Curriculum planning, with a wide range of meaningful activities, is very good
- Very good team work by all staff supports children's learning very well
- Good opportunities are provided for children to become independent learners

Commentary

33. When children join the school, their skills and knowledge are below average overall, although their communication and language development and mathematical understanding are well below that expected for their age. At the time of the inspection there were 23 full-time children who will go into the reception class next term and 33 younger children who attend either morning or afternoon. All children achieve very well in the time they spend in the nursery class. More than half of them are on course to reach the expected learning goals in personal, social, and emotional development and in physical and creative development before they enter Year 1.
34. Teaching and learning are very good overall, and children are very keen to experience the wealth of activities available to them. All staff work very well together to plan interesting and relevant experiences for the children. There is a good balance between activities led by the teacher, those supported by adults and those where children are encouraged to be independent. Staff have very high expectations for children behaving well and settling quickly to work so that all spend their time productively. All staff and helpers encourage the children by joining in with their play and know just the right moment to ask questions that will help the children learn. This helps all children to succeed including those who are learning to speak English as an additional language and those with special educational needs. As a result, all children are becoming confident and independent. Induction procedures are very good and parents have clear information about what their children will be doing in school. Staff assess the children's work very carefully and these assessments are used very well to plan the work and activities that the children will experience. Consequently, learning is very well matched to the needs of individual children. The curriculum is very good. A number of areas of learning are linked so the children are developing a range of skills, knowledge and understanding through more than one activity. The outdoor area is used very effectively to support the children's achievements in all areas of learning. Since the last inspection, the school has maintained the very good provision for children in the nursery.

Personal, social and emotional development

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

Main strengths

- Teachers provide good opportunities to help children become independent learners
- Relationships between adults and children are very good
- Children play very well together

Commentary

35. Children achieve very well in their personal and social development, because they are encouraged to make choices for themselves about when to join in planned group and whole-class activities. Where children choose which activities they want to pursue, staff give them time to explore and investigate to find things out for themselves and encourage them to persevere. The children experience a wide range of activities that are interesting and fun so they are fully involved in their learning. At the end of the session the children report back to the rest of the class on what they have learnt and what activities they have enjoyed. This develops their confidence and self-esteem very well. Most children are beginning to work together taking turns and sharing, although some still play alone. Children form very good relationships with each other and all of the adults. They respond well by listening and taking part in whole-group sessions and they follow instructions well. Their behaviour is very good because staff have very high expectations of children working co-operatively.

Communication, language and literacy

Provision in communication, language and literacy is very good.

Main strengths

- Teachers take many planned and incidental opportunities to develop the children's language skills
- Teaching is very good and the children achieve very well
- Children begin to speak confidently and listen attentively because they are encouraged to talk
- Children make very good use of role-play areas

Commentary

36. Adults constantly emphasise letter sounds in their teaching so children recognise the first sound of common words when reading and writing. The older children have well organised group sessions which enable them to read big books, practise their phonic skills and learn how to sequence the events of a story. They discuss pictures, play games and practise sounds. They listen very well to stories and all join in with the sound effects with enjoyment and enthusiasm. Helpers provide invaluable support by hearing children read. Children learn to improve their handwriting skills by tracing over letters and then copying them accurately. Children are encouraged to write for many purposes in the well-planned and organised role-play areas and well-resourced writing areas. As a result, they fill in lists, draw pictures of their experiences and begin to write their names. Children who have particular difficulties with language learn signs to help them.

Mathematical development

Provision in mathematical development is very good.

Main strengths

- Children are beginning to count confidently through well-organised mathematical activities
- The children are developing good levels of vocabulary to compare the size of things
- All adults use every opportunity to encourage children to count

Commentary

37. Throughout the day, the children have access to a wide variety of activities that promote their mathematical development. In supported activities, staff work alongside the children, developing their vocabulary as they make comparisons of size. As a result they develop a good awareness of measurement and capacity when exploring water and sand. They have a good vocabulary so describe accurately relative measurements, such as shorter and longest as they compare the length of snakes and sort them into different sets. The

teachers provide a good variety of activities and resources so children are interested and involved in developing mathematical ideas. Learning is well planned to encourage the children to count, add and subtract in real situations while they are working at a range of activities. Adults reinforce children's understanding well through counting games and songs. Practical tasks, physical activities and games make learning fun.

Knowledge and understanding of the world

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

Main strengths

- Many interesting activities are planned and developed through other areas of learning
- The outside area is used very well so that children develop a very good understanding of the natural world
- Information and communication technology skills are promoted well and children are confident using relevant programs

Commentary

38. Children achieve very well in this area of learning because activities are interesting and hold their attention. All activities are very effectively linked to other areas of learning so children stay interested and keen to learn. This understanding is reinforced through language and creative activities. The children have learnt much about the festival of Divali through making diva lamps and Rangoli patterns. Following on from the celebrations of the previous day, a group danced enthusiastically to Indian music, showing they had remembered the swirls and spins with shawls and tambourines. Children learn to use computers confidently. They access relevant programs and concentrate for long periods of time. Their skills in building and designing are also developed well. Children delight in using the very good resources to make complex models and then discussing what they have made. The use made of the school grounds and neighbourhood for exploring the environment is imaginative and helps the children understand their own environment very well.

Physical development

Provision in physical development is very good.

Main strengths

- The accommodation and equipment both inside and outside enable children to develop physical skills very well
- Children are taught how to use a good range of tools correctly

Commentary

39. This area is very well planned, with both indoor and outdoor activities. Children have the opportunity to develop precision and control as they work. For example, when pouring water into bottles, writing, making marks on paper or cutting and gluing, many children show considerable control and accuracy. Very good opportunities for children to develop these skills are provided in all areas of learning and children are given many different resources with which to practise their skills. Outdoors, children demonstrate an ever-increasing ability as they balance, jump and run with confidence. They have a good awareness of space and rarely bump into others as they run. They ride a variety of wheeled toys and use small equipment such as bats and balls confidently. All these activities ensure that children achieve the expected learning goals in their physical development.

Creative development

Provision in creative development is very good.

Main strengths

- There is a wide variety of well-planned opportunities for children to explore creative activities
- Displays celebrate children's work very well
- Activities are very well linked to all other areas of learning

Commentary

40. Children make very good progress in this area of learning because there is a wide range of opportunities offered and children enjoy them. Imaginative play is very well planned so that children act out their own experiences in the role-play area and use play equipment, such as cars and dolls, to make up their own stories. There are many good resources to support children when they create their own pictures and collages, and their work is displayed very well for all to celebrate. Children participate enthusiastically in making models out of dough, and in cutting and sticking activities to make their own models. Children explore music and have planned opportunities to dance and sing so improving their self-confidence as well as their skills.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is good.

Main strengths

- Pupils make good progress and achieve well
- The leadership and management of the subject are very good
- The quality of teaching is good
- Assessment of pupils' progress is good and used well to plan work and set individual targets

Commentary

41. Current standards in speaking and listening, reading and writing are broadly average by Year 2. This represents good achievement because pupils start Year 1 with below average attainment in all aspects of English. They achieve well due to the good quality of teaching they receive. Pupils with special educational needs and those for whom English is an additional language achieve well. This good progress is maintained in the junior classes so that by Year 4 pupils' attainment is in line with that expected of pupils this age.
42. The standards of teaching and learning are good. Teachers assess work well so that they know what progress individuals as well as different groups of pupils are making. This means they plan suitable work and pupils make good progress. The school responds well to the assessed needs of their pupils so that lessons may be devised which do not necessarily follow the longer-term planning. Teachers' marking is good and pupils are encouraged because they are told how they could improve next time and that their teachers really value the work they produce. Teachers make good analysis of special pieces of writing pupils carry out at regular intervals. This shows teachers how well pupils are doing against national expectations and what they need to do to improve. Targets are often derived from this analysis that teachers set and discuss to good purpose with older pupils.
43. The school is aware of the need to raise pupils' speaking and listening skills which are poor when they enter school. These improve very well as pupils move through the school so that by Year 4 they are in line with expectations. Pupils listen well throughout the school and are keen to add their views and ideas in discussions. Teachers take care to involve all pupils in these discussions and urge pupils to use 'powerful words' when speaking. Classroom displays are used well to back this up and pupils can readily see examples of how 'exciting' words can be exchanged for 'ordinary' ones. In other lessons pupils have good opportunities to improve their speaking skills. In physical education lessons, for example, pupils have to make judgements about others' performances giving full reasons for their views.
44. The school does well in its encouragement of reading. Pupils' records show they read a large number of books and that teachers and support staff hear them read regularly. Time is set aside each day for reading activities when pupils read alone, in groups, to teachers or each other. In the younger classes teachers pay a great deal of attention to teaching the 'sounds' letters make. This has resulted in pupils having a good knowledge of these sounds that they use well when attempting to read new words. Pupils have very good attitudes to books and reading so that, for example, the school's library, although quite limited, is used well. The school's replacement and expansion of books is ongoing.
45. Pupils write for a range of purposes including poems and newspaper reports. They spell familiar words quite accurately with most able to make plausible attempts at unfamiliar ones. The standard of handwriting is often poor and most pupils print despite regular practise, especially for younger pupils. Pupils convey their meanings accurately and often

use longer sentences to do so. However, they rarely use the 'powerful words' encouraged elsewhere or employ adventurous connecting words to the quality and interest of their writing.

46. The leadership and management of the subject are very good. The subject leader is knowledgeable, enthusiastic and clear about what needs improving and how this is to be accomplished. Teachers are given a lot of support and guidance, for example the co-ordinator has produced extensive guidelines on ways of improving speaking and listening skills. This has resulted in the quality of teaching being raised and pupils achieving well. Teachers plan and review their work together and have gradually become skilled at assessing pupils' work. The co-ordinator carries out regular and rigorous checking on the work pupils do. The results of this scrutiny are discussed with teachers to improve teaching and learning still further. At the moment though there are no observations of lessons as a further method of improving the quality of teaching and learning. The improvements in pupils' writing, the quality of teaching overall, the maintenance of standards and the good assessment now in place means the school has made good improvement since the last inspection.

Language and literacy across the curriculum

47. The links with other subjects are good. Pupils practise their writing skills in religious education, history and geography. Speaking and listening are developed appropriately in most other subjects.

MATHEMATICS

Provision in mathematics is good.

Main strengths and weaknesses

- There is good emphasis on using mathematical vocabulary to explain work
- Effective assessment leads to appropriate action being taken
- Marking is good and shows pupils how they can improve
- Pupils in lower groups are not always challenged enough

Commentary

48. Pupils enter Year 1 with below average abilities. Most pupils achieve well because teaching is good. More able pupils in particular are given suitably challenging work to do. However, pupils in the lower groups are not always expected to do as much as they could so their achievement is only satisfactory. Pupils with special educational needs are well supported in small groups so that they achieve well.
49. Teaching is good with some examples of very good practice. Pupils achieve well because teachers plan lessons carefully and usually choose appropriate activities and resources in order to support and motivate the pupils; although this is not always the case with less able pupils who are not always challenged sufficiently. Teachers give clear instructions and explanations and use effective questioning to check understanding and enable pupils to progress. In the best lessons, pupils were well motivated by the lively start and quick fire questions in which they were all involved. Teachers have high expectations and use questions well to challenge the more able pupils. However, in some lessons this questioning goes on for too long and those not involved become fidgety. Counting and number games that involve physical activities are fun and help pupils to learn multiplication tables and other basic number facts. Teachers have high expectations of work and behaviour. As a result pupils are eager to learn and they work well individually and collaboratively. Behaviour is well managed and very good relationships add to the positive way pupils learn. Homework is used effectively and consolidates what has been learnt in class well. Marking is good and in most classes helps pupils to know how they can improve.

50. The subject is well led and managed. Work is regularly monitored and support given to staff. However, lessons are not monitored regularly so there is no overview of the pupils' achievement in class. Through regular assessment, pupils' progress is tracked effectively, and strengths and weaknesses in the curriculum identified. Improvements are followed-up to ensure that they are having an effect on children's learning. Overall improvement since the previous inspection is satisfactory.

Mathematics across the curriculum

51. Pupils use their mathematical skills well in other subjects. These links are especially effective in science where pupils learn to make accurate measurements, use graphs to record their results and use the correct mathematical language.

SCIENCE

Provision in science is good.

Main strengths and weaknesses

- Teaching is good and the emphasis upon investigative work enables all pupils to achieve well
- Pupils enjoy science because lessons are exciting and full of interesting activities
- Scientific vocabulary is developed well in lessons
- Good leadership and management are now leading to higher standards
- Assessment of pupils' work has not always been sufficiently accurate in the past

Commentary

52. Standards in science are in line with national expectations. The apparent poor results at the end of Year 2 are not borne out in those pupils' work in Year 3. The poor results in science would appear to be the result of teachers assessing pupils' work too strictly within the Level 2 rather than a severe dip in standards of pupils' work. This has been addressed and assessment is now very accurate. The percentage of pupils reaching Level 3 or above was above the national average. Achievement is good.
53. Teaching and learning are good overall. Teachers have good scientific knowledge and teach in a lively, interesting way; thus engaging all pupils whatever their ability. Pupils with special educational needs are very well supported by teachers and LSAs, whose subtle use of questioning to ensure pupils' understanding is particularly good. Individual and group work is organised in such a way that all pupils succeed and, of necessity, have to really think about what they are learning. Teachers' use of investigation is very good. For example, in a Year 2 class pupils discussed what they thought would happen to a range of materials if they were heated. They understood the meaning of a 'fair test' and were adamant that it would not be fair if the materials, (wood, wax, soap and chocolate) tested were not all the same shape and size. Pupils in a Year 3/4 class discussed their findings at a much higher level and were able to determine the boundaries of their investigation much more quickly than the younger pupils. Older pupils use their previously learnt knowledge very well to identify a question, turn it into a prediction and then carry out a fair test to substantiate, or not, the prediction. For example, when they were investigating growth, they decided to measure pupils' arms to see if Year 3 pupils' arms were shorter than those of pupils in Year 4.
54. The use of scientific vocabulary within lessons is impressive. Its use is made fun and, especially the younger, pupils feel very grown up using the correct terminology in the right context. In all lessons observed there were very good links with other subjects. The attention to health and safety of the pupils, both physical and emotionally is very good.
55. The leadership and management of the subject are good. The subject leader is very enthusiastic, has a very good knowledge of the subject and a very clear understanding of the best way to engage pupils' attention, and in doing so enabling them to learn well. She has provided good support for teachers with their planning and has produced a portfolio of levelled work to help them assess more accurately. This, with in-service training, has ensured a better understanding of procedures and more accurate target setting, marking and levelling by teachers. There has been a good improvement since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is good.

Main strengths and weaknesses

- Good leadership and management of the subject have a positive impact on pupils' progress
- Teachers make good links with other subjects
- Assessment is good as it tracks pupils' progress as they move through the school
- The lack of sufficient computers limits pupils' progress

Commentary

56. Pupils reach standards that are in line with those expected nationally. Pupils are confident when using computers and independently access a variety of relevant programs. Pupils are able to perform a range of activities including using a mouse or keyboard appropriately. They present their work in different ways and use the Internet confidently to research work for other subjects. Pupils have a good understanding of how to turn on the computer, locate their program and type in their text. They achieve well when they write sentences using a word-processing program and edit their work. They use the digital camera well and print their pictures that are used to illustrate their work in the school. Pupils talk enthusiastically about their learning and are interested in the activities, working well together collaboratively on the computers. Achievement is good.
57. The teaching and learning are good. Pupils are encouraged to use the correct vocabulary and are becoming increasingly familiar with terms such as icons, the space bar and shift keys. Teachers are very encouraging, and this means that pupils enjoy learning and are not afraid to try new functions such as changing font size and colour. Because the computers are in the classrooms, only six pupils can work on them at any one time. This limits the progress they make because of the time it takes to have their turn. A new computer suite is in the process of being fitted out to deal with this issue. One advantage of having computers in the classrooms is that they are used very well on a day-to-day basis to follow up work in other subjects. Assessment booklets are used effectively to record the areas pupils have covered and their progress as they move through the school.
58. Information and communication technology is led and managed well. Teachers have had relevant training and this has led to greater confidence and expertise in teaching. There has been good improvement since the time of the last inspection. Expectations have changed over the years and the school has kept pace with these expectations. The school continues to develop and improve the subject through the installation of a new computer suite and the development of international e-mail links.

Information and communication technology across the curriculum

59. Information and communication technology is promoted very well across the curriculum. For example, pupils combine text and pictures very confidently to produce a display about the history of Bedford. They use bar charts in science to record their findings and sort information to produce good quality graphs.

HUMANITIES

No lessons were seen in geography, two in history and two in religious education, so no overall judgement was made about provision in these subjects. Inspectors talked to pupils and looked at their work to gain an overview of standards and achievement.

60. Standards in **geography** are in line with national expectations. Pupils in Years 3 and 4 are aware of how they can help look after their environment and how other people might want the environment to look, evaluating plans for change in Bedford. They understand reasons why their personal journeys are different having found out when and why their families moved to the Bedford area. Assessment of pupils' work is good, it tells pupils what they have studied, what they have learnt and sets clear targets for future work. Resources are satisfactory.
61. In the two lessons observed in **history**, teaching and learning were very good. Talking to pupils and looking at their work indicates standards are in line with national expectations. The curriculum is well planned to include a range of learning opportunities. For example, Year 2 pupils understand the differences between ways of life at different times through their study of the different attractions at the seaside now as compared to those in the early

twentieth century. They sequence the story of the Gunpowder Plot and understand the reasoning behind the plot. Pupils in years 3 and 4 enjoyed the topic about the Vikings and understand where the Vikings came from and the reasons why they raided and then settled in parts of Britain. Role play is used very effectively to raise pupils' awareness of how history is depicted and how evidence can be interpreted. For example, one lesson depicted a Viking raid which included the murder of a monk and then the same Vikings back home relaying the story to an elderly grandfather. *'I just tapped this monk on the shoulder and then accidentally chopped off his head!'* The pupils understood the need to relay the story gently because they wanted to persuade granddad to go to Britain with them in order to settle down and live there! Not only had they learnt the factual history of the time but were able to empathise with all the characters involved. Assessment of pupils' work is accurate and helpful, telling pupils how they can improve their future work.

62. Pupils' work in **religious education**, teachers' planning and discussions show the school is meeting the requirements of the locally agreed syllabus. Knowledge about different religions is often taught as a topic and this links well ideas and concepts common to them all. For example, younger pupils learned a great deal about 'marriage' in different religions. Their work involved pupils being 'married' by a local vicar, learning about and discussing secular marriages and the experiences of a Hindu bride. In the lessons seen pupils' attainment was in line with that expected and the quality of teaching satisfactory. Leadership and management are satisfactory. The school is currently working from a new local syllabus which will be reviewed by the subject leader at the end of the year.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

It was not possible to make a judgement about overall provision in art and design or design technology, music and physical education because too few lessons were seen.

63. Work in **art and design** around the school shows standards meet expectations for pupils of this age. The many and varied displays showed that a good range of media are used and pupils are encouraged to look at artists' work. For example, pupils in Years 3 and 4 looked at art journeys inspired by the work of Paul Klee. In one class this was linked to their study of Aboriginal art. Van Gogh's sunflowers were a starting point for a study of colours and tones. The different techniques the pupils used created a vibrant display. Art and design is used effectively to support learning in other subjects, such as music, science and religious education.
64. No lessons were seen in **design and technology** and there was no past work completed by pupils that could be used to evaluate the standards achieved. As a result no judgements were made about provision.
65. Although too few lessons were seen to make an overall judgement about the quality of the school's provision in **music**, the standard of teaching observed was good and pupils achieved well. The standard of singing heard from older pupils is above that expected of pupils this age. Pupils practise singing as part of their collective acts of worship. In one of these they made excellent progress reflecting the quality of teaching received. Pupils sang tunefully and expressively by adding gestures and actions in a way that was above the expectations for their age. All pupils were fully engaged by their activities which although were made fun to do, were based on very good teaching methods and using very high levels of expertise. Young pupils in one lesson sang and used untuned percussion instruments to illustrate a story. They made good progress in this, developing their ability to alter the tone and volume of their voices as necessary and to replicate the sounds of animals using their instruments.
66. The school provides opportunities for pupils to take part in instrument lessons, for example recorders and percussion. In one session seen the expertise and enthusiasm of the visiting

teacher meant pupils not only enjoyed themselves but learned well. They practised drumming techniques and rhythms from previous lessons but then built on these quickly to learn new ones. Their drumming skills are above those expected of pupils of this age.

67. The school has a large dedicated music room that is well resourced with a good variety of instruments.
68. In the two gymnastics lessons observed in **physical education** during the inspection the standard of teaching was good and pupils learned well. Teachers selected activities that built well on previous work and in both lessons led to pupils producing short sequences combining balances, jumps and connecting movements. Good use was made of pupils to demonstrate, with onlookers required to identify the reasons why a performance was 'good' or otherwise. In one lesson with younger pupils, the teacher's own ability to demonstrate and good subject knowledge meant pupils were given many useful ways to improve. Pupils' own ideas were used well and added to so that by the end of the lesson good progress had been made and their skills were higher than those expected of pupils this age. Pupils enjoyed their work and tried hard to improve. They observed the 'rules' about health and safety and worked well together. For example, younger pupils were given a very short time to work with a partner and devise a sequence of movements which they did successfully. In the summer the school makes good use of its outside swimming pool so swimming standards are above average.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

69. Not enough lessons were observed to make overall judgements on provision. However, in the two lessons observed teaching and learning were good. The evidence from those lessons seen, discussions with pupils and their behaviour both inside and outside the classroom indicate that standards are good and pupils gain a very good understanding of their place in society and of their responsibilities as citizens. They talk maturely about bullying and, particularly the Year 4 trustees, are very quick to help those who are in trouble.

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	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
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	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
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).