

INSPECTION REPORT

BURTON PIDSEA PRIMARY SCHOOL

Burton Pidsea, Hull

LEA area: East Riding of Yorkshire

Unique reference number: 117839

Headteacher: Mrs L M Rimmer

Lead inspector: Mr D Hardman

Dates of inspection: 17th – 19th January 2005

Inspection number: 266538

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	67
School address:	Church Street Burton Pidsea Hull
Postcode:	HU12 9AU
Telephone number:	01964 670518
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs C Taylor
Date of previous inspection:	April 1999

CHARACTERISTICS OF THE SCHOOL

Burton Pidsea Primary School is a much smaller than average sized school, with 67 pupils on roll including seven children in the reception class. There is a broad social mix in the school and the full range of ability is represented. There are very few children starting school each year and their attainment varies very widely, but overall their attainment on entry is often below the level expected for their age. There are no pupils from minority ethnic groups or who speak English as an additional language. There are few pupils eligible for free school meals, which is below the national average. Seven per cent of pupils have been identified as having special educational needs, this is well below the national average and none have statements of special educational need, which is below the national average. There are a high number of pupils who join or leave the school other than at the normal entry times. The school maintains close links with other local schools, including the High School.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17794	Mr D Hardman	Lead inspector	English
			Science
			Information and communication technology
			Art and design
			Design and technology
			Physical education
			Special educational needs
			English as an additional language
9511	Mrs A Longfield	Lay inspector	
12631	Mrs M McLean	Team inspector	Mathematics
			Religious education
			Geography
			History
			Music
			Foundation Stage

The inspection contractor was:

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	8
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	12
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	14
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	16
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	23

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school with many very good qualities. In Year 6, pupils' achievements are good in English, mathematics, science, religious education and information and communication technology (ICT) and pupils' attainment is above the level expected for their age in these subjects. The headteacher provides very good leadership and clear direction for the work of the school. The potential barrier to improvement of small, fluctuating numbers in each year group is overcome well. Staff value all pupils equally as individuals, whatever their needs, and work very hard to make sure they get the best from their time in school. Despite the high cost of educating each pupil, often found in small schools, the school provides good value for money.

The school's main strengths and weaknesses are:

- Teaching is very good. As a result, pupils achieve well in English, mathematics, science, religious education and ICT.
- Leadership by the headteacher and key staff are very good.
- Curriculum provision is very good and the provision for pupils' social, moral, spiritual and cultural development is very good.
- Inclusion is very good because of the way the staff seek pupils' views and involve them in all aspects of school life, this encourages pupils' very good attitudes and behaviour.
- There are very good links with parents and the community, which enhance the education of all pupils.
- In the Foundation Stage Unit, assessment is not used well enough to ensure that all children achieve as well as they could.

Improvement since the last inspection is good. Leadership and management have ensured that the full curriculum is carefully planned and taught to all pupils. The quality of the teaching of ICT has improved, as a result pupils' skills have improved significantly. Pupils' skills in investigative work and problem solving have improved because of the focus given to these aspects, particularly in mathematics and science. Parents are now well informed of their child's progress both in written reports and during regular discussions with teachers. The "open door" policy of the school means that parents frequently talk to staff and, at the meeting with parents before the inspection, they spoke very highly of the school's links with both parents and the community.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	E	C	D	D
mathematics	E	D	C	C
science	E	D	D	D

Key: A - very high; 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.

Pupils' achievements by Year 6 are good and their standards are above the level expected for their age, in English, mathematics and science. There are very few pupils taking the tests each year, so the results can vary widely year on year, so they need to be treated with caution. In addition, the comparative data must be treated with extreme caution because of the relatively high number of pupils who join or leave the school between Years 3 and 6 often adversely affects results. In Year 2, pupils' achievements are good in speaking and listening, reading, writing, mathematics and science. Currently, in Year 2, pupils' attainment in ICT is in line with the level expected for their age, and in Year 6, it is above the level expected for their age. In religious education, pupils' attainment in Years 2 and 6 is above the level expected in the Locally Agreed

Syllabus. Children's achievements in the Foundation Stage are good in personal, social and emotional development and satisfactory in communication, language and literacy and mathematical development. The other areas of learning were only sampled during the inspection so an overall judgement about children's achievements is not possible.

Pupils' personal development, including their spiritual, moral, social and cultural development, is very good. Pupils' attitudes and behaviour are very good; their relationships with others are also very good. Attendance is consistently very high in the school.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching is very good, as a result pupils' learning is very good and their skills, knowledge and understanding improve as they move through the school. The teaching for children in the Foundation Stage Unit is satisfactory, it is good for children's personal, social, emotional development and communication, language and literacy skills, which is a major factor in their achievements in these areas of learning. Pupils with special educational needs are well supported by very good teaching that provides challenging activities. As a result, these pupils make good progress throughout the school. The assessment of pupils' attainment and progress in English, mathematics, science and ICT is very good and the results of these assessments are used well to tailor work for pupils of different ability. However, in the Foundation Stage Unit, assessment is not used well enough to ensure that all children achieve as well as they could because activities are not always tailored to their individual needs. Very good use is made of opportunities to enrich the broad curriculum with visitors, educational visits and by using the links with other schools to enhance pupils' learning. The provision for care, guidance and support is very good. The partnership with parents and the community is very good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The leadership provided by the headteacher is very good and a major factor in the quality of teamwork in the school. The management of the school is good and the monitoring of teaching and learning by the headteacher is bringing about improvement and so raising standards. The governance of the school is good and governors fulfil their statutory duties well. The school uses funds designated for particular purposes well and the governors and the headteacher keep a close eye on spending to ensure the school gets the best value possible for all initiatives.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the work of the school and the opportunities they have to talk to staff. Pupils speak very highly of their school and they are keen to attend. Pupils explain how they enjoy their work and comment very favourably on the activities they undertake.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- Ensure that in the Foundation Stage Unit, assessment information is used to tailor activities to individual children's needs.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievements in Years 2 and 6 are good and, by Year 6, they achieve standards that are above the levels expected for their age in English, mathematics, science, religious education and ICT. Standards have improved since the last inspection, particularly in ICT and religious education. Children's achievements in the reception class are good in personal, social and emotional development and in communication, language and literacy and satisfactory in mathematical development.

Main strengths and weaknesses

- Children are given a good start to their education in personal, social and emotional development. However, in the Foundation Stage Unit, assessment information is not used well enough to tailor activities to individual children's needs.
- In Years 2 and 6, pupils achieve well because of the very good use of assessment to ensure that all pupils are sufficiently challenged to enable them, whatever their ability, to make good progress.
- Pupils with special educational needs achieve well and build effectively on their previous experiences.

Commentary

1 There are very few children in the Foundation Stage, however, they achieve well in personal, social and emotional development and communication, language and literacy, their achievements in mathematical development are satisfactory. Judgements are not made in knowledge and understanding of the world, creative and physical development because these areas were only sampled during the inspection. In the Foundation Stage, the co-ordinator organises support staff effectively and they work well together to ensure that all children have good opportunities to develop their skills. All children benefit from good teaching because of the very good relationships established by the staff. For example, they co-operate well in the activities they undertake and this improves their confidence and skills, especially in language and communication. However, because assessment information is not used well enough to match activities to children's differing abilities, they do not always achieve as well as they could.

2 The table for National Curriculum test results is not shown for Year 2 because there were less than 10 pupils taking the tests in 2004. However, their results in 2004 in reading and writing were well above average and above average in mathematics. Trends in results over time are below the national trend but comparisons are not statistically sound because of the small numbers taking the tests each year. In the present Year 2, pupils' attainment is above the level expected for their age in reading, writing, mathematics, science and religious education and in line with expectations in ICT. Pupils' attainment is maintained at this good level because teaching is very good and assessments are used very well to set challenging targets for all pupils, whatever their ability. Although year groups vary quite considerably because of the number of pupils with special educational needs, the school makes very good use of the analysis of pupils' performance in National Curriculum tests and optional tests and this has resulted in the setting of realistic targets to focus on improving the weaker areas of pupils' knowledge and skills.

3 The table below shows pupils' results in the National Curriculum tests in 2004 to be below average in English and science and average in mathematics. However, a significant proportion of pupils arrive or leave between Years 3 and 6 and as there are relatively few pupils taking the tests this can have an adverse affect on results. This fact also affects the trends over time that are below the national trend. Currently, by Year 6, pupils achieve well in English, mathematics, science, religious education and ICT and their attainment is above the levels expected for their age in these subjects. They use their language and mathematical skills well in scientific experiments. Scrutiny of

pupils' present and past work shows they develop and improve their skills well because of very good teaching. In ICT, pupils use their skills well when word processing stories, using the Internet for research and producing graphs to show the results of experiments in science. Teaching is very good because assessments are used very well to ensure challenging work is set that extends pupils of all abilities. Pupils' work was sampled in other subjects of the National Curriculum but there was insufficient information to make firm judgements about achievements.

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

Standards in:	School results	National results
English	26.5 (27.0)	26.9 (26.8)
mathematics	27.0 (25.9)	27.0 (26.8)
science	27.9 (28.1)	28.6 (28.6)

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

4 Pupils with special educational needs achieve well because the work they do is well matched to their particular needs and they receive very good support. Pupils' difficulties or additional talents are identified early and this has a significant impact on their good achievement. All pupils are special in this school and they thrive in a very good learning environment that values each pupil and their individual qualities. The quality of individual education plans is very good. They enable pupils to progress in small, well defined stages. The school makes very good use of assessment information to identify pupils' needs at an early stage in their learning and for target setting in their individual education plans. It is a similar picture for pupils who are gifted and talented, as their skills are assessed and appropriate work is provided to challenge and extend them. Throughout the school, parents' comments show that they feel their children are achieving well and making very good progress. The inspection team supports this, for example, pupils use their language, literacy and numeracy skills well in other subjects.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school and their behaviour are very good and have a very positive impact on their achievement; they mature very well during their time in school. This is due to the very good provision for the development of pupils' personal qualities, including their social, moral, spiritual and cultural development. There were no exclusions in the last year and attendance is well above average with the majority of pupils arriving at school on time.

Main strengths and weaknesses

- Pupils enjoy lessons and are keen to attend lunchtime clubs.
- Teachers expect pupils to behave very well, and they do.
- The effort put into promoting pupils' personal development is reflected in the maturity shown by pupils by the time they leave the school.
- Teachers do more to promote pupils' cultural development than they did at the time of the last inspection.

Commentary

5 Pupils' very positive attitudes towards school and learning reflect the excellent effort teachers make to ensure that pupils find lessons stimulating and exciting. Children in the Foundation Stage willingly leave their parents or carers and are eager to get on with whatever the day has to offer. Pupils of all ages settle down quickly in lessons and try hard with their work. They are attentive to their teachers, eager to ask and answer questions, they confidently offer their own ideas and opinions in a climate of mutual respect. Pupils of all ages talk enthusiastically about their favourite lessons and subjects and they find it hard to name a least favourite subject.

6 All teachers follow the agreed procedures for promoting good behaviour and this works extremely well. Parents commented on the high expectations teachers have of pupils' behaviour. Pupils know and respect the school rules and they know they are fair. Teachers help pupils to understand the difference between right and wrong, particularly in the personal, social, health and cultural education lessons where pupils discuss their views and concerns.

7 Teachers put a lot of time and effort into promoting pupils' personal development. From the Foundation Stage onwards children are encouraged to be independent and to show initiative by getting the equipment they need and tidying up when they have finished with it. Older pupils are expected to look after younger ones. Pupils on the School Council talked about the "buddy" system, where they watch out for any younger pupils feeling left out at playtimes. These pupils also run a book club for younger pupils at some lunchtimes. They take their responsibilities seriously by keeping their own records and commenting on the pupils' achievements. The School Council has initiated many improvements around the school. They publish a School magazine and the proceeds of the sale of this are donated to charities. Some Year 6 pupils, with the support of their teacher, are organising a Bring and Buy sale to raise funds for the Asian Tsunami disaster. They are designing a poster to be distributed to parents and in the local community.

8 Provision for social, moral, spiritual and cultural development is very good. This is an improvement since the last inspection. Opportunities for pupils to develop spiritual awareness are seen through many aspects of their work in school. Time for reflection is planned as part of daily worship and pupils are very aware of the beauty around them and reflect this in their work in art and design and in literacy. Pupils' moral and social skills develop through their very good relationships with adults in school and their very high expectations. Pupils clearly understand what is expected of them and willingly fulfil these expectations. They know that their ideas are valued and that each one of them is special. Teachers now use a wide range of strategies to promote pupils' cultural development, and a particular emphasis has been successful in promoting pupils' multicultural awareness and understanding. For example, the school sought the support of staff from the local multicultural centre and held an Indian week. Pupils throughout the school took part in a range of activities that promoted their cultural development very well. In religious education, pupils learn about the faiths of Judaism, Hinduism and Islam as well as Christianity; they study life in an Indian village in geography and learn about some important artists and musicians from different cultures. In Years 5 and 6, pupils are regularly taught French, which enhances their cultural awareness.

Exclusions

There were no exclusions last year.

Ethnic background of pupils

Categories used in the Annual School Census	No of pupils on roll
White – British	67

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. There is good provision for pupils in English, mathematics, science, religious education and ICT. There is also very good provision for pupils' personal development. Links with parents and the community are very good.

Teaching and Learning

The quality of teaching is very good. This has a positive impact on the quality of pupils' learning which is very good. Teachers know their pupils very well and provide a wide range of activities to meet their needs. The assessment of pupils' attainment and progress is very good. The quality of teaching has improved since the last inspection.

Main strengths and weaknesses

- Assessment information is used very well to tailor the work for different attaining pupils, including those with special educational needs and those who are gifted and talented. However, in the Foundation Stage Unit, assessment is not used well enough to ensure that all children achieve as well as they could.
- Teaching is very good and lessons are interesting for pupils. As a result, they enjoy coming to school and try very hard in their work.
- The management of behaviour is very good and all pupils, whatever their ability, are given equal opportunities to succeed.

Commentary

9 Teachers regularly use a range of assessments, including statutory and optional National Curriculum tests. The information available from these tests is used very well to identify pupils' weaknesses and to guide teachers' planning, for example, by setting targets to improve pupils' attainment. The assessment of pupils' progress is a unified system used effectively by all staff. Pupils gain sufficient information on how well they are achieving and there are clear targets for what they must do next to improve. However, lesson planning for children in the Foundation Stage Unit does not indicate well enough the learning intentions of planned activities. Assessment is also not used well enough to provide sufficiently challenging activities for all the children.

10 Teaching is very good. The headteacher and co-ordinators have undertaken a programme of observing colleagues' teaching and the discussions on successful practice help to ensure that all pupils learn effectively. The National Literacy and Numeracy Strategies are used well and, because of this, pupils' achievements are good in English and mathematics. Teachers have high expectations of pupils and expect them to work hard and achieve their best. As a result, pupils respond very well to the challenges and, in discussions, comment favourably on their enjoyment of lessons and on how well they think they are improving. The quality of teaching has improved since the last inspection report.

Summary of teaching observed during the inspection in 17 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	9	6	2	0	0	0

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

11 In personal, social and emotional development and communication, language and literacy in the Foundation Stage, children achieve well because teaching is good. There are very good relationships between the adults working with the children, setting a good example for the children to follow. Children quickly become confident, and they know what is expected of them. Children in the Foundation Stage achieve satisfactorily in their mathematical development, but achievement could be better if individual tasks were set to challenge all children whatever their ability.

12 In Years 1 to 6, the teaching of basic skills is very good and teachers make lessons interesting, which results in pupils being attentive and eager to answer questions. Teachers' planning is clearly linked to the requirements of the National Literacy and Numeracy Strategies. The pace of lessons is good and pupils have very good relationships with teachers and adults in the classroom, which means that pupils are keen to please teachers and do well. Teachers plan effectively and lessons are challenging and interesting. For example, in an English lesson for pupils in the Year 5 and 6 class, they were challenged very well to use their knowledge to write their own myth or legend. Comments for the setting were often imaginative, for example, "A dark and dingy castle in a forest".

13 Teachers know and manage their pupils very well and provide very good support for different activities. The very good relationships between staff and pupils create a secure climate in which to learn. The school has an established system to encourage pupils to read and learn

spellings at home and this has a positive effect on their learning. The school ensures that all pupils, whatever their abilities, are included in all activities, which makes a positive contribution to their learning. The quality of teaching for pupils with special educational needs is very good because teachers plan activities well and ensure these are closely matched to pupils' needs.

The curriculum

The curriculum is very good, and is considerably enriched by a wide range of lunchtime clubs. The needs of all the pupils are met and teachers' planning ensures that they build on skills and knowledge effectively as they move through the school. The opportunities that the school creates to enrich the curriculum are very good. Resources are good and the accommodation allows the curriculum to be taught effectively.

Main strengths and weaknesses

- The curriculum for ICT has improved significantly since the last inspection.
- Lessons provide interesting activities for the pupils.
- Pupils are helped to make sensible choices through the personal development programme.
- An extensive range of visits, visitors, and lunchtime clubs enrich the curriculum very well.

Commentary

14 The provision for ICT is greatly improved since the last inspection. It is now planned to effectively support pupils' learning in several subjects, particularly English, mathematics and religious education. Pupils in Years 5 and 6 gain tremendously from the use of the interactive whiteboard and these are to be made available in the other two classrooms very soon.

15 Teachers provide a wealth of interesting experiences for pupils. These have a significant impact on the quality of learning and on pupils' enjoyment of school. Educational visits are planned well and pupils in Years 5 and 6 gained a lot from their recent visit to a prisoner of war camp. Visits to museums and theatre visitors help to bring subjects such as history and geography alive for pupils. Despite being a small school with few staff, pupils have many opportunities to join a broad range of clubs. As well as sports coaching and gardening clubs, pupils learn to play the recorder and some pupils receive specialist music tuition.

16 The curriculum provides particularly well for personal, social and health education and this enables the pupils to make informed and sensible choices about their own lifestyles. This starts in the Foundation Stage, where children are expected to be sensitive to the needs, views and feelings of others and to form good relationships with adults and other children. A planned programme of visits and talks gives pupils a good insight into health and safety issues, such as fire risks and the dangers of playing near roads. Pupils of all ages are taught the importance of regular exercise. In Years 5 and 6, pupils are given the opportunity to discuss issues of life that are relevant to their age and developing maturity. They are taught about the misuse of drugs, about sex and relationships and about changes in their bodies as they grow older.

17 Planning for the different ages in each class has improved since the last inspection. Teachers also plan well for the differing abilities in their classes. The provision for pupils with special educational needs is good. They are supported well in their lessons by teaching assistants and this enables them to achieve as well as their classmates.

18 Resources are good and their effective use has a positive effect on both teaching and learning. The accommodation overall is good. It is well organised, scrupulously clean and well maintained, but space is limited. The school makes the best use it can of its accommodation. The number of staff is adequate to meet the needs of the curriculum. There is a good number of teaching assistants who contribute well to the achievement of pupils, including those with special educational needs.

Care, guidance and support

Provision for care, guidance and support is very good and has been improved since the last inspection. The school offers its pupils a very caring and supportive environment where all are valued and respected and there are very good procedures to seek their views in all areas of school life. There are good procedures relating to child protection, health and safety.

Main strengths and weaknesses

- Staff know pupils very well and take good care of them because of the very good relationships established in the school.
- Pupil views are taken into account very well and they contribute ideas in many aspects of school life.
- Staff help pupils to be aware of their strengths and weaknesses and what they need to do to improve.

Commentary

19 Teachers develop very good relationships with pupils based on trust and respect so that they provide very effective care and support for all pupils. Governors have established good procedures to ensure pupils' health, safety and protection and the school makes appropriate arrangements to care for pupils with special medical needs. Very good links with parents enable information to be shared when problems arise and staff work hard to provide personal support for individual pupils.

20 Pupils are welcoming to visitors and there is a very friendly atmosphere in the school. Pupils feel that through the School Council as well as discussions in classes and in assemblies their views are considered and valued. Pupils report that they experience very little bullying and that the staff deal with any issues quickly and effectively.

21 Teachers know their pupils very well and provide very good educational support and guidance. They ensure that pupils begin the lesson by understanding the aims of the lesson and evaluate their own success in meeting those objectives at the end. Other strategies include pupils discussing test results so they judge their own progress and try to explain peaks and troughs in performance. Teachers discuss pupils' strengths and weaknesses with them, use targets effectively, review them regularly and communicate to pupils the levels they have achieved for selected pieces of work.

Partnership with parents, other schools and the community

The school has developed very good links with parents and the community. The links with other schools and colleges are good. These partnerships make a very good contribution to pupils' learning. There are very good opportunities for pupils and parents to be involved in the work of the school. These aspects have improved since the last inspection.

Main strengths and weaknesses

- Parents feel welcome in school and are very pleased with the education it provides.
- The wide variety of links with the community makes a very good contribution to the curriculum and pupils' personal development.
- Links with other schools in the area extend opportunities for pupils' learning well.

Commentary

22 The school plays an important part in the life of the village and has built very strong links with parents and the wider community. Parents are made very welcome in school and feel they can approach staff at the beginning and end of the school day with information or queries about their child. They are very pleased with all aspects of the school and particularly value the role it plays in

the community. Parents expressed their full support for the school in the questionnaires and at the parents meeting prior to the inspection. The school takes seriously and deals effectively with any concerns from parents. There is a very active parents and friends association that raises funds for the school and provides a wide range of social activities. These very positive links have been improved since the last inspection. Many parents are very involved in the school and help in a variety of ways. The school provides parents with very good quality information when their children start school and frequent bulletins about current events and issues. Teachers inform parents about their children's progress.

23 The very good links with the community include a range of visits and visitors who enhance the pupils' learning. The school is at the heart of the village, being fully involved in village affairs; for example the creation of local woodland and co-operating with the Millennium Playground Association to plan the Village Play Area. Local businesses work with the pupils in problem solving and team building projects which has a positive impact on their achievements. The school has good links with the local secondary school, through the bridging programme and visits by the Year 7 staff. The school joins the other schools in the area in the Festival of Sport.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good. Leadership by the headteacher and key staff is very good. The involvement in and governance of the school by the governing body is good. The leadership and management of the school have improved since the last inspection. The school overcomes well the potential barrier of very small, fluctuating numbers in each year group and pupils' achievements are not adversely affected.

Main strengths and weaknesses

- The headteacher and key staff provide a very clear sense of direction for the school enabling a strong drive to improve pupils' achievements.
- The whole school shares the headteacher's clear commitment to inclusion.
- The governing body has a very good understanding of the strengths and weaknesses of the school and assists in shaping a clear vision for its work.

Commentary

24 The headteacher and staff meet regularly to discuss common issues and oversee work in the different aspects and subjects of the school. An approach involving an assessment of each pupil's knowledge, skills and understanding and using the information to plan the next step in their learning has been firmly established. This process has been instrumental in improving pupils' achievements. A very clear sense of direction is apparent and pupils achieve well when compared to their previous attainment. The leader of the Foundation Stage provides a sense of purpose with a series of well-planned activities that interest and motivate children and lead to good acquisition of skills, knowledge and understanding. However, in the Foundation Stage Unit during the inspection, the lesson planning did not indicate what the children were expected to know, understand or do. This is because sharply focussed assessments are not used well enough to provide challenging yet achievable activities for the widely differing abilities of the children. The provision for pupils with special educational needs is well managed by the school's special educational needs co-ordinator who ensures the school responds appropriately to pupils' needs, advises colleagues and checks on provision. The result of all these initiatives is shown in the way that inclusion is a very important element of the work in the school and all pupils, whatever their ability, are fully included in the life of the school.

25 The headteacher's very good leadership has ensured that any difficulties are identified and dealt with as they arise. This is shown in the way the headteacher and subject co-ordinators monitor their colleagues' teaching, check lesson plans and scrutinise samples of pupils' work. All teachers have their literacy and numeracy lessons observed regularly, as well as lessons in other subjects as they become the focus of the school improvement plan. Teachers receive detailed feedback on the quality of their lessons and areas for improvement are identified. At a subsequent

time, the headteacher follows up the areas for improvement and ensures that these are part of the performance management targets.

26 The governing body is involved closely in improving standards and providing constructive criticism of the work of the school. Governors have kept a close eye on the extent to which the key issues arising from the last inspection report have been addressed. They have a clear idea of the school's standards in English, mathematics and science because they regularly watch lessons and prepare written reports on the school activities. They accept that with very small numbers the comparisons with national figures are not always a reliable guide to pupils' achievements and so use the information from the school's tracking systems to judge pupils' progress. There is written monitoring information on the budget that governors discuss to ensure that expenditure is closely monitored. As a result, despite the high cost of educating each pupil, commonly found in very small schools, the school provides good value for money. The high carry over figure, shown below, from the previous year came from new funds allocated to the school late in the financial year to help with refurbishment work in the school. In addition, over £20,000 of the balance is money that can only be used for maintaining or improving the building and cannot be used for any other purpose. The governing body is very committed to providing a successful service for the school and this is demonstrated clearly by the governors' arrangements to appoint governors to monitor their chosen subjects. The headteacher provides regular, clear reports on the progress of all aspects of school life.

Financial Information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	£267,239
Total expenditure	£286,263
Expenditure per pupil	£4,089

Balances (£)	
Balance from previous year	£52,099
Balance carried forward to the next	£33,075

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **satisfactory**.

Main strengths and weaknesses

- Relationships are very good so children quickly grow in confidence and understand routines.
- Children are encouraged to listen carefully and to express their opinions and understanding clearly.
- Lesson planning in the Foundation Stage Unit does not indicate well enough what children are expected to learn.
- Assessment is not used well enough in the Foundation Stage Unit to ensure that children of differing abilities achieve as well as they might.

Commentary

27 There was insufficient evidence to make judgements about the provision for knowledge and understanding of the world, creative and physical development. However, children have regular opportunities to develop their skills when they draw, paint, make models and sing or listen to music. They mix paints and use colours to create colourful pictures of each other and of a variety of animals. They choose from a range of materials to make interesting collage pictures. Children are taught ICT skills on computers, but the computer in the Foundation Stage Unit was not in use when visits were made during the inspection. However, children's work shows that they use an art program with different size brushes; they change colours and control the mouse to position eyes, nose and mouth in self-portraits. Children learn about the different habitats of animals. They use the hall for regular lessons that promote gymnastics, dance and games skills. There are good opportunities daily for children to ride wheeled vehicles in the secure outdoor play area. They steer prams, bikes and scooters, taking care not to bump into each other.

28 In **personal, social and emotional development**, children's attainment is below the level expected for their age but they achieve well from a very low starting base on entry to the school. This is because teaching is good. There are very good relationships between the adults working with the children, setting a good example for the children to follow. Children quickly become confident and they know what is expected of them. They learn to take turns and to share resources. The nursery nurse creates a calm and reassuring atmosphere in the Foundation Stage Unit. As a result, children willingly leave their parents or carers at the start of the school day and enthusiastically take part in the activities prepared for them. All the children walk proudly into the school hall to join the rest of the school for assemblies. In religious education, they hear stories from the Bible, learn about some important religious festivals and about the life of Jesus. One child drew a picture of a candle and then thoughtfully wrote, "light makes me feel happy".

29 In **communication, language and literacy** teaching and learning are good, as a result, children's achievements are good, although their attainment is below the level expected for their age. Teaching was very good when the reception children joined the Year 1 and 2 class and were taught by the class teacher. This was because children knew the teacher's very high expectations of their behaviour and work. Consequently, they listened with rapt attention to the class teacher's expressive reading of the story and a few children that are more able willingly answered questions. A few children eagerly attempted writing with the teacher's support and they were taught how to form letters correctly. Teaching is often good in the Foundation Stage Unit. The nursery nurse questions children well about stories they have heard but they still need frequent reminders to listen carefully. Children enjoy sharing books and taking books home. The majority of children know that print carries meaning and they turn the pages of books correctly. However, assessments of how well children achieve are not used well enough to provide challenging activities, particularly for the more able children.

30 Children's attainment in **mathematical development** is below the level expected for their age they achieve satisfactorily however, their achievement could be better. Teaching is satisfactory but assessment is not used well enough, in the Foundation Stage Unit, to provide challenging activities and the learning intentions of activities are not indicated clearly enough in lesson planning. This sometimes results in a slow pace in lessons, with teaching not always promoting new learning as well as it should. For example, the nursery nurse spent a long time working with only two children. She questioned them well about their understanding of the order of numbers, but it took too long for them to take turns writing the numerals one to 20 on paper "stepping stones". They then took turns sticking these onto card to make a number game. The opportunity to teach the correct formation of numerals was missed during this activity. There are good resources to support practical mathematical activities. For example, at the start of the day, children work on a variety of practical activities, such as threading coloured beads to make repeating patterned "crocodiles". They eagerly count how many beads they have, but often counting is inaccurate after the number four. Children enjoy number songs and use their fingers to show the number reached in the song. These enjoyable activities support children's understanding of number facts.

31 The co-ordinator provides good leadership and management and works very closely with the nursery nurse to plan the work in the Foundation Stage Unit for the week ahead. She shares her good knowledge and understanding of the learning needs of children of this age. However, during the inspection, the nursery nurse's lesson planning did not indicate what the children were expected to know, understand or do. Although she knows the children very well, sharply focussed assessments are not used well enough to provide challenging yet achievable activities for the widely differing abilities of the children.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well because teaching and learning are very good. In addition, pupils behave very well and try hard in their learning.
- Teaching assistants work effectively with small groups and individuals, particularly those with special educational needs.
- Teachers use assessments well to plan a very good range of language activities.
- Leadership and management of the subject are good.
- Teachers plan very well to promote pupils' language skills in other subjects.

Commentary

32 In Years 2 and 6, pupils' attainment is above the level expected for their age. Pupils' achievements have improved since the last inspection. Pupils achieve very well in speaking and listening, sometimes from a low starting point on entry to the school. This is because teachers encourage these skills through questioning pupils about their work and pupils are encouraged to discuss their work with each other. Pupils are expected to be attentive to teachers and each other and teachers plan a very good range of language activities, such as taking part in plays and giving ideas in discussions. For example, in a Year 1 and 2 lesson, pupils discussed the qualities of characters in a story as well as giving ideas for the reasons events happened. They were challenged very well to use these ideas in their own stories about "Ephra the Elephant". By the time they are in Year 6, pupils talk maturely; this was evident in discussions with pupils about their work in a lesson using language imaginatively to set the scene for their own writing on myths and legends.

33 Pupils enjoy the quiet, daily reading sessions. Many pupils are supported very well in their reading at home, as part of their homework. In Year 6, pupils are confident readers. Those pupils heard reading aloud, read very expressively and fluently. Pupils achieve well because teachers regularly check their progress and make sure that pupils are challenged very well in line with their differing abilities. There are plenty of good quality books to read, including graded fiction books to match pupils' differing abilities, and attractive reference books. Teaching assistants support different groups during these sessions very effectively. Pupils achieve well in writing and spelling. Pupils know how to use "word" books and dictionaries. Older pupils confidently use dictionaries to find the meaning of words such as "prescription" using alphabetical order to the fourth letter. As they move through the school, pupils use an increasing range of punctuation and varied vocabulary, to make their writing lively. This is the result of teachers' very effective planning to meet the individual needs of pupils. Pupils are taught to join letters before Year 2 and, as a result, by Year 6 handwriting is joined, fluent and legible. All pupils take care with the presentation of their written work.

34 Teachers use the assessments of pupils' work very effectively to plan lessons that are both interesting and challenging. Literacy lessons are taught very well and learning is often very good. Teachers are confident in their planning, basing their lessons on the National Literacy Strategy, but modifying what is taught carefully to meet the considerable ability range in each class. The number of pupils with special educational needs varies in each class but all teachers have a calm authoritative approach and maintain a good learning atmosphere. They use questions, rewards and praise skilfully to manage pupils, to maintain their concentration and interest. Relationships are warm and secure and as a result pupils get on well with each other and all adults. Teaching assistants give effective support to small groups and individuals in all classrooms.

35 Leadership and management of the subject are good. Teachers work closely together and, as a result, pupils make good progress as they move through the school. The quality of teaching

and learning is regularly checked by the co-ordinator and the key issue from the last inspection, to improve the use of ICT in English, has been dealt with very thoroughly.

Language and literacy across the curriculum

36 Teachers plan very well to promote pupils' language skills in other subjects and pupils use their writing skills well in subjects such as science, history and geography. Pupils are given very good opportunities to extend their speaking and listening skills when discussing how children would feel when being evacuated during World War II. Pupils' independent research skills are encouraged and they regularly use reference books or find information on the Internet. Older pupils clearly understand how to use computers to create a cover sheet for their production of a regular school magazine. They use graphics and images to add to the good quality presentation of their work. The work samples showed plenty of opportunities for pupils to use their ICT skills to word process their draft writing, then edit and improve it. The provision for English has been improved since the last inspection.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching and learning is very good as a result, standards are high and pupils achieve well.
- Analysis of tests and the results of assessments are used well.
- ICT is used effectively to support pupils' mathematical understanding.
- All staff are very good examples to pupils as a result, relationships and pupils' attitudes to their work are very good.

Commentary

37 The provision for mathematics has improved since the last inspection. Assessment is now very effective and this ensures that pupils achieve well, including those with special educational needs. Resources, and the accommodation, are used well and the use of ICT particularly, is impacting well on pupils' achievement. Teaching is often very good with lessons that are planned very well to interest and excite pupils. In discussions, several pupils commented that mathematics was their favourite subject. Teachers deploy teaching assistants effectively and they play a major part in pupils' good achievement. As a result, in Years 2 and 6, pupils' attainment is above the level expected for their age.

38 Teachers' planning clearly indicates activities that are not only matched well to pupils' varying abilities, but also take account of their different ages. This contributes well to their achievement. In the Year 1 and 2 class, the teacher used resources, including the hall, to develop pupils' understanding of the use of everyday positional language to describe movements. She involved all the pupils in a game of "Simon says ..." assessing their understanding of positional vocabulary such as "left", "right", "clockwise" and "anti-clockwise". Pupils then worked collaboratively, using their ICT skills well, to move the roamer in different directions. They enjoyed this lesson and were eager to learn.

39 In the Year 5 and 6 class, very good teaching stretches pupils in the use of mathematical vocabulary such as "quotient". Mental activities move at a brisk pace mainly because of the effective support of the teaching assistant for pupils with special educational needs. ICT is used well to reinforce pupils' learning. For example, pupils demonstrated answers using the interactive whiteboard to show number lines and their equivalent percentages. They understood the use of estimation when using these lines. More able Year 6 pupils confidently use calculators, for example, to convert three-eighths to the decimal equivalent. The teacher has very high expectations of pupils, relationships are excellent and the pupils respond well by showing maturity in their approach to learning.

40 Leadership and management of the subject are good. Test results are used well to identify targets for the school improvement plan. The co-ordinator leads well by good example. For example, pupils in Years 5 and 6 know how well they are achieving through the teacher's written comments at the end of the term. They then identify their own targets for improvement during the following term.

Mathematics across the curriculum

41 Mathematics is used well across the curriculum. There are good opportunities for pupils to use a range of ICT skills to further develop their mathematical understanding. In science, pupils make graphs of musical instruments, measure the growth of plants and record temperatures. In Years 5 and 6, pupils use the electronic whiteboard to record their scientific findings. In geography, pupils draw plans and use their ICT skills to direct the turtle around a maze. Some younger pupils have made a graph of their favourite pets.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- There is a clear focus on investigation and experimentation during lessons.
- Teaching and learning are very good because teachers have very good knowledge of the subject.
- The science co-ordinator knows the strengths of the subject very well.

Commentary

42 Provision has been maintained since the last inspection. By Year 6, pupils, including those with special educational needs, achieve well and improve their knowledge, skills and understanding of scientific processes, because teaching is very good and pupils are keen to learn. Teachers have secure knowledge of the subject content and have clear targets for lessons that are shared with pupils. For example, in a very good lesson in the Year 5 and 6 class, there was very good pace and the teacher linked the work to experiments investigating forces. There were skilful and challenging questions asked that reinforced pupils' learning well as they gave ideas on how to measure forces. As a result, in Years 2 and 6, pupils' attainment in science is above the level expected for their age. Pupils' achievements in Years 2 and 6 are good.

43 A further strength of the teaching is that work in science is practical and involves pupils in challenging experimental work. The investigative approach to science provides opportunities for accurate measurement, the recording of data in graphs and tables and the interpretation of this data. For example, in discussions, pupils in a Year 3 and 4 class explained how they compared two plants to check if growth was affected when the leaves of one were removed. They discussed how they were going to set up an experiment with two plants to see if water is needed for life and growth. They explained clearly how they were going to make the experiment fair by only changing one aspect of the experiment. Teachers ensure that pupils improve their literacy and numeracy skills well by encouraging the use of correct scientific language and by recording the progress of experiments accurately before making tally charts, graphs and pie charts to show their results.

44 Pupils' work in Year 2 shows the science curriculum planning is followed, for example, pupils in the present Year 1 and 2 class investigated a range of sounds using different musical instruments and they devised their own method to put instruments into families. A scrutiny of their previous work last term shows that there are sufficient opportunities in science for pupils in Year 2 to use their knowledge, skills and understanding. For example, they study the colours of road signs in the village, identify colours to be seen when a candle burns and understand the requirements of plants for life. The science co-ordinator ensures that assessment information is used effectively to set challenging targets for all pupils and this has a positive impact on their achievements.

45 The science co-ordinator is managing the subject very well. A full audit of resources has been completed and new equipment bought to ensure pupils have sufficient for their experimental work. Checking processes that are already in place makes sure that the work carried out in science is effective, and by Years 2 and 6, pupils improve their knowledge, skills and understanding of the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- ICT is used well in many subjects of the National Curriculum.
- Paired activities in ICT help promote pupils' social skills.
- Pupils' achievements have greatly improved since the last inspection because teachers' planning for the subject ensures all pupils develop their skills systematically.

Commentary

46 Due to timetabling arrangements, no teaching of ICT was observed in Years 1 and 2. Although there is insufficient evidence to make a secure judgement of teaching and learning in these year groups, the scrutiny of pupils' past work and evidence from displays show that pupils' achievements are satisfactory. Year 2 displays show pupils use ICT to carry out some of their writing tasks. In discussions, they explained how they guided a floor robot to follow a specific path around the streets on a map. By Year 6, pupils achieve well and use ICT to create charts to illustrate data and a spreadsheet to carry out simple calculations using a formula they have written. A discussion with a group of Year 6 pupils revealed they use the Internet to research information and they use software to cut and paste images into text. Pupils explained how to operate a simple control unit well to make traffic lights operate in a particular sequence. Pupils understand how to use the e-mail facility on the computer and they make very good links to their work in religious education when they prepare their own multi media presentation on Islam.

47 Teaching was very good in the short session seen. For example, in a session with a Year 5 and 6 class, pupils used a spreadsheet to enter data collected in science to record the weights of objects on earth. They were then challenged very well to find out what the objects would weigh on the moon. The combination of science and mathematics, finding out that objects weigh a sixth on the moon, set a fascinating problem that pupils were very keen to solve. Discussions with pupils in Year 6 show they are confident using a commercial program to create a topic on the Romans and in their presentations the pages come onto the screen in a different way. Pupils often work in pairs on the computers and co-operate and share ideas very well. For example, when writing stories they make valid suggestions to each other on the use of interesting language and discuss which pictures to use to illustrate the story.

48 The leadership and management of the subject are good and there is clear guidance for the subject that teachers follow and a well developed improvement plan to further improve resources. The co-ordinator has ensured that the key issue from the last inspection, to raise pupils' achievements, has been met very well. As a result, by Year 6 pupils' achievements are good in ICT.

Information and communication technology across the curriculum

49 The school is using ICT across the curriculum well. For example, Year 3 and 4 pupils support their work in English by using a word processing package to write their instructions, for example, how to make a jam sandwich, or how to clean the teeth of a crocodile. The use of different sized letters and colours enhances their presentations. Pupils in Year 2 use counting games to improve their addition and subtraction skills and they describe how they used an art and design program to create attractive patterns. In English, pupils in Year 6 use a range of ICT skills to edit text, insert photographs and move images into preferred locations. The Internet is used

effectively to support pupils' work in science in their studies of magnetism and in history for research into ancient Rome. The time given to ICT ensures that it is used well across the curriculum, which is a significant improvement since the last inspection.

HUMANITIES

50 Work was sampled from **geography and history** and only one lesson was seen in **geography**. As a result, there is insufficient evidence to make secure judgements of teaching, learning and pupils' achievement. Visits, visitors and the use of ICT support these subjects well and the curriculum contributes well to pupils' cultural development. In **geography** pupils in Years 1 and 2 develop skills through following the visit of Barnaby Bear to the Polar Regions. In Years 3 and 4 pupils identify some similarities and differences between life in Chembakolli and Britain.

51 In **history**, pupils in Years 5 and 6 enjoyed first-hand experiences of what it was like to live during World War II through a visit to a prisoner of war camp. They wrote accounts, letters and poetry about World War II. They expressed how they thought it must have felt to be an evacuee. The school makes effective use of the locality to provide interesting learning opportunities. For example, pupils study the village both for geographical and historical interest.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Teachers plan interesting lessons and use resources well.
- Planning makes very effective links with other subjects.
- Skills in English such as speaking and listening and reading are used very well, but writing skills are not used as well as they could be in Years 5 and 6.

Commentary

52 Pupils achieve well and, as a result, standards are above what is expected in the East Riding of Yorkshire's Agreed Syllabus. This is because teaching is very good. Lessons are planned with clear objectives for pupils' learning taken from the Locally Agreed Syllabus. Teachers confidently use a range of resources and plan innovatively to make lessons interesting for the pupils. For example, in a Year 1 and 2 class, pupils involved in simple role-play activities recounting the story of Jesus Calming the Storm captured scenes using a digital camera. They were excited about plans to use computers later in the week in their English lesson to see their photographs and then to rewrite the story in their own words.

53 In the Year 3 and 4 class, pupils discussed their understanding of the moral implications of justice and fairness in "Circle Time". Because they are used to these discussion groups, they are confident and respect each other's views. They explained that school rules are important so that justice and fairness can be seen in action. Pupils develop a good awareness of the world beyond the country they live in. They talked about the injustice of the loss of life in the Tsunami disaster but also about the injustice and unfairness shown to some people of different colours and cultures.

54 In the Year 5 and 6 class, pupils use the library and the Internet to research information about Islam. They plan to share their findings with classmates through using ICT multi media presentations. Pupils written work shows examples of them expressing their personal views about "peace" and several pupils commented on the importance of respecting and valuing the beliefs of people of different colours and cultures.

55 Religious education is led and managed very well. Teachers are provided with detailed guidance to support their lesson planning. This contributes well to teachers' good knowledge and understanding of the subject and impacts very well on pupils' standards and achievements.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

56 No lessons were seen in art and design, design and technology, physical education or music. It is not therefore possible to make firm judgements about provision in these subjects. In addition to the lesson observed, inspectors spoke to co-ordinators about their work, examined teachers' planning and spoke to pupils about what they had learned in the subjects.

57 In **art and design**, pupils have good opportunities to study the work of other artists. In the Year 5 and 6 class, they have painted sunflowers in the style of Van Gogh and have looked at the work of Monet. Pupils demonstrate good observational skills when they carefully draw and shade objects linked to their historical studies of World War II, such as, gas masks, shoes, a kettle and a uniform. Pupils in the Year 3 and 4 class make very good links to their studies in religious education when they create Hindu art patterns and a collage of Hindu life. The display of pupils' work in the Year 1 and 2 class showed good use of shading with paints in colour wheels, accurate self portraits and effective use of an ICT art and design program to create firework pictures. This positive picture of art and design has been maintained since the last inspection.

58 In **design and technology**, although no lessons were observed, discussions show that older pupils clearly understand a range of mechanisms to make a range of different fairground rides, propelled by motors and pulleys. They explained how their rides worked, completed an evaluation sheet for each one and suggested improvements to their models. There is a good display of pupils' ideas for playground improvements and, in discussions, they explained how they put their ideas into diagrams and evaluated the effectiveness of their designs. Pupils feel that they work in groups well, there is plenty of discussion and they share the tasks amicably.

59 In the only very short **physical education** session observed, pupils in Years 5 and 6 had a sound awareness of space. They followed instructions well and developed sound skills in handling a basket ball when being coached by a visiting specialist. Working in pairs and in small teams has a good impact on their personal and social development. Good demonstrations by the coach encouraged them to try different ways of shooting at the net. Pupils show very good attitudes of fair play and coaching. Physical development skills are well extended during break and lunchtime as pupils have good access to bats, balls and skipping ropes. During play, they demonstrate sound skills of control and hand eye co-ordination.

60 It is clear that **music** is an integral part of the curriculum planned for pupils, though it was only sampled in this inspection. Teachers provide many opportunities for pupils to listen to, perform and compose music in assemblies, concerts and lessons. In assemblies, there is a chosen piece of music for the week. The name of the composer and the title of the music are shared with pupils, and they are encouraged to sit and listen to the recording before and at the end of assemblies. Some Year 6 pupils play recorders and percussion instruments very well to accompany hymn singing in assemblies. Pupils also have the chance to learn from experts such as the music specialist who visits the school to teach violin and the volunteer who runs a recorder club at lunchtime. The curriculum is enriched by visits from musicians and performing bands. Pupils learn about music from other cultures and an African band is due to visit the school this term.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

61 The provision for **personal, social and health education** is good and is an integral part of the curriculum and teachers make use of every opportunity to promote the positive values of the school. Much work is covered through discussion when teachers and pupils talk about specific events. In lessons seen in other subjects and through assemblies the themes help pupils to develop confidence to express themselves on issues that affect them, such as how to make others happy or how others may feel. Pupils are given time to reflect and consider issues during collective worship. During lessons and break times older pupils take responsibility; for instance they look after younger ones and tidy classrooms. At lunchtimes, pupils socialise very well and chat happily to each other. The very high expectations of staff in all lessons and their example to pupils are what lead to the very good relationships in school. Sex education is provided in the science curriculum and the school policy guides staff well in their approach to the subject. In addition, in

discussions on the multi cultural nature of life in this country the school implements very well the clear and effective policy on racial harmony.

62 Pupils develop a sense of **citizenship** through a variety of approaches. They receive teaching and visits from a number of people who assist with pupils' learning about a range of aspects that help them to grow and develop towards being good citizens. For example, they are consulted on different aspects of school life, take part in community activities and regularly raise money to support charities. Pupils receive important education on the dangers of drugs. Such opportunities help them with moral decisions in life.

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	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
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	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	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
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).