

INSPECTION REPORT

HEMPSTED C OF E PRIMARY SCHOOL

Gloucester

LEA area: Gloucester

Unique reference number: 115608

Headteacher: Mr Philip Butterworth

Lead inspector: Marie Gibbon

Dates of inspection: 27th - 29th September 2004

Inspection number: 266992

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	228
School address:	St Swithun's Road Hempsted Gloucester Gloucestershire
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Appropriate authority:	Governing Body Hempsted Primary School
Name of chair of governors:	Mr. Michael Wainwright
Date of previous inspection:	14/6/99

CHARACTERISTICS OF THE SCHOOL

Hempsted Primary School is similar in size to most schools. There are 24 more pupils than when the school was last inspected. The school has 27 pupils on its register of special educational needs, which is lower than in most schools. Three pupils have statements of special educational needs, which is also lower than in most schools. Most of these pupils have moderate learning difficulties. Less than one per cent of the pupils are eligible for free school meals, which is well below the national average. The proportion of pupils from ethnic minority backgrounds forms 11 per cent of the school's population. Seven pupils do not have English as their first language and two are at an early stage of language learning. This is lower than in most schools. During the last school year, eight pupils entered the school other than at the time of first admission and four left at a time which was not the normal time of transfer for most pupils. This rate of mobility is lower than in most schools. Overall, pupils enter the school with average levels of attainment but there is some variability from year to year. This is a popular school which has retained the community ethos of a village school but also serves a widening area of Gloucester. The school was awarded an Achievement Award in 2001 and 2002 by the Department of Education and Skills. It also achieved the Investors in People Award in 2004 and the Healthy Schools Award in 2003.

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INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23434	Marie Gibbon	Lead inspector	English, history, art and design and music, English as an additional language (EAL)
9588	Tony West	Lay inspector	
10808	Alan Britton	Team inspector	Foundation Stage (FS), mathematics, geography, physical education (PE); pupils' personal, social, health and citizenship (PSHCE)
14546	Tony Fiddian Green	Team inspector	Science, information and communication technology, (ICT); design technology (DT) and religious education(RE); special educational needs (SEN)

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school, with a significant number of very good and some excellent features.

Overall achievement is good with some very good achievement in reading across the school and in mathematics in Year 6. This is because of good teaching overall with very good teaching in Year 6. Standards in the National Curriculum tests have been high in Year 6 for the past four years and there has been a significant improvement in the national test results in Year 2 in 2004. Areas of considerable strength include the excellent leadership of the headteacher which creates a very strong community ethos and a very positive environment for learning. Leadership and management throughout the school are very good and assessment is used very well to support pupils' learning and teachers' planning. A very effective programme for pupils' personal and social development supports well pupils' very good relationships and attitudes. Parents think very highly of the school's provision for their children and strongly appreciate the school's excellent communication. The school provides good value for money.

The school's main strengths are:

- Pupils in the school achieve their potential in many aspects of the curriculum.
- Standards in English, mathematics and science are consistently high in Year 6 because of the consistently very good teaching in that year group.
- Teaching and learning are good overall and lead to good achievement.
- The excellent leadership of the headteacher creates an effective focus on the raising of standards and pupils' achievement of their full potential.
- The school's curricular provision is very well enriched by a wide range of activities and opportunities.
- Comprehensive assessment procedures are used very well to provide a well detailed overview of pupils' achievement in English and mathematics and to inform teachers' planning.
- The very good provision for pupils' personal and social development and the strong ethos of the school helps pupils to have very good attitudes to school.
- Relationships within the school are very good because the school is extremely effective in making all individuals feel valued and respected.
- The school's communication with parents is excellent and enables them to support their children well.
- There are no significant areas of weakness.

The school has made a good improvement since it was inspected in 1999. The key issues from that inspection included improvements in the use of assessment and monitoring and in school development planning. These have been well addressed. In addition, standards have improved in writing in both Years 2 and 6, in mathematics in Year 6. High standards have been sustained in reading across the school. Teaching has improved since the last inspection, particularly in Years 3 to 6. Improvements have also been observed in leadership and management, the work of governors and in communication with parents. In most other respects, the high standards identified by the school's previous inspection have been maintained. The judgements of the inspection are lower than they were in 1999 in religious education (RE).

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with	All schools			Similar schools
	2001	2002	2003	2003
English	B	A	A	C
mathematics	C	A	A*	A
science	A	B	A	A

Key: A* high (Top 5% of schools); A Well above average; B Above average; C Average; D Below average. Similar schools are those whose pupils attained similarly at the end of Year 2.

Pupils of all abilities achieve well, including those who have special educational needs (SEN). Children in Reception are on course to achieve the goals they are expected to reach by the end of Reception in all areas of learning judged by the inspection, except in personal and social development and knowledge and understanding of the world, where standards exceed expectations. In Year 2, achievement is good in all areas except in reading where achievement is very good. Standards are well above average in reading, above average in writing, mathematics, information and communication technology (ICT) and average in science, physical education (PE) and religious education, history and art. In Year 6 standards are well above average in mathematics and above average in English, science, ICT and PE. Standards are average in history, art and RE. Pupils in Year 6 achieve very well in mathematics and sustain high standards in reading.

Pupils' attitudes, behaviour and attendance are very good. Their spiritual, moral, social and cultural development is very good. Pupils enjoy school and are very positive about their work. They are interested in learning and behave very well both in lessons and around the school. Their attendance rate is well above the national average.

QUALITY OF EDUCATION

The quality of education provided by the school is good with a significant number of very good features. **The quality of teaching and learning is good.** In the shared teaching of Year 6, it is very good. Teachers' expectations of pupils' work and behaviour are high and, as a result, pupils work hard and have a clear understanding of how to improve their work. Teachers plan varied and interesting activities and use their own good knowledge and enthusiasm to stimulate pupils' interest and desire to achieve. The curriculum is enhanced by a very good range of clubs, out of school activities, visits and visitors. Assessment information is used very well in English and mathematics to track pupils' progress throughout the year and, in other subjects, it is used well to plan work which is well matched to pupils' needs. Provision for pupils' personal and social development is very good. Pupils are very well looked after and their views and opinions about the school are valued. Overall, relationships with parents are very good. The school provides excellent information for parents and involves them fully in its work.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The headteacher's leadership is excellent. He provides a very strong sense of direction and purpose for improving the standards pupils achieve and the development of the school. He is very well supported by other senior staff and subject leaders. All staff make very good contributions to the management of the school and there is a very strong team spirit in the school. The school emphasises strongly in all its work equality of opportunities and value and respect for all individuals. The governors have a good understanding of the strengths and weaknesses of the school and their financial management is prudent and rigorous and seeks best value appropriately. Governors ensure that all statutory requirements are fully met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very positive about the school. Parents did not identify any specific areas they would like to see improved. Their only concern expressed was that the perceived success of the school would lead to class sizes becoming too large. Pupils also value their school highly and are appreciative of the additional opportunities provided by the school.

IMPROVEMENTS NEEDED

There were no significant areas for improvement.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall achievement is good. Standards are well above average in reading across the school and in mathematics in Year 6 because achievement is very good in these areas. Standards in English, ICT across the school, and science in Year 6 are above average because teaching is good and, in Year 6, it is very good.

Main strengths and weaknesses

- Pupils in this school achieve their potential in many aspects of the curriculum.
- Standards in English, mathematics and science were high in the Year 6 national tests in 2003 and indications are that similar standards have been maintained in 2004.
- Standards in reading, writing and mathematics and teacher assessments in science in Year 2 have significantly improved in the national tests in 2004 and indications are that they are well above average.
- Children in the Foundation Stage achieve very well in their personal and social development.

Commentary

1. Achievement in the Foundation Stage is good. This reflects the good provision and the good teaching children receive. Provision for children's personal and social development is very good and helps children to settle quickly into school routines and organisation. Children are on course to achieve the goals they are expected to reach by the end of Reception except in personal and social development and knowledge and understanding of the world where standards exceed expectations.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	16.8 (16.7)	15.7 (15.8)
Writing	14.4 (14.7)	14.6 (14.4)
Mathematics	15.9 (17.7)	16.3 (16.5)

There were 34 pupils in this year group. Figures in brackets are for the previous year.

2. In the end of Year 2 national tests in 2003, standards were above average in reading and below average in writing and mathematics when compared with all schools. They were average in reading and well below average in writing and mathematics, when compared with similar schools. Indications from the unvalidated test results are that there has been a significant improvement in results in all subjects in 2004 and, in particular, in the proportion of pupils who achieved the higher levels. These results are significantly better than the national averages in 2003. Differences in test results are due, in part, to differences in groups of pupils but mainly due to the school's effective focus on the higher level skills and the very effective monitoring of pupils' progress.

3. The findings of the inspection are that standards in Year 2 are well above average in reading and above average in speaking and listening, writing, mathematics and ICT. Standards are average in science, art and design, RE, history, and PE. These were the only subjects where sufficient evidence was gathered to make valid judgements. Where the evidence allows comparisons to be made, standards are the same as they were when the school was last inspected in speaking and listening, reading and ICT. Standards have improved in writing but they are lower in RE. The

judgements of the inspection are higher than the school's results in the national tests for 2003. This is because a different group of pupils with a lower proportion of pupils with SEN is involved and also because of improvements in teaching and in the use of assessment information.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National Results
English	28.4 (29.7)	26.8 (27.0)
Mathematics	30.5 (29.7)	26.8 (26.7)
Science	30.9 (29.8)	28.6 (28.3)

There were 26 pupils in this year group. Figures in brackets are for the previous year.

4. In the national tests in 2003, standards were well above average in English and science and very high in mathematics compared with all schools. When compared with similar schools, based on pupils who achieved similar test results in Year 2, standards were average in English and well above average in mathematics and science. Standards have been rising steadily for the past two years in Year 6 in mathematics and science. While high standards have been evident in reading, there have been some fluctuations in standards in writing. The school has identified relative weaknesses in boys' writing and has used effective strategies to address this issue.

5. The findings of the inspection are that standards in Year 6 are well above average in mathematics and above average in science, ICT and PE. Standards have improved in mathematics since the previous inspection. Similar standards were seen in speaking and listening, reading, science and ICT. Standards are average in art, history and RE. There was insufficient evidence to make judgements in other subjects or to make further comparisons with the previous inspection. No significant differences were observed between the attainment of boys and girls during the inspection.

6. In Year 6, standards in reading are well above average and in speaking and listening and writing, standards are above average. This year group has sustained the high standards in reading evident throughout the school and the high standards they reached in Year 2. The development of pupils' writing skills has been a main priority for the school. The effectiveness of their strategies is evident in the increased proportion of pupils reaching the higher levels in the national tests in 2004 and in the good proportion of pupils who are making good progress towards the higher levels, in the current Year 2 and Year 6. The use of writing skills in other subjects of the curriculum is satisfactory. Some good links are made in subjects, such as in geography in Year 6, but this is not consistent. In some subjects, such as RE and history, opportunities are missed to consolidate pupils' skills. The use of ICT in other subjects is currently satisfactory. This is an area which is developing well.

7. All pupils in the school, including those who have SEN and English as an additional language (EAL), achieve well. In mathematics in Year 6 and in reading across the school, pupils achieve very well. Parents had similar views and pupils feel they are expected to work hard at all times. Pupils with SEN often reach similar standards to their peers because of the good support they receive. The very small number of pupils who are at an early stage of language learning, receive effective specialist support from the Ethnic Minority Support Services. This specialist works closely with the school and parents to provide well targeted support and monitoring to ensure pupils' needs are met. The school caters well for more able pupils, as is evident in the high proportion of pupils working at the higher levels. It also identifies gifted and talented pupils and ensures their needs are met. Pupils who are working well above the level of their peers, are given the opportunity to work with older pupils and the school makes good use of opportunities in the area for pupils to extend their skills and to work with other similarly talented pupils.

8. Pupils who have SEN make good progress towards their targets. Most support is within lessons, but some extra help is provided when pupils need it. Pupils are fully integrated into classes and make good progress as a result.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes towards their school, pupils' relationships, their behaviour, their personal development and their attendance are all very good and are significant strengths of the school. Pupils' spiritual development is good and their moral, social and cultural development is very good. Their punctuality is good.

Main strengths and weaknesses

- Pupils are keen to come to school, their attendance is very good and the great majority are on time for the start of school.
- The school's promotion of good relationships and racial harmony is excellent.
- Behaviour in class and around the school is consistently very good amongst all pupils.
- Pupils' personal development is very good and it is carefully monitored.
- Pupils' spiritual, moral and social development is effectively fostered.
- Pupils are made well aware of cultures other than their own and they are given a good introduction to life in multicultural Britain.

Commentary

9. The pupils want to come to school and, as a result, attendance is very good, a good improvement since the previous inspection. Attendance and punctuality are monitored very well by the school and, with the support of parents, attendance has risen significantly. It is well above the national average in the reporting period. This performance has continued into this academic year. Unauthorised absences in the last reporting period were lower than the national average. However, there has been a rise this year. Punctuality is monitored well by the school and lateness affects a few families, mainly due to traffic problems on the approaches to the school. There were no exclusions in the school year prior to the inspection.

Authorised absence		Unauthorised absence	
School data:	3.8	School data:	0.7
National data:	5.4	National data:	0.4 (2002/3)

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

10. The behaviour of pupils throughout the school is very good and as a result, the school is a very calm and happy place. This has a significant effect on pupils' learning, as it enables pupils to settle to their work quickly with minimal disruption. Pupils are courteous and polite and in their questionnaires and discussions, parents and pupils felt that behaviour is good. There is little they would describe as bullying and pupils are free from any other forms of harassment.

11. Pupils are very responsive to members of staff, who are very good role models. Throughout the school, adults and pupils enjoy good, constructive relationships. Pupils of all ages, genders and backgrounds, work and play together in differing groups totally harmoniously and pupils work extremely well in a variety of differing groups. Pupils willingly accept opportunities to take responsibility and they are happy to contribute to the running of the school. For example, they help as monitors and older pupils help young ones. Pupils have devised rules for play, lunchtime and classrooms. They have organized recycling schemes and have commented on how they would like to improve the school, individually and through the school council. Pupils from Years 3 to 6 have been elected by others in their classes to sit on the school council and are able to contribute significantly to the management of the school. Children in Reception and pupils in Years 1 and 2, are able to offer opinions and ask questions at their weekly 'infant council' meetings where they are also praised for their achievements.

12. The pupils' spiritual, moral, social and cultural development is very good. Pupils of all ages are given a wide range of experiences through assemblies, RE and a wide range of extra-curricular activities that include residential visits, local activities, visits further afield and visitors into school. The work undertaken on health, healthy eating, social awareness and responsibility for the environment,

provides the pupils with a very strong moral and social upbringing. Pupils are encouraged and praised and, as a result, they have high levels of self-esteem and self worth. Pupils are made well aware of their own and other cultures, which prepares them well, for life in multi-cultural Britain.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good with a significant number of very good features. The most significant strength is pupils' very good achievement in reading and mathematics and their good achievement in other aspects of the core subjects of English, mathematics, science and ICT. This is promoted by consistently good teaching in these subjects in Years 3 to 6, with very good teaching in Year 6. Overall, good teaching in the Foundation Stage is enabling children to be well prepared for the next stage of their education, particularly in their personal and social development and knowledge and understanding of the world. Good teaching in Years 1 and 2 is enabling pupils to build a good foundation for their future learning and is leading to improving standards in national tests. The curriculum is effectively enriched by a very good range of out of school activities, after school clubs, visits and visitors. Teaching is very well supported by a very good range of assessment systems in the core subjects and very good use is made of the information from assessment to guide and inform teachers' planning and the very effective monitoring of pupils' progress. There is very good provision for pupils' personal and social development which underpins their very good attitudes and behaviour. The headteacher's excellent leadership is key to the strong ethos of the school, with pupils' continually improving achievement and the raising of standards at the heart of the school's work. Communication with parents is excellent and provides a good basis for their very good relationships in the school.

Teaching and learning

The quality of teaching and learning is good across all stages of the school. Assessment is very good.

Main strengths and weaknesses

- Teachers' expectations of pupils are high for both pupils' attitudes and behaviour and for their academic learning.
- Teachers' planning is good and the effective partnerships between teachers sharing classes, meets the needs of all pupils well.
- Well focused teaching in English and mathematics enables pupils to develop higher level skills.
- The school has a very good range of assessment procedures in English and mathematics to monitor closely pupils' progress across the school.
- Information from assessment and monitoring are used very effectively to track pupils' development across the school and to inform teachers' planning.
- There are very good relationships within the school community, which helps pupils to feel positive about themselves and their learning.
- Pupils with SEN and those who have EAL are taught well.
- In some classes, teachers do not consistently include written comments to help pupils to improve their work.

Commentary

13. Good quality teaching has been maintained since the school's last inspection in 1999. Teaching in Years 3 to 6 has improved with a higher proportion of good and very good teaching. There is now no unsatisfactory teaching in the school. Teachers who share classes plan carefully and effectively to ensure that there is well organised coverage of the curriculum and to ensure that pupils develop their skills and knowledge progressively. Teaching in the Foundation Stage is good and teachers are confident in their knowledge of what young children need to learn. This provides a very good foundation for their personal and social development. Teachers build well on children's curiosity and interest in the world around them which enables them to achieve higher than average standards in their knowledge and understanding of the world. As a result of this quality of teaching and learning,

pupils reach above average standards in Year 2 and Year 6. Across the school, pupils reach well above average standards in reading because teachers ensure a very secure foundation in Years 1 and 2 and build well on this foundation to sustain high standards in Years 3 to 6. In mathematics, very good challenge and high expectations ensure that pupils reach well above average standards in Year 6. Both parents and pupils feel that teaching is good.

14. Strengths of the teaching include the high expectations of the teachers and the way in which way teachers engage and stimulate pupils' interest and involvement in lesson activities, and their own learning. All teachers expect pupils to behave well. The excellent relationships between adults and pupils create a very positive atmosphere for learning in all classes. These features were well illustrated in a very good Year 6 literacy lesson. Pupils were given a very clear explanation of the objectives for the lesson, writing biographies, and how they linked with the preparatory work done in earlier lessons. The teacher gave good value to the homework task of making notes on the life of a person they admired. Pupils shared and discussed the notes and writing they had done. The lesson was challenging and well paced as a result of the teacher's very well directed questions, 'What points do we need to remember? What are the key features of biographies?' The teacher used her own good subject knowledge to review very clearly key features of the language and structures pupils would need to use. This enabled them to work productively and confidently on their own writing. Less able pupils and pupils with SEN were well supported by both the teacher and the learning support assistant. As a result, all the pupils achieved very well.

15. In the school's previous inspection, key issues for action included the improvement of the use of assessment data and the analysis of pupils' work to identify strengths and weaknesses in subjects and to set specific targets for improvement for classes, groups and individuals. The school has made a good improvement with this key issue. The range of assessment procedures is now very good in English and mathematics and the school makes very good use of the information from assessments. Pupils' progress across the school is very effectively monitored and includes the termly joint discussion between the headteacher and the class teacher on all pupils in each class. Information from observations is used very effectively in the Reception class to monitor children's development and to help teachers plan their lessons. Pupils who are not achieving their potential are identified and targets set to help them sustain a better rate of progress. These procedures enable teachers to have a very useful overview of how well pupils are achieving in key areas of their work and to plan more effectively to meet pupils' needs. The school makes good use of data derived from national and other standardised tests to provide clear termly, half yearly and annual benchmarks to enable it to track pupils' progress and the rate at which they achieve as they move through the school.

16. In subjects, such as science and ICT, assessment is good and in other subjects it is satisfactory. All teachers mark pupils work regularly and write supportive and encouraging comments. In the best marking, mainly in Year 6 and Year 2, there are very useful and well directed comments to help pupils improve their work. However, this good practice is not entirely consistent across the school. As a result of careful guidance and well prepared evaluation sheets, which link to the objectives being taught, older pupils are developing the ability to judge how well they have achieved and what they need to do to improve further.

17. The quality of teaching and learning for pupils who have SEN is good. Pupils are able to join in lessons fully because teachers provide suitable work for them. Support assistants work well, and provide the extra help that is needed. Where one-to-one help is given, it is very good. The very small number of pupils who have EAL are given good specialist support from the teacher. She visits the school regularly to work with the pupils both individually and in class. She monitors pupils' progress carefully and provides a good level of guidance and expertise for teachers in the school. Teachers provide work which is carefully matched to pupils' needs and abilities.

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	6 (17.6%)	24 (70.5%)	4 (11%)	0 (0%)	0 (0%)	0 (0%)

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

The curriculum

Overall, the school provides a good, broad and balanced curriculum. A very good range of out of lesson activities, visits and visitors support the curriculum well. The match of teachers to the needs of the curriculum is good, and effective support is provided for pupils. The school's accommodation is good, in a very pleasant setting with good gardens and grounds.

Main strengths and weaknesses.

- There is a very good range of out of lesson clubs and activities.
- The school is very committed to making sure that there is equality of access and opportunity for pupils.
- There is very good provision for pupils' personal development.
- The qualifications and experience of teachers generally link well to the needs of the curriculum.
- There is a good range of resources that support the curriculum well.

Commentary

18. Overall, the curriculum provided by the school is good. It provides a good basis for pupils' learning and it is firmly anchored to the National Curriculum and the locally agreed syllabus for RE. A very good range of out of lesson clubs and activities, as well as visits and visitors help to bring the curriculum alive. Sporting activities and team competitions take place on a regular basis as well as music tuition, public performances and computer work. Visits to museums and local centres for learning all help to enhance the curriculum well. An annual residential visit for Year 6 gives them the chance to develop their social and personal skills. Year 6 also help with younger children's activities in the Huff Puff club. The school is developing well the range of creative opportunities pupils experience through successful events such as the Arts Week where the whole school community worked together with great enjoyment and celebration.

19. The national strategies for literacy and numeracy have been developed and applied well, and this has contributed significantly to the improving standards in those subjects. The curriculum is well balanced and broad. Pupils experience a full range of subjects and sufficient time is allowed for all of them. The curriculum includes a very well structured programme for pupils' personal and social development. It contributes very effectively to the high standards of behaviour and very positive attitudes of pupils in the school.

20. The school is very committed to providing equality of access and opportunity for all its pupils. This includes catch-up programmes and booster classes where appropriate, as well as good provision for the higher attaining pupils. English and mathematics classes are divided into sets, and teachers and assistants also give good support to pupils who have SEN. Pupils who have SEN are well integrated into their classes, and have full access to the entire curriculum. Individual education plans (IEPs) focus well on the needs of the pupils, and targets are appropriate and achievable. They demonstrate a good understanding of pupils' needs. Those few pupils who have EAL are well involved in all lesson activities because teachers know their pupils well and plan effectively to provide work and support which is well matched to their needs and abilities.

21. The headteacher and leaders of the subjects keep the curriculum under effective review, and implement changes and initiatives when necessary. For example, themes that link subjects and

enable cross-curricular work are well thought out and used. French has been introduced for Year 6 pupils.

22. The school has a good number of teachers and assistants and this enables the effective organisation of classes and sets. In some cases, there is a subject specialist teaching or leading key areas such as in mathematics and music. Teachers who share classes plan effectively together to ensure that pupils' experiences are coherent and balanced.

23. A good range of resources enhances the curriculum well and enables teachers to provide hands-on experiences for pupils. This is an improvement since the previous inspection. Resources for the teaching of ICT have improved significantly with the phased introduction of interactive white-boards and the equipping of a computer suite and network. Resources for English and mathematics are good and those for other subjects meet the needs of the curriculum.

24. The school's accommodation is good and is large enough to enable the division of classes into sets, as well as providing room for practice in music, and a spacious hall. The accommodation has recently been extended, with the addition of new classrooms, a computer suite and administration and office areas. A newly surfaced play area and an enclosed play area for the Foundation Stage pupils have also been added. The toilets for pupils and staff have been refurbished. The school building now provides well for the curriculum, which is a good improvement since the school's previous inspection. Well kept gardens and grounds provide a pleasant atmosphere and setting. In the school's previous inspection, the library was judged to be too small and in need of improvement. Library provision is now satisfactory. There are two library areas, which are enhanced well by use of the Library service. They are small but satisfactory as all classrooms have their own libraries and the Library Service tops up and exchanges the book stock regularly. Classes have regular opportunities to use the libraries in small groups and learn appropriate library skills.

Care, guidance and support

The provisions for pupils' care, welfare, health and safety, for their support, advice and guidance, as well as their involvement through seeking and acting on their views are all very good and are strengths of the school.

Main strengths and weaknesses

- Child protection, health and safety and welfare arrangements for pupils are very well organized throughout the school.
- Members of staff know the pupils and their needs very well
- There are very effective systems for monitoring pupils' personal and academic achievement.
- Pupils have very good relationships with adults in the school and good value is placed on their views and opinions.
- Issues with the reliability of the school's central heating system remain unresolved.

Commentary

25. The school provides very good support and guidance for pupils, based on the school's assessment systems and the members of staff's knowledge and understanding of pupils and their needs. Pupils have very good and trusting relationships with adults. Members of staff are caring and supportive and the strong ethos of the school enables staff to support and nurture pupils very well. The headteacher and staff have received up-to-date training in child protection measures and enjoy very good links with all the support agencies.

26. Pupils' support, care and welfare arrangements are managed well. If ill or injured, pupils are well cared for by the school, with detailed information retained on their individual needs. Health and safety arrangements are well organized. However, there are issues with the heating system, which have featured in the last two inspections and which remain unresolved. The school is unable to remedy the situation without additional support. The school ensures that risk assessments are

made for activities in and out of school and that all statutory tests and checks are undertaken.

27. The school has a very calm and caring atmosphere. Pupils have very good and respectful relationships with adults and, as they move about the school, they often display maturity beyond their years. Pupils are appropriately supervised during play and lunchtimes and they confirm that they feel safe in the school.

28. Induction arrangements for pupils of all ages are good. These are supported well by the school's good relationships and liaison with pre-schools who bring the children into school on visits before they start.

29. Pupils of all ages are involved very well in the work and management of the school. They are able to make suggestions for improvement and the school actively pursues their ideas. They are encouraged to express themselves through the infant council and the school council. The involvement of pupils in voting for and electing members of the school council is impressive. There are hustings, poster campaigns and they use ballot boxes and voting screens. The school council is provided with a sum of money to spend and they budget for and justify their spending. Pupils are given the opportunity to nominate charities and to raise money for them. They are also involved in the school's recycling scheme, including research on recycling methods and publicity to improve the performance of the scheme.

30. The care and support given to pupils who have SEN and those who have EAL are good. Pupils are well looked after and fully integrated into all that the school does. Teachers and assistants know their pupils well and understand their SEN.

Partnership with parents, other schools and the community

This aspect has improved significantly since the previous inspection and is now a strength of the school. Very good links are made with parents and the community. The links with other schools are good. Parents receive excellent information about the school and on their children's progress.

Main strengths and weaknesses

- Communication with parents is excellent.
- Parents feel that they are involved in and with the school.
- Links with the community are very good
- Good links are made with pre-schools, other primary and secondary schools.

Commentary

31. Parents think very highly of the school and the staff and support the school very well. The information provided for parents about school and pupils' standards and progress is excellent. This is a judgement with which parents fully agree. Parents have their views regularly sought by the school and they feel that the school is a very "open" institution. They greatly appreciate the regular newsletters and the quality of information that the school provides about the curriculum and school activities. Documentation produced by the school for parents uses work produced by the pupils. It is attractive and interesting. In pupils' reports, the quality of information on pupils' progress is very detailed and accurate and provide pupils and parents with information on how further progress can be made. They are encouraged to comment on and contribute to pupils' reports. Parents confirm that they are very well informed about pupils' progress when they attend meetings with staff.

32. The school is very well supported by the parents through the friends' association. They have raised a considerable amount of money for the school and regularly organize social events. Parents are encouraged to help the school by listening to pupils read, assisting with sporting fixtures and visits out of school and by ensuring that the majority of children complete their homework. Parents are very happy with the systems of communication in place and are made well aware of school activities. They confirm that arrangements to deal with any complaint or concern are very good.

Parents confirm that the communication and support in the school provides for the parents of pupils with complex and SEN, are also very good.

33. Links with local churches are strong and the school is supported well by visiting clergy who talk to pupils at assemblies and in RE. The school uses the environment around the school as well as undertaking visits further afield. There are many visitors to school to enrich the curriculum, including theatre groups, authors, musicians, parents and members of other faiths.

34. The school has strong links with the community including members of local government, the Mayor and the local Member of Parliament. The school is hired regularly by a variety of local groups and associations. The school enjoys good relationships with local people and is working with them to improve traffic arrangements around the school entrance. Local people and parents and friends patronise fund-raising events very well.

35. There are strong links with the local authorities and the care agencies that have provided curriculum enrichment for pupils, as well as supporting the welfare and care of pupils in school.

36. The school enjoys productive links with pre-school groups and these provide for the smooth induction of children into the Foundation Stage. Transfers to secondary schools are also well organized. Senior schools and colleges provide access for pupils to curricular and sports activities that provide opportunities for the pupils to work and socialise with their peers before moving into the secondary phase. Local primary schools are linked through cluster groups attended by members of staff and include curricular groups. The curriculum has been enriched by co-operation with a secondary school involving sporting links and work with the gifted and talented. The school provides placements for teacher training candidates and for secondary students on work-experience schemes.

37. Parents of those pupils who have SEN are involved well in their children's education. They receive details of IEPs, but these sometimes lack specific and focused suggestions of how parents can help at home. There are opportunities for parents to talk to teachers at consultation evenings or on a day to day basis, informally. The high quality of communication with parents includes the parents of pupils who have EAL and also additionally includes the specialist support of the teacher from the Ethnic Minority Support services.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The leadership of the headteacher is excellent. The leadership of other key staff is very good and other leadership roles are fulfilled well. The management of the school is very good. The school's governance is good.

Main strengths and weaknesses

- The excellent leadership of the headteacher provides a very clear vision and direction for the school's development where all individuals are valued and respected.
- The headteacher's excellent communication with parents creates a very strong community ethos which ensures that the well being of all individuals is of prime importance.
- The very good leadership and management of key staff support the headteacher well and together they form a strong leadership team.
- There is a very strong team spirit in the school where all staff make a good contribution to the management of all areas of the school.
- Governors are well involved in the work of the school and good use is made of their expertise.
- Financial management is rigorous and aspects of seeking value for money are securely in place.

Commentary

38. The consistently high standards achieved by pupils in Year 6 reflect the aspirations of the headteacher for all aspects of the school's work. At the heart of these aspirations is the fulfilment of

the potential of all members of the school community and the continuing improvement of the school's provision. Excellent communication with parents, very close monitoring of teaching and learning and a high profile around the school enable the headteacher to have a very comprehensive knowledge of how well all pupils in the school are achieving. This reflects good improvement since the last inspection when the use of monitoring to support progress and improve attainment was a key issue. He is very well supported by the two deputy headteachers who share his values and strong commitment to all members of the school community. Subject managers are effective in their roles. They have a good understanding of their subject through good opportunities to monitor teaching and learning and their own commitment to the work of the school. These factors lead to very good team work, with staff acting as very good role models for all pupils. The pupils respond very well to the leadership in the school. They respect and admire the staff and want to do their best for them. This is an important factor in pupils' good achievement.

39. The SEN co-ordinator leads and manages well. She is experienced and organises the support for these pupils efficiently. Outside agencies are used effectively and the co-ordinator supports teachers well in their work with pupils who have SEN. The headteacher, together with the specialist teacher, maintains a good overview of the provision for pupils who have EAL.

40. The very good management of the school is characterised by effective and comprehensive self evaluation. Strengths are recognised and celebrated and priorities for improvement, which have included standards in writing and the use of ICT across the curriculum, are clearly acknowledged. School improvement planning is well detailed and has standards that pupils achieve as the main focus. All staff and governors are involved in its formulation and all receive termly reviews of progress towards the main priorities. The very thorough analyses of assessment information strongly underpin pupils' good achievement. Performance management fully reflects the school's strong commitment to staff development. Support staff are well included in ongoing professional development and make a useful and valued contribution to work in the school. New staff are carefully selected to fit into the school's needs and ethos. They are given very good support and are quickly integrated into the life of the school. The school is adopting many of the elements of the recent initiative 'Raising Standards and Tackling Workload'. It is recognised in the local area as a model for its effective support for teachers who are sharing roles. The school's finances are managed prudently and effectively, ensuring that best value is obtained. As a result of some uncertainty over the rate of growth in the village and surrounding area, the governors have, over the past few years, retained a slightly higher than usual proportion of the school's income to safeguard the high quality provision offered by the school.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	579,334	Balance from previous year	56,000
Total expenditure	536,211	Balance carried forward to the next	43,123
Expenditure per pupil	2362		

41. Governors of the school are committed to supporting the school and are well involved with its work. They visit the school regularly and report on the agreed foci of their visits. Good use is made of the individual expertise of governors to enhance the school's provision. Governors are now well involved in school strategic planning, which reflects a good improvement since the last inspection when this was a key issue. They have a secure understanding of the strengths and weaknesses of the school and are able to act appropriately in the role of critical friend.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

42. There are good induction arrangements for introducing children to school and this means that they quickly get used to their daily routines. Links with the adjacent 'feeder' play group are also good. Attainment on entry to the Reception class for the current year is, overall, average. There are 28 children in the Reception group, half attending in the morning and the others in the afternoon. All children achieve well, even at this early stage, including those of higher ability and those with SEN. Nearly all are likely to achieve the recommended goals in the six areas of learning by the time they enter Year 1 and, in personal and social development and in knowledge and understanding of the world, they are likely to exceed these goals.

43. The standards and good progress judged in the previous inspection have been maintained. The quality of teaching and learning observed was good and was very well supported by learning support workers. There is a wide range of resources and good accommodation, both in and out of doors. The outdoor facilities for Reception children have been improved since the previous inspection by a small, fenced, partly covered, outdoor area with access from the Reception classroom. Lessons are planned very well. Detailed records of children's progress and individual development are used very well to respond to individual children's needs and to plan future lessons. These records are also used to identify children who need extra help or those of high ability. This includes a child who speaks very little English. There is a wide range of activities and children are beginning to select some tasks for themselves for part of the day. Leadership and management are very good. The co-ordinator has a very good understanding of the needs of young children and plans comprehensively for all the areas of learning required in the Foundation Stage. Despite her temporary absence, well established and organised systems run smoothly and effectively.

Personal, Social and Emotional Development

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

Main strengths and weaknesses

- Children achieve very well due to careful attention and the very early introduction to this aspect of learning.
- The provision for personal, social and emotional development is evident in all areas of learning.
- All staff act as very good role models for children's personal and social development and relationships are very good.

44. The quality of teaching and learning in this area of learning is good and all children achieve very well. Good emphasis is given to children's personal, social and emotional development through all aspects of their school life, for example, when they move around the school and eat their lunches with the older pupils. The routines established in the classroom and Reception areas help children to feel secure and to begin to develop independence. Children are encouraged, on their arrival in the classroom, to select the correct storage container for their lunch boxes, snacks, book bags and coats. Children who cannot recognise their name, are allocated different, personal pictures of animals to enable them to identify their clothes pegs and book bags. They quickly learn to share equipment and to listen when others are speaking. Relationships between children and adults are very good and all adults provide very positive examples of how to behave. Children are very attentive and this is especially noticeable when they participate in the short sessions of numeracy and literacy. They also behave very well. They are growing in confidence and are beginning to develop the ability to cooperate with others in their many activities. Children are on course to exceed the nationally expected standards in this area of learning before they enter Year 1.

Communication, Language and Literacy

Provision in communication, language and literacy is **good**

Main strengths and weaknesses

- Staff make every effort to engage children in conversation during all aspects of the school day to develop their speaking and listening skills.
- Teaching and learning in this area of learning are good.
- All children are attentive and respond well to their lessons.

45. Nearly all children are likely to meet the nationally expected standards in this area of learning by the time they leave Reception. This is due to good teaching by all staff. Children make good progress in developing new skills in speaking and listening, reading and writing. Even at this early stage, some children can recognise their own names on their table places when they enter school in the morning. Not all children are confident speakers and staff, therefore, make every effort to engage them in conversation both in formal and informal situations such as registration and independent play periods. The child with EAL is well supported by adults and children. Teachers make effective use of hear and say methods to encourage children to recognise and repeat initial sounds and then link the sounds to letters of the alphabet using pictures. All children are attentive and respond and participate well in this activity. Children are being taught to hold a pencil correctly prior to beginning to write their own names.

Mathematical development

Provision for mathematical development is **good**

Main strengths and weaknesses

- Teachers use practical, 'hands on' activities to develop children's mathematical awareness.
- Children participate in short periods of formal numeracy to develop their confidence and social and speaking skills.

46. The quality of teaching and learning is good and all children achieve well. Most are already able to recognise numbers to three and some can count up to ten. They use individual whiteboards to begin to recognise and write numbers up to three. Higher ability pupils and those with SEN have already been identified and are given activities well matched to their needs. Lessons are planned well in small, short steps with an emphasis on 'hands on' practical mathematics to enable all children to progress well. Counting songs like, "Ten Green Bottles" are sung enthusiastically by children to introduce them to counting techniques. In the short periods of formal numeracy, all listen and answer well to any questions from the teacher. All children are likely to meet the required standards in their mathematical development by the time they enter Year 1.

Knowledge and understanding of the world

Provision in the knowledge and understanding of the world is **good**

Main strengths and weaknesses

- The quality of teaching and learning is good and extends children's natural interest effectively.
- The immediate school environment, both in and outside, are very well used in this area of learning.
- Children are demonstrating the ability to choose their own activities.

47. A scrutiny and analysis of planning, children's work, classroom displays and a lesson observation, indicate that most children will exceed average standards by the time they enter Year 1. The quality of teaching and learning is good and teachers use the immediate environment of the school and grounds very well to introduce children to the various new routines in their school life. For example, in the lesson observed, the teacher placed a number of items like snacks, book bags, pencils, books and lunch boxes in the centre of a circle and invited individual children to take them to the appropriate storage place. This lesson was well linked to the routines that children face on arrival at school. During the 'free' period following the lesson, children already displayed the ability to choose their own activity. The outdoor and indoor areas provide a colourful and stimulating environment to ensure that children's natural curiosity about their immediate surroundings is enhanced and extended. A walk around the school and its grounds has already been organised for the class. Some children chose to work on the computer during the independent session and showed a developing ability to use the control 'mouse'. An awareness of religious and cultural traditions is planned to be developed through special, seasonal festivals and attendance in whole school assemblies, later in the term.

Physical development

The planned provision for physical development is **good**

Strengths and weaknesses

- Planning for pupils' physical development is very good.
- There are not enough large wheeled toys.

48. No physical development lessons were observed during the inspection so no judgement has been made on the quality of teaching and learning or children's standards of achievement. However, planning indicates that all children should achieve the anticipated outcomes in this area of learning by the end of the Reception year. Currently, physical development periods are well linked to children's literacy work on 'The Blue Balloon' story and they have been introduced to the concept of 'spacing' both in and out of doors. The accommodation and resources available for this area of learning also help to develop and enhance children's progress. The Reception class has the use of the school's main hall, the main playground and a climbing and balancing area situated on the field. Resources are generally good and include some large wheeled toys that are shared with the nearby play group. Children do not have unlimited access to this equipment and their use is structured rather than spontaneous.

Creative development

Planned provision for creative development is **good**

49. No creative development sessions were observed during the inspection but a scrutiny and analysis of classroom displays and children's work indicate that provision for creative development is appropriate. No judgement is made about the quality of teaching and learning. Children are able to choose activities for themselves and staff plan to participate in active role play to encourage children to use their imaginations. Evidence from wall and table displays shows examples of exploration of colour and good encouragement for children to use a variety of colours and media in their creative work. For example, children have produced collages of blue balloons in line with their literacy work, using various blue materials like paper, card and linen. A scrutiny of children's completed work showed that a child with very little English vocabulary produced an excellent collage partly due to the very good support given to her.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in reading are well above average across the school.
- Standards in speaking and listening and writing are above average in Years 2 and 6.
- Assessment procedures are very good and information from assessment is used very effectively to support pupils' good achievement.
- Very good relationships create an atmosphere of trust and confidence and help pupils to be well involved with their work.
- Teaching is good overall with very good teaching in Year 6, which enables pupils to achieve well.
- The subject is well managed.
- In pupils' work, in some classes, teachers' marking does not consistently include written comments to help pupils improve.

Commentary

50. Overall, standards in English are above average by Year 2 and Year 6 and pupils' achievement is good. This includes pupils with SEN and more able pupils. The school has successfully sustained above average or well above average standards in English in Year 6 over the last four years. Standards in Year 2 improved significantly in the national tests in 2004 and this improvement has been sustained. As in the previous inspection, standards in reading are a strength of the school. Standards have improved in writing in Year 2 and standards in speaking and listening have remained the same.

51. In Year 2, most pupils are reading simple stories accurately and have secure strategies to help them read unfamiliar words. Pupils are able to talk confidently about the books they are reading, often identifying favourite books and authors. They enjoy reading aloud together as was seen in a Year 2 lesson where pupils chanted the choruses in their shared reading of 'Rockpool Rap'. In Year 6, most pupils are competent readers with a secure and increasing understanding of some of the higher order skills such as skimming and scanning and exploring implied and inferred meanings. As in Year 2, a good proportion of pupils are already achieving the higher levels. This is because teachers have high expectations and teach reading skills effectively. By Year 6, pupils are developing a good range of information retrieval skills and use both the school library, reference material and the internet confidently.

52. Standards in writing are above average in Year 2 and Year 6. Pupils achieve well because of good teaching. The teaching of writing skills is very good in Year 6 and enables pupils to have a good grasp of the main features of different types of writing. Pupils are taught about grammar and punctuation and how these should be used. Presentation is good throughout the school because handwriting is carefully taught and teachers have clear and consistent expectations of how pupils should organise their work. Pupils in Year 2 are beginning to develop confidence in writing simple stories. More able pupils are able to sequence and express ideas clearly and are using a widening range of vocabulary and more complex range of connectives. Average pupils are developing their understanding of how to write simple sentences correctly and are beginning to use simple punctuation and spell familiar words accurately. Lower attaining pupils generally communicate meaning in their writing. They are aware of sentence structure and how ideas are sequenced in a story.

54. In Year 6, analyses of pupils' work in this year and the previous year, show that pupils write in a wide range of forms, including biographies, play scripts, stories and persuasive and descriptive writing. In the best writing, pupils were using a mature range of vocabulary and confidently organising their work for different purposes. This was seen to good effect in the non-chronological report writing recently undertaken by Year 6. In a good link with their work on mountains in geography, pupils used their research skills effectively to summarise and organise information. Above average pupils were using concise, clear expression and a good range of specialist vocabulary. Most pupils use paragraphs, correct punctuation and accurate expression in their written work.

55. One of the school's priorities for improvement has been standards in writing and a good range of strategies has been adopted to improve standards, and, in particular, standards achieved by boys. Improvements in the proportion of pupils achieving the higher levels in the 2004 national tests in both Year 2 and Year 6, indicate that these strategies have been effective. The school makes good use of regular half termly assessments of writing which are marked according to set criteria. These enable teachers to see how pupils are progressing and to set targets for improvement. The school also identifies pupils who are underachieving and monitors their progress closely.

56. Throughout the school, teachers work hard to ensure that pupils are given good opportunities to develop their speaking and listening skills and this encourages confidence and effective development of skills. As a result, standards are above average in both Year 2 and Year 6. Pupils listen well in lessons and speak confidently to each other and adults. In Year 6, pupils contribute to classroom discussions and share their work and ideas. In a literacy lesson seen during the inspection they discussed their preparatory notes for writing a biography and explained why they had chosen a particular person to write about. Their comments were often perceptive, thoughtful and confidently expressed. Pupils in Year 2 discuss their work productively in a variety of groups and pairs because their tasks are closely matched to their abilities and this gives them confidence to contribute their ideas.

58. Teachers have a secure understanding of the national literacy strategy and implement it effectively. Teaching in English is good overall with some very good teaching in Year 6. Throughout the school, teachers use their good knowledge of pupils' needs to plan carefully for all abilities in the class. Very good relationships establish an atmosphere of trust and confidence in the classroom where pupils are willing to do their best. Effective grouping by ability in Years 3, 4 and 5 helps teachers to focus more closely on pupils' needs and to provide effective support and guidance. In the best teaching, teachers use their very good subject knowledge to plan well-organised teaching of skills, which provides good challenge for all levels of ability. Lively presentations at the beginning of lessons, quickly engage the interest of pupils, channel their enthusiasm and sustain their concentration. Where it is available, teachers make effective use of interactive technology as a flexible tool to record and organise ideas and draft and edit whole class writing. This was seen in literacy lessons in Years 3, 4 and 5. Pupils are very well involved as a result of teachers' challenging expectations. All teachers mark pupils' work supportively with a good level of encouragement and recognition. In the best marking, there are careful and often detailed written comments on how pupils can improve their work. However, this is not consistently evident in all classes. Homework is well organised and relevant to pupils' needs and their learning. There is good guidance given to parents on how to support their children.

59. The management of English is good. The co-ordinator has a good understanding of her role and monitors both teaching and pupils' work carefully and systematically. This enables her to have a good overview of English across the school and to support staff and pupils effectively. Assessment in English is very effective and teachers use this well to plan further work and to track pupils' progress across the school. Results of national tests are analysed rigorously to establish priorities for the subject, set realistic targets and to identify areas for further development. Resources in English are good with a good range and number of reading books in each classroom. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development through discussion and enjoyment of shared texts and preparatory discussions of ideas for writing.

Language and literacy across the curriculum

60. There are good opportunities for pupils to develop their speaking and listening skills across the curriculum in a good range of contexts and groupings. Whole school assemblies also provide very good opportunities for pupils to speak to different audiences. This promotes confidence well. By Year 6, pupils use reference and resource books confidently. Opportunities to write in other subjects are developed appropriately. There are good opportunities in subjects such as geography and science for pupils to develop their organisational skills for different purposes. However there are some missed opportunities in subjects such as history and RE, for older pupils to consolidate their skills and further develop the depth and detail of their expression.

MATHEMATICS

Provision in mathematics is **good**

Main strengths and weaknesses

- Standards are well above average in Year 6 and above average in Year 2.
- The quality of teaching and learning is, overall, good.
- Pupils achieve very well in Year 6.
- Pupils are interested in the subject and their attitudes are very good.
- Support for pupils with SEN is good.
- Assessment of pupils' performance is very good and is used very well to respond to pupils' individual needs.
- Resources for the subject are good and are well used to develop pupils' learning.
- In some classes written comments in pupils' workbooks do not give them consistent guidance on how to improve their work.

Commentary

61. Standards are well above average in the current Year 6. In the 2003 national test results, standards were very high and unvalidated test results from 2004 indicate similar high standards. These standards are well above the judgement of the last inspection. Standards in comparison with similar schools are also well above average. Pupils' achievement, which takes into account their capabilities and previous levels of attainment, is good, overall. There are no significant, gender differences in standards or achievement.

62. In the current Year 2, standards are above average. This judgement is similar to the 2004 national test results and also in comparison with similar schools. It is also in line with the judgement of the previous inspection, when standards were found to be above average. There are no significant differences between the performance of boys and girls in this year group. Pupils' achievement in lessons, and over time, is also generally good.

63. The quality of teaching and learning is good, overall, with an example of very good teaching in Year 6. There was no unsatisfactory teaching. Analyses of pupils' work also indicated good teaching and learning. Teachers plan very well and their insistence on high standards of behaviour and pace and challenge in lessons results in at least good standards throughout the school. Equality of opportunity is promoted very well and pupils with SEN are well supported by differentiated work or learning support workers in all aspects of mathematics.

64. All teachers use resources well to give pupils 'hands on' experience of mathematics. In the Year 2 lesson observed, pupils were encouraged to estimate and then measure accurately various items in the classroom. The introduction included an emphasis on the use of correct vocabulary. Playground equipment like skipping ropes and tapes of various lengths were used well by the

teacher to develop pupils' understanding of measurement. Year 6 pupils were very well taught to enable at least half of the class to achieve very well. Pupils demonstrated a good knowledge and understanding of co-ordinates in at least two quadrants and a significant number using four quadrants. The lesson was very well paced and challenging and all pupils worked hard and concentrated on their work even when the teacher was focused on a small group. In the plenary session pupils indicated a good capability to proceed to the principles of translation and rotation in the four quadrants.

65. In all the lessons seen, pupils who have SEN were given a good level of support by teachers and support staff. Pupils in Years 3 to 5 are grouped by ability and age in their numeracy hour lessons. In a scrutiny and analysis of the work books of all age groups, teachers planned appropriate work for different abilities. In Years 2 and 6, written comments were consistently helpful in indicating to pupils how they could improve their work. However, whilst there are good examples in other classes also, it is not always consistent.

66. All teachers have established good classroom routines. As a result, pupils behave very well, remain on task and are generally keen and interested in mathematics which leads to their overall good progress in the subject. Pace and challenge are evident in most class lessons and teachers have high expectations for pupils' performance. Homework is regularly set and is appropriately matched to pupils' work in classrooms. Comprehensive assessment by class teachers is used well to plan lessons and for responding to the needs of individual pupils.

67. Leadership and management in the subject are very good and lead to high standards in Years 1 to 6. The well qualified and enthusiastic, subject co-ordinator has been in post for just over a year and has been instrumental in providing both formal and informal advice and development for members of staff. Assessment in mathematics is very effective. Very detailed analyses of both standardised and national tests provide a very good range of information which is used effectively to identify pupils who are underachieving. Individual pupil target tracking has been introduced for all year groups and pupils of above average ability and those with SEN are identified and the assessments fully used to improve all pupils' standards.

68. Standards at the time of the last inspection were reported as above average across the school. This has been improved as standards at the top of the school are now well above average and approximately half of pupils are likely to achieve the higher Level 5 by the end of Year 6. Accordingly there has been good improvement since the last inspection.

Mathematics across the curriculum

69. Several examples of the use of mathematics in other curriculum subjects were evident during the inspection. These included pupils' work in the science/geography recycling scheme when pupils' mathematics and ICT knowledge was used to prepare pie charts and graphs relating to the amount of waste recovered from the school. Time lines were produced to illustrate various periods. A time line was produced to illustrate the span of various periods in history. A wide variety of data handling work has been produced by using ICT and teachers use whiteboards and overhead projectors in their mathematics lessons.

SCIENCE

Provision for science is **good**.

Main strengths and weaknesses

- Attainment by Year 6 is above average.
- The opportunities for investigational work are good and scientific vocabulary is used well.
- The curriculum is good, and well balanced.
- Very good leadership and management in the subject is a significant factor in improving standards.

- Additional features of the curriculum contribute well to the provision for science.

Commentary.

70. Standards in science by Year 2 are average overall. These findings match the unvalidated results of teacher assessments in the summer of 2004. However, higher attaining pupils did very well in the assessments and the indications are that their results are well above average. This is an improvement since the last report and from the teacher assessments for 2003, when the number of pupils attaining Level 3 was below average. Pupils overall make satisfactory progress, and this includes those who have SEN. More able pupils often make good progress.

71. By Year 6, standards of attainment are above average and all pupils make good progress and achieve well. This reflects the unvalidated results of the national tests in 2004 and maintains the standards reported at the last inspection. Higher attaining pupils also did well in 2004, and the provisional results indicate that they were above average when compared to all schools. This is also a considerable improvement since the last report.

72. The quality of teaching and learning is generally good. In particular, teachers provide plenty of well planned activities for pupils, both infants and juniors, to investigate science. They give them a good range of opportunities to work independently, especially the older pupils. Together with teachers' good encouragement and support, pupils become 'young scientists' with a lively interest in the subject. For example, Year 2 were seen conducting their own experiments within the general topic of forces. They rolled toy cars down a slope, increasing the height of one end from one brick to three bricks. They recorded their findings and worked well together in groups. Year 6 were considering gravity, using Newton meters and putting the upthrust of water into their calculations. Teachers also make sure that pupils use scientific vocabulary correctly. For example, in a very good Year 5 short re-capitulation session, pupils correctly used terms such as stamen and stigma when talking about pollination of flowers by bees. They demonstrated a very clear understanding of the process and were even beginning to distinguish between pollination and fertilisation.

73. Analysis of pupils' work, across all ages, shows that the curriculum is both broad and balanced. It provides pupils with good opportunities to extend their knowledge and understanding and covers all the required aspects well.

74. Leadership and management are both very good. The co-ordinator is very experienced and monitors teaching and learning by lesson observations. She also walks round the school from time to time, collecting evidence of good practice, and pupils' work in science. In addition, she has introduced several extras that enhance the curriculum well. These include visits to an environmental centre, a forthcoming 'Space Week' challenge, and a science week for the whole school. These initiatives help to raise the profile of the subject very well and greatly increase pupils' interest. Assessment in the subject is good with detailed analyses of pupils' test results being used well to guide teachers' planning and to identify pupils who are not doing as well as they could. An area for improvement is the further development of resources for ICT in science. The co-ordinator is well aware of this and has already identified specific software to address this need. In general, science is an improving subject which has steadily rising standards.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision for ICT is **good**.

Main strengths and weaknesses.

- Attainment is above average, across the school
- Teaching and learning are good.
- Pupils are confident in computer skills.

- Resources are good.
- There is very good subject leadership.
- The portfolio of pupils' work is very good.

Commentary

75. Pupils of all ages attain above average standards. They make good progress, achieve well and demonstrate good skills and confidence with computers. This includes pupils who have SEN. Standards have been maintained well since the last inspection.

76. The quality of teaching and learning is good. Teachers strike a good balance between instruction and hands-on experience for pupils. They also allow pupils a good measure of independence, working two to a computer. For example, in a very good Year 6 lesson, the teacher had prepared some work in advance. Pupils then saw how to improve this with colour or rainbow fonts and then went off to do it themselves. They worked and achieved well, and, by the end of the lesson, had made very good gains. They are extending their knowledge well, using Power Point for the first time in many cases. Year 2 were seen using some English text to alter the format, use the mouse and the return key.

77. Teachers are confident and knowledgeable about the subject and lead the sessions well. They are committed to increasing pupils' skills with the equipment and with the software programs. This is enabling pupils to make good progress. They are thereby building up pupils' confidence and skills well. Teachers assess pupils' levels and skills very well and provide plenty of opportunities to take them forward.

78. The resources for ICT are good with sufficient computers and several interactive whiteboards. These resources enable teachers to demonstrate to a whole class and then provide time for pupils to practise for themselves.

79. Leadership and management of the subject are very good. The co-ordinator analyses the results of tests and provide information for teachers to focus on in their planning. She gives freely of her own time, using holidays to make sure that teachers new to the school are conversant with the ICT equipment. Assessment in the subject is good and is being used effectively to raise standards and to monitor pupils' progress across the school. The portfolio of pupils' work across all years is very good and demonstrates effectively their above average standards. Progress as they move up the school is clearly seen and their skills improve year on year. They are fully competent with the keyboard and mouse by Year 2 and they quickly add the use of more complicated programmes and systems as they achieve more confidence and acquire more skills.

ICT across the curriculum.

80. There are computers in the classrooms and teachers include use of these in their planning. They provide an additional good resource for small groups within the whole class. There are also good opportunities for classes to go to the suite to use the computers while working on other subjects. For example, during the inspection, Year 2 arrived to work on an English text. The interactive whiteboard enabled the teacher to use it for the sharing of the text with the whole class, but then they were able to work in pairs on their own computers. Analysis of pupils' work and teachers planning shows that pupils use the computers for research and presentations. A good example of this is the work in Year 6 on mountains.

HUMANITIES

81. Analyses of pupils' work in **history** for this year and the previous year and discussions with teachers indicate that standards are broadly average in both Year 2 and Year 6 and that pupils develop their skills and knowledge appropriately. No judgement was made on standards in the previous inspection. Pupils learn about an appropriate range of topics with a good focus on developing skills in understanding both the language and concepts of chronology. In a good link with their work in RE, pupils in Year 2 learn about Poppy Day and what it represents. In their work on the

Great Fire of London they learn about Samuel Pepys and his diary. They find out about famous people in the past such as Florence Nightingale and Louis Braille and use simple time lines to give them an awareness of how periods of time are organised. They use pictures and photographic evidence to find out about seaside holidays in the past and how they compare with holidays today. The good range of work in Year 1 includes interviews with members of the family to find out about transport in the past and making observations about objects found in kitchens in the past.

82. In Year 6 the main focus was on the topic Britain in the 1930s and subsequent decades in the twentieth century. In good links with speaking and listening and dance, pupils prepared presentations and displays based on their research on aspects of World War 2 and worked on an expressive dance project which represented the plight of the evacuees during the war. In Year 5, the current Year 6, learnt about life in Victorian times, culminating in a day in a Victorian school. In their work on Ancient Greece, they compared aspects of Athens and Sparta and learnt about Greek gods and goddesses.

83. Whilst the coverage of topics is generally appropriate, there are some missed opportunities for older pupils to use their extended writing skills in their recorded work. Assessment is appropriately linked to learning objectives and to National Curriculum level descriptions enabling pupils' learning to be evaluated and recorded for each unit of work. Indications are that coordination is satisfactory. There are useful opportunities for the co-ordinator to monitor pupils' work and teaching.

84. **Geography** is planned well using national recommendations and, at the time of the inspection, only two year groups were studying geography, as it has an alternate timetable with history. An interview with the enthusiastic geography co-ordinator indicates a good knowledge of the performance of all pupils by lesson observations and a scrutiny and analysis of pupils' work. An analysis of pupils' workbooks and classroom displays indicate a good link with literacy as last year's Year 6 pupils worked on the topic of 'water'. The encouragement of independent research is also indicated when Year 5 pupils compared Llandudno with their own area. During the course of the year, Year 6 also developed their understanding and knowledge of the mountain ranges of the world and Year 4 compared Hempsted with a village in India. The present Year 6 pupils have marked all the continents and oceans on a world map and compiled a key to indicate various aspects. They have also started looking at the different types of environment in the world, for example, savannah, deserts, mountains and forests. Pupils and the geography co-ordinator are at present participating in an extra-curricular 'recycling programme' which is well matched to environmental issues. This programme is linked to mathematics, science, ICT and art when pupils have to design and paint posters about the subject.

85. The geography curriculum is enhanced by the use of the local environment and a three day residential trip for Year 6 pupils in the summer term. The resources for geography are good and a wide variety of software is available to teachers and pupils to use to widen their knowledge and increase their computer skills. Local resource centres, field trips and the Schools Library Service are also used to enhance pupils' understanding and knowledge of geography.

RELIGIOUS EDUCATION (RE)

Provision for RE is **satisfactory**.

Main strengths and weaknesses.

- Stories from religious sources are used well.
- Pupils are beginning to relate this subject to their everyday lives.
- Visits to places of worship enhance the subject effectively.
- The amount of written work in some cases is insufficient.
- The level of challenge seen in pupils' books is sometimes too low.

Commentary.

86. The attainment of pupils of all ages meets the requirements of the locally agreed syllabus. They make satisfactory progress and achieve soundly. This includes pupils who have SEN. These standards are lower than in the previous inspection when standards were well above average in Year 2 and above average in Year 6. This is because there have been several changes in the management of the subject and the focus of the school's priorities has been on standards in English and mathematics. Teachers use parables and other stories from sacred writings effectively. This enables children to understand more about the teachings and the belief of various religions. For example, Year 1 pupils have heard the story of Mary Jones and her quest for a Bible, showing how important it was to her.

87. The quality of teaching and learning is generally satisfactory, with some that is good. Teachers are trying to make the work relevant to pupils' everyday lives. For example, Year 3 were thinking about special books, leading towards an understanding that the Bible is the Christian special book. They wrote about their own favourite book and gave their reasons for it being special to them. The analysis of pupils' books shows that some pupils, when working on rules and the Commandments, thought about rules for their own lives. Discussions with pupils in Year 6, showed that they remembered work about the Jewish mezuzah on the doorposts of houses. Then they thought about suggestions they could use for their own versions, such as 'always tidy the room before you leave it'.

88. Analysis of pupils' work shows that they hear stories from the Bible such as the Prodigal Son in Year 4 or the story of the healing of the paralytic man from the life of Jesus. Other aspects of religion such as pilgrimage in Christianity are covered fully. Year 6 have many examples in their work of Christian pilgrimage. These include Walsingham, Rome and Jerusalem. Some pupils have used ICT to record their work but this is not consistent across the school. Pupils study some festivals and celebrations in various religions such as in Year 5, Shabbat in Judaism and Eid in Islam. There is sound coverage of some of the basic facts of these two religions in this year.

89. Discussion with Year 6 pupils enabled them to talk about their work on Judaism when in Year 5. They know some details of the Jewish faith and could talk about the Torah and the contents of the scrolls. They know that the scrolls contain the Law and that they are written in Hebrew. They were less sure about Islam, and could not remember much about their work except that the place of worship is a mosque and one pupil could talk well about the five pillars of Islam. Although in some years, there is a good amount of written work, in some classes it is insufficient. The opportunity to tie this in with the English skills of extended writing is being missed. In addition, several pieces of work required pupils to draw and colour rather than write and this is too low a challenge, especially for older pupils. There is much reliance on printed sheets for pupils to fill in rather than use their own creative writing. Pupils visit the local church and the cathedral. These visits link well with work such as that about baptism, and pupils know what to look for in a Christian place of worship.

90. The co-ordinator is a newly qualified teacher who is only just preparing to take over responsibility for RE. The good support and guidance provided by the school is developing her understanding suitably. Assessment in the subject is appropriately linked to learning objectives for a unit of work and reflects the requirements of the agreed syllabus which forms the basis of curriculum planning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

91. Indications are that, **in art and design**, pupils receive a broad range of experiences and opportunities which are well enhanced through events such as the Arts Week held in the previous summer term. The programme offered to pupils enabled them to celebrate their creativity. The whole school visited the Forest of Dean to observe sculptures and they use their observations as a basis for their own work. Pupils took part in wheel weaving, chalk drawings in the playground, sketching in the churchyard, flower sculptures and seascape collages. Useful portfolios of work are maintained for all classes and provide an overview of both standards and the range of pupils' experiences. However, although there is a good range of experiences there is a less evidence of the progressive development of pupils' skills leading to higher levels, particularly in older pupils' work.

92. Analyses of pupils' work from the previous year and the work already undertaken this year indicate that standards are average in Year 2 and Year 6. In Year 2, pupils are developing a good awareness of colour and simple mixes. There is a good focus on the processes involved in art which is clearly evident in the portfolios of work for both Years 1 and 2.

93. In Year, 6 pupils develop their skills of observation appropriately. In some pieces of work there is a good level of detail and accurate observation. Their use of water colour shows awareness of shading and colour depth and they develop an appreciation of Picasso's work through their paintings in his style. Sketch books are used appropriately to develop ideas and techniques.

94. In the lesson seen, there were good planned links with mathematics and science as pupils in Year 4 explored patterns in wrapping paper. As a result of their teacher's effective questioning, they were able to observe how colours and shapes contributed to the elements in a repeating pattern. They were given good opportunities to choose objects both inside and outside the classroom to make their own patterns from rubbings. This helped them to work both independently and with a good level of self discipline. By the end of the lesson, as a result of well directed explanations and questioning and well organised activities, most pupils had made good progress with creating their own patterns.

95. The subject is well managed and the co-ordinator maintains a good overview of work in the school through focused 'walks' in which she visits each class in turn to observe planning and pupils' work with particular criteria in mind. This ensures the good range of opportunities observable in pupils' work.

96. From the analysis of documents, pupils' work, and discussions, the indications are that standards in **design and technology** are average overall and sometimes above. Pupils are gaining experience in a range of materials and techniques. There is clear evidence of designing, making and evaluating their work. Younger pupils use construction kits and experiment with food techniques as well as making three-dimensional pictures and using wheels and axles in their constructions. Older pupils link food technology to healthy living and investigate articles before they design and make their own versions. They use papier-mâché and clay and study how to make models stronger by using different designs and techniques. Across the school, pupils are learning appropriate skills and techniques in their work and join, glue and sew as appropriate.

97. In **music**, pupils sing together with enjoyment. They sing tunefully in collective worship and with an appropriate awareness of rhythm. In the good lesson seen in Year 1, young pupils were developing their ability to listen carefully and copy a range of simple sounds made with their hands and fingers. They enjoyed the lesson because the teacher was secure in her subject knowledge and gave the pupils confidence through her encouragement and praise. They learnt how to identify and play a range of simple percussion instruments and showed a good appreciation of each other's performances. As a result of the teacher's good management of the group and her infectious enthusiasm, pupils developed their skills well. In the good lesson seen in Year 3, the teacher had planned effective links with pupils' skills in dance to explore how Indian dancers use movement and music to create images of animals. Her good management of the group and her good subject knowledge enabled pupils to create an effective link between their movements, the sounds of the music and the animal whose movements they were imitating.

98. Pupils are taught all elements of the curriculum through a scheme of work which is linked to the nationally recommended guidelines. Throughout the school, pupils are given the opportunity to learn to play the recorder and all take part in school productions such as the Nativity play and the Christmas Carol concert. A good number of pupils receive music lessons from outside specialist teachers in violin, guitar, clarinet and saxophone. Their musical skills and appreciation are well enhanced as a result and some reach good standards for their ages. The subject is well managed and the co-ordinator is experienced and has a good overview of the subject.

PHYSICAL EDUCATION (PE)

Provision in PE is overall, **good**.

Main strengths and weaknesses

- Standards in all aspects of PE including swimming are above average in Years 3 to 6.
- The observed teaching of the subject is at least good in Years 1 to 3.
- Good links to outside agencies broaden the PE curriculum for the benefit of all pupils both in and out of school, especially in games.
- The subject is very well led and managed.
- Pupils have very good attitudes to their PE lessons and clubs.
- Resources for the subject are generally good.

Commentary

99. In the lessons observed, pupils in Years 3 to 6 reach above average standards in all aspects of PE, including swimming. At least one lesson was observed in dance, gymnastics and games. All Year 6 pupils are likely to be able to swim for at least 25 metres by the time they leave the school and this also represents above average performance. The high standards lead to good achievement by most pupils and this is promoted by overall good teaching and learning and very good leadership. This judgement indicates an improvement from the findings of the last inspection when the judgement was that pupils in Years 3 to 6 made good progress. There was no judgement for Years 1 and 2. The judgement of this inspection is that pupils in Years 1 and 2 achieve average standards.

100. In the good Year 1 gymnastics lesson observed, pupils were encouraged to develop their ability to travel using their hands and feet. The teacher was actively involved in the lesson and demonstrated good performance. In the final part of the lesson, all pupils demonstrated a good ability to put out large, gymnastics equipment quietly and safely. Year 5 pupils demonstrated a good ability to devise their own dance steps either individually or within a group. Pupils were encouraged to demonstrate their sequences and also comment on their classmates' performance in order to improve their own performance. Very good use was made in the lesson of other areas of the curriculum like music and literacy as 'The Secret Garden' was used to stimulate pupils' imaginations. In the combined Years 5 and 6 games lessons, pupils were divided into two groups for netball and soccer to extend their ball and team skills. In the netball session, pupils indicated confidence in marking and dodging practice before participating in a small sided team game to develop their team tactic awareness. The soccer group was divided into two sessions, one taken by the headteacher and the other by a qualified coach. Both adults were actively involved in the lesson and prompted and demonstrated good practice. A good, combination of ball skills were demonstrated by boys and girls which helped the pupils to develop above average soccer abilities. A warm-up session was used to start all PE lessons and pupils demonstrated a good awareness of the effect of exercise on their bodies.

101. The subject co-ordinator is well qualified and interested in the subject and has introduced a scheme of work using the nationally recommended syllabus and other commercial schemes to achieve above average performance by most pupils. She gives very good educational direction for the subject which is evident in the highly successful participation in local competitions by pupils. The school is linked to various outside agencies, including the local secondary community college. Year 4 pupils participate in weekly swimming instruction and any who fail to swim for 25 metres at the end of this year are given further tuition in later years in order to guarantee complete success. Resources for the subject are good and the PE curriculum is enhanced by a wide range of extra-curricular activities which also include younger pupils. These include soccer, rugby, netball, cricket and rounders clubs, open to boys and girls and the 'Huff-Puff' club for pupils in Years 1 and 2. Year 6 pupils attend a three day residential 'Outward bound' course in the summer term that is mainly based on areas of PE.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education is **very good**

Main strengths and weaknesses

- Very comprehensive policy and planning lead to PSHE and citizenship aspects being incorporated into the whole ethos of the school.
- A thriving School Council leads to a good awareness of citizenship.
- Very good links with the community enhance pupils' personal and social development.
- The excellent re-cycling of waste programme being operated by the school indicates pupils' great awareness of local and national issues.

Commentary

102. The school has a very comprehensive policy and planning for the subject which is incorporated into most of the school day during assemblies, 'circle times', PE and science. The subject co-ordinator, the deputy headteacher, has developed a whole school scheme of work that includes assessment documents to chart the progress of individual pupils' personal development through the various age groups.

103. Pupils show a good ability to express themselves on local and school issues either individually or through the thriving School Council. For example, all year groups have organised cake sales with the proceeds going to charity. A Macmillan Coffee Morning was organised after a pupil's family bereavement. Pupils have been encouraged to put forward their views about the location of trees around the playground. Older pupils in the school are learning to play an active role as citizens like, the Year 6 pupils visit to a local authority for a schools' 'Citizenship Day'. Most pupils in the school have recently participated in elections for the School Council which has given them a very good insight into voting procedures and the democratic process.

104. Of particular note is the excellent re-cycling programme initiated by the school and linked to pupils' geography studies. It is organised and run by pupils as a lunch-time extra curricular club and has been instrumental in auditing and cutting down the amount of waste rejected by the school. The scheme has been so successful that the amount of waste has been reduced, in just over a year, from the weight of 2.2 elephants to just over the weight of one elephant! Pupils show a good awareness and ability to appreciate the various regional, religious and ethnic identities of Britain through their RE lessons, whole school assemblies and visitors to the school. Pupils also appreciate the benefits of a healthy life style through their PE and science lessons and their many sporting activities. In this respect, the school has been issued with a 'Healthy School Award'.

105. The school encourages very good links with the community like the school nurse, police and the authority's 'Life Education Van' to develop pupils' awareness and knowledge about body changes at puberty, sex education, hygiene and drug abuse. Finally, the school has initiated a 'child of the week' award which leads to pupils developing very good relationships and mutual respect for one another.

106. The success of the school's personal, social and health education programme is reflected in the very good relationships and pupils' attitudes and behaviour, evident in all aspects of the school life.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS***Inspection judgement******Grade***

The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities (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	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3

The leadership and management of the school	2
The governance of the school	3
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).