

INSPECTION REPORT

CHURCH VALE PRIMARY SCHOOL AND FOUNDATION UNIT

Church Warsop, Mansfield

LEA area: Nottinghamshire

Unique reference number: 122731

Headteacher: Mrs O. E. Hawkes

Lead inspector: Mr T Elston

Dates of inspection: February 7th – 9th 2005

Inspection number: 266623

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: 3 – 11 years
Gender of pupils: Mixed
Number on roll: 215

School address: Laurel Avenue
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Mansfield
Nottinghamshire
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Appropriate authority: The governing body
Name of chair of Mr Gary Hall
governors:

Date of previous 24th March 2003
inspection:

CHARACTERISTICS OF THE SCHOOL

This is an average sized primary school in a former mining village. Employment has declined with the closure of the coal pits and the school lies within one of the most deprived areas in the county. Housing is a mix of Housing Association and privately owned homes. Of the 215 pupils, 32 attend part time in the Nursery. There are a few more boys than girls. Pupils' standards on entry to the school are well below average. Very few pupils come from ethnic minority backgrounds or speak English as an additional language. Around 20 per cent of pupils have special educational needs, mostly with moderate learning difficulties; this is the sort of percentage found nationally. No pupils have a Statement of Special Educational Needs. The school is involved in the Excellence in Cities Project that supports schools in deprived areas. The school had two acting headteachers before the permanent headteacher was appointed in December 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20704	Terry Elston	Lead inspector	Mathematics, information and communication technology (ICT), design and technology, physical education, provision for pupils with special educational needs.
9537	Caroline Marden	Lay inspector	
27899	Georgie Beasley	Team inspector	Provision for children in the Foundation Stage, science, art and design, music.
33007	Ros Langham	Team inspector	Provision for pupils with English as an additional language, English, history, geography, religious education.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school that is improving fast. With good leadership, management and teaching pupils are achieving well and standards by Year 6 are above average in science and in line with the national average in English and mathematics. The school is very good at ensuring that all pupils do equally well. Pupils' very good behaviour and attitudes are important reasons for their good progress. The very good care and support and links with parents make this a happy school where pupils feel safe. The funds are managed efficiently and the school provides good value for money.

The school's main strengths and weaknesses are

- Pupils make good progress through the school and achieve well
- The leadership and management are good and staff work very well as a team
- Pupils enjoy school and behave very well
- The good teaching means that pupils learn quickly
- The very good partnership with parents contributes much to pupils' learning
- Standards in writing, while improving, are not as high as they could be

The school has made very good improvement since the last inspection and has rectified all the main weaknesses. The teaching, leadership and management and attendance are much better and help to explain why standards are much higher than before. The links with parents have improved and the curriculum is planned more effectively. Governors are more involved in the management of the school and have supported the staff well over recent years.

STANDARDS ACHIEVED

Year 6 results

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

Key: A - very high and in the top five per cent nationally; A - well above average; B - above average; C - average; D - below average; E - well below average; E* - very low.*

Similar schools are those who attained similarly at Year 2.

Pupils achieve well, overall, and standards are improving significantly. In 2004, while pupils had made slower than average progress from their Year 2 test results they had done well given their low standards on entry to the school. Pupils had made especially good progress in science because of the school's effective work to improve the teaching of experimental skills. In the Year 2 tests, standards were below average in mathematics but well below average in reading and writing. Standards found in this inspection show further improvement as the recently implemented measures taken to rectify pupils' weaknesses are paying dividends. Children make a good start in the Nursery and Reception but their skills are still below average in most areas by the time they enter Year 1. By Year 2, pupils have made good progress, and standards are average in reading, mathematics, science, ICT and religious education. They are below average in speaking and listening and writing. Pupils maintain this good progress and, by Year 6, standards are above average in science and average in English, mathematics, ICT and religious education. Apart from in Year 6 where the teaching is very good, pupils' main weakness lies in their writing.

No judgements are made on standards in other subjects because insufficient teaching was seen. Pupils with special educational needs make good progress and benefit from good support and individual attention.

The development of pupils' personal qualities, including their spiritual, moral, social and cultural development, is very good, and is illustrated by their concern for the feelings of others, their very good behaviour and very positive attitudes to work. Attendance has improved a lot this year and is now in line with the national average. Pupils are generally punctual to school.

QUALITY OF EDUCATION

The overall quality of education is good.

The teaching and learning are good. In the Nursery and Reception, staff work very well as a team. They have a good awareness of the needs of very young children who settle quickly and happily into school. Adults plan activities well to give children a good balance of independent work and that directed by the teacher. Pupils in Years 1 and 2 benefit from good teaching, particularly of basic reading and number skills, and they make quick progress. Teachers are good at making lessons fun so that pupils enjoy learning. The teaching of the older pupils is just as good and challenges all groups of pupils to do their best. Pupils enjoy learning because teachers work hard at making lessons interesting. The teaching in Year 6 is very good and pupils fly through their work. The school has good assessment systems to show how well all groups of pupils are learning and what they need to do to improve. This is an important way that the school has raised standards. Throughout the school, while the teaching of writing is good, teachers' expectations of pupils' writing in subjects other than English are not always high enough. The curriculum is planned well to provide teachers with a good basis for their lessons. A good range of activities after school enriches the curriculum well. The school is well staffed and teachers are supported very well by a good number of skilled teaching assistants. The resources for learning are good. The accommodation is satisfactory, but the hall is small and conditions are cramped for physical education. Very good guidance and support help pupils feel very safe and valued. There is a very good partnership with parents and the community that contributes much to the raising of standards.

LEADERSHIP AND MANAGEMENT

The leadership and management are good. The headteacher leads very well and has made a big difference in a short time. She has high expectations for the school and very clear ideas of how to make improvements. The headteacher is supported well by other key staff, who share her vision for the school's future. The management is good and the school runs smoothly. The governance is good. Governors are very committed to the school, and work hard to support the pupils and staff. However, they sometimes leave too many decisions for the future development of the school to the headteacher.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views are very positive. They are delighted with their children's progress, the quality of teaching and the headteacher's leadership. The pupils speak highly of their school and are proud of their achievements.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is

- Raise standards further in writing

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve well, overall, and standards are significantly higher than at the time of the last inspection.

Main strengths and weaknesses

- Achievement is good in English, mathematics and ICT and very good in science
- Pupils with special educational needs make good progress
- Apart from in Year 6, achievement in writing lags behind that in other aspects of English

Commentary

Key stage 1

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

Standards in:	School results	National results
reading	13.2 (13.3)	15.8 (15.7)
writing	12.0 (12.2)	14.6 (14.6)
mathematics	15.5 (13.9)	16.2 (16.3)

There were 25 pupils in the year group. Figures in brackets are for the previous year.

1. Compared with schools nationally these results show that standards were well below average in reading and writing by Year 2, and below average in mathematics. Compared with similar schools¹, standards were well below average in writing, below average in reading and above average in mathematics. Standards have improved significantly since the last inspection in reading and mathematics but have remained similar in writing which is the school's main priority at present. Pupils achieved satisfactorily, overall, and did well in mathematics. The lower standards in reading and writing reflect the poor language skills of many pupils entering the school.
2. In the work seen during the inspection, standards by Year 2 are below average in speaking and listening and writing, and average in reading. In mathematics, they are above average and illustrate the good work done by the school to improve the planning of numeracy lessons. Standards are average in science and ICT and meet the requirements of the locally agreed syllabus in religious education. These standards represent good achievement and show the value of effective teaching and good leadership and management to pick out and rectify pupils' weaknesses.

Key stage 2

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

Standards in:	School results	National results
English	25.2 (25.8)	26.9 (26.8)
mathematics	25.8 (25.5)	27.0 (26.8)
science	28.6 (29.0)	28.6 (28.6)

There were 27 pupils in the year group. Figures in brackets are for the previous year.

3. Compared with all schools, these results were average in science, below average in mathematics and well below average in English. While pupils did well in their reading, their

¹ Those with similar proportions of pupils eligible for free school meals.

weak writing skills lowered their overall scores in English. While pupils had made slower than average progress from their Year 2 test results they had done well given their low standards on entry to the school. Pupils had made especially good progress in science because of the school's effective work to improve the teaching of experimental skills. The upward trend in the school's results is above that seen nationally, and shows the benefits of the recent improvements in the leadership, management, curricular planning and teaching.

4. This inspection finds that standards continue to improve. Standards by Year 6 in English, mathematics, science, ICT and religious education are average and they are above average in science. This is good achievement and much better than that found in the previous inspection. The only area of underachievement now lies in writing. Pupils achieve well in writing in Year 6, where the high expectations of the teaching encourages pupils to use interesting vocabulary and write at length. However, in Years 3 to 5 pupils' writing lacks the accuracy and fluency expected because they do not always use the skills learned in English lessons when writing in other subjects.
5. Pupils with special educational needs achieve well and make good progress towards their targets. With good planning from teachers and effective support from teaching assistants pupils make good contributions in whole class work and improve their skills well. Similarly, more able pupils achieve well because teachers are good at setting work at the right level to extend their skills.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school and their behaviour are very good. Pupils' personal development is very good overall. Provision for spiritual, moral and social development is very good and is good for cultural development. Attendance and punctuality are satisfactory.

Main strengths

- The very good provision for spiritual, social and moral development results in very good behaviour and relationships
- Pupils' very good attitudes contribute to their good achievement
- Attendance has substantially improved due to the school's action in reaching out to parents

Commentary

6. Teachers' high expectations and strong leadership have resulted in significant improvements in pupils' attitudes, behaviour and attendance since the last inspection.
7. Pupils behave very well both in lessons and around school. Playtime is well ordered and staff make clear their expectations so that pupils understand what the rules are and the consequences if they break them. Pupils are polite and routinely open doors for visitors. They show curiosity and are open and friendly. There have been no exclusions in the last year. Parents and pupils feel that bullying is very infrequent but when it does occur it is dealt with effectively.
8. Attendance has improved considerably since the last inspection and although attendance was well below the national average last year a substantial amount of authorised absence was due to an outbreak of chickenpox. Before that it was roughly in line with the national average, as it is for this year so far. The school has achieved this improvement by
 - making clear to parents how important it is for children to attend school regularly;
 - rigorously following up absences; and
 - the headteacher making home visits to talk to parents about the reasons why pupils are absent and helping to resolve any underlying issues.

Attendance in the latest complete reporting year 2002-2003 (%)

Authorised absence		Unauthorised absence	
School data	6.5	School data	0.6

National data	5.1
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National data	0.4
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The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

9. Teachers have successfully created a calm learning environment in their classrooms so that pupils apply themselves very well to their work. Pupils respond well when they are expected to work independently and this contributes well to their learning. For example, in a science lesson pupils worked in small groups sorting materials to their own classification. They discussed how they were going to sort them and could give valid reasons for their decisions. Pupils enjoy school and are often engrossed in the tasks teachers give them.
10. The school's ethos promotes moral and social development very well so that pupils respect each other as well as adults. The school rules provide a clear moral code that staff implement consistently so that pupils behave well with a clear understanding of right and wrong. In lessons, pupils show maturity when they examine moral issues such as caring for the environment and when discussing the advantages and disadvantages of building a bypass around villages in personal, health and social education lessons. The organisation of pupils into different groups to work together also contributes to improving their social skills.
11. Spirituality is promoted across the curriculum with pupils creating artwork in relation to the natural world. Pupils are encouraged to consider what it would be like for them if they were in different situations. The letters they wrote as if they were in Bethlehem at the time of the birth of Jesus showed a very good awareness of how others feel. For example, in one letter 'Mary' complained that the donkey had fleas and she had been bitten on the leg.
12. Pupils develop a good understanding of their own and other cultures. They study artists from different countries and listen to a wide range of music from around the world. Pupils are taught to value the contributions of different cultures, for example Indian irrigation and exports.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is good. The teaching is good and pupils learn quickly. The good curriculum and assessment coupled with the very good support, guidance and partnership with parents contribute much to pupils' achievement.

Teaching and learning

The quality of teaching and learning is good and the school uses the good assessment systems to raise standards. These are good improvements since the last inspection.

Main strengths and weaknesses

- The teaching and learning in Year 6 are very good
- Teachers are very skilled at managing pupils' behaviour to make the most of the time in lessons
- The good teaching in the Nursery and Reception gives children a successful start to school
- The school makes very good use of assessment to target pupils' weaknesses
- The focus on pupils' writing skills is not always sharp enough

Commentary

Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	18	7	0	0	0

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

13. The teaching and learning in the Foundation Stage are good. Teachers are good at teaching early reading, writing and numeracy skills and the children make good progress in these sessions. Teachers also provide a wide range of opportunities for children to explore paint, materials, sand and water in an enjoyable way so that they learn quickly. Sometimes aspects of knowledge and understanding of the world are not revisited often enough so the children forget some of the things they have learned. There is a good balance between tasks for that are directed by the teacher and those that children choose for themselves. This gives the children good levels of independence and an ability to make decisions very early in their school lives.
14. In Years 1 and 2, teachers build well on the work that pupils have done earlier. The teachers make learning fun by using exciting resources that stimulate pupils' interest. The lessons move at a fast pace, particularly in literacy and numeracy sessions, and the teachers use the summing up session well to assess pupils' learning and plan the next steps. Relationships are so good that all pupils have the confidence to take risks by attempting difficult work. For example, in a good Year 1 mathematics lesson, the teacher took the pupils outside after teaching them about solid shapes and asked them to spot them around the school. The pupils found this hard at first because 'real' objects such as chimneys did not always look like the cylinders the teacher had shown them before on the board. However, the pupils persevered and gradually saw the light. Suddenly, all were identifying cuboids, cubes and cylinders with great glee and learned a lot in a short time.
15. In Years 3 to 6, the teachers always make a point of sharing the lesson's aims with pupils at the start, and this works well. It helps pupils to focus on the task, gives them a secure knowledge of their own learning and helps teachers assess their progress at the end. Teachers are very good at asking the right questions to make pupils think, and all are careful to pitch their questions so that each pupil can contribute to these sessions. As a result, pupils with special educational needs are fully included in lessons and more able pupils give more complex answers. Teachers have very good ways of managing pupils' behaviour, whether it be in class, the ICT suite or outside in the yard. This means that they make full use of time in lessons and all pupils have every opportunity to learn.
16. The teaching in Year 6 is very good and pupils learn rapidly. The pace of teaching is very brisk and the teacher is so enthusiastic about pupils' responses that all want to contribute. This results in lessons packed with learning and a constant buzz of activity.
17. A weakness in the teaching lies in the lack of opportunities for pupils to practise the skills learned in English lessons in other subjects. Pupils' books show numerous examples of good, accurate writing in literacy sessions followed by work in subjects such as history that is poorly written, scruffily presented and lacking the punctuation that pupils had focused upon the same week. The over use of worksheets in many subjects also inhibits the development of pupils' writing as they require only brief answers.
18. The quality of teaching and learning for pupils with special educational needs is good. Pupils' targets set by teachers are challenging but achievable. They focus mainly on literacy, numeracy and behaviour, and provide a good structure for pupils' learning. Well-qualified teaching assistants provide good support when pupils are stuck and ensure they take a full part in lessons.
19. The school's assessment systems are good. Regular tests give teachers accurate information on pupils' attainment and progress and provide clear targets for improvement. Teachers give pupils individual targets and these work well. They show clearly the next steps in pupils' learning and are reviewed regularly to challenge them further. Teachers use

assessment information from national tests very well to rectify pupils' weaknesses, and this is an important way that the school is raising standards.

The curriculum

The school provides a good curriculum, which is planned well to cover all subjects. Good opportunities are used to strengthen pupils' learning through enrichment activities. Staffing and resources are good. Accommodation overall is satisfactory.

Main strengths

- Good activities, such as visits, visitors, community links and after-school clubs, enrich pupils' learning
- Support for pupils with special educational needs is good
- The curriculum has improved significantly since the last inspection

Commentary

20. The curriculum is well planned and provides a good basis for teachers' planning. All National Curriculum subjects are taught, with statutory requirements met in full. The school has done much to improve the planning of literacy and numeracy lessons since the last inspection and they now benefit from a good structure that is raising standards in the basic skills of reading and number. The school has started to apply the same rigour to the planning of writing tasks in all subjects, but there is some way to go yet.
21. The provision made for all pupils to have access to the curriculum is good. A teacher provides effective support for groups of pupils identified as gifted and talented and an after-school club is provided to extend the talents of able mathematicians at the secondary school. The provision for pupils with special educational needs is good and they make good progress. Their targets are clear and pupils know exactly what to do to achieve them.
22. The curriculum is enlivened by the effective use of visits and visitors to support the development of pupils' speaking and listening skills. For example, theatre groups and storytellers visit the school regularly to stimulate pupils' interest in subjects such as literacy, history and geography. Pupils in Years 5 and 6 gain much from annual residential visits focusing on computer studies and outdoor pursuits. An exciting community project, 'Doorstep Green', enables Year 3 and Year 4 pupils to work alongside adults and learn a lot about how to improve facilities in their own locality. Pupils are very enthusiastic about their lunchtime Environment Club, and netball and football clubs offer pupils the chance to play in competitive games against other schools. The ICT suite is well used by the local community and parents are invited to join their children in an after-school ICT Club. Pupils and parents welcome these additional activities.
23. The school gives good support to pupils' personal development. All classes have times when pupils can share their feelings and support each other (Circle Time). Local health agencies provide good support to the school with sex education and drug awareness programmes.
24. Staffing levels at the school are good and teachers are supported well by a very good supply of skilled teaching assistants. Accommodation is satisfactory. The staff have helped to make the building bright and stimulating and shared areas used well. The hall, however, is small and conditions are cramped for physical education. Resources are good, enabling the curriculum to be taught effectively.

Care, guidance and support

The provision for pupils' welfare, health and safety are very good. Pupils are given very good support, advice and guidance for their learning and personal development. The school involves pupils well in the school's work.

Main strengths and weaknesses

- The school considers individual pupil's personal needs very carefully to make sure that every child is looked after very well when they are in school
- The school makes sure the youngest children and their parents are welcomed into the Nursery so very good relationships are established quickly
- The school takes very good care of pupils so that they are ready and keen to learn
- Very good individual guidance is available to pupils when they need it, although they are not always guided to do their best in every piece of writing
- The school involves pupils well in its work through informal discussions, and takes their views seriously

Commentary

25. The school gives a high priority to caring for its pupils and all required policies and procedures are in place, including child protection for which the school's arrangements are very good. This represents very good improvement since the last inspection. Staff and governors carry out health and safety checks conscientiously, so everything is up to date and any issues identified dealt with immediately. Comprehensive risk assessments are carried out with staff so everyone knows and follows procedures consistently to ensure pupils are kept as safe as possible. All but the most recently appointed members of staff are trained in first aid and all accidents are recorded accurately. Pupils feel very comfortable about turning to an adult for help and in all classes rapport and trust are very good. The very caring atmosphere throughout the school ensures that pupils feel safe and are motivated to learn.
26. Children settle into the Nursery very quickly because arrangements to welcome them and their parents into school are very good. Parents speak highly of the useful information they get about the Nursery and the skilful way that all staff make the children feel secure when they start. The transfer into Year 1 is smooth because a teaching assistant now moves through with the children so parents and children have at least one adult they know well and can go to with any concerns.

27. Support, advice and guidance are very good. Teachers' assessments are used effectively in most subjects so that specific help can be given to individuals and groups of pupils. This has led to higher achievement for all pupils including those with special educational needs and higher attaining pupils. Across the school, one or two inconsistencies are evident in teachers' expectations when pupils write in subjects other than English. As a result, a few children are not using their writing targets in all of their written work and so are not making the best possible progress.
28. The school involves pupils well in decision-making through a recently introduced questionnaire, and regular informal chats at playtimes and formally in specific personal, social and health education lessons. Their responses are used to tell the senior staff what the school is like from a child's viewpoint. This has led to some improvements to the outside environment and more are planned. The school proposes to set up a pupils' council in the summer term to seek views about school life from all pupils more formally and systematically.

Partnership with parents, other schools and the community

The links with parents and the community are very good. Links with other local schools are good.

Main strengths

- The very good partnership with parents has helped improve attendance of pupils
- Links with the local community promote pupils' personal development very well
- There are very good links with the local technology college

Commentary

29. The school firmly believes in working with parents to enable pupils to achieve as well as they can. The school has improved the annual reports and they now provide good information about what pupils know and understand as well as providing useful next steps to for the pupils to take. In addition, parents of children in Years 5 and 6 are given clear details of their child's targets for English and mathematics along with useful advice on how they can support their children in achieving those targets. Parents are given lots of encouragement to be part of the school community and they value highly the regular coffee mornings in school. The headteacher has successfully obtained parents' support in improving the attendance of pupils, not least by making home visits if appropriate to discuss the reasons for excessive absence.
30. Pupils gain much benefit from the links the school has established with the local community. In particular, pupils are enthusiastic about a local environmental scheme that will improve facilities in the local area. Pupils have visited the site and talk excitedly about the developments that will be taking place. Local Clergy are very supportive of the school, taking assemblies and welcoming pupils to look at their churches as part of their religious education lessons. The school has made very good use of a Regeneration Grant to buy 15 computers for the ICT suite that are also used by the local further education college.
31. The school works well with other schools in the local area, and staff find the joint training sessions very useful. This group has also developed a collective behaviour policy so that when pupils transfer to secondary education the expectations of good behaviour are consistent. Very good links with the local technology college have extended the curriculum with extra provision for gifted and talented pupils in areas such as ICT and mathematics.

LEADERSHIP AND MANAGEMENT

The leadership and management are good. Governance is good.

Main strengths

- The headteacher provides very good leadership that is quickly raising standards
- The school has very good systems for the evaluation of teaching and learning
- Staff are very committed to improving pupils' achievement and work very well together as a team
- Governors and staff have a good understanding of the school's strengths and weaknesses
- Targets for staff are used very well used to drive up standards
- The school is very good at obtaining additional finance from different sources and uses it well to support pupils' learning

Commentary

32. Since the last inspection there has been considerable uncertainty about the leadership of the school. During that time there have been two acting headteachers and the appointment of the second as the substantive headteacher. It is a credit to staff and governors that during this time staff have worked very well together to rectify the weaknesses identified in the last inspection. The results can be seen in rising standards and improved attendance. There has been very good improvement in the leadership and management of the school since the last inspection.
33. The headteacher managed the transfer of leadership very effectively so that the good work that had already started was valued and built upon. She gained the staff's trust and respect successfully in spite of her being another new person telling them what to do. Consequently, staff have grown into a strong team and morale is very high.
34. Senior staff play a big part in setting high expectations of pupils' achievement and behaviour. Subjects are well led and managed and subject leaders contribute well to the extensive evaluation of teaching and learning in the school. They analyse the standards of work well and take good action to rectify any weaknesses. The school has also made very good use of the expertise within the local education authority to observe lessons and say how they could be made more effective. Consequently, the quality of teaching and learning has improved significantly since the last inspection.
35. The school uses performance data very well to evaluate its effectiveness both in terms of comparisons with national data and with similar schools. This, in combination with analysing pupils' results in national tests, is used very effectively to identify areas of weakness. In this way, the school found that the main areas needing improvement were
 - the quality of writing
 - pupils' numeracy skills
 - the achievement of more able pupils
36. These then became the main priorities for school improvement and actions taken to rectify them have been very effective, especially in terms of improvements in mathematics and the achievements of more able pupils. While there are still weaknesses in writing, standards are improving and all teachers have clear targets to raise them further.
37. Financial management is good and the headteacher is particularly successful in obtaining additional funding that she uses to well to promote pupils' learning. The school takes satisfactory action to ensure that it gets good value for money by comparing its performance with other schools, challenging its practice, obtaining quotes from different suppliers for expensive items and consulting parents and pupils through questionnaires. It

does not sufficiently evaluate the effectiveness of its spending decisions in relation to their effects on pupils' learning.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	632180	Balance from previous year	6121
Total expenditure	623460	Balance carried forward to the next	14661
Expenditure per pupil	2900		

38. Governors are very supportive of the school and are committed to developing their role. They have a good understanding of the school's strengths and weaknesses and are well aware of the school's performance in comparison with other schools. They make a good contribution to monitoring the performance of the school through class visits and providing written reports. Governors are aware that they are not fully involved in planning future improvements and see this as an area for development. However, the headteacher keeps them well informed about the priorities and action taken to meet them. They fulfil their role well in ensuring the school meets all statutory requirements.

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 good.

Main strengths

- A wide range of practical activities is planned every day that are relevant and fun so the children are excited about learning
- Adults interact well with the children to develop their skills in a number of areas of learning
- The curriculum is well planned to interest and motivate all children to take part in the activities
- The unit is led and managed well and provision continues to improve

Commentary

39. Since the previous inspection an early year's unit has been created from the Nursery and Reception classes and, as a result, many new effective initiatives have been introduced and developed. The good teaching and learning ensures all of the children achieve well. They want to learn because many of the activities planned for them are exciting and fun. As a result, the children learn a number of skills in one activity. Adults often join in with these and offer good support to learning at these times.
40. The curriculum is planned well to cover all the required areas of learning for children of this age. The outdoor area is used effectively to widen experience and support learning and children love to play outside when they can.
41. Leadership and management are good. Assessment procedures are good and the information is used well by all adults who intervene in the children's learning at just the right time with questions suited to each individual to take their learning forward. Adults are constantly looking at ways to improve the provision still further. This has led to very good improvement since the previous inspection. The new unit has been established quickly and the children's achievement remains good. Arrangements for the children starting school are very good and relationships with parents are very strong. The children are very well cared for and the safe and secure ethos in the unit is nurturing confident learners who have high self-esteem. As a result, the children are happy to try out new learning and are confident learners by the time they start in Year 1.

Personal, social and emotional development

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

Main strengths

- Children settle quickly because routines are well known to them
- Children know how to behave because adults treat them in the way they should treat each other
- Children happily take turns and share toys and other resources because they know there is always time for them to have a turn themselves

Commentary

42. Adults pay very good attention to this area of learning at all times so the children achieve very well and most reach the goals expected by the end of the Reception year. Routines are clear because all adults are consistent in their expectations and approach. They treat the children with high levels of care and respect so they do the same with each other. All children are taught to take turns and they all understand the reason for this. Relationships

are very good so the children are confident to turn to an adult to ask for help. This leads to a confident approach to learning. The unit has a very positive feel and, as a result, the children learn to get along together very well very quickly. Achievement is very good.

Communication, language and literacy

Provision in communication, language and literacy is good.

Main strengths

- Children are encouraged to talk about their play all of the time
- Early reading and writing skills are taught well
- Parents support their children's learning well

Commentary

43. Many children start at the Nursery with low levels of language so are often very quiet at first. Adults encourage them to talk to each other so they are soon able to make themselves understood. However, many do not know the words they need to talk about their work, so still find it hard to explain what they have done and why. The children enjoy listening to stories and they all have favourites. Parents support this well by borrowing books and listening sacks to use with their children at home. This works well; it helps the children become familiar with books and increases their confidence when tackling new words. The children's good personal, social and emotional development is leading to good listening skills so they all join in with group activities well. As a result, older children know their letter sounds by the time they join Year 1, although few are using these to help them work out simple words in their reading or to spell simple words in their writing. Sometimes groups are too big for adults to be able to give individual children the support they need to practise these skills independently. Despite the good teaching and learning and good achievement, few children are reaching the expected goals and none are exceeding them by the end of the Reception year.

Mathematical development

Provision in mathematical development is good.

Main strengths

- The children have good knowledge of numbers and counting
- Activities are practical and fun so all of the children take part willingly

Commentary

44. Teaching and learning are good in this area of learning and achievements are good, although few children reach the expected goals by the end of the Reception. There is a good balance between tasks that are directly taught by adults and those that the children choose to do themselves. Finding different coloured Gingerbread men that had been hidden outside was a particular favourite. The children's shouts of '*I've found lots*' portrayed their total involvement and excitement in this activity. Adults know the children well because of the careful assessments they keep of each child so target their questions well at individuals. As a result, while some children count up to five, others who are more able work out how many more or less one number is than another. Again, sometimes groups have too many children for some activities so those who can work things out quickly waste time waiting for everyone in the group to have their turn.

Knowledge and understanding of the world

Provision in knowledge and understanding of the world is good.

Main strengths

- The children often learn more than one skill when completing a task
- Activities are always down to earth and very practical so they catch and hold children's interest fully

Commentary

45. All children achieve well from a low starting base as a result of good teaching and learning. Planning is good and learning is always relevant. During the inspection, older children were fascinated with how the different ingredients mixed together to make their Gingerbread Men. This was effective teaching because it linked to the story they were learning during the week. The children are given good opportunities to explore the world around them through looking at living creatures and plants in the immediate surroundings and exploring how different materials feel. Learning often takes place through continuous play activities when the children choose for themselves what to do. As a result, there is always good opportunity to build and make models from construction kits and recycled materials, and to use the computer to support their learning of letters and numbers. The children achieved well when learning about Divali and the Chinese New Year. Both activities successfully raised their awareness of these different festivals and most children reach the expected goals in these aspects. The activities to develop the children's sense of place and time only take place once in a year and so children forget their learning. Many children are still not reaching the goals expected by the time they start in Year 1 in these aspects of their knowledge and understanding of the world.

Physical development

Provision in physical development is good.

Main strengths and weaknesses

- The outside is used regularly to develop the children's confidence and ability to find and use space safely
- The children's hand and finger manipulative skills are developed well
- The children are presented with good levels of challenge when using the hall for physical education activities

Commentary

46. This area of learning is planned well. The children's joining, drawing and cutting skills are usually developed well through a wide range of daily tasks from which the children choose. Play dough is a regular activity in which the children increase the strength in their hands and fingers by rolling and cutting out different shaped pieces from the dough. When outside, the children are encouraged to consider the space around them and each other's safety. Therefore as they ride the tricycles and move about they use the space well. During physical education, they wait patiently for their turn, knowing for themselves when it is safe to start to climb or move along the apparatus. As a result of good teaching and learning, all children achieve well and, by the end of the Reception year, most reach the expected goals in this area of learning.

Creative development

Provision in creative development is good.

Main strengths

- Role-play is used effectively to develop the children's imaginations
- Good opportunities are planned for the children to experiment with paint
- Good opportunities are planned for the children to respond to music in different ways

Commentary

47. Role-play is an important part of the children's learning and everyday the children can be seen acting out different roles as they play. Adults join in with this and successfully nurture the children's imaginations and extend their language as they talk and act out the roles. Shopping, the home corner and repairing the outdoor shelter were all used effectively

during the week to extend the children's vocabulary and learning. Musical instruments are always available so this and dancing to music develop the children's creativity well. The children enjoy the sensations of exploring paint and using fingers and brushes to create patterns and shapes. There is at least one time each week in which adults teach particular skills, such as colouring and cutting, and this is helping some children to reach the goals expected. However, despite good teaching and learning, most are still not reaching these goals by the time they start in Year 1.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is good.

Main strengths and weaknesses

- Achievement in English is good as a result of consistently good teaching
- Pupils experience a stimulating range of activities to develop speaking and listening skills
- Pupils' attitudes towards learning are very good
- Expectations of writing quality in other subjects are not yet high enough

Commentary

48. Following the school's focus on reading over the last two years, there has been a good improvement in standards in the national tests. This inspection finds that the upward trend is continuing and by Years 2 and 6, reading standards are average. In writing, which is now the school's main priority, standards are below average by Year 2 and average by Year 6. Standards in speaking and listening are below average by Year 2 and average by Year 6. Overall, this is good achievement given children's poor language skills on entry to the school. However, pupils' achievements in writing consistently lag behind those in reading except in Year 6 where the teaching is most effective. Pupils with special educational needs achieve well, especially in their reading, because of the good support they have from teachers and teaching assistants.
49. The overall quality of teaching and learning is good. Lessons are well-paced and interesting, with many opportunities for the pupils to be involved through drama, working with a partner or using their whiteboards to write short responses. Teachers are very good at encouraging pupils to speak clearly and use the right words. As a result, pupils are very keen to talk and share their views, although many younger pupils lack the range of vocabulary to help them extend their ideas in detail. To develop speaking and listening skills further, the school has introduced a good range of new opportunities, such as reading aloud in assembly and using drama to act out other people's feelings and thoughts. Visitors, such as a parent with an owl, are invited to talk to the school and share their experiences. As a result of this good range of activities, older pupils speak confidently and can convey opinions clearly. For example, in a lively discussion about rights and responsibilities, Year 6 pupils enjoyed listening to others' viewpoints, and responded well to them by offering their own ideas about what jobs that they should be expected to do at home, and how they would react if someone cheated in a spelling test.
50. The teaching of reading is good, and the encouragement that teachers give to pupils is a key factor in their good achievement. For example, pupils have 'browsing boxes' of books in class and take books home to share at an early stage. Parents are actively involved through home-school reading books. These include weekly comments about reading in school, to which parents add comments about reading at home. As a result, pupils are well motivated and they enjoy reading. In a small group reading session, Year 2 pupils were keen to help each other try to read an unknown word. They were confident in using their class strategy to 'look at the picture, read on, come back and guess'. Well-planned teaching is helping pupils relate reading to their own writing. For example, Year 6 pupils, reading a fantasy adventure, were noting different 'cliff hanger' endings to chapters to help them develop exciting features in their own story writing.
51. The teaching of writing skills is good. Few of the younger pupils have the spoken skills to use as a basis for their own writing and, to develop these, teachers encourage pupils to think and talk about ideas before a writing activity and this works well. For example, Year 2 pupils acted out persuasive conversations between Jack and the giant's wife before writing

a dialogue between these characters. To motivate pupils as writers, the school uses every opportunity for writing letters, and these are displayed throughout the school so all can learn from them. As a result of such consistently well-used strategies, pupils in Year 6 have written letters to a range of audiences, using complex sentences and an interesting vocabulary. Apart from in Year 6 where the expectations of pupils are very high, the quality of writing outside English lessons rarely achieves these heights and is often brief and lacks sparkle.

52. Leadership and guidance of the subject are good. The co-ordinator has led an impressive improvement programme to raise standards of pupils' work in English. This has included work with the local authority to monitor standards. New ideas, such as book making, are being introduced to encourage pupils to have reasons to write. There are clear assessment records for tracking pupils' progress and setting targets, with copies included in pupils' writing books. However, although the use of digital photography is increasing, the school's comprehensive resources for ICT are not used enough to enrich English teaching.

Language and literacy across the curriculum

53. There is not enough attention to developing pupils' language and literacy skills across the curriculum. Pupils' written work in other subjects frequently shows little or careless use of skills that have been taught and practised well in previous English lessons. Often, very little written work is expected from pupils, being confined to labels or captions even for more able pupils. At times, over-emphasis is placed on re-writing stories that have been told. Excessive use of worksheets in some history topics means that valuable reasons for writing are lost. This means that the good standards achieved in English are not mirrored in other subjects and so the overall quality of written work is not high enough. The school recognises the need to develop effective opportunities for writing across other subjects and thus raise standards further.

MATHEMATICS

Provision in mathematics is good.

Main strengths and weaknesses

- Pupils enjoy mathematics and they achieve well
- The good teaching ensures that pupils learn quickly
- The leadership and management are good
- Assessment is used very well to raise standards

Commentary

54. Standards by Year 2 are above average. These pupils have had most benefit from the recent improvements in teaching and leadership and achieve very well. By Year 6, standards are average which represents good achievement given these pupils' low level of skills when they started school. Since the last inspection, the school has raised standards significantly. This has been done mainly by improving the planning of lessons to make teaching more effective, developing better assessment systems and evaluating the quality of teaching more rigorously.
55. The teaching and learning are good throughout the school. Pupils with special educational needs make good progress because teachers are skilled at planning tasks at the right level and teaching assistants provide good support in lessons. More able pupils achieve well as the result of teachers' high expectations, the provision of exciting challenges to make the best of their abilities and the school's productive links with the local secondary school where gifted mathematicians have the opportunity to extend their skills further.
56. In Years 1 and 2, pupils make very good progress and, by Year 2, they have a good recall of number facts to 20 and are beginning to use a wide range of strategies to work out

problems. Teachers provide lots of useful practice on basic number skills and this gives pupils the confidence to tackle new work. Teachers make lessons fun so that pupils enjoy mathematics. This was seen to good effect when Year 2 pupils were given the task of adding sums of money by rolling giant dice with amounts written on them. Occasionally, however, pupils get carried away in these practical tasks and lose track of what they are supposed to be doing.

57. In Years 3 to 6, teachers make the mental starter session fun, and pupils enjoy responding with quick-fire answers. Teachers are very good at including all groups of pupils in these sessions by asking questions at the right level for pupils' ability. Their mental mathematical skills improve well as a result and, by Year 6, nearly all are quick to work out complex sums such as calculating the Value Added Tax on goods in their head. The school has done lots of work to improve pupils' problem solving skills, and they are now confident finding sequences of numbers and looking for number patterns in investigations. Pupils' best work is in data handling, and their effective use of line graphs to illustrate their findings represents very good achievement. Teachers use ICT well to improve pupils' data handling skills in mathematics, and pupils produce an exciting range of graphs and detailed spreadsheets that enhance their skills in both subjects.
58. The leadership and management are good. The school uses the results of regular assessments of pupils' work very well to plan further work, and makes detailed analyses of national test results to see where teaching and learning can be improved. In recent good work by the school, pupils have been given personal targets and shown what they need to do to achieve them. This has worked well and has given pupils valuable responsibility for their own learning.

Mathematics across the curriculum

59. Teachers make good use of mathematics in other subjects. In ICT, pupils consolidated their mathematical skills well when making calculations using spreadsheets and producing a wide range of different graphs of their investigations. In science, they have made careful measurements of the weight of different materials and in design and technology, pupils measured very accurately when making puppets.

SCIENCE

Provision in science is very good.

Main strengths and weaknesses

- Pupils achieve very well and standards are above average by Year 6
- Teachers use scientific words well to explain what is happening in lessons so pupils use these confidently when talking about their work
- Pupils write their conclusions in well structured reports, although writing skills learnt in English are not always used correctly
- The subject leader checks pupils' work regularly and carefully to ensure that the quality of learning is consistently good throughout the school

Commentary

60. All pupils achieve very well. By Year 2 standards are average. They are above average at the end of Year 6. Standards have improved since the last inspection because
- teachers ensure that lessons are planned so pupils always learn through practical investigations; and
 - teachers use assessment information more precisely to provide support for pupils with special educational needs and challenge for higher attaining pupils.

61. As a result, all groups of pupils make rapid progress. By Year 2, most have a clear understanding of how plants and animals grow, speak knowledgeably about the characteristics of different materials and know how electrical circuits work. By Year 6, pupils have a good awareness of the workings of the human body and conduct good experiments, for example, to show how forces work and how water drains through soil.
62. The quality of teaching and learning is very good. Throughout the school, pupils are expected to think of their own ways to investigate a problem. Consequently, lessons are a hive of activity where all are busy exploring and investigating a range of scientific questions. For example, Year 6 pupils were engrossed in watching what happened to yeast when sugar was added and were amazed as it changed from a solid into a liquid. This motivated them to find out more about how microorganisms grow. Teachers and teaching assistants have good subject knowledge and make a point of using the correct words when talking about what is happening. As a result, pupils learn quickly how to use the right words when discussing their work.
63. Assessment procedures are good. They give a clear picture of pupils' attainment and are used very well by teachers when asking questions at just the right level for all groups.
64. Some teachers use ICT well to support learning in lessons, for example, recording results in graphs and tables and to use a thermometer linked to a computer to measure temperature and display the results instantly on screen. This is helping pupils to see what is happening quickly and to note any irregularities in their results. However, this is left too much to individual teachers to plan and in some classes computers are used too rarely in science. While pupils always record their work in some form, they do not always use the skills they have been taught in English accurately in their writing because they are not always reminded by teachers to do so.
65. Leadership and management are good. Since the previous inspection, the school has put clear assessment procedures into place and teachers use the information very effectively to identify areas of the curriculum that need improving. There is a detailed action plan that identifies clearly what the school now needs to do to raise standards still further.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths

- Pupils make good progress and enjoy their work
- Teachers have good subject knowledge
- Good leadership and management are raising standards
- Teachers use the ICT suite well

Commentary

66. Standards are average by Year 2 and Year 6 and pupils achieve well. The school has a good supply of powerful computers, a well-equipped suite and good opportunities for all classes to use it each week. Standards are rising as a result. Pupils with special educational needs make good progress, and use ICT well to improve their language and literacy skills. The provision is better than at the time of the last inspection because the school has improved the resources and now has the technology to enable pupils to control robotic devices.
67. The quality of teaching and learning is good throughout the school. Teachers are confident in their own knowledge and they are good at helping pupils who are stuck. They give just enough guidance to overcome a problem while allowing pupils the independence to try things for themselves. In Years 1 and 2, teachers give lots of opportunities for pupils to develop basic computer skills and, by Year 2, nearly all enter, retrieve and store their work

competently and use their imagination well when using different fonts and colours to enhance their work. Pupils love experimenting with computers, and their work using a graphics program to make a picture in the style of Archimboldo was stunning because they had the confidence to try different techniques.

68. In Years 3 to 6, teachers make the most of their time in the computer suite and their high expectations encourage pupils to strive to do their best. In one good lesson, for example, the teacher built very well on previous work when pupils collected data about their favourite colours and organised their findings using spreadsheets. This challenged all groups of pupils and they responded well by producing tables and graphs that showed their findings clearly and accurately.
69. The leadership and management are good. The school has provided good training so that staff are competent with the new computers and programs. The subject enhances pupils' personal and social development as they work well in pairs, share tasks sensibly and discuss which options they will choose. They take a pride in their achievement.

Information and communication technology across the curriculum

70. Teachers make satisfactory links between ICT and other subjects. In mathematics, pupils have used spreadsheets well to make calculations and have sorted data systematically to produce accurate bar charts and pie graphs. In literacy, pupils used computers effectively to write poems, letters and stories with interesting fonts and colours and created very good 'newspaper articles' combining text with graphics. In history, they have produced good multimedia presentations combining text, pictures and sound. In science, however, there is too little use of computer technology and opportunities are missed to get pupils to record their work and measure changes in materials using computers.

HUMANITIES

Religious education

Provision in religious education is good.

Main strengths

- Teachers are very good at using religious education to help pupils think deeply about important issues
- The school uses imaginative approaches to make the subject come alive

Commentary

71. The school fully meets statutory requirements for religious education. Planning shows that the school's scheme of work is in line with the new locally agreed syllabus. Pupils' spirituality is developed very well as they consider key questions, such as, 'How do members of different religions celebrate their festivals?' in Years 1 and 2 and, 'Does a beautiful world mean there is a wonderful God?' in Years 3 to 6. There were no religious education lessons taught during the inspection and no judgements are made on the quality of teaching.
72. The school is well equipped with a wide range of religious materials supporting studies of different faiths. These include Christianity, Judaism, Islam and Hinduism. Teachers do much to encourage pupils to make personal responses. This was seen to good effect when pupils wrote their own ideas about changing themselves for the better following discussions about how Hindus celebrate Divali. There is good evidence of assessment and feedback given to pupils at the end of units of work. In some lessons, work is set at different levels to meet the needs of groups of children.
73. Planning, displays and work in pupils' books show that there are some good examples of creative approaches to learning in some classes. Where these activities are most effective, they go beyond retelling stories to cover a range of exciting responses. For example, some pupils found useful information about local community faiths through the Internet. Drama activities help pupils think and talk about other people's feelings in different situations. A Year 6 study of 'Light and Dark' led to lively work when pupils compared newspaper reports of 'light' and 'dark' issues. As a result, they made dramatic banners for the school hall representing shared values, such as friendship, peace and happiness.
74. No history or geography teaching was seen during the inspection week and so no judgements are made on the quality of teaching or overall provision. These subjects were sampled and evidence was gained from the lively displays around school, work in pupils' books and by talking to them.
75. In **history**, Year 2 pupils show a sound knowledge of famous people in the past, including Mary Seacole, Guy Fawkes and Dr. Barnado. Pupils in the junior classes have produced some good topics on different periods in history and a good range of visits enhances their work. A visit to a local museum, for example, captured pupils' attention and taught them much about life in Tudor times. Teachers make some effective links with other subjects. For example, Year 6 pupils painted portraits of King Henry V111's wives, together with paintings and models of Tudor houses. Good literacy links were also made through different styles of writing, such as an autobiography of Elizabeth Tudor and a 'rap' version of an extract from Shakespeare's 'Macbeth'. A weakness in history lies in the quality of pupils' written work; this is often in the form of brief accounts of their research in note form or on worksheets.
76. In **geography**, the school has done much to improve the curriculum since the last inspection and there are examples of very good geographical topics, such as the 'Doorstep Green' work in Year 3 and Year 4. This has taught pupils much about the use of maps and

given them a good understanding of how to improve and care for their village. A clear local map in Year 1 helped pupils see the locations of their own addresses. In some classes, teachers take every opportunity to link geography with other subjects. For example, in Year 5, pupils combine ICT and mathematical skills to produce graphs showing how water is used.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

77. Art and design, design and technology, music and physical education were sampled. One lesson was seen in music and none in art and design, design and technology or physical education so no judgement was made about overall provision in these subjects. Inspectors looked at pupils' work and talked to staff and pupils.
78. In **art and design**, pupils always try out their ideas first in sketchbooks and this drafting of ideas is leading to considered finished pieces. For example, when painting pictures of winter scenes, Year 6 pupils created perfectly the different tones of the winter sky and shape of the trees against which they set their chosen animals. Good links are made with other subjects so work in one complements work in the other. Science is used effectively in Year 2, for example, to provide relevance and purpose to tasks. Pupils' drawings of plants found around the school have provided good opportunities to consider the work of Van Gogh and Monet and they have produced pictures of good quality in the style of these two painters. A collection of work shows the curriculum is relevant and interesting and covers all that is required.
79. In **design and technology**, pupils in Years 1 and 2 showed good imagination in the use of exciting fabrics to make versions of Joseph's coat in work that was linked well to their religious education lessons. Good links are also made with science as was illustrated effectively by Year 4 pupils who produced some very good models with lights and switches. Pupils' designs are well thought out and by Year 5 they produce good step-by-step diagrams of their projects. They refine their skills well as they get older and Year 6 pupils have made good toy vehicles driven by batteries. The school makes extensive use of worksheets in design and technology and, while they provide a good structure to pupils' work, they limit the opportunities for them to use their literacy skills and practise their writing.
80. Pupils take part in a good range of activities and events in **music**. In the one lesson seen, teaching and learning were satisfactory. Pupils were obviously used to handling percussion instruments and knew a good number of different songs to which they added simple accompaniments. Pupils in Year 2 have a sound sense of rhythm and keep the beat accurately when watching their teacher. Some found it challenging to do this when she no longer joined in. Curriculum planning shows that pupils compose and perform their own pieces of music and get suitable opportunities to listen to the performances of others. The school plans to introduce opportunities for pupils to learn a musical instrument.
81. In **physical education**, the school has improved the provision for swimming since the last inspection and nearly all pupils swim the expected distance of 25 metres by Year 6. Pupils play games enthusiastically against other schools, albeit with modest success. Teachers make some good links with other subjects and their ICT work on the history of football showed good research skills that gave pupils an in depth grasp of the sport's roots.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

82. Inspectors looked at work and teachers' planning, and talked to pupils and staff. Only one lesson was seen so no judgement was made about overall provision. There is detailed planning for personal, social and health education and citizenship lessons and this is used well as a basis for discussing different social and moral issues. As a result, the school is a calm and purposeful community in which pupils have learnt the skills of good citizenship by the end of Year 6, caring and helping each other very well when necessary. There is a good programme to develop pupils' personal, social and health education. This is enriched well through visits and visitors who add much to pupils' awareness of social issues including drugs, smoking and sex education. These are dealt with sensitively and help pupils to become mature young people by the time they leave at the end of Year 6.

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	2
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	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	3
The effectiveness of management	3

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