

INSPECTION REPORT

CARLTON VC LOWER SCHOOL

Carlton, Bedford

LEA area: Bedfordshire

Unique reference number: 109610

Headteacher: Mrs J. Cantwell

Lead inspector: Mrs A. Pangbourne

Dates of inspection: 22nd – 24th November 2004

Inspection number: 266567

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary Controlled
Age range of pupils: 4 – 9
Gender of pupils: Mixed
Number on roll: 58

School address: The Moor
Carlton
Bedford
Bedfordshire
Postcode: MK43 7LP

Telephone number: 01234 720281
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Appropriate authority: The governing body

Name of chair of Mrs W. Stark
governors:

Date of previous November 1998
inspection:

CHARACTERISTICS OF THE SCHOOL

Carlton VC Lower School draws some of its pupils from the local area, but about 44 per cent of them come from neighbouring villages. The socio-economic circumstances of most pupils are favourable. Attainment on entry is broadly above average, although a significant number have speech and language difficulties. At the time of the inspection, there were 58 pupils on roll. There were no pupils from ethnic minority heritages and none speak English as an additional language. There were 17 pupils with special educational needs (SEN), ranging from moderate learning difficulties to autism. Two pupils had a Statement of SEN, which is an above average proportion. The number of pupils joining or leaving the school other than at the usual times is below average. The school received the Basic Skills Quality Mark in 2004 and the Schools' Achievement Award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23818	Alison Pangbourne	Lead inspector	English Science Art and design Design and technology Physical education Religious education
9079	Ann Moss	Lay inspector	
23009	Anne Hogbin	Team inspector	Special educational needs The Foundation Stage Mathematics Information and communication technology Geography History Music

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very effective** school and it gives very good value for money. Most children enter the school with standards that are broadly above average, although a significant number have speech and language difficulties. In recent years, standards at the end of Year 2 have been in the highest five per cent of schools nationally in reading, writing and mathematics. By the time pupils leave, at the end of Year 4, standards continue to be well above average. This represents very good achievement for all pupils. The quality of teaching is very good. The school is very well led and managed and the headteacher provides excellent leadership.

The school's main strengths and weaknesses are:

- Pupils achieve very well because teachers make excellent use of assessment to pinpoint the needs of individual pupils to provide very well matched activities.
- There is excellent equality of opportunity and each pupil is known and valued by all staff, who give them excellent support and encouragement to succeed.
- Pupils' spiritual, moral, social and cultural development is very good and, as a result, they show very good attitudes to their work and behave very well.
- The very good curriculum provides many opportunities for pupils to develop their skills in English, mathematics and information and communication technology (ICT) in other subjects.
- Very good provision for pupils with special educational needs (SEN) means that they achieve very well and, by the end of Year 2, most reach the standards expected for their age.
- The way in which all staff work as a team is excellent.

Improvement since the previous inspection is very good. The school is even more effective now than it was then. Standards have remained high in English, mathematics and science and they have risen in ICT and art and design. There is much more very good teaching and all the key issues have been very successfully addressed.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
Reading	A*	A*	A*	A*
Writing	A*	A*	A*	A*
Mathematics	A*	A*	A*	A*

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

A means that results were in the top five per cent nationally.*

Similar schools are those with similar percentages of pupils eligible for free school meals.

Caution is needed in interpreting the data because the number of pupils in each year group is small.

Achievement is **very good** overall. The table shows that pupils do exceptionally well. These results are based on 'average points'. The National Curriculum level reached by each pupil is allotted a given number of points and these are averaged to give the above grades. The number of pupils in each year group is small, so one or two pupils' results can significantly affect the scores. However, very good provision for pupils with SEN means that the school has maintained very high standards in recent years because most pupils reach the expected Level 2 at the end of Year 2 and a significant number reach the higher Level 3. This year, standards in 2 are broadly average in reading, writing and mathematics and above average in science, art and design and ICT. This year group has an unusually high proportion of pupils with SEN and although most are likely to reach the expected Level 2, very few are likely to exceed this and this is likely to depress the overall results. In Year 4, standards are well above average in English, mathematics and science. They are above average in ICT and art and design. Children in the reception year are on course to easily exceed the expected goals by the end of the reception year in all the areas of learning.

Pupils' personal qualities are **very good** overall. Their attitudes and behaviour are very good. Their spiritual, moral, social and cultural development is very good overall. Attendance and punctuality are also very good.

QUALITY OF EDUCATION

The quality of education provided by the school is very good.

Teaching and learning are **very good** throughout the school. Examples of very good teaching were seen in all classes. In these lessons, very high expectations, excellent attention to the different ways that pupils learn, and the excellent use of very good assessment procedures to ensure that tasks meet the needs of all pupils, including higher attainers and those with SEN, encourages them to work very hard. Classroom assistants give very good support and are integral to the teaching team. The way in which pupils work, both independently and collaboratively, is excellent and contributes positively to standards.

The curriculum is very good and the way that subjects are linked together means that pupils learn and develop their skills in an interesting way. It is well enriched by a wide range of visits and visitors. The school is improving provision for children in the Foundation Stage by increasing resources for outdoor activities. It provides very well for pupils' pastoral needs and gives excellent support as adults know each pupil so well. Links with parents, the community and other schools are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good**.

The headteacher provides excellent leadership. She has an excellent vision for the continued success of the school and leads by example as a key member of the teaching team. She has developed an excellent team who share her commitment to high standards. The way that teachers, in this small school, share responsibilities for managing their subjects is very good. All have a very good understanding of standards in their subjects throughout the school because they teach each other's classes regularly. The governors are

also key members of the team and fulfil their roles very well. Statutory requirements are fully met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the work of the school. They particularly like the way that their children are expected to work hard and that they make good progress. They think that the teaching is good and that the school is well led and managed. The inspection team agrees with them. A very small number felt that more information could be provided on how to help their children at home. However the inspection team does not agree as the school provides curricular sessions to help them support their children.

Pupils like everything about their school. They enjoy being there and like the way that they are trusted to do things on their own. They think the other pupils are friendly and they like their teachers. The inspection team agrees with them.

IMPROVEMENTS NEEDED

In the context of the school's many strengths, there are no significant areas for improvement. However, the school should continue with its planned developments for the outdoor play area for children in the Foundation Stage to further improve provision.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is a measure of how well pupils are doing, taking their progress and their capability into account.

Achievement is very good overall. There is no significant difference in achievement between boys and girls. Standards are average in reading, writing and mathematics and above average in science in Year 2. They are well above average in reading, writing, mathematics and science in Year 4.

Main strengths and weaknesses

- Standards are well above average in speaking and listening in Year 2 and pupils maintain these high standards through to Year 4. Pupils achieve very well.
- Pupils achieve very well in ICT because there is a strong emphasis on the development of skills.
- Pupils with SEN achieve very well.

Commentary

1. Most children enter the school with above average levels of attainment, although a significant number have speech and language difficulties. They firmly consolidate and broaden their skills as they move through the reception year. The very small number of children in the current reception year are achieving very well because of the very good teaching and the very good ratio of adults to children means that each child is helped to do their very best. They are on course to easily exceed the early learning goals in all the areas of learning by the end of the reception year.

The table shown in this commentary gives average points for pupils. Each level in the National Curriculum is given a number of points. Pupils are expected to move on one point every term, so if a school's scores are one point above the national, their pupils are, typically, a term ahead.

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

Standards in:	School results	National results
Reading	19.6 (19.0)	16.0 (15.7)
Writing	18.4 (17.3)	14.8 (14.6)
Mathematics	20.1 (18.7)	16.4 (16.3)

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

2. The 2004 results for Year 2 were very high, being in the highest five per cent nationally, in reading, writing and mathematics. Teacher assessments for science were also very high. Pupils also do exceptionally well in relation to those in similar schools. This has been the pattern in recent years. The number of pupils in the year groups is

small and the scores of just one pupil can significantly affect the results. The school does so well because the very good provision for pupils with SEN means that most of them reach the expected Level 2 by the end of Year 2.

3. Standards are unlikely to be as high for the current Year 2 because there is a higher proportion of pupils with SEN than in other year groups. However, although most of these pupils are likely to reach the expected Level 2, there are very few higher attainers and few may reach the higher Level 3. Consequently, the average points will be lower. These pupils have been identified as a lower attaining group since they started school and have been receiving as much support as possible.
4. There are several reasons why pupils do so very well. Fundamental to this is the very good quality of the teaching. The small classes, particularly for the younger pupils, means that there is plenty of individual attention and excellent use of assessment means that the needs of all pupils are swiftly identified and addressed. Pupils with SEN achieve very well because the rigorous assessment system identifies their needs clearly and at an early stage. They are constantly monitored and very well taught. It is rare for the standards of pupils with SEN to be below average at the end of Year 2 or Year 4. A very strong focus on speaking and listening in all subjects to compensate for the underdeveloped skills that some children have on starting school, leads to well above average standards. Teachers plan specific activities to develop these skills. Pupils also do very well in ICT and standards are steadily rising. This is because the new computer suite now gives very good opportunities for pupils to develop their skills.

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes to learning and behave very well. Attendance is very good. Pupils' personal development and values are very good, including their spiritual, moral, social and cultural development.

Main strengths and weaknesses

- Pupils are interested in their lessons and work very hard, which leads to very good achievement.
- Pupils' ability to work both independently and collaboratively results in very good learning in lessons.
- The school succeeds in promoting very good behaviour.
- Relationships throughout the school are very good.

Commentary

5. In lessons, pupils listen attentively, answer questions readily and join in discussions. They become absorbed in what they are learning and often ask to do more. They respond very well to the different teaching styles, make sensible choices, such as whether to use pencil and paper or the computer for writing, and work together in pairs or small groups very effectively, sharing and extending their learning very well by doing so. Written and practical activities are undertaken carefully, resulting in good quality work. In several lessons, excellent attitudes and behaviour were seen. For example in Years 3 and 4, several pupils worked hard in the computer suite adjacent to

their classroom creating high quality pages for a school brochure without direct adult supervision. A discussion with older pupils clearly demonstrated their confidence and enjoyment of school. They spoke fluently and easily, bubbling about what they had learnt and finding examples across the whole curriculum of what they had particularly enjoyed.

6. Behaviour inside school and in the outside areas is very good. Break times are harmonious with pupils of different ages playing together. Lunch times in the hall are happy family occasions with different aged pupils sitting at small tables chatting amicably. Pupils treat each other and the environment with respect and respond very well to the very high expectations of the staff. Pupils get on very well together and there are very good relationships with the staff, who set a very good example of cooperation and respect.
7. Although children start school with well developed social skills, the school places very good emphasis on developing these skills further. Consequently, they easily exceed the goals that they are expected to reach by the end of reception.
8. Pupils develop very positive social and moral values which underpin their attitudes and behaviour. Assemblies and regular personal, social and health education (PSHE) lessons are very well used to develop these areas. Pupils' spiritual development is good. They discuss feelings and attitudes regularly, and assemblies give very good opportunities for reflection. In lessons, moments of wonder are experienced. For example when the robot programmed by Year 2 pupils followed the designated path and stopped as intended, pupils' faces showed sheer joy and amazement. Pupils are starting to understand the duties and responsibilities of living in a community and contribute well thought out ideas; for example, suggesting a friendship bench in the playground for lonely children. They take a lively interest in other people and places and the school has improved its provision for understanding multi-cultural issues since the previous inspection. Older pupils, for example, are beginning to understand opinions that cause racial intolerance by discussing the text 'A Moving Story' in their literacy lessons. Pupils support charities in third world countries and, in topic work, form a good understanding of different religions and cultures, which is enhanced by visitors such as an Indian dance group.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.8	School data	0.0
National data	5.4	National data	0.4

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

9. Attendance levels are very good and there have been no exclusions during the past year. The high attendance levels and the punctual arrival of pupils contribute very well to their attainment.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is very good. Very good teaching enables all pupils to make very good gains in their learning. The very good curriculum is enriched well by a wide range of visits and visitors. Pupils are very well cared for and the support they receive is excellent. Links with parents, other schools and the community are very good.

Teaching and learning

Teaching and learning are very good throughout the school. Assessment of pupils' work is also very good.

Main strengths and weaknesses

- The way that teachers meet the needs of individuals is excellent.
- Older pupils have an excellent capacity to work independently and collaboratively.
- The use of assessment to match work for all pupils is excellent.
- Classroom assistants make a very positive contribution to the standards attained.

Commentary

Summary of teaching observed during the inspection in 22 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	18	4	0	0	0	0

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

- Many examples were seen during the inspection where teachers paid special attention to the different ways in which their pupils might learn. For example, in Years 3 and 4, pupils were making a school brochure and could choose whether to use the computer or to use paper and pencil. In Year 1, pupils could choose whether to write their own pirate story or to retell one that they had heard. Pupils are offered choices in many lessons to ensure that they make the best possible gains in learning according to their needs.
- Classes are small, particularly for the younger pupils, and this means that there is plenty of adult support. As a result, all pupils, including those with SEN and higher attaining pupils can have timely adult input to extend their learning. For example, specific tasks are planned for pupils with SEN that are linked to the work of the rest of the class to maintain their self esteem. Pupils learn very well because teachers plan their lessons to include the most suitable level of work and learning style for them. Teachers deploy their well trained assistants to work with pupils on targets identified in their individual educational plans. Teachers and support staff are able to give high quality support to pupils with SEN because other pupils work so well independently. This means that most SEN pupils reach the expected levels for their ages and contributes very positively to standards.
- There are very few children in the Foundation Stage and they are accommodated in the class with pupils in Year 1. A very positive feature that leads to their very good achievement is the support given to them by a talented classroom assistant. They sometimes work with her in a small room, leaving the teacher to provide well matched tasks for Year 1. This arrangement, where the teacher and classroom assistant work

so closely as a team, is very successful and ensures that the needs of all are met in this mixed age class.

13. All pupils are expected to work harmoniously together or to do their best independently. The way that older pupils do this is exemplary. For example, in a Year 3 and 4 English lesson, pupils worked in pairs to compose questions to test their classmates' inference skills. They shared their ideas sensibly and their questions showed careful thought. A higher attaining pupil said 'I'll do more than one!' and did so very willingly. They then moved on to a challenging task to compose more questions about a text, working very hard to complete it without recourse to the teacher. This meant that she could give support to those who needed it, regardless of their level of attainment, so very successfully meeting all their needs. On another occasion, these older pupils quietly completed their artwork, enabling the teacher to teach ICT skills to others. The way that all pupils respond to teachers' very high expectations of both work and behaviour is a key factor leading to high standards.
14. Teachers know their individual pupils very well and very thorough monitoring and tracking of their progress ensures that each is suitably challenged. Targets are set regularly from the results of tests, assessed pieces of work or on-going assessments and these are regularly reviewed. This very close attention to the needs of individual pupils means that all pupils achieve very well.

The curriculum

The curriculum is very good. The school provides good opportunities for pupils to widen their experiences through extra-curricular activities. The accommodation and resources provided for pupils are good.

Main strengths and weaknesses

- The cross curricular approach makes the curriculum meaningful and contributes to the well above average standards, particularly in literacy.
- Equality of opportunity for all pupils is excellent.
- There is very good provision for pupils with SEN.

- Visits and visitors play an important role in extending classroom learning and contribute positively to achievement.
- There are insufficient resources for outdoor play for children in the Foundation Stage and this limits their opportunities.

Commentary

15. The interesting curriculum, with strong links between subjects, is a key factor in pupils' very positive attitudes and very good achievement, as pupils see a purpose to their learning by applying knowledge from one subject to another. All subjects contribute very well to pupils' literacy development. This is illustrated by the Years 3 and 4 Roman topic. Pupils write very good quality factual accounts about their visit to Verulamium, create poems of rhyming couplets showing empathy with life as a Roman soldier and use non-fiction books and the Internet effectively for personal research. Much of the writing is word-processed, using different presentational techniques. Pupils develop their mathematical and geographical skills very well through activities such as interpreting scaled maps to determine the length of Hadrian's Wall and, in design and technology, by designing and making a Roman town from balsa wood using careful measurements. In art and design, pupils paint and use computer graphics to create a Roman tessellated floor pattern, whilst in religious education (RE) they learn about Roman gods to understand the beliefs of a different culture than their own. Parents at the parents' meeting said how interesting pupils find their schoolwork.
16. The curriculum is fully inclusive to all pupils. Where there are mixed age classes the curriculum is very well planned in a two year cycle to meet the needs of all pupils. Teachers take care to offer activities that are very well suited to the individual learning styles of their pupils. Every pupil is valued and known as an individual and helped to reach their full potential. Very good provision is made for pupils with SEN, giving them full access to the whole curriculum, including after school clubs. These pupils are very well supported by teachers and learning support assistants who have attended courses to help them understand how best to adapt the curriculum to meet specific needs, especially in numeracy and literacy. The school also works closely with outside specialists and advisors. Many pupils move off the special needs register because provision is so effective.
17. There is a good curriculum for reception children that covers the six areas of learning for the Foundation Stage. By very detailed planning and very good use of her well trained classroom assistant, the class teacher ensures these are well covered, despite the majority of pupils in the class being Year 1 and working on the early stages of the National Curriculum. There is a lack of outdoor resources, such as wheeled vehicles and climbing apparatus, but the school has already begun to remedy this.
18. The school provides a good range of learning opportunities outside the school day. The majority of pupils learn to play instruments, either at recorder clubs or with visiting specialists. Pupils have regular opportunities to perform to an audience in school productions and assemblies and the string players take part in a fiddle festival with local schools. Classroom lessons are enhanced well by a wide range of visits to museums and historic sites, where pupils immerse themselves in different historical periods, whilst regular theme days and workshops in school broaden pupils' knowledge and engage their interest well.

Care, guidance and support

Provision for the care, welfare, health and safety of pupils is very good and supports pupils' learning very well. The guidance for their academic and personal development is excellent and pupils are very well involved in the work of the school.

Main strengths and weaknesses

- Pupils feel very secure and cared for in school. They have excellent relationships with all adults.
- They achieve very well because their progress is very closely monitored.
- The school seeks the views of the pupils and acts on them when appropriate.
- Pupils are introduced to school life very well.

Commentary

19. The school provides a very happy environment that is conducive to learning. Very close attention is paid to health and safety issues. Pupils' healthy and safe living is very well promoted through the personal, social and health education programme, the 'aerobics assemblies' and through regular opportunities to undertake stimulating exercises, such as 'Brain Gym'. Child protection procedures are very good and there is good liaison with other agencies. Designated members of staff are fully up to date in aspects of first aid and risk assessments are undertaken regularly.

Example of outstanding practice

The school's commitment to the health and welfare of all pupils is excellent. This is illustrated by the weekly 'aerobic' assemblies.

The whole school, including teachers and classroom assistants, filed into the hall to music by Elgar and stood quietly in a space ready to begin. A teacher led a warm up activity with everyone joining in the school's 'exercise' song before launching into a lively aerobics session. All pupils and staff joined in enthusiastically. Everyone was smiling, moving rhythmically to the strong beat of the contemporary music, following the lead of the teacher. After a cool down activity, the pupils reflected on how their bodies felt now and how they felt different from when they came in. A prayer followed, where pupils thanked God for their fit and healthy bodies and that they could take part in exercise when others cannot. After a reminder about the importance of putting their jumpers back on after exercise, they filed respectfully out, as they had come in, to the music of Elgar. Everyone was energised for the rest of the day.

20. Teachers and support staff know the pupils and their families very well. They are sensitive to the pupils' individual needs and are thus able to provide excellent support and guidance. Assessment procedures are very good overall and academic progress is very well recorded. Although personal progress is not recorded as systematically as academic progress and procedures are more informal, these procedures are very effective. The excellent relationships between pupils and staff encourage pupils to raise any concerns they may have, knowing that they will be dealt with sympathetically. Targets are set regularly and displayed. Parents can see them when they visit the school. The pupils enjoy coming to school and they say that the staff are 'very fair and very kind'. The parents spoken to during the inspection described the school as being a very friendly, safe and caring place. All pupils are included and highly valued and their views are actively sought on a regular basis through pupil questionnaires and class discussions. They have recently made suggestions, for example, for improving the environment and these ideas have been put into place. The procedure for seeking the views of the pupils will be made more formal after Christmas with the formation of the School Council. Pupils are very excited about this and are looking forward to taking part in the planned elections.

21. Very good induction arrangements and very good liaison with the play group ensure that children settle happily into school and very good links with the local middle school ensure that pupils are well prepared and are able to move confidently to the next stage in their education.

Partnership with parents, other schools and the community

The partnership with parents, links with the community and links with other schools and colleges are all very good.

Main strengths and weaknesses

- Parents are very supportive of the school and appreciate what it provides for their children.
- Parents support their children's learning at school and at home very effectively and this makes a very positive contribution to their achievement.
- The very good links with the community and other schools and colleges help to enrich the curriculum and ensure that pupils transfer happily to their next stage of education.
- The school involves parents very well by seeking and acting on their views.

Commentary

22. Parents are very satisfied with the school. They feel very comfortable about approaching it and are very happy with the procedures to deal with any concerns or complaints. They feel that their children are encouraged to be mature and they praise the range of activities available. Parents also feel that the school is well led and managed, the quality of teaching is good and that the pupils make good progress. They also confirm that their children like coming to school. The inspection team agrees with all these positive views.
23. Parents make a very good contribution to their children's learning by, for example, providing good help in the classrooms and many parents are actively involved in the upkeep of the environmental area. Although a small minority of parents felt that the staff do not explain how they can help their children at home, the inspection team does not agree with this view. The school regularly arranges curriculum sessions to help parents support their children in the learning of basic skills and open mornings are arranged each term for parents. These sessions are appreciated by the many parents who attend. The Parent, Teacher and Friends Association (PTFA) is a group of very enthusiastic and hardworking parents who have arranged social and fundraising events in order to be able to buy equipment to help in the pupils' learning.
24. Parents are very well informed about their children's progress through consultation sessions and good annual reports. They are invited into the school each term to observe what their children are doing and to see what their targets are. They receive information through the prospectus, regular newsletters and frequent other correspondence and they are aware that they are welcome to discuss their children at any convenient time. Parents are also well informed about the curriculum and topics that their children will be studying through the home/school booklet, which is used well by parents and teachers as a medium for two-way communication.

25. A small minority of parents did not think that the school seeks the views of parents. The school regularly sends out questionnaires to parents and they have also organised the Parent/Staff liaison group. This ensures that parents meet regularly with the headteacher to discuss any issues or ideas and parents spoken to during the inspection said that they were confident that any appropriate suggestions would be listened to and valued.
26. The very good links with the community include very good involvement with the Church and the village. For example, local residents come in to hear the pupils read and are invited to attend the termly open mornings at the school. Visitors to school include drama and drumming workshops, theatre groups, the fire service, and the Rector and a Church Group take assemblies on a regular basis. There are also very good links with the wider community and the pupils have visited, for example, museums and The Houses of Parliament.
27. The school takes in students as part of their initial teacher training and pupils from other schools come in for work experience. Links with local schools are productive and support pupils' learning as the school gains access to additional resources for pupils and training for staff. The very good links with the middle school ensure that there are very good mechanisms in place to help pupils to move easily on to the next stage in their education. There is a very close link with parents of children when they start school. Most children transfer from the pre-school playgroup on site so both children and their parents find the transition to school an easy experience.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. The headteacher provides excellent leadership. Senior staff provide very good leadership. Management is very good. Governance is also very good and all statutory requirements are met.

Main strengths and weaknesses

- The excellent leadership of the headteacher is fundamental to the success of the school.
- The way in which all staff work as a team is excellent and this contributes positively to standards and achievement.
- Commitment to the needs of individuals and the promotion of equality of opportunity is excellent.
- The governing body has a very good understanding of the work of the school.

Commentary

28. The headteacher provides exemplary leadership and she has developed a very strong team of talented teachers and support staff who share her commitment to high standards in all aspects of the school's work. There is a very strong 'family' atmosphere and all pupils and staff know each other very well. One of the reasons for this is that teachers teach each others' classes for some time each week. As a result, staff have a very good understanding of standards in their own subjects throughout the school and this contributes to standards and achievement. The headteacher has

responsibility for her class for much of the week and, in this small school, she monitors provision constantly. This contributes positively to the very good quality of the teaching.

29. The way that all staff show commitment to the inclusion of all pupils, regardless of background or level of attainment is excellent. Test results are very closely analysed and targets are set for individuals and there is a very strong commitment to continual improvement. Each pupil is known and valued individually and special care is taken to give each pupil the very best quality of education. For example, teachers take account of how individual pupils learn best and provide well matched activities to suit them. In the small classes, particularly for the younger pupils, there is always an adult available to give support and encouragement and this helps all pupils, including those with SEN and higher attaining pupils to do very well. The provision for pupils with SEN is very well led and managed by the headteacher. She knows in detail the needs of every pupil on the register and has very good relationships with specialists from outside agencies, whose ideas are very well integrated into classroom teaching. The needs of the staff are also included. For example, staff are able to take part in an after-school yoga session each week for their own well-being.
30. This is a reflective school. The inspection team's judgements closely match the school's own self-evaluations. Teachers and governors complete questionnaires to assess themselves and the school is keen to introduce initiatives that may benefit the pupils and raise standards still further. Examples of these include the 'aerobic assemblies' to improve pupils' fitness, 'brain gym' exercises and the availability of drinking water during lessons. The very successful cross-curricular approach to teaching motivates the pupils and contributes positively to the standards attained.
31. The governors are also key members of the team. They are very well informed and are very committed. A very positive initiative that leads to the very good quality of governance is the strategic group set up by the chair of governors to disseminate much of the paperwork that governors need to read. This is very helpful for them. Governors regularly visit the school to keep themselves informed and keep detailed records of their visits. They know that the current Year 2 is a less able group overall than other year groups because some have visited the class. The experienced chair has noted how standards and maturity differ for this year group in comparison with previous visits to Year 2 classes. It is this first hand knowledge that helps the governors to work so closely with the school as 'critical friends'.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	260116
Total expenditure	254579
Expenditure per pupil	3536

Balances (£)	
Balance from previous year	29859
Balance carried forward to the next	35396

32. The headteacher and governors manage the budget very carefully for the benefit of all pupils. Much of the high carry forward figure for last year had been appropriately allocated for health and safety requirements such as the removal of trees and the re-chlorination of water tanks. The expected carry forward figure for this year is small.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **very good**.

Main strengths and weaknesses

- Children achieve very well in all the areas of learning as a result of very good teaching.
- Procedures to assess and track children's achievements are very good.
- The teacher and classroom assistant work very effectively as a team.
- The reception teacher leads and manages provision for this age group very well.
- Practical resources are plentiful, but there are no large wheeled toys or climbing equipment for outdoor use.

Commentary

33. The school has improved provision well since the previous inspection. Children join the school either in September or January. At the time of the inspection there were four children on roll, but only three were in school. They have attended school for just under a term.
34. Records indicate that, generally, children's attainment on admission is above average. They show that children achieve very well and easily exceed the early learning goals in all areas of learning by the end of the reception year. The results of 2004 Foundation Stage Profile show children exceeded expectations in all areas of learning and significantly so in mathematical and creative areas.
35. Teaching is very good. It is very well planned, and a very talented assistant works closely with the class teacher to ensure reception age children are not disadvantaged in the mixed age class. Lessons are securely based on very good assessments of children's progress. Children achieve very well as, in the very small group, each has teaching tailored to their precise needs. They work for a part of each day with the classroom assistant in a separate room or outside and there is a good balance between activities that enable children to take part in adult initiated learning and those that allow them to make their own choices.
36. The teacher leads provision for this age group very well and works closely with the headteacher in the continuing development of provision and sets herself high standards.
37. The classroom is a lively and attractive environment and children's work is carefully displayed and celebrated. There is a good sized outdoor play area that is fenced separately from the rest of the playground and enables children to work outside safely, but there are no large wheeled toys or climbing equipment to add to the quality of physical activities in this area. The school has already recognised this as an area for improvement.

38. In the area of **personal, social and emotional development**, children achieve very well as a result of very good teaching and by following the example of Year 1 pupils in the class. Children feel secure and ask for help when they need it. The very good gains in learning in this area result from the consistent guidance given by adults who treat each other and the children with respect. Children readily accept classroom routines and cooperate very well with adults and other pupils. They show high levels of confidence and independence, even when working with the older pupils in music lessons or playing with them in the playground. This is partly because friendships are already firmly established within the village community before children start school. Children understand healthy eating and enjoy the fruit provided for snacks. They dress themselves unaided after physical activity sessions in the hall. They maintain their concentration very well during group work and the small numbers means they develop very good skills of collaborative working such as sharing and taking turns, which was demonstrated when they made pirate biscuits.
39. Children achieve very well in **communication, language and literacy**, and the teaching is very good. There is a clear programme to move children towards independent reading and writing by the end of the year. Currently, children copy sentences under their teacher's writing, demonstrating good pencil control and making plausible attempts at most letters. Speaking and listening skills are developed very well as adults constantly talk to children about their work and extend their vocabulary. During the inspection, children chose to be builders in their role-play session and the teaching assistant extended their descriptive vocabulary very well by her carefully framed questions. Very good opportunities were seen for children to develop their pre reading skills. When sharing a Big Book about a duck with the class, reception children joined in with the refrain and showed they could infer and deduce ideas from picture clues. There is a strong focus on phonic teaching and children enjoyed the game of taking objects from the classroom assistant's bag and saying the initial sound.
40. In **mathematical development**, children achieve very well. The quality of teaching and learning is very good. Children have a very good understanding of number for their age and mathematical ideas are incorporated in most activities. For example when taking five bulbs each to plant, one girl immediately said 'that will be 15 then'. Children are taught how to form numbers correctly and all areas of the curriculum are well covered. Examples were seen of children measuring using hand spans, sorting fruit into sets, and making repeated patterns with coloured cubes. Records show that by the end of the year children know simple properties of 2-D and 3-D shapes, calculate with numbers past 20, create simple patterns and know positional vocabulary.
41. In **knowledge and understanding of the world** children gain early scientific understanding about irreversible change by making biscuits. They confidently use the computer for word processing to write the name of their favourite story for the literacy wall display and know how to drag and drop clothes in a program to dress a teddy bear. Children know facts about Bible stories and take part in whole school celebrations of festivals, such as Harvest and Divali.
42. In **physical development**, children are given many opportunities to develop their skills of manipulation with tools such as pencils, scissors and paint brushes in their

general classroom activities. They have regular access to outdoor activities, but these are constrained by the lack of large wheeled toys and climbing apparatus.

43. In **creative development**, children were seen making pirate treasure chests during the inspection from boxes and different types of paper guided by a parent helper. Outside, children played as builders with a good variety of resources and in a music lesson children joined in with songs and chose musical instruments to play.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards are well above average in speaking and listening in Year 2 and Year 4.
- Standards are well above average in reading and writing in Year 4.
- The quality of teaching and learning is very good and all pupils achieve very well.
- The subject is very well developed across the curriculum.
- Very good attention is paid to individual learning styles.
- The subject leader provides very good leadership and is committed to further improvement.

Commentary

44. In Year 2, standards are average in reading and writing. There are a significant number of pupils with SEN in this year group and the school is doing very well to reach average standards this year. All pupils do very well in speaking and listening because teachers plan very good opportunities to develop these skills, particularly as an increasing number of children are starting school with less well developed skills. For example, pupils in Year 1 shared what they had learned about pirates with their class, using terms such as 'crow's nest' and 'rigging'. In Years 3 and 4, pupils worked in pairs to compose and answer questions about a text, before sharing them with the class.
45. All lessons seen were judged to be very good. Features of these lessons included very high expectations and very well matched activities. A particular feature was the way that teachers acknowledged that pupils might find it easier to learn in different ways and this contributes very positively to standards and achievement. In Years 3 and 4, for example, pupils were given the choice of completing their written task using the computers or paper and pencil. In Year 1, pupils could choose to rewrite a pirate story that they had already heard or to write their own. They were also offered the choice of writing unaided or to use their word books to help them. Given that very good adult support was available for them, regardless of how they chose to work, this meant that all pupils achieved very well and this contributes to the standards in writing.
46. Throughout the school, pupils are encouraged to think of themselves as readers and this contributes positively to standards. Very attractive displays stimulate their interest and there are very good opportunities to read to adults individually. For example, pupils in Year 2 could hardly wait for their turn to read to a member of the community

who has been helping in this way for many years. Strong emphasis on the teaching of reading skills also contributes to standards. For example, pupils in Year 2 were encouraged to put 'sound buttons' beneath each sound when reading new words. As a result, several could read 'deep', 'deeper', 'deepest' with some support.

47. The subject leader has played an important role in the very good improvements since the previous inspection. She has ensured that listening skills, which were underdeveloped, have become a strength. The library is much improved and strategies to improve spelling and writing skills have been successfully implemented.

Language and literacy across the curriculum

48. The way in which language and literacy skills are developed in other subjects is a strength of the school. There are many opportunities to give opinions and answer questions. Pupils in Years 3 and 4 write confidently about their visit to Verulamium in history and compose poems about Roman soldiers, using ICT to present them beautifully. They write prayers in religious education and quizzes in science. Lesson plans include vocabulary lists to ensure that pupils learn the words that they need for each lesson. Pupils in Year 2 write about the Great Fire of London in history and write their memories based on the story of 'Granny's Quilt', again using their developing ICT skills. They develop their reading skills through research, sometimes using the Internet. For example, pupils in Year 4 had found out about Isaac Newton and the Saxons.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are well above average by the time the pupils leave the school at the end of Year 4.
- Very close assessment and tracking of pupils' progress leads to very good achievement.
- The quality of teaching is very good throughout the school and this is an improvement since the previous inspection.
- Small classes and knowledgeable teaching assistants enable a very good level of support for all pupils.
- Mathematics is very well used in all curricular areas.

Commentary

49. In each of the last four years, the school's results in national tests at the end of Year 2 have placed the school in the top five per cent of schools nationally. This year, standards are likely to be broadly average because the current Year 2 includes a high percentage of pupils with SEN and although most pupils are likely to reach the expected Level 2, few are likely to exceed this.
50. Pupils learn very well because lessons are well structured with work pitched at different levels so all pupils are suitably challenged. This is based on a clear understanding of

what pupils need to know next. Pupils say their teachers explain things well, expect them to work very hard and that when they don't understand they are given clues, which is better than being told the answer. The mental sessions which start lessons are of a very high calibre with, for example, Year 4 pupils pushed to the limits of their understanding of doubling and halving. The use of individual whiteboards and felt tip pens to record answers enables the teacher to make an instant assessment of pupils' capabilities. Teachers use interesting methods and Year 4 pupils demonstrated a dance they had made up to help them learn their eight times table. Teaching assistants are deployed very effectively to help lower attaining pupils, including those with SEN, to participate and complete tasks. The small number of pupils in each class enables assistance or extension work to be provided very quickly, which is a key to the very good achievement. Lessons are conducted at a brisk pace and pupils work very hard, showing an eagerness to learn.

51. Pupils' books show an emphasis on developing numeracy to a high level. Pupils in Year 2 have a very secure understanding of number and count backwards and forwards accurately in multiples of ten from different starting points. Teachers encourage pupils to explain their thinking and a higher attaining Year 2 pupil explained clearly why 509 is an odd number, whilst in Year 4 a higher attaining pupil explained equivalent fractions, clearly seeing the pattern developing. Last year the school identified a slight weakness in pupils' ability to apply numeracy skills to solving written problems. Recent work shows pupils now have regular sessions of investigational mathematics where they are taught clear thinking skills and this area is improving rapidly. There was limited evidence in books of the other areas of the mathematics programme of study, although what there was suggests all areas of the curriculum are equally well taught.
52. Leadership and management of mathematics are very good. The coordinator's methods for tracking progress, analysing test results and monitoring teaching and learning in classrooms are key to pupils' very good achievement.

Mathematics across the curriculum

53. There are very good links with other subjects enabling pupils to use their mathematical skills in practical situations and deepening their understanding. Year 4 pupils say 'Mathematics gets into everything.' For example, in design and technology older pupils measure balsa wood with great accuracy to make Roman buildings and in science they use stopwatches to measure and compare the time different parachutes take to land. Younger pupils make symmetrical patterns on the computer and use simple grids and knowledge of right angles to plan routes in geography.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards are above average in Year 2 and well above average in Year 4 and all pupils achieve very well.
- The quality of teaching is very good and this is an improvement since the previous inspection.
- There is a very strong emphasis on practical and investigative activities and very good opportunities for working co-operatively.
- The subject is very well led and managed by the headteacher.

Commentary

54. There are several reasons why pupils do so well in science. The emphasis on learning through first-hand experience and working in groups was evident in all the lessons seen during the inspection and this contributes to the standards attained, particularly in Year 2, where many pupils have SEN. For example, these pupils were able to show their understanding of a 'fair test' and that a vehicle will travel further on a smooth surface by finding out for themselves, using a wide range of surface strips. They worked in groups, discussing the different surfaces before predicting which surface would be best. They were encouraged to give reasons for their predictions and this contributed to their understanding. They quickly learnt the effect of friction by rubbing their hands together.
55. Pupils in Years 3 and 4 developed their understanding of magnetism through a wide range of interesting activities. They showed their very good independence skills by settling quickly to their group activities, reading the instructions and getting started without recourse to the teacher. They knew that they had a set time limit to complete their task before trying another and they worked very hard, helping and encouraging each other. Pupils in Year 1 were keen to find out how to make a simple boat move without touching it. The very small number of pupils in this year group worked as a group with their teacher, having plenty of time to develop their ideas and find out for themselves.
56. Another reason is the consistently very good quality of teaching. Features of lessons seen included very high expectations, very well matched tasks and very effective methods. In Year 2, for example, the teacher very effectively demonstrated different forces by rolling a ball across the classroom. One pupil showed his scientific understanding by saying 'Gravity is holding it down!' In Years 3 and 4, pupils gained an understanding of Faraday's experiments through watching a video clip. Very interesting activities had been planned to meet the needs of all pupils in this mixed age class and they were very keen to demonstrate what they had found out. In Year 1, challenging questions such as 'Does it matter how big your sails are?' provoked thought and contributed very positively to achievement.
57. The headteacher manages the subject and has ensured that staff have received training in how to teach investigative activities and on 'Thinking skills' in science. There

are themed days, on topics such as improving the environment. All these initiatives make a positive contribution to standards and achievement.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are above average in Year 2 and Year 4 and pupils achieve very well.
- The new suite is having a positive impact on raising standards.
- The use of ICT is very well integrated into all subjects so pupils develop very good skills.
- Teaching is very good and assessment is a very strong feature.
- The subject is very well led and managed.

Commentary

58. Standards have improved since the previous inspection. The provision of the computer suite in the last year has enabled whole class teaching of specific skills and also given older pupils direct access to computers in every lesson. As a result, standards are steadily rising further. By Year 4, pupils display confident word processing skills including using a spell checker, editing tools and inserting pictures from 'clip art' to enhance their work. This was seen in the informative school brochures they were designing. They find information from the Internet and use graphics programs competently.
59. Teachers have very high expectations and pupils rise to the challenge. They are very interested in what they are learning and have very good concentration levels. They remember what they have been taught very well which enables them increasingly to work unaided. In a very good Year 2 lesson seen, the teacher gradually increased pupils' understanding of simple grid references by using a map covering most of the classroom floor for pupils to walk on from one imaginary location to another. This enabled pupils to devise accurate programs to make a robotic toy move across the map. When testing their results and watching their programs work, pupils' faces were filled with wonder and joy. In a very good lesson in Year 4, very clear directions enabled pupils to create a table in a word document and later use this to input information about the school day. These pupils are often given the choice of whether to work with pencil and paper or on the computer in lessons. This is part of the very good teaching as the teacher is always on hand to extend skills or answer questions as they arise. Teachers are very well trained and enthusiastic.
60. Pupils have a very accurate picture of what they can do and which areas need more practice through very good self assessment procedures. Teachers constantly assess pupils' learning as they work on the computers and value pupils' own assessment of future needs in planning their lessons.

Information and communication technology across the curriculum

61. The school has responded very positively to a suggestion for improvement in this area in the previous inspection. In design and technology younger pupils take digital

photographs of themselves, which they print to make Mothers Day cards. They use mathematical computer games to extend their knowledge of number bonds and make picture graphs. They draw and colour autumn leaves from close observation in science with a graphics program. Older pupils research using the Internet, for example about Torah scrolls in RE and design tessellated Roman floors using an art program for history.

HUMANITIES

Religious education and history were sampled. Geography was not inspected.

62. In **history** the curriculum is strongly linked with a variety of subjects to give greater depth to pupils' learning and there is a particularly strong link with literacy. Parents remark how much their children enjoy this 'Topic' approach to learning. Classroom lessons are enhanced by visits to museums and historic sites where pupils immerse themselves in different periods and handle artefacts, whilst regular theme days and workshops in school broaden pupils' knowledge and engage their interest well. The school works very effectively with a group of local schools sharing expertise, developing the curriculum and building a bank of shared resources. History makes a good contribution to pupils' cultural development.
63. No lessons in **religious education** were timetabled during the inspection. However, pupils learn about Christianity, Judaism, Buddhism and Hinduism. They have a good understanding of a wide range of Bible stories and know about 'special' people such as Guru Nanak. By Year 4, pupils know what it means to be a good citizen and have a good understanding of religious festivals such as Sukkoth and Diwali. Attractive displays introduce pupils to special books such as the Bible, Qur-An and Torah. They develop an understanding of the qualities needed for a good school. Pupils throughout the school use their literacy and ICT skills to produce a wide range of prayers, both to express their own thoughts and for celebrations, such as harvest.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design was inspected and is reported below. Design and technology, music and physical education were sampled.

64. Work on display and in photographs in **design and technology** shows that pupils design and make a variety of products as they move through the school. In Year 1, they design different kinds of gliders and test them to see which will fly the furthest. They use paper and card to make pirate hats and three-dimensional seagulls of good quality. In Year 2, they experiment with levers to make moving toys and make vehicles with axles. They work in groups to design and make a playground. In Years 3 and 4, they cut and join wood to make attractive Roman houses and make Celtic houses from card. They use a sewing machine to produce fabric bags.
65. **Music** plays an important part in the life of the school. Teachers sing the names on the register each morning and pupils reply accurately repeating the tune and beat. A very good lesson was seen for the younger pupils and they achieved very well. This was because the lesson content was varied and a very good pace of learning was

maintained. Pupils sing Inuit Indian songs and take part in African drumming workshops which enhances their cultural development well. The majority of pupils learn instruments, either at recorder clubs or with visiting specialists. Pupils have regular opportunities to perform to an audience in school productions and assemblies and the string players take part in a fiddle festival with local schools. Singing in assembly is tuneful and pupils have good diction.

66. All aspects of the **physical education** curriculum are covered, including swimming, which takes place in the school pool that is shared with the community. During the inspection, two very good dance lessons illustrated the cross-curricular approach taken by the school. For example, pupils in Year 2 developed their scientific understanding of forces as well as their literacy skills by producing well sequenced movements based on the poem 'Machines'. Their dances built on work they had done in pairs in the previous lesson and the resulting dances were of good quality. In Years 3 and 4, pupils developed their mathematical skills when calculating their heart rates before and after exercise. Exciting African drum music stimulated them to produce vigorous movements, altering the rhythm, speed and level of their dances accordingly.

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- Standards are above average in Year 2 and Year 4 and this is an improvement since the previous inspection.
- There are very good opportunities to experiment with materials and to practise skills.
- The quality of teaching is good and all pupils achieve well.
- The subject is well led and managed and it is developed very well across the curriculum.

Commentary

67. At the time of the previous inspection, there was no systematic approach to developing skills and techniques. This has been successfully addressed and the way in which skills are developed is now a strength. For example, pupils in Year 1 produced attractive 'wave' patterns when making portholes, following the example of their teacher. In Year 2, pupils developed their collage skills by experimenting with the different effects produced according to how they stuck down the paper and fabric. In Years 3 and 4, pupils roughly sketched a scene, trying out different ideas, before photocopying their finished drawing. They then experimented with colour mixing to paint one scene in warm colours and the other in cold colours. This opportunity to try out their ideas before painting and the timely intervention of the teacher, who made teaching points, meant that all pupils produced work of good quality.
68. A strong feature of the lessons seen during the inspection was the way that pupils were expected to work independently and to complete their tasks. Pupils in Year 2, for example, were absorbed in their collages and worked very hard to complete them.

Similarly in Years 3 and 4, very well established routines meant that pupils worked quietly and industriously, showing justifiable pride in their work.

69. Work on display shows that as well as developing specific artistic skills, pupils also use these skills to support other subjects. For example, paintings and clay models of hedgehogs support work in science for pupils in Year 1 and self portraits give good opportunities for them to use their ICT skills to produce captions. In Year 2, vibrant pastel and black paper pictures illustrate work on the Great Fire of London in history. Attractive diva lamps made from clay enhance a display on Diwali. In Years 3 and 4, pencil sketches of Verulamium and Roman shields support work in history. All these opportunities contribute positively to the standards attained.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum was sampled.

70. This is a particularly strong area. As a small village school with a very supportive ethos, teachers are aware of issues likely to upset pupils, such as bereavements or family breakdown and they build in time to talk through strategies to deal with these. There is a very good programme for teaching tolerance and understanding of each other, for developing good relationships and dealing with bullying. Teachers answer questions about sexual matters as they arise and hold workshops for parents to equip them with skills to cover this area within their families. The 'Life Bus' visits regularly, teaching older pupils about drug and alcohol abuse. The school has received a national 'Healthy Schools Award' recognising its very good health education programme. All pupils are encouraged to bring only healthy food for snacks and have permanent access to drinking water. Pupils are taught that their views about their community are valued. Recently, at their suggestion, a friendship bench has been put for unhappy children in the playground and a piece of land prepared for a garden to improve the environment. Last year, a democratic election was held. Letters were written to the leaders of political parties and replies received, ballot papers were made and manifestos written and ultimately, after meetings and a polling day, a leader was elected. Pupils are taught the need to consider the elderly and those less fortunate. They regularly invite senior citizens to school productions, fundraise for many charities and join in with the shoe box appeal at the church, giving some of the toys they have finished with to children in Belarus.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

