

## **INSPECTION REPORT**

### **BRITFORD C of E (VC) PRIMARY SCHOOL**

Britford, Salisbury

LEA area: Wiltshire

Unique reference number: 126304

Headteacher: Mrs K Graves

Lead inspector: Mr M S Burghart

Dates of inspection: 28<sup>th</sup> February – 1<sup>st</sup> March 2005

Inspection number: 266491

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant and Junior
School category:	Voluntary controlled
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	52
School address:	High Rd Britford Salisbury Wiltshire
Postcode:	SP5 4DS
Telephone number:	01722 327292
Fax number:	01722 327292
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr B Rycroft
Date of previous inspection:	February 1999

## **CHARACTERISTICS OF THE SCHOOL**

This is a small Church of England Voluntary Controlled Primary School. It is situated in the village of Britford near Salisbury in Wiltshire. There are 52 pupils on roll who are in three classes each morning and for Monday and Friday afternoons. On the other days pupils from Years 2 and 3 are divided between the remaining two classes. Numbers have increased from 39 at the time of the last inspection. Pupils' attainment when they first join the school is average overall, but represents a wide range. There are no pupils from minority ethnic families and all pupils have English as their first language. The proportion of pupils with special educational needs is about average. One pupil has a formal statement of special educational need. No pupils are entitled to free school meals which as a proportion is well below the national average. The headteacher was appointed four years ago and is supported by one other full time teacher and three part time. She teaches for half the school week.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20865	Mr M S Burghart	Lead inspector	Areas of learning for children in the Foundation Stage, English, Information and communication technology, Design and technology, Geography, History, Music.
9426	Rev L Barley	Lay inspector	
20671	Mr J E Palethorpe	Team inspector	Mathematics, Science, Art and design, Physical education, Religious Education, Special Educational Needs, Personal, social and health education.

The inspection contractor was:

MSB Education in association with Tribal

1 - 4 Portland Square,  
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BS2 8RR

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This good school provides a good standard of education. Good leadership and management ensure that pupils are very well cared for, that teaching is good, and that the school's ethos is very good. The school gives sound and improved value for money.

The school's main strengths and weaknesses are:

- Overall standards in English and mathematics are good year on year, with most pupils, regardless of their ability, achieving well to reach at least average standards.
- Teaching is good and often better.
- Pupils' personal development is very good, attitudes are excellent, behaviour is very good.
- Provision for special educational needs is good and the school's approach to inclusion is excellent.
- Children make a good start in reception.
- Too few pupils reached the higher level in national English and science tests for eleven year olds in 2004.
- The monitoring role of co-ordinators needs further development.
- Links with parents and the community are very good.

The school has made good progress since the last inspection in planning, developing the Foundation Stage curriculum, improving provision for special educational needs and the quality of the building, resourcing, and in teaching. Strengths in pupils' personal development have been sustained, as have the very good levels of care and health and safety. Improvements to assessment in English and maths are having very good effects on pupils' learning. Assessment and monitoring in some other subjects still need attention, but these already have been flagged up in development planning.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	C	B	C	E
Mathematics	B	A	A	A
Science	A	A	D	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.*

The above grades, based on average point scores which give weighting to the performance of each individual, were very good in maths, but disappointing in English and science. Fewer pupils than expected reached higher levels. However, all Year 6 pupils reached at least national average levels and from this point of view the school did well. The performance of Year 2 pupils in 2004 was very high in reading and writing and above average in maths. Over time standards are good but do vary depending on specific year groups where numbers and special needs levels fluctuate. Standards in English, maths and science are currently average in Years 2 and 6 where both year groups are noted as less proficient than in previous years. There are strengths in speaking, listening, reading and

numeracy. Overall achievement is considered good. Attainment is in line with national expectations in information and communication technology (ICT), and satisfactory in religious education compared with the locally agreed syllabus. Standards are good in art, physical education and music (very good in singing) and above national expectations. Pupils with special needs achieve well. Too little evidence means that detailed judgements were not possible in all other subjects, but indications are that standards are generally at least satisfactory. Most reception children do well to reach all early learning goals before Year 1. Pupils' personal development is a strength of the school. Pupils behave very well and respond very positively. Their moral development is excellent and social development is very good. Attendance is much improved to satisfactory. Relationships are excellent.

## **QUALITY OF EDUCATION**

The school provides a good standard of education. A good, relevant curriculum, well enhanced by visits, visitors and extracurricular activities, is supported by good and often better teaching. Mixed age and ability classes are well managed. Together teachers and teaching assistants provide good (and improved) support for pupils with special needs. Foundation Stage provision is good. Literacy, numeracy and music are amongst strengths in teaching, whilst some aspects of science teaching are in need of further development. The school has very good links with parents and other schools and very effective links with the community. It takes very good care of pupils and makes excellent provision to include all pupils in all activities.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the head and governors are good. Head and governors ensure that the school's educational direction is planned for and, with the good support of the administrative officer, that finances are well used. The contribution to management of the rest of the staff is satisfactory with a mixture of strengths and some areas for further development in monitoring. The lack of up to date job descriptions is a weakness. The governance of the school is good. Governors give good support and are well informed. The management of inclusion, special needs, the Foundation Stage, ICT, art, music, physical education and behaviour are all strengths, and contribute very effectively to the school's very good ethos.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are generally very pleased with the school, especially teaching and the small school ethos. A significant minority has concerns over how well informed parents are about pupils' progress. Inspectors find that information available is good, but that due to gaps in assessment, reports lack sufficient information on how well pupils compare with national expectations in subjects other than English, maths and science. Pupils are very happy with their school particularly how well they are cared for and the quality of extracurricular activities.

## **IMPROVEMENTS NEEDED**

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

- Further develop the monitoring role of subject co-ordinators.
- Improve assessment procedures in subjects in addition to English, mathematics and science.





## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

Overall standards are satisfactory with a variety of good features.

#### **Main strengths and weaknesses**

- Speaking, listening and reading are above average throughout the school.
- Numeracy skills are good, being above average.
- Pupils' attainment is good in art by the time pupils leave the school.
- Singing is well above expectations at the end of Year 6.

#### **Commentary**

As there were less than ten pupils in Year 2 in 2004 national assessment results are not recorded here.

#### ***Standards in national tests at the end of Year 6 – average point scores in 2004***

Standards in:	School results	National results
English	27.5 (28.0)	26.9 (26.8)
Mathematics	29.8 (29.0)	27.0 (26.8)
Science	27.9 (30.0)	28.6 (28.6)

*There were 13 pupils in the year group. Figures in brackets are for the previous year*

1. Although because there were less than ten pupils in Year 2 in 2004 results of national assessments are not listed here it should be noted that all seven year olds reached at least the national average. A creditable two thirds reached the higher level 3 in both reading and writing. Comparisons with similar schools on the basis of free school meals entitlement put the school in the top five per cent of such schools.

2. The performance of pupils in Year 6, where there were thirteen pupils, when judged by the fact that all of them reached the national average was praiseworthy. However, when compared with schools with similar prior attainment using average point scores (which give a weighting to each pupil's performance) the school did well in maths but badly in English and science because too few pupils reached the higher level 5 in either subject. There is evidence of rigorous analysis in science to understand why pupils did not do as well as expected in order to make improvements, but this aspect of monitoring has not been carried out in English.

3. With small year groups (there are only four pupils in Year 6 this year) and proportions of pupils with special educational needs differing year on year, standards are subject to variations. The current Years 2 and 6 are recognised as not having as many potentially higher achievers as in previous years. Consequently standards are average in English, maths and science. There are strengths in speaking, listening, reading and numeracy where pupils are achieving well and making consistently good progress.

4. Standards in ICT, where the subject has become much more exacting since the last inspection, are satisfactory at ages seven and eleven with pupils achieving well. In religious education pupils' attainment meets the requirements of the locally agreed syllabus with achievement and progress both satisfactory by the time pupils leave.

5. In such a small school with very limited inspection time it is not possible to collect enough evidence to make detailed judgements in all subjects. However, indications are that standards are at least satisfactory and that there are strengths in art (particularly but not exclusively in Years 4, 5 and 6), singing, which is very good, and in some aspects of physical education.

6. Most children in reception do well to meet all expected learning goals before they are six with especially good performance in personal, social and emotional development.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes to work, their values and personal development are very good. The provision for pupils' spiritual, moral, social and cultural development is very good. Pupils' attendance is much improved and is now satisfactory.

### **Main strengths and weaknesses**

- Relationships across the school are excellent. Pupils show respect for one another irrespective of background, gender or ability.
- Parents feel their children like coming to school and are encouraged to become mature and independent.
- Pupils with special educational needs are integrated very well into school life.
- Pupils' attitudes to school and their standards of behaviour are very good. Respect for school rules and school routines make for a happy and harmonious community.

### **Commentary**

7. Pupils' attitudes to school are very good. All pupils, including children in the Foundation Stage, are keen to come to school, showing enthusiasm to participate in activities. Pupils are proud of their school and enjoy school life. All the parents who completed Ofsted questionnaires agreed that their children like school, and almost all agreed that the school encourages their children to become mature and independent. Tasks are appropriate and give good levels of challenge. Pupils show good levels of concentration and try hard. They contribute readily and with growing confidence in class. Older pupils have opportunities to show initiative and take responsibility: for example through lunchtime clubs, the Buddy bench, litter, healthy food and assembly monitors. Pupils' confidence and their speaking and listening skills are developing very well. Pupils follow instructions accurately. Pupils with special educational needs are integrated very well and have very positive attitudes to school. Pupils keep to the class rules and their behaviour is very good both in lessons and at break times.

8. Relationships across the school are excellent. During break times older pupils play with younger pupils very well. Pupils particularly value the friendships they have in school. There are high levels of mutual respect and all pupils irrespective of background or ability, are fully accepted into the school community. Incidents of bullying are negligible and are effectively dealt with by the school, although a very few parents expressed concern. Pupils respect their teachers and have confidence in them. Boys and girls relate very well to each other. The school has an effective buddy scheme and older pupils are very supportive of

younger ones. Pupils work well collaboratively and are mutually supportive in their learning. They listen to each other, show consideration for others, and their self esteem is good. These attributes are well promoted in personal, social and health education lessons and circle time held regularly in all classes.

9. Pupils' moral development is excellent and social development is very good. Teachers and pupils work together and develop a strong moral framework. Teachers provide very good role models and pupils understand why some actions are wrong or hurtful. The school's behaviour policy is promoted well by all staff. The school council has been involved in establishing behaviour words, and classes formulate their own class rules. There is a strong rewards system for good behaviour and positive attitudes and this involves end of term awards. Pupils show great respect for other people and living things.

10. Spiritual awareness of pupils is being developed well through the curriculum and school assemblies with the regular support and involvement of the local church. For example, in a music lesson Years 4, 5 and 6 pupils showed spiritual awareness as they developed their performance for a local concert. Cultural awareness of pupils is good. It is mainly planned through participation in particular events: for example a cluster schools multicultural day, a visit by a Caribbean theatre, and through the use of particular resources. Young children and pupils in Years 1 and 2 enjoyed a story book together that positively developed their cultural awareness through different foods. Pupils appreciate the differences in people and are learning to value others' ideas and beliefs.

**Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	4.1	School data	2.9
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.*

11. Pupils' attendance was poor in 2003 - 4 but has significantly improved. For the first half of this academic year pupils' attendance was satisfactory overall, although there are instances of poor attendance amongst a minority of pupils. Punctuality is very good both for lessons and at the beginning of the school day. The school monitors attendance closely and effectively. Parents and carers make very good efforts to ensure the attendance of their children and the school has regular contact with the education welfare officer. There have been no exclusions in the past year.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides pupils with a good standard of education.

**Teaching and learning**

Teaching is good and frequently better and leads to good learning.

**Main strengths and weaknesses**

- All teachers teaching during the inspection had at least one very good lesson.
- The quality of teaching has been improved since the last inspection.
- Literacy and numeracy are well taught.
- The teaching of singing is good.

- Mixed age classes are well managed.
- Special needs teaching is good.
- Teaching assistants make a strong contribution.

## Commentary

### *Summary of teaching observed during the inspection in 16 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	10	2	0	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.*

12. All class teachers who normally teach on Monday and Tuesday were seen unannounced on several occasions and by different inspectors. All had good and very good lessons. With 87 per cent of lessons being good or better compared with 33 per cent in 1999 and a rise from 10 to 25 per cent in very good teaching, there is obvious improvement in the quality of teaching. This is the result of:

- Better curriculum planning, especially in English, maths, science and ICT;
- Improved assessment in these subjects;
- A secure programme of staff development;
- Excellent attention to including all pupils in all activities.

13. Literacy and numeracy teaching is consistently good. Good well established schemes of work and a commitment to include all pupils whatever their ability in all activities are having positive impacts. Particularly in these subjects teachers set work at different levels based on thorough assessment of individual performances. This leads to good target setting which helps pupils, especially those with special needs, to make good progress and achieve well. The school is aware of the need to introduce assessment opportunities in other subjects to better gauge progress and report to parents whether pupils are below, at, or above standards expected nationally.

14. Observed science teaching was satisfactory but activities were very much teacher directed and opportunities were missed to involve pupils as fully as possible in the investigation and experimental process in order to draw their own conclusions.

15. Special needs teaching is good and this includes a strong contribution from teaching assistants who are vital to pupils' success. Very good examples of this support were in: excellent physical support for a statemented child in 'wake up and shake up' time; and in a very effective Years 4 to 6 English lesson on onomatopoeia and metaphors where the assistant supported a small group very well whilst the teacher was able to concentrate on the rest of the class. Outcomes in pupils' descriptive writing and expressions were consequently very good for pupils' abilities.

16. Teachers manage mixed age and ability classes well with very positive effects on pupils' personal as well as academic progress. The quality of staff questioning of pupils to get them to answer on the basis of some deliberation is very good.

17. Teaching for reception children, who form part of a class with older pupils, is very good and reflects the very good partnership between the teacher, assistants and volunteers. Throughout the school the quality of relationships is excellent and underpins the

school's very good ethos. Expectations are high, both of work and behaviour, and pupils respond by trying hard, staying on task, and behaving very well.

18. Good use is made of two teachers from the local education authority music service. In addition to this the school employs a part time teacher to take the lead in music with very good effects on standards especially singing.

### **The curriculum**

The curriculum is good, with particular strengths in enrichment activities.

### **Main strengths and weaknesses**

- The curriculum is broad and balanced and is well planned for classes with mixed age groups.
- Equality of access and opportunity for all pupils is excellent.
- Provision for pupils with special educational needs is good.
- The curriculum for Foundation Stage children is good.
- There is good provision for pupils' personal, social and health education and citizenship.
- The school promotes participation in sport and the arts.
- There is a good and varied range of extracurricular activities.

### **Commentary**

19. The National Curriculum programmes of study and the areas of learning in the Foundation Stage are organised well to provide a broad and balanced curriculum. Teachers plan their approaches to teaching and learning taking good account of mixed age classes and pupils' special educational needs. This ensures that all pupils receive a curriculum appropriate to their age and ability, and that they can take part in lessons fully and effectively. This is enabling them to achieve at least satisfactory standards.

20. Pupils with special educational needs are identified early, and good attention is paid to ensuring that they have access to the full curriculum. Teachers and support staff are well aware of pupils' particular needs, and cater for them well. This enables these pupils to achieve well for their ability. The inclusion of all pupils, especially those with severe needs, is a particularly good feature of the school. Evidence shows that a pupil with special educational needs in 2004 achieved level 4, the expected level for eleven year old pupils, in English and science, and the higher level 5 in mathematics, starting from a very low base. This is testimony to the effective working of the special needs system.

21. Teachers promote pupils' personal and social development through both the normal curriculum and discrete lessons in circle time. There is an effective programme based on the Qualifications and Curriculum Authority scheme, and this is augmented by class teachers reacting to circumstances, and pupils' needs, as they arise. There is effective provision for sex and relationships education and attention to alcohol and drugs abuse. Where necessary, outside agencies, such as the school nurse, are used. There is a cup awarded to a pupil each term for particularly good citizenship and behaviour, and a Buddy system means that pupils are encouraged to help their peers in times of difficulty.

22. Day and residential visits are used well to support the curriculum. A visit to the Tate Gallery led to some exciting and high quality art work by pupils. A high percentage of pupils

regularly attend lunchtime and after school clubs, which are organised by teachers, with support from teaching assistants and parents. There are good opportunities for pupils to take part in competitive sport against other schools. These include football, rugby, netball, athletics and swimming.

23. Good progress has been made since the last inspection, particularly in planning, assessment of core subjects, curriculum coverage, and improved resources. The areas for further curriculum development are particularly in geography, history and design and technology.

### **Care, guidance and support**

The school takes very good care of pupils' welfare and provides effective support and guidance for pupils' personal development. Assessment procedures for pupils' academic progress are good in English and maths, but are satisfactory overall. The school values the views of pupils and takes care to act upon them. It makes very good efforts to ensure pupils' views are regularly sought.

### **Main strengths and weaknesses**

- The school is a very caring community and all staff show high levels of concern for pupils' welfare.
- Parents rate highly the care and welfare of their children while at school and particularly value the range of activities that their children find interesting and enjoyable.
- Teachers know pupils well and have a good awareness of individual pupils' needs.
- Pupils with SEN are given very good support.
- A formal programme of personal, social and health education and citizenship that includes circle time gives very good support to personal development.
- The school council very effectively enables pupils' views to be expressed and acted upon.

### **Commentary**

24. The school provides a well maintained, healthy, safe and secure learning environment. There are appropriate policies relating to health and safety with effective child protection procedures. Supervision of children in reception and all other pupils is vigilant and ensures their safety at all times.

25. There is a very strong ethos of care and pupils are well supported in all aspects of school life. Parents are pleased with the care their children receive and feel they are treated fairly. They particularly value the good range of activities that their children find interesting and enjoyable. Pupils with SEN are very well cared for and are fully integrated into the school.

26. All staff know pupils well and are sensitive to any changes in attitudes, behaviour and performance. Induction arrangements for pupils are good. Pupils value the friendships they make and older and younger pupils mix very well. This is encouraged through the Buddy scheme. Pupils value their very trusting relationships with members of the school staff and all pupils feel there is someone to talk to. The school council is developing well and very effectively enables pupils' views to be expressed and acted upon. Pupils are actively

involved in the school's work and development including anti-bullying and healthy food initiatives.

27. Teachers have a good knowledge of pupils and monitor personal development well. Pupils' academic progress in lessons and over time is monitored satisfactorily and personal targets are agreed at parent consultation meetings. Pupils review their day to day work and directly contribute to their annual reports. There is a formal programme (which includes circle time) of personal, social and health education and citizenship. This is monitored and provides very effective support towards personal development.

### **Partnership with parents, other schools and the community**

Parents' and pupils' satisfaction with the school is very good. The school has established very good links with parents and the community. Links with other schools and colleges are very good.

### **Main strengths and weaknesses**

- Parents are very supportive of their children's education and are very involved in school life.
- Parents' views are highly valued by the school. There are very good systems to ensure parents' satisfaction and to deal with any concerns and complaints.
- Links with the local church and community are very good and make an effective contribution to school life.
- Links with local schools are very good and have a positive impact on the curriculum.
- The school provides a good level of information to parents, but pupils' annual reports lack sufficient information about pupils' performance against what is expected nationally in subjects other than in English, maths and science. There is no opportunity for parents to respond in writing on reports.

### **Commentary**

28. The school is keen to involve parents and carers in all aspects of their children's education. Parents are active as governors. Teachers are on hand at the start and end of the school day and the headteacher operates an open door policy for parents. The school regularly consults parents. Almost all the parents who completed Ofsted questionnaires find the school approachable and feel their suggestions and concerns are taken seriously.

29. Parents receive regular information about school life and about the curriculum but they would like more information about their children's progress. Home school reading records are in use. Parent consultation meetings each term are very well attended. Pupils' annual reports are descriptive and lack attainment assessments in subjects other than English, maths and science, individual targets or the opportunity for parents to respond on the report in writing. Parents of pupils with SEN are involved well in their annual reviews.

30. Parents and carers are very supportive of their child's education both at home and at school. Parents are made to feel welcome in the school and are actively encouraged to help in class, with extracurricular activities, school events or on educational visits. Some are undertaking NVQ qualifications to complement the assistance they give in class. Parents give good support to sharing assemblies and whole school productions. Friends of Britford School are active in organising social and fundraising events. The Friends Association has the full support and involvement of the school including the headteacher and teaching staff. The Association is making a worthwhile contribution towards school life particularly funding the purchase of resources.

31. The school has very good links with the community, particularly through the local church. Members of the community regularly come into school to support the curriculum and extracurricular activities, for example, a Caribbean theatre. The school visits the local church, farm shop, village, zoo, adventure trail, as well as the Tate Gallery and Wilton House. It participates in local activities and sports competitions: for example a youth music singing challenge; and small schools sports tournaments. The school supports a number of charities. Regular educational visits linked to the curriculum contribute well to pupils' learning.

32. There are good links with local schools through the schools' cluster. These involve headteacher meetings each term, curriculum links in music and science, joint training days and special events: for example a multicultural day. Work experience students come into the school and the transfer of pupils to secondary education is smooth. In collaboration with other schools in the area, the school makes an effective contribution to the training of support staff and parent helpers.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the headteacher are good. Other staff make a satisfactory contribution, whilst the governance of the school is good.

### **Main strengths and weaknesses**

- The school is well led and managed by the head.
- The Foundation Stage is very well led and managed.
- ICT, art, music, provision for special educational needs, and physical education are all well led and managed.
- Behaviour is very effectively managed.
- The governance of the school is good.
- There are weaknesses in monitoring by co-ordinators in some subjects.

### **Commentary**

33. The head has created a good development plan which is ratified by the governors. This despite not having costings for some elements is an effective document and supports the good progress the school has made since the last inspection. The plan is prioritised and shows how improvements are to be made. In the main, the plan is appropriately communicated, but not all staff are aware of what the current priorities are, and this detracts from its effectiveness.

34. The school is well led and managed by the head who, together with the governors, has a good understanding of the school's strengths and weaknesses. There is a shared commitment to promoting pupils' personal as well academic development and this is the basis of excellent relationships with pupils, and the school's very good ethos. Staff play a satisfactory part in the running of the school with strengths in the subjects listed above. However, there are weaknesses in some subjects in terms of how well co-ordinators have analysed success and areas for improvement: for example in English, geography, history and design and technology. The lack of up to date job descriptions, which make expectations of staff as managers clear and can be used as points of reference, needs attention in order to make improvements.



35. A noted strength is in the school's management of behaviour. Expectations are very clear, praise is well used to encourage, and standards are, as a result, very good throughout.

36. Communication with parents is good on the day to day level and parents are confident that the school is approachable. Almost one in five parents expressed concerns over communication with regard to pupils' progress. Inspectors find that this is managed satisfactorily but that there is a need to improve assessment in some subjects and revise reports to show (as required) how well pupils are doing compared with national age related expectations.

37. Governors are kept well informed by a very efficient administrative and finance officer. The quality of their governance of the school is good and improved. Governors are supportive of the school and the head, but are prepared to challenge if necessary. They maintain close links with the school and are taking a growing interest in the curriculum as well as managing health and safety very well. They have played a very good part in developments to the building and resources (for example for ICT and reading) since the last inspection (some of which are still ongoing) with very positive outcomes.

38. Finances are used effectively and best value principles are very carefully pursued. The issues raised by the last auditor's report in 2003 have all been dealt with and office procedures are well managed. Although spending is high (which is a characteristic of small schools) expenditure matches the school's income, and the higher than average percentage of budget which is carried forward is legitimately earmarked to protect staffing as the school roll fluctuates. The school gives sound, and improved, value for money.

***Financial information for the year April 2003 to March 2004***

Income and expenditure (£)	
Total income	183984
Total expenditure	181188
Expenditure per pupil	3124

Balances (£)	
Balance from previous year	8287
Balance carried forward to the next	11083

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision in the Foundation Stage, notwithstanding that children form part of a class with older pupils, is **good** in all required areas of learning.

#### **Main strengths and weaknesses**

- Children are given a good start in reception where there is a good balance of structured play and more formal opportunities.
- Most children reach the expected early learning goals before Year 1.
- Children's personal, social and emotional development is very good.
- Teaching is frequently very good.
- Assessment is used very effectively to ensure children of all abilities and experiences are well provided for.
- Children behave very well. Their attitudes to school are excellent.
- Good progress has been made since the last inspection.

#### **Commentary**

39. Children achieve very well in **personal, social and emotional development**. Very good teaching ensures that children quickly learn the school's routines, are ready to take turns and share, and appreciate Christian ideals of showing consideration. Children respond with excellent attitudes and always behave at least well.

40. Children are encouraged to contribute to discussions and experience learning with others (some older than themselves) in work and play. They form excellent relationships with other children and staff and clearly respond very well to being listened to. They show good levels of independence and are given responsibility for making choices: for example using the class planning board.

41. **Communication, language and literacy** skills are successfully promoted in all activities through the skilled questioning of teachers, assistants and volunteers. Most children are confident speakers and all, including those with special needs, achieve very well in developing listening skills.

42. Children, although representing a wide range of different backgrounds and abilities, all make good progress in reading skills and are able to retell stories in correct sequences. For example, children were observed exploring the plot of the Cinderella story and showed good understanding and vocabulary. The recently introduced Jolly Phonics scheme is proving very effective in helping children to decipher new words and is laying a good basis for spelling and writing. By the end of reception children are emerging as writers and benefiting from joining in with the daily 'literacy hour' with Year 1.

43. **Mathematical development** is good. Children learn to count, appreciate more than and less than and start to understand addition and subtraction. They make good progress through sorting, matching and games (some on the computer) to identify shapes and patterns. Teaching, although not observed, can be said to be good from the outcomes in children's progress and understanding.

44. Provision in **knowledge and understanding of the world** is good. Children effectively learn about how things change over time and an awareness of themselves through topic work: for example about what makes them special; and about toys old and new. They are fully included in class, group and individual use of computers, listening stations and digital cameras. Basic ICT skills are good for this age group.

45. Children explore textures and materials in good links between knowledge and understanding and **creative and physical development**. They design and make wheeled toys from 'junk' and through using commercial construction kits large and small. They enjoy experimenting with paint, successfully mixing colours and trying out different types of brushes for different effects. Standards are good both in terms of handling scissors, glue sticks, brushes and writing implements, and of self expression. There are good opportunities to develop oral and social skills in role play: for example in the class toy shop; and to complement these in outside play in the play house and in climbing and balancing on large apparatus.

46. Children's awareness of the potential of their own bodies and of the space around them is effectively developed in formal physical education lessons in the hall, during the very well managed 'wake up and shake up' daily sessions, and in riding scooters and trikes in the playground.

47. Overall provision is very well led and managed and has been improved from satisfactory to good with very good features since the last report. Assessment is used very effectively to track children's participation and progress, which leads to very good record keeping, very effective links with parents, and good support for special educational needs. Teaching assistants make a very good contribution to teaching, learning and children's personal development. Reception staff take very good care of children and this sets the tone for the school's very good ethos.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **good**.

#### **Main strengths and weaknesses**

- All pupils at ages seven and eleven reached at least average levels in national assessments in 2004 with notable success for seven year olds.
- Not enough Year 6 pupils reached the higher level in tests for eleven year olds.
- Good target setting helps most pupils to achieve well.
- Support for pupils with special needs is good.

#### **Commentary**

48. Over time standards have been good being above average. In 2004 virtually all pupils reached at least national average levels at the end of Years 2 and 6. In Year 2 two thirds of pupils achieved the higher level in reading and writing, but in Year 6 some potentially more able pupils underachieved in national tests and did not reach the anticipated higher level 5.

49. Pupils' attainment can vary year on year with small year groups and differing proportions of special needs. Such is the case in the current year where the school's own

records show that the academic profile of both Years 2 and 6 is below the previous year. Presently standards are judged as satisfactory being consistent with national averages and most pupils achieving well.

50. The school identified reading as being in need of improvement. The introduction of a daily guided reading session and significant improvements to resources have had positive effects. Reading is now judged as good throughout the school, as are standards of speaking and listening. These skills are used well in all subjects, drawn out by teachers' good questioning which probes for understanding and ensures that pupils answer in full sentences and express themselves effectively.

51. Pupils respond very well to opportunities to write in a range of different genres. There are good examples of Years 1 and 2 retelling the story of Cinderella; Years 2 and 3 writing about Romans; and Years 4, 5 and 6 poems inspired by colours. Overall writing is judged as average this year with pupils reaching nationally expected levels for their ages. This is supported with appropriate punctuation and good spelling strategies derived from the school's phonic programme. Because there are indications of Year 5 pupils already approaching writing levels usually associated with eleven year olds the future looks positive.

52. Teaching is good with very good features in how mixed age classes are managed with very good assessment used effectively to support target setting and to help pupils know what they need to do to improve. This entails planning successfully to match work to pupils' abilities and ensuring that pupils are appropriately challenged. Work is well marked and good reference is made to personal targets. All pupils are fully included and those with special needs are well supported. In a very good Years 2 and 3 lesson focusing on reading instructions and getting things in the right order the teacher was very well planned and made very effective use of learning objectives to gauge progress

53. Throughout the school teaching assistants contribute very well to the quality of teaching and learning and with the teachers form very good relationships with pupils. Both ICT and homework are used well to support work in English.

54. The subject's leadership and management were well established when the National Literacy Strategy was introduced and this continues to have a positive impact on the quality of provision. Currently, with a different co-ordinator, who has unfortunately been absent from school due to illness, leadership and management are satisfactory. There is more to do to analyse reasons for variations in results (particularly to understand why too few pupils reached the higher level 5 in national tests for Year 6 pupils in 2004), to monitor teaching and learning to make the most of best practice, and to appreciate how the subject fits in to the school development plan. The lack of a job description for the co-ordinator is a disadvantage. Notwithstanding this, better planning, teaching and assessment show that there has been good progress overall in English since the last inspection

### **Language and literacy across the curriculum**

55. As outlined above literacy skills are used well to develop other subjects. The quality of discussion is good because of good speaking and listening and this makes a very positive contribution: for example in evaluating others' performances in physical education. Reading is well used for research in topic work and pupils' ability to write effectively supports work for instance in science and religious education.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards were high in the 2004 National Curriculum assessments.
- The National Numeracy Strategy has been introduced successfully.
- Individual target setting is helping pupils to achieve.
- Teaching across the school is good.
- Grouping of pupils is helping teachers to match work to pupils' abilities.
- The use of ICT and the analysis of pupils' test results are underdeveloped.

### **Commentary**

56. Last year, Year 2 pupils' attainment was above average, and Year 6 pupils were well above average. This year, attainment for both groups appears to be in line with national averages, with particular strengths in the numeracy aspect. However, with such small year groups, it is unwise to make year on year comparisons as one pupil can make a 25 per cent difference in calculations. Pupils at the moment are achieving satisfactorily overall in mathematics.

57. The National Numeracy Strategy recommendations are having a positive effect on teachers' planning, which is very thorough, and takes account of pupils' ages and abilities. This, together with the fact that some pupils go to another class for their numeracy lessons, is ensuring that pupils of all abilities are being challenged, and additional support is given where necessary. Pupils with special educational needs are well supported, including work to be done at home, with guidance for parents on how to help.

58. All pupils have numeracy targets, and they know them well. Planned work aims to help pupils achieve these targets and the targets in pupils' individual education plans. This is helping to focus pupils' attention on how they can improve.

59. Good teaching is helping to interest and motivate pupils. The specific strengths within observed teaching included:

- Thorough planning, with clear lesson objectives and activities to challenge all pupils, including extension work for higher achieving pupils;
- Good support for pupils with special educational needs enabling all pupils to be fully involved and included;
- Well structured lessons, with clear teaching followed by opportunities for pupils to practise;
- Good class management with high expectations of work and behaviour, leading to pupils showing very good attitudes;
- Effective questioning, often focusing on how pupils got their answers to problems.

60. Monitoring of the subject by the co-ordinator is satisfactory and includes lesson observations and scrutiny of books. Good use has been made of external agencies to help with planning for mixed age classes. Assessment is developing well but analysis of pupils' strengths and weaknesses needs to be more rigorous. Computer programs are being used to support pupils' learning. However, this area needs to be developed further so that the use of programs is an integral part of teachers' planning.

61. Good progress has been made since the last inspection. In particular:

- Mental mathematics has been improved;
- There is more challenge for higher ability pupils and more support for pupils with special educational needs;
- There is a good work ethic with pupils giving of their best;
- Work is well founded on the National Numeracy Strategy;
- Assessment is developing well.

### **Mathematics across the curriculum**

62. Pupils use their mathematics skills well in other subjects. For example, Years 5 and 6 pupils linked mathematics, information and communication technology and science to produce spread sheets with data on their body measurements.

### **SCIENCE**

Provision in science is **satisfactory**.

#### **Main strengths and weaknesses**

- Standards are in line with national averages.
- A sound scheme of work is in place.
- Good emphasis is being placed on investigations, although there is a lack of independence for older pupils.

#### **Commentary**

63. In the 2004 statutory assessments, all Year 2 pupils reached the required level 2, but none reached the higher level 3. This may well have been because of harsh teacher assessment at level 3. In Year 6 pupils' performance was below schools nationally, and well below similar schools. The school feels that this was because of insufficient attention having been given to the new style of testing, where pupils need to be able to hypothesise, question and investigate for themselves, causing some pupils to underachieve. This argument is plausible. Standards at present appear to be in line with national averages in both Year 2 and Year 6, and pupils' achievement is satisfactory. Pupils with special educational needs are well supported by teachers and teaching assistants and are achieving well for their ability.

64. The last inspection criticised the topic cycle which was not ensuring that science was taught sufficiently. This has been remedied effectively by working with both the Wiltshire science scheme and the Qualifications and Curriculum Authority scheme. Lesson plans are based on these schemes and are ensuring that the required National Curriculum is being planned and taught.

65. Analysis of test results highlighted pupils' difficulty with investigational skills. Good attention is being given to this area, and a good deal of investigational work is being done. However, older pupils are not sufficiently independent in posing questions and deciding how answers can be found, as too much is adult directed. In order to reach the required level 4, Year 6 pupils must be able to do this without help.

66. Teaching in science is satisfactory. Planning and preparation are thorough and there is good coverage of the National Curriculum. Pupils are well managed and motivated, and

they respond well with interest and enthusiasm. Good use is made of teaching assistants to support pupils with special educational needs. Good attention is given to scientific enquiry but for the older pupils too much work is adult centred. The pupils need to pose their own questions and then decide for themselves how answers can be found. This includes deciding which equipment to use, and at the end of the work, how to record the results.

67. The science co-ordinator has taken on the subject by default, and does not have a science background. However, she is keen to learn and improve, and is attending courses. She has introduced the new scheme, together with associated half termly assessments. She has led training days in school, and helped with planning, particularly with a focus on investigative skills. The monitoring role is still underdeveloped and lacks rigour. Good progress has been made since the last inspection, and the subject is well placed for further improvement.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Although there is no ICT suite, resources are good in each class.
- Pupils are making good progress and standards, against much more rigorous expectations for the subject, are satisfactory at the end of Years 2 and 6.

### **Commentary**

68. Since the last inspection considerable improvements to resourcing (including new computers in each room and most recently the addition of an interactive whiteboard in the Years 2 and 3 class) and planning have had very good impacts on ICT. Pupils' basic skills are good, and although only one actual ICT lesson was observed, it is possible to judge from school records and the co-ordinator's portfolio that standards are satisfactory being in line with national expectations at the end of Years 2 and 6. This marks good progress and achievement even though on the face of it judgements are similar to the last report. This is because expectations have become much more exacting with the subject's rapid development over the intervening six years.

69. No detailed judgements can be made on the quality of standards, teaching, learning nor achievement in lessons. However, in the one lesson seen, the teacher managed the mixed age class well, used the interactive board effectively and made objectives clear. This resulted in pupils learning well and making good progress in individual work to select and sequence phrases to create imaginative stories. Pupils responded very well and clearly enjoyed using computers.

70. The subject is led and managed well. The co-ordinator has done well to develop resources and a scheme of work relevant to pupils' needs and to initiate assessment procedures which use a detailed checklist of skills and national level descriptors to record individual pupils' progress. This is well used to ensure that all pupils have full access to ICT regardless of age and ability.

### **Information and communication technology across the curriculum**

71. Satisfactory use is made of ICT to support other subjects such as spreadsheets and graphs in maths; word processing in English; digital cameras in reception; and research from the Internet and CD-Rom for geography and history. Younger pupils make good use of listening stations to hear stories whilst older pupils use sensors in science to measure changes. There is a national expectation that discrete planning will be included in every subject scheme of work to show how ICT will be promoted and used to support the curriculum as a whole. Such planning does not yet feature in all the school's documentation.

## **HUMANITIES**

### **RELIGIOUS EDUCATION**

#### **Commentary**

72. Insufficient work was seen in religious education to be certain about judgements on provision or standards. However, from scrutiny of plans and discussion with teachers and pupils, it appears that provision is satisfactory and standards are in line with the expectations of the locally agreed syllabus for pupils at the end of Year 6.

73. Pupils have a sound understanding and interest in Bible stories. They have a basic understanding of the major religions and some of the books and symbols associated with them.

74. The Wiltshire scheme is followed through a rolling programme to cater for the mixed age classes. This ensures that all requirements are met. Good liaison with the local vicar contributes well to the religious education programme and the development of pupils' spirituality. Good use is made of the library loan service for artefacts and books to supplement the school's own resources.

### **GEOGRAPHY AND HISTORY**

#### **Commentary**

75. No lessons could be observed during the inspection so no judgements are possible for the quality of teaching and learning. Provision, evaluated from the school's planning and records, is satisfactory in both geography and history. All required elements are covered through topics on a two year rolling programme.

76. Standards and pupils' achievement cannot be reported in detail, but limited evidence from pupils' work past and present points to attainment at the end of Years 2 and 6 as being at least satisfactory.

77. Strengths are in how cross curricular links are being established: for example reception, Years 1, 2 and 3 work on contrasting localities (Britford and a Scottish island) draws together geography and history, and promotes good use of literacy skills. Years 4 to 6 current work on Ancient Egypt develops these links effectively as well as making good use of art in illustrations and excellent pupil-made 'papyrus' cartouches.

78. Talking to pupils confirms that they have regular lessons in geography and history, and that their understanding of topics covered is secure. Most pupils have a sound awareness of how to compare and contrast features of different historical periods, whilst more able pupils have a good understanding of chronology.



79. As a result of staff absence the leadership of geography and history (the responsibility of one teacher) is not well developed. Presently both subjects are adequately managed, but there is more to do to reach sufficient understanding of how well the subject is taught and to be sure how well pupils are doing. The absence of an up to date job description for the co-ordinator means that she is unsure of what is expected of her. This, together with a lack of time provided for the purpose, has resulted in insufficient monitoring and evaluation. The absence of assessment means that it is difficult to gauge pupils' achievement and how well they are doing. A result of this is that reports to parents concentrate on coverage and effort, and do not indicate (as they are required to) whether pupils are below, at, or above, what is expected for their ages.

80. The school has made adequate improvement in geography and history since the last report.

81. Good features of provision are the use of visits such as to Wilton House and Moors Valley Country Park; and visitors who come into school to share their experiences: for example about life in World War II. Good use of the local education authority's library loan service makes a good contribution to both geography and history.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

### **ART**

Provision in art is **good**.

#### **Main strengths and weaknesses**

- Standards are above average at the end of Year 6.
- Pupils explore a variety of media.
- Good skills development comes about through a good scheme of work.

#### **Commentary**

82. It was not possible to see any art lessons as none are being taught at present. However, there was ample evidence in a portfolio of work, and from displays around the school, to show that attainment at the end of Year 6 is above average.

83. There is a good scheme of work that enables pupils to develop a range of skills. These include colour mixing, observational drawing, printing, perspective, collage, acrylics, clay and working in the style of famous artists. Teachers use a wide range of stimuli to interest and excite pupils, who are encouraged to explore a variety of media. There are good contributions to personal development where pupils explore colour and form when portraying their emotions, such as anger and peace. Some particularly good work came from the pupils' visit to the Tate Gallery, where pupils developed their ideas with different media and the use of tone. Pupils have entered pictures into competitions, and won, and have auctioned some of their art, with the proceeds going towards new curtains in school.

84. Monitoring is straightforward in that the co-ordinator takes all the older pupils for art, and one other teacher takes all the younger ones. Discussions take place between the two to ensure that pupils benefit from a wide ranging programme, and that they enjoy their art work.

## **DESIGN AND TECHNOLOGY (DT)**

### **Commentary**

85. Only one lesson was observed in design and technology so no detailed judgements have been made on teaching and learning in lessons. Teachers' records and planning show that provision is satisfactory and that all required elements of the curriculum are completed on a two year rolling programme.

86. From limited evidence on display and in the co-ordinator's portfolio it appears that standards are in line with what is expected for Year 2 and Year 6. There are good examples of the design, make and evaluate process: for example in Years 1 and 2 work on creating wheeled vehicles; and in Years 3, 4, 5 and 6 efforts to create bags and money containers. The most effective work has been undertaken when pupils make choices and are not over helped in making their own decisions.

87. The subject is satisfactorily led and managed with recently revised planning to make better use of limited time and improvements made to resources (tools and materials). However, the continued absence of a skills list (criticised in 1999) and assessment procedures make it difficult for staff to gauge progress accurately and report pupils' achievement. Improvement since the last report is judged as adequate with more to do to monitor teaching, standards and pupils' learning.

## **MUSIC**

Provision in music is **good**.

### **Main strengths and weaknesses**

- Teaching, including the work of two teachers from the local education authority music service and a part time music teacher, is good.
- Pupils sing very well.

### **Commentary**

88. Two out of the three weekly music lessons were observed, both focusing on singing. Standards were very good, being well above what is expected throughout the school in how well pupils perform, sing in time and tune, and are able to hold their own part when others are singing theirs. Pupils sing with enthusiasm and listen well to teaching points very well made to prompt improvements.

89. School planning shows all elements of the music curriculum are covered including performing, simple composing and appreciation. A satisfactory range of instruments, tuned and untuned, are used to encourage pupils to express themselves. Positive features include annual school productions with all pupils taking part, and that 15 pupils regularly learn the recorder in an after school club.

90. Pupils are clearly enthusiastic about music and behave and respond very well in lessons. This is a direct result of good and sometimes very good teaching. Teachers are well planned and prepared and manage pupils well. They are careful to draw all pupils into

discussions which evaluate their own and others' performances, and this in the lessons observed resulted in pupils achieving very well.

91. The subject is well led and managed by a part time member of staff who, although in hospital during the inspection, usually takes each class once a week. She is supported by two members of the local education authority music service. Progress since the last inspection is good. There is now good planning designed to support other staff so that they can follow up work at other times during the week.

92. Music forms part of the very good links being forged with other schools: for example working together towards a combined schools concert in Salisbury City Hall.

## **PHYSICAL EDUCATION**

Provision in physical education is **good**.

### **Main strengths and weaknesses**

- Standards are above average at the end of Year 6.
- Opportunities for gymnastics are limited.
- Pupils experience a wide variety of sports.
- There are good opportunities for competition.

### **Commentary**

93. Only one physical education lesson was seen, so it is difficult to make many judgements. However, there is enough evidence from pupils' achievements when representing the school to indicate that standards at the end of Year 6 are above average. For example, pupils have won medals in mini marathons, have won netball tournaments, have performed very well in rugby festivals, and have won medals at the South of England athletics competition.

94. The size of the school hall poses problems for developing gymnastics. The school is looking into the possibilities of using another venue in order to teach this aspect of physical education, although nothing has come of this yet. However, provision in physical education is still good because of the variety of experiences that pupils are given. In dance, pupils perform Scottish dances, country dances and 'pop' dance. They run cross country, and enter for mini marathons. They play kwik cricket, rounders, skittle ball, football, rugby and netball. In the autumn term, they go swimming, and by the end of Year 6, nearly all pupils are able to swim 25 metres. In many of these sports, pupils have opportunities to compete against other schools, making a good contribution to their personal and social development.

95. The co-ordinator realises the lack of opportunities for pupils in gymnastics, and has therefore endeavoured to give pupils as many other opportunities as possible. This has been very successful, and pupils thoroughly enjoy these wide-ranging activities, including 'wake up and shake up' as a method of improving concentration and posture.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHCE)**

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

### **Main strengths and weaknesses**

- PSHCE is established in the school's weekly timetable.
- The school's promotion of good relationships, and pupils' response, are both excellent.
- Many subjects make a valuable contribution to pupils' personal, social and health education.

## **Commentary**

96. Teachers have a good understanding of the value of personal, social and health education, and have incorporated it into their weekly programme. They use the guidelines from the Qualifications and Curriculum Authority as a basis for their work, and supplement this by reacting to issues as they arise, and dealing with them accordingly. The mixture of a proactive and reactive curriculum is proving very effective in enabling pupils to distinguish between right and wrong, and helping them to understand the responsibilities of living in a community.

97. Pupils are learning to play an active role as citizens. They understand the school's Golden Rules and the system for rewards and sanctions. A cup is awarded termly for good citizenship and behaviour. The school council helps pupils to know about rules and how to go about changing them. Pupils are developing excellent relationships, and show a good deal of care for each other, for example through the Buddy system.

98. Apart from discrete lessons, there are many other contributions to this aspect of the curriculum. For example, in science, pupils learn about healthy eating, and the school has a healthy eating policy. Pupils explore their emotions through their art work by representing such feelings as fear and anger.

99. The school's provision is making a valuable contribution to pupils' self esteem, and this in turn is contributing to the academic standards they achieve. Good progress has been made in this curriculum area since the last inspection.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2

The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
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).*