

INSPECTION REPORT

KENNINGHALL PRIMARY SCHOOL

Kenninghall, Norwich

LEA area: Norfolk

Unique reference number: 120824

Headteacher: Mrs G Livingstone

Lead inspector: Mrs C Pittman

Dates of inspection: 18-20 October 2004

Inspection number: 267130

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 4 – 11 years
Gender of pupils: Mixed
Number on roll: 99

School address: Kenninghall
Norwich
Norfolk
Postcode: NR16 2EJ

Telephone number: 01953 887286
Fax number: 01953 887048

Appropriate authority: The governing body
Name of chair of Anne Kay
governors:

Date of previous May 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

Kenninghall Primary School is situated in the picturesque village of Kenninghall in the heart of Norfolk. Pupils come from a wide range of socio-economic backgrounds and mainly from the immediate farming area. The school is smaller than most other primary schools. There are 99 boys and girls. None of the children come from minority ethnic backgrounds and all speak English as their first language. The percentage of pupils eligible for free school meals is broadly in line with the national average. The percentage of pupils identified with special educational needs is average. However, the small size of each year group results in there being a wide spread of ability amongst the pupils, sometimes with a high proportion of pupils needing extra help and for whom additional money is provided. This year one pupil has a statement of special educational need. The percentage of pupils joining the school other than at the usual time is higher than the national norm in both the Year 2 and Year 6 classes. Children's attainment on entry to the school in recent years has been average but in some years there have been a significant number of children who have below average attainment when entering the school. The school is used well by the community for various activities. It has been given a silver award for excellence in work related learning.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18275	Mrs C Pittman	Lead inspector	English Science Art and design Information and communication technology Religious education English as an additional language
19740	Mr A Smith	Lay inspector	
11419	Mrs J Underwood	Team inspector	Mathematics Citizenship Design and technology Geography History Music Physical education Foundation Stage of learning Special educational needs

The inspection contractor was:

PBM, Brookbridge and Bedford Ltd
PO Box 524
Cheadle
Staffordshire
ST10 4RN

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school which continues to improve. All pupils achieve well. Pupils are keen to learn and relate well to each other. Most of the teaching is good. There is a good learning ethos and pupils' personal qualities are developed well. The headteacher's leadership is strong and she is quick to identify and tackle any weaknesses. Strong leadership and management have sustained above average standards overall. The school cares well for its pupils, has a strong partnership with its parents and offers **good value** for money.

The school's main strengths and weaknesses are:

- standards are above average overall and have risen significantly in reading since the last inspection;
- teaching is good overall and pupils achieve well as a result;
- the headteacher provides very clear and purposeful direction for the school;
- pupils' behaviour, and attitudes are good; relationships are very good;
- the opportunities to take part in other activities outside the school day are very good;
- parents have good links with the school and pupils are cared for well;
- the school's links with the community are very good;
- assessment is used well to plan the curriculum in English and mathematics but it is not used effectively in the planning of the rest of the curriculum. Literacy skills, and in particular writing, are not taught well enough in some non-core subjects in Years 1 to 4;
- pupils' awareness of the multi-cultural nature of society is insufficiently developed.

HOW THE SCHOOL HAS IMPROVED

The school has made good improvement since the previous inspection in 1999 and its response to the key issues raised then has been positive. Leadership and management are more effective in that the governing body is more aware of the school's strengths and weaknesses and there is better monitoring of the school's progress. Standards in reading, writing and religious education have risen and are now average in reading and above average in writing. There has also been good improvement in the school's accommodation. The quality provision for information and communication technology has improved. However, the school still has not focused enough on assessing and monitoring learning; this has been significantly improved in English and mathematics, but is still insufficiently developed in other subjects.

STANDARDS ACHIEVED

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

Key: A - Very high; 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 6*

Pupils achieve well as a consequence of good teaching. The small size of every year group and the wide spread of ability is leading to annual variations in overall

performance. There is a high proportion of pupils with special educational needs in some year groups. Given the small numbers taking the tests, the average over the last three years shows that pupils are attaining standards well above the national average in English, mathematics and science. The skills, knowledge and understanding of the children entering the Reception class have been average overall, although in some year groups there are higher numbers of children with special educational needs. This year children in the Foundation Stage have settled well into school and are on line to exceed the national goals for learning by the end of the Reception year. In Year 6 in 2004, results were well above average in science, above average in English, and average in mathematics. Overall, standards have risen in the national tests at Year 6 since the previous inspection. Girls achieve better results than boys in mathematics although boys do better in English overall. Higher attaining boys and girls do equally well. The school exceeded its challenging targets in English but met them in mathematics. This is largely the result of the successful targeting and monitoring of pupils' progress. **Pupils' personal qualities are developed well.** Their spiritual, moral, social and cultural development is good overall. Children of all abilities interact well together. There is a caring and supportive ethos in the school. Attendance levels are well above average and have been so for the previous three years. Lessons start on time.

QUALITY OF EDUCATION

The school provides a good quality of education. Teaching and learning are predominantly good throughout the school with some examples of very good teaching. Pupils learn effectively and make good progress because good relationships, interesting activities and attention to individual needs underpin the provision. There is very good teaching in physical education in Year 4 where a positive ethos for learning and good planning produces interesting lessons. The best teaching is in the mixed Years 5 and 6 class where teachers are particularly effective in understanding the needs of the pupils and make learning fun. Teaching of pupils with special educational needs is good. Teaching is less effective in a few lessons in the other year groups when pupils are kept listening to the teacher for too long before they are allowed to work on their own; or where assessment is not used effectively to plan what is taught next. The curriculum has a good range of learning opportunities. However, pupils' awareness of the multi-cultural nature of society is insufficiently developed. There is a very good range of activities outside the school day to enrich the curriculum. The school provides well for the health, safety, care and welfare of its pupils. Support, advice and guidance for pupils are good. Pupils feel valued and are involved well in their learning. The school works effectively with parents and has very good links with the community.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are good. The headteacher's leadership and management are very good. She knows what the school does well, where its weaknesses are and how to improve them. Members of staff are effectively focused on improving standards and supporting all pupils but co-ordinators are not as effective in monitoring assessment and learning in the foundation subjects. The governance of the school is good. Governors know the school's strengths and weaknesses, monitor the school's performance well, and ensure that statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are happy with almost all aspects of the school and have no significant concerns. All the parents and pupils interviewed thought that the school deals with rare incidents of

oppressive behaviour very effectively. Inspectors saw no occurrences of bullying during the inspection. Most of the pupils spoken to think that the school is very good and they are very happy with it.

IMPROVEMENTS NEEDED

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

- improve how teachers use assessment to plan what is taught next in the non-core subjects;
- improve how literacy skills are taught in Years 1 to 4 in the non-core subjects;
- develop the pupils' awareness of the multi-cultural nature of society.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve well throughout the school. Because of the small numbers taking the tests, standards can vary greatly from one year to the next. However, the average over the last three years shows that pupils are attaining standards well above the national average in English, mathematics and science.

Main strengths and weaknesses

- All pupils achieve well.
- Standards have risen in national tests.
- Higher attaining pupils do better in science than in English or mathematics.

Commentary

1. Children start school with average levels of attainment, although this depends largely on the ability of the group year on year with some groups having a large minority of children with below average attainment on entry to the school. However, pupils achieve well so that when they leave aged 11, their attainment, overall, is usually above the national average.
2. The test results for 11 year olds in 2004 were above average in English average in mathematics and well above average in science. Higher attaining pupils did better in science. When these results are compared to those of similar schools they are well above average in English and science and average in mathematics.
3. At the time of the inspection there were 15 children on roll in the Reception year. Most children have some pre-school experience. Children achieve well during their time in the Reception class because of the good teaching and relevant curriculum which meets their particular needs. Most attain the national goals for early learning and many go further by the time they leave the Reception year.
4. Six pupils took the tests in 2004 in Year 2 and this is too small a number to have statistical significance. Standards in the Year 6 tests in 2004 were above average in English and average in mathematics and well above average in science. What the table does not show is the large percentage of pupils who attain the higher Level 5 in science. When compared to similar schools results were above average overall.

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

Standards in:	School results	National results
English	28.1 (27.8)	26.9 (26.8)
Mathematics	27.0 (29.3)	27.0 (26.8)
Science	30.5 (30.4)	28.6 (28.6)

There were 17 pupils in the year group. Figures in brackets are for the previous year

5. Pupils achieve well in most year groups. Currently standards in English, mathematics and science are average at Year 2 and above average at Year 6 overall. Higher attaining pupils in Year 2 do better in mathematics than in English. Higher attaining pupils in Year 6 do equally well in English and mathematics but achieve much better results in science. Standards are above average in information and communication technology and in art and design. From the evidence seen they are broadly average in other subjects.
6. Teachers give good emphasis to the teaching of vocabulary needed in other subjects and many opportunities for pupils to develop speaking and listening skills. The emphasis the school places on reading is reflected in the pupils' enthusiasm for books although the overall use of literacy is underdeveloped throughout the school. Current and previous work shows that pupils have insufficient opportunities to record events and information in subjects such as geography and religious education. The standard of written work in these subjects is unsatisfactory. The use of pupils' mathematical skills in other subjects is good. Incidental use occurs frequently, for instance, in the use of measuring and weighing skills in design and technology or the understanding of graphs in science. The use of information and communication technology across the curriculum is good. Pupils make good gains in the development of their computer skills in most subjects.
7. Historically, girls achieve slightly better results than boys in English although boys, particularly as they get older, do better in mathematics. However, the school has made an effort to redress the balance through careful monitoring of boys' performance and focusing attention on them and has had some success. Higher attaining boys and girls now do equally well. The achievement of pupils with special educational needs is good and parallels the achievement of all pupils. They are supported effectively in their learning by both teachers and teaching assistants. The school's strong, shared commitment to including everyone in what it offers is realised in the good provision for these pupils. As a result, they achieve well in relation to their prior attainment and their individual education plans.

Pupils' attitudes, values and other personal qualities

Attitudes and behaviour are good. Pupils' spiritual, moral, social and cultural development is good overall. Attendance is very good.

Main strengths and weaknesses

- Pupils demonstrate a high level of interest in the wide range of activities provided for them.
- The very good relationships contribute to the very positive ethos of the school.
- Attendance is within the top ten per cent of schools across the country.
- Pupils' awareness of multi-ethnic cultures is very limited.

Commentary

8. Pupils behave well. There is an absence of bullying and anti-social behaviour. Most of the pupils work together well, whether in pairs or in small groups, taking turns and sharing resources. They show a good awareness of the needs of others and

older pupils take responsibility for younger ones at break and lunchtimes. This makes a positive contribution to all pupils' personal development.

9. The very good relationships seen around the school are an important part of its moral code, and consequently pupils have a very positive attitude towards their learning. They are motivated and want to perform well in lessons. There is mutual respect for all adults and peers, and this contributes to the harmony that exists in the school. Pupils appreciate the wide range of experiences provided to meet their individual needs and demonstrate a keen interest in what is on offer.
10. The personal development of pupils is a part of the school's caring ethos in which they are all valued equally. The good provision for children's personal, social and emotional development in the Foundation Stage is continued throughout the school. Members of staff know their pupils well and have a good knowledge of their individual needs. Communication between the school and parents is good, aims and values are shared, and achievements are celebrated. As a result, pupils feel secure. This enables them to develop confidence and self-esteem in their learning. A programme of personal, social and health education including "circle time", in which pupils discuss matters of social and moral importance to them, and school council activities, enables pupils to be reflective and to contribute effectively to whole-school issues.
11. The church links that have been developed over time enhance the good quality of pupils' spiritual development. The school promotes pupils' moral development well through its behaviour code. Social development is extended through a good range of out-of-school activities. Instances of good cultural development come from an extensive range of visits, visitors and curricular experiences. Wider multi-cultural experiences are not as well developed and the cultural provision is satisfactory overall.
12. Because pupils with special educational needs get good adult support, they have positive attitudes to their learning and to other pupils. They behave well and apply themselves to the tasks set.
13. Attendance rates are well above national rates. The school monitors attendance and punctuality very well and is active in promoting parents' and pupils' awareness of the importance of full attendance and punctuality. The strong family ethos of the school means that children are very happy to come to school. There were no exclusions last year.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.6	School data	0.0
National data	5.1	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is good. Pupils achieve well because they are taught well. The curriculum is good; opportunities to enrich the curriculum outside of the classroom are very good. Pupils are well cared for and the school's links with parents are good.

Teaching and learning

Teaching and learning are good overall and pupils make good progress. Assessment is used well in English and mathematics but there is insufficient use of assessment in the other subjects.

Main strengths and weaknesses

- Teaching in the Year 5/6 class is of a consistently high quality, characterised by high expectations and a thorough understanding of how children learn.
- All teachers plan well and positively reinforce good learning.
- The teachers' time is sometimes not used well enough, particularly at the start of lessons.
- Pupils with special educational needs are well taught and teaching assistants support them effectively.
- There is insufficient use of assessment to guide teaching and learning in subjects other than English and mathematics.
- Some teachers accept poorly presented work too readily.
- Literacy skills are not taught well enough in some lesson in Years 1 to 4, particularly in the non-core subjects.

Commentary

14. Teaching and learning are good overall with some examples of very good teaching. Pupils make good progress because very good relationships and interesting activities help them to learn more effectively. Assessment is used well to respond to pupils' individual needs in English and mathematics. However, it is insufficiently developed in other subjects because whole-school procedures have not yet been fully established in every subject and teachers do not sufficiently plan lessons on what has already been learnt.
15. The table below indicates the quality of teaching seen across the school. Teaching in the Year 5/6 class is very good overall. There is no significant difference in the quality of teaching and learning between Years 1 and 2, 3 and 4. Both parents and pupils feel that teachers help the children to learn effectively.

Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	15	7	0	0	0

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

16. The good teaching has been maintained since the previous inspection. The best teaching is in the Year 5/6 class where teachers are particularly effective in meeting the needs of all pupils, regardless of what is being taught. Teaching is also very

good in physical education in Year 4, although there is good teaching and a positive ethos for learning in most lessons.

17. There are certain features that are common to most of the very good lessons and they underpin the good quality of learning. These include high expectations of pupils' behaviour, which ensure that pupils concentrate on the task. There are very good relationships between staff and pupils. Pupils trust the adults in the school and consequently tackle work with confidence and good self-esteem. The start of the most successful lessons is particularly significant. The beginning of the lesson is usually brisk, lively and challenging; it immediately makes pupils think. In Year 5/6, where most of these lessons are found, the teachers' interest and good subject knowledge are used to set the scene and engage pupils in thinking about the objectives of the lesson. Teaching is less effective, although still satisfactory, in a few lessons where time is not used well enough and the teachers' introduction goes on too long or where outcomes are not assessed rigorously enough to plan what pupils should learn next.
18. Teachers' high expectations and good questioning enable pupils to think carefully and develop their understanding. In a very good mathematics lesson in Year 5/6, the lower attaining pupils were obviously confident when challenged to think by the high quality questioning of the teacher. A sense of fun was inspired by the teacher and the lesson encapsulated a love of learning among the pupils. All achieved the objective.
19. Once teachers have gained pupils' attention, they keep up the momentum, often with a series of short, focused tasks, so that there is no opportunity for concentration to flag. Usually there is little need for obvious management of pupils; behaviour is good and there are good relationships based on mutual respect between pupils and teachers. When necessary, however, teachers are quick to deal with any straying of attention or lack of effort. Parents are pleased with the progress their children make and say that the teachers do well to help them become mature and responsible.
20. Lessons usually provide a good atmosphere for learning. Pupils have the confidence to try things out, attempt an ambitious answer or put forward an opinion, secure in the knowledge that the reactions of both the teacher and fellow pupils will be supportive. Most teachers use resources well in their lessons. In a religious education lesson in Year 4/5, however, the more able pupils were not sufficiently challenged and soon lost interest in the task. A few teachers too readily accept work that is poorly presented. Literacy skills are not taught well enough in some lessons in Years 1 to 4, particularly in the Foundation subjects. Handwriting is often not well formed, spelling mistakes are uncorrected and there is insufficient extended writing.
21. Classrooms are usually well organised and include colourful displays of work. Teachers often teach from their strengths, for example by swapping classes to teach art and design, and information and communication technology.
22. All pupils, including those with special educational needs and higher and lower attaining pupils, are usually given the support they need. Pupils with special educational needs receive good assistance in class. They are well supported by teaching assistants to enable them to understand and make good progress. Teachers set tasks to match their needs in literacy and numeracy lessons. Individual

targets on individual action plans are precise, but lesson planning does not always show what particular targets pupils with special educational needs are working towards in the lesson. Pupils' individual education plans are of good quality and provide effective guidance on dealing with pupils who have emotional and behavioural difficulties. Teachers throughout the school know these pupils well and use this knowledge to provide effectively for their needs. There is also effective support within the class from well-briefed teaching assistants. The teaching is well planned and effective. For example, the individual education plans of pupils with special educational needs are used effectively so that their learning is very well focused to ensure they achieve their full potential. The progress of all these pupils is closely monitored and assistants are deployed appropriately.

23. Assessment is good in English, mathematics, the Foundation Stage and for pupils with special educational needs, but is still underdeveloped in other areas. Teachers in Years 1 to 6 keep good records of pupils' progress in English and mathematics and track pupils' attainment against targets. In most lessons, members of staff give pupils good verbal feedback on their work and they are told how they can improve. The marking of work by most teachers is good and teaching assistants make useful notes on what pupils can do. However, some teachers' marking of work is not always useful in helping pupils to know what they need to do next, for example, in science. The statutory test results are very thoroughly analysed and targets set so staff have a clear picture of different groups of pupils' attainment in English and mathematics. However, although there is a clear understanding of the purpose and use of assessment and teachers' plans show that they will assess learning in the light of the objectives they have set, this data is not used rigorously enough to plan subsequent work in other subjects.

The curriculum

The school provides a good curriculum with learning opportunities that meet the interests, aptitudes and special needs of all pupils. Opportunities for further learning in activities outside lessons are very good. Staffing is very good; accommodation and learning resources are satisfactory.

Main strengths and weaknesses

- Enrichment of the curriculum is very good with a wide range of visits and visitors.
- Planning for pupils with special educational needs is good and good support helps them to take a full part in the curriculum.

Commentary

24. The curriculum meets requirements for all subjects including those of the locally agreed syllabus for religious education. Children in the Foundation Stage enjoy an effective curriculum. National literacy and numeracy strategies have been implemented well. Teachers provide a broad programme for personal, social and health education, including sex and drugs education.
25. Provision for pupils with special educational needs is good. The school provides individual plans for pupils' learning with targets that match pupils' individual needs.

Targets are specific and with clearly defined success criteria to help track a pupil's progress lesson by lesson. Teachers and teaching assistants know the pupils well and are effective in creating a supportive learning environment.

26. All subjects have schemes of work devised from national guidelines. Planning is based on a two-year cycle to take account of pupils in the mixed age classes. Plans are regularly evaluated and amended to meet the needs of the pupils. Wherever possible, links are made with other areas of the curriculum, for example the use of mathematics when weighing ingredients for design and technology. However, there are limited opportunities for pupils to use their literacy skills when recording information in history, geography or religious education.
27. Teachers provide a varied programme of learning experiences for all pupils, including extra-curricular sporting activities, art and music. The village and school are used very well as a resource for history. This, along with visits to places of interest, visiting theatre groups and residential trips for pupils in Years 5 and 6, helps to enrich the curriculum and increase pupils' knowledge of the world around them.
28. A dedicated, enthusiastic and well-qualified team of teachers and support staff work well together. All are well deployed to meet the demands of the curriculum and to support pupils' learning. Accommodation is adequate and the school is set in attractive grounds. The use of the outdoor facility for children in the Reception year is unsatisfactory, particularly during wet weather when the grass is too muddy for the use of large wheeled toys. The school is aware of this and has plans to develop this area further.

Care, guidance and support

The school's support and guidance of pupils is good. Pupils' make a good contribution to the life of the school. Health and safety procedures are good.

Main strengths and weaknesses

- Very good relationships exist between pupils and staff.
- Induction and transfer arrangements for pupils are very good.
- The school provides a secure, safe place for pupils.
- The school provides good opportunities for pupils' opinions to be reflected in the running of the school.

Commentary

29. All members of staff care well for the pupils and the very good relationships between staff and pupils provide security. As a result, the vast majority of pupils work hard in their lessons. Arrangements for children to enter the Reception class are very well planned and effective. They help children settle quickly to their new school life. Similarly, good arrangements are in place to support pupils in their transfer to the next stage of their education.

30. The governing body has adopted the local authority's policies on health and safety and carries out regular risk assessment. Child Protection procedures are appropriately in place with a suitably trained designated person who is keen to develop further whole-school awareness.
31. Teachers know their pupils well in terms of their personal qualities and backgrounds. Pupils feel that they are well supported. They trust their teachers enough to discuss any worries that they have about school.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- Parents have good views about the school.
- Information to parents is good.
- The school seeks parents' views and fully involves parents in pupils' learning.
- There are strong links with other schools.
- The Friends Association is active, both in raising funds and in generating community involvement.

Commentary

32. Parents are pleased with what the school provides and they have confidence in the school's ability to develop their children's learning. The school seeks parents' opinions about the school and acts on their views. The information provided by the school for parents is good. Pupils' reports give parents a particularly clear picture of how their children are progressing. There have been a number of parents' meetings organised by the school aimed at improving parents' understanding of the school's curriculum. These assist parents in supporting their children's learning at home. This helps pupils to make better progress and extends the learning that has taken place in the classroom.
33. There are very good links with the local high school as well as other schools in the area. These links enhance the quality of education and the academic and personal development of pupils. There are very good relationships with the village community in which pupils participate in many activities, such as family fun days, church visits and performances in the local hall.
34. The school makes good links with parents and others, such as educational, medical and social groups, which enhance the provision for pupils with special educational needs. Parents are fully consulted about initial information of special needs and they receive regular updates when the targets are amended.
35. There is a strongly supportive Friends of Kenninghall Association that benefits the school by forging community links. It raises significant additional funds by such events as annual Bonfire Nights, Family Fun days and bingo.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The governance of the school is good. Governors understand the strengths and weaknesses of the school well. The headteacher's leadership is very good. Members of staff are well focused on improving standards. The school is managed very effectively.

Main strengths and weaknesses

- Governors know the school's strengths and weaknesses; they challenge and support the school well.
- The headteacher's clarity of vision, sense of purpose and high aspirations for the school are very good. She has established a good learning ethos for both staff and pupils.
- All members of staff have a strong commitment to including everyone in what the school has to offer.
- The school's evaluation of its performance is very good. Data is used well to monitor the school's performance.
- Assessment is insufficiently used to change what is taught next in subjects other than English and mathematics.
- The school manages its finances very well.

Commentary

36. The governors are knowledgeable, experienced and committed to the needs of the school and its pupils. With the help of regular reports from the headteacher they monitor the school's strengths and weaknesses well. This gives them a clear insight into the work being done and the progress that the pupils are making. Governors hold the school to account for its weaknesses and plan for success. The governors ensure that the school complies with statutory requirements. The headteacher provides very good leadership and management. The feature that stands out in the leadership of the school is the absence of complacency. Parents say that the headteacher is not easily satisfied and is always seeking to improve the school. She knows what the school does well, where its weaknesses are and how to improve them and has established a good ethos of striving to improve. This is one of the main reasons for the school's increasingly good reputation in the community.
37. The members of staff work well together. They believe that they are well supported by the headteacher in their efforts to raise standards. Monitoring reports show that the school is self-critical and very evaluative of its practices. There are many examples of this approach in action. Each year co-ordinators are held accountable for examination results in their subjects. In areas where there have been relatively less successful results, such as standards in English for older, more able pupils, the school is quick to take action. Curriculum co-ordinators effectively evaluate their subjects and areas for development are included in the school's improvement and management plan, so that priorities can be established over the long and short term. This has given clear educational direction to the work of the school. Effective monitoring is clearly defined by the headteacher. It is aimed at helping the school to be clear about how well the teachers teach and how well the pupils are learning.
38. The leadership and management of provision for pupils with special educational needs are good overall. There is an up-to-date policy that takes into account the

most recent requirements and a named governor who oversees this aspect of school life. The co-ordinator is very knowledgeable and has ensured that all classroom assistants have been trained. All members of the teaching staff have been trained in the use of the current code of practice and keep careful track of the progress of pupils with special educational needs. Records are regularly updated and are readily accessible and used by support staff.

39. The headteacher and governors staff the school well. The school's strategy for performance management is good. Financial planning is very good and the budget is used very effectively. The strategic use of resources is very good. The targeting of funds to areas where there is the most need of improvement has been very effective. Spending is carefully matched to the school's priorities, for instance sums are set aside to train and retain staff. The governing body's consideration of best value is very good. The school had a successful financial audit three years ago and responded promptly to the few recommendations made at that time. Office staff are well organised. They check all information from the local authority against their own records thoroughly and provide the headteacher and governors with the most up-to-date information available so that they can make informed decisions.
40. The impact of the leadership and management is such that in this school, the highest standards are sought for all pupils according to their capability. As a result, most pupils achieve well and make good progress. The leadership and management have been successful in establishing a productive climate for learning and including everyone in what the school has to offer. This is an effective school and provides good value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	279,160
Total expenditure	294,292
Expenditure per pupil	3,307

Balances (£)	
Balance from previous year	46,051
Balance carried forward to the next	30,919

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**.

Main strengths and weaknesses

- The quality of teaching and learning is good, providing the children with a range of experiences in most areas of learning.
- Good relationships help to ensure the children are happy and settled and know the routines well.
- The quality of assessment is good and used well to ensure work closely matches children's needs.
- The use of the outdoor area is underdeveloped.

Commentary

41. All children are admitted into a mixed Reception/Year 1 class in September in the year when they are five. However, those whose birthdays fall between February and August attend half time until after Christmas. Presently there are 15 Reception children in school, five of whom are part time. The majority of children have had some pre-school experience and this has helped them to settle quickly into the routines of school. Although attainment on entry is broadly average, and some children have less well developed language skills, many children are on course to attain or exceed the national goals in all areas of learning. This is particularly so in personal, social and emotional development, reading, mathematical development and physical development. Children, including those with special educational needs, make good progress and achieve well. Some children make very good progress and achieve very well.
42. The children currently in the Reception year are on course to exceed the goals in **personal, social and emotional development**. A range of opportunities is provided for the children to develop the relevant interpersonal skills, so they can achieve well. They all conform to the high expectations of good behaviour. They know the routines well and settle quickly to work or activities. They remain well focused and on task. A calm working atmosphere pervades the classroom. Children are confident and willing to respond to adults' questions. They are learning to take turns and to listen to each other. The good teamwork of all adults provides the children with good role models of co-operation, as do the Year 1 pupils in the class. Younger children share resources and help each other.
43. Most children in the Reception year are on course to attain the goals in **communication, language and literacy** because of an emphasis on developing language skills including letter sounds, reading and writing. Most children achieve well in this area with a few achieving very well, particularly in reading. Opportunities are provided for children to enjoy learning about letter sounds and sharing books. Questioning is used effectively to extend children's knowledge and encourage them

to answer. Although most children are confident speakers, they often reply in simple sentences or one word. A love of books is evident from their enthusiasm for reading and willingness to talk about their favourite books and stories. The higher attaining children are recognising common words and know letter sounds. Writing for different purposes is encouraged but a scrutiny of their work shows limited opportunities are provided for children to develop early writing skills.

44. Another area of learning where most children are on course to attain or exceed the national goals is **mathematical development**. Already children are confident recognising two-dimensional shapes and their properties. They know how to make a semi-circle by cutting a circle in half. They are also aware that by cutting a square diagonally in half, and then in half again, four triangles are made. They can point out a number of two-dimensional shapes in the classroom. From the work of last year's Reception children, it is evident that they could count to 20, understood one more than and one less than a number and were beginning to recognise number bonds to ten.
45. There was insufficient evidence to make judgements about attainment or achievement in **knowledge and understanding of the world**. The work from last year's Reception class showed they were introduced to a wide range of topics, often enhanced by visits or visitors.
46. There was no opportunity to observe any teaching for **physical development**, so no judgement can be made about attainment or achievement. However, activities are provided to encourage children to improve their cutting skills or to practise pencil control. Although activities are planned for the outdoor area, the use is limited because when it rains the grass becomes water logged. However, the school has plans to develop and improve the area further.
47. Only one aspect of **creative development** was observed, music making. In this area children are attaining as expected and achievement is satisfactory. Children recall the names of percussion instruments and play them appropriately. However, most have little idea of keeping time as yet and tend to play at will. Their singing of a familiar song is pleasant and tuneful. They enjoy music and participate with interest.
48. The quality of teaching and learning is good overall. The two teachers responsible for planning the curriculum work well together to ensure continuity and progression. Most work is planned to cater effectively for both age groups in the class. Teachers plan tasks that relate to the early learning goals for Reception children. The teaching assistant is used well to support either group of pupils. Questioning is used effectively to extend or reinforce learning or stimulate vocabulary. Tasks are well matched to children's needs and this has a beneficial effect on learning and helps them concentrate. Good relationships give children confidence to respond to adults and to share their thoughts. Assessment is used effectively to ensure children are well challenged and all their needs are met.
49. Leadership is shared between the two teachers and is satisfactory. There is limited time for monitoring each other but both have similar expectations of behaviour and strategies to resolve problems. Unlike other areas of the curriculum, there is no

action plan prioritising improvements. Good teamwork and liaison between adults ensure children receive beneficial support. It is not possible to compare provision or standards recorded in the last inspection because the context of how children were taught is now completely different.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The pupils achieve well and standards in speaking and listening, reading and writing are above average overall.
- Teaching and learning are good but the school does not place enough emphasis on writing and how literacy skills are taught in Years 1 to 4 particularly in the Foundation subjects.
- The very good relationships between pupils and teachers contribute to the good learning.
- Learning objectives are shared with pupils well.
- Assessment is used well to change what is taught next, particularly in the mixed Years 5/6 class.
- The quality of marking is inconsistent across the school.

Commentary

50. The variation in standards from year to year is attributable to the disproportionate impact one or two pupils with exceptional ability or learning difficulties can have on results when only a small number of pupils are taking the tests. In order to get a clearer picture of the trend in standards and because of the high proportion of pupils with special educational needs and the high mobility in some year groups, pupils' results in reading and writing have been aggregated over the last three years, and are average overall. This shows that the standards found at the time of the last inspection have been maintained. There was a notable difference in the results achieved by the higher attaining pupils in reading and writing with more pupils reaching the higher level in reading than writing. The school surpassed its targets. During the current year, pupils in Year 2 are attaining average standards. Standards in Year 6 are above average.
51. Most pupils' skills in speaking and listening are well developed. Pupils in Year 1 become confident speakers who listen attentively to adults and other children. A few older pupils in Years 2/3 speak less well and sometimes find it difficult to put forward their own point of view. In a very good Years 5/6 lesson, pupils were confident to read difficult words, re-interpreting them and looking deeper at what they were reading. The vocabulary being used was rich and the sentence structure was good.
52. Pupils' achievement in reading is good, with standards that are average by the age of seven and above average at age eleven. Teachers use carefully structured methods, ensuring pupils develop a wide range of reading skills. This, together with a good range of fiction and non-fiction books, develops an enjoyment of reading. Higher attaining pupils in Year 6 usually read fluently with good expression, bringing the story to life. They can discuss preferences for authors and talk with enthusiasm about books they have previously read. The school has recently improved the range of fiction and non-fiction texts available to interest pupils more.

53. Pupils' skills in writing develop well throughout the school and satisfactory standards are evident in most classes, although the standard of work found in Years 5/6 is above average. Both boys and girls achieve equally well in their writing. However, lower down the school, pupils' written work is often not well presented and there has been an inconsistent approach to handwriting. This has had a negative impact on achievement. There are regular spelling tests, spelling rules and children have 'ladders' for marking whether or not they have achieved the lesson objectives. There is some good poetry and character studies of pieces like Jabberwocky and Goodnight Mr Tom in Year 6 pupils' books. Pupils have good opportunities to use computers to word process their writing and frequently use the Internet to research topics in English.
54. The quality of both teaching and learning is good overall. This factor, together with the pupils' positive attitudes during lessons, is resulting in good achievement for all, including pupils with special educational needs. The best teaching, in Years 5/6, is characterised by teachers' good subject knowledge, good pace, work well matched to individual pupil needs, excellent relationships in the classroom and a variety of tasks for pupils to undertake. In these lessons teachers share the learning objective with the pupils, in child-friendly language. This sharing of objectives results in the pupils being able to understand and explain what they are learning as well as what they are doing. In some English lessons in Years 2/3, pupils spend long periods of time sitting passively listening to lesson introductions and not enough time doing independent work.
55. Whilst there are some examples of very good marking of pupils' work, this is inconsistent across the school. Marking is good in Years 5/6. It describes what pupils are doing wrong and how to do it better. The school has good systems for analysing pupil performance.
56. Teachers are aware of the potential of higher attaining pupils and they are challenged effectively. Good use is made of teaching assistants, who make a significant contribution to the teaching and learning of pupils of lower ability and those with special educational needs. As a result, these pupils make good progress.
57. The leadership and management of the subject are good, with the subject featuring strongly in the school development plan. Areas for future improvement are clearly indicated, particularly in writing. Overall improvement in the provision since the last inspection has been good.

LANGUAGE AND LITERACY ACROSS THE CURRICULUM

58. Teachers do not make enough use of pupils' work in other subjects to develop and improve writing skills in a meaningful context. By the end of Year 6 pupils have used their literacy skills to record experiments in science, tabulate data in numeracy, and write reports in history. However, there are generally insufficient planned opportunities for pupils to develop their writing skills in other subjects.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards in both Year 2 and Year 6 are above average.
- Pupils achieve well and make good progress.
- The quality of teaching is consistently good, ensuring good progress and good achievement.
- Opportunities for pupils to evaluate their own work are limited.
- Mathematics is used effectively across the curriculum.

Commentary

59. In the 2004 national tests, pupils' results were above average when compared to all schools nationally and well above average when compared to similar schools. Performance in national tests for mathematics in Year 2 has remained consistently above average except for a dip in 2002. In the 2004 national tests, pupils' results in Year 6 were average when compared to both schools nationally and similar schools. Apart from a dip in 2001 the results of the national tests in mathematics have remained consistently above or well above average. Current standards are above average but could be well above average if all pupils predicted to exceed the expected level are successful. However, because the size of each year group is small, fluctuations in the number of lower attaining pupils with special educational needs can affect the comparison with other schools.
60. Given the broadly average attainment on entry to the school, all pupils, including those with special educational needs, achieve well. All pupils make good progress and the significant number attaining the higher levels, in both Year 2 and Year 6, make very good progress and achieve very well.
61. The quality of teaching and learning is consistently good with some examples of very good teaching. Teachers are knowledgeable and enthusiastic, so pupils are well motivated and keen to succeed. Throughout the school there is an emphasis on learning and handling numbers so pupils are confident to use these skills to solve problems. The quick-fire mental activities at the beginning of each lesson capture the pupils' interest and they are then well focused on the tasks set. The use of white boards provides teachers with instant assessment of any learning the pupils find difficult so that immediate action can be taken. Questioning is used effectively to extend or reinforce pupils' knowledge and understanding, challenging them to explain how they arrived at their answers. Very good relationships give pupils confidence to respond even if their answer is incorrect. One of the strong features of teachers' planning is that tasks closely match the needs of all pupils. The very good support provided by the teaching assistants benefits pupils with special educational needs. This support is sometimes targeted at the higher attaining pupils whilst the class teacher supports the lower attaining pupils. All teachers share the lesson objectives with the pupils but more could be made of the pupils' own self-evaluation of their success in achieving the objectives. Assessment data is used well to highlight weaknesses in pupils' understanding and to help with planning. However, marking does not always give the pupils constructive comments that would help them to improve.

62. The subject is very well led by a knowledgeable and enthusiastic co-ordinator. Her monitoring role has been successful in ensuring standards remain above average and the quality of teaching consistently good. Overall there has been good improvement since the last inspection.

Mathematics across the curriculum

63. The use of mathematics in other areas of the curriculum is effective. Every opportunity is taken to use mathematics in other subjects, for example weighing of ingredients or measuring lengths in design and technology, data handling in science and geography and a time line in history.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards in Year 2 are average. Standards in Year 6 are well above average and there is an increase in the number of pupils attaining higher levels.
- A strong emphasis on investigations has helped to raise standards to above average levels overall.
- Pupils achieve well as a result of good teaching.
- Teachers track pupils' progress well but marking sometimes does not help individual pupils understand how to improve their work.

Commentary

64. The above average standards attained by pupils in the Year 2 teacher assessments are the outcome of consistent improvement in recent years and are higher than those reported in the last inspection. All pupils in Year 2 are achieving at a higher level than expected nationally. This is better than in 1998 when teacher assessments judged standards as below average. The standards attained by pupils in Year 6 in 2004 were well above average. Higher attaining pupils are making rapid progress.
65. The quality of teaching is good overall. In the Year 2 class a good lesson was seen where pupils discussed what medicines are and how they are marketed. The lesson was well planned with the role of the classroom assistant clearly stated although assessment opportunities were not clearly identified. The school's increased emphasis on practical investigations was evident. The class had been well briefed about the subject before the lesson started and pupils rose well to the teacher's high expectations. The work met the needs and interests of all pupils well whilst encouraging responsible behaviour and attitudes. A significant feature of this good teaching is the way pupils are questioned in order to get them to think for themselves. In a good lesson in Years 4/5 pupils were fully absorbed in self-assessing whether or not they had reached the objectives. The lesson was very well planned and prepared, and appropriate resources were provided. A good level of pupil involvement ensured that the pupils understood how much progress they were making.

66. Work in pupils' books shows that all aspects of the National Curriculum for science are covered and all pupils, regardless of age and ability, achieve well. The use of information and communication technology supports teaching and learning well. There are graphs of the success of various experiments and pupils are encouraged to predict outcomes on the basis of data.
67. The leadership and management of the subject are good. The co-ordinator is enthusiastic and knowledgeable. She regularly attends courses and meetings to keep up to date with developments in the subject. She analyses the results of the teacher assessments and identifies weaknesses in teaching and learning. She also tracks the progress of pupils although no specific targets are set for individuals. The subject is well resourced. The improvement since the last inspection, overall, has been good.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- Pupils make good progress in the development of basic skills because of systematic teaching.
- The subject is integrated well into the teaching and learning of other subjects.
- Good leadership and management by the subject co-ordinator have made sure that the subject is well resourced and teachers have the necessary skills and support.

Commentary

68. Standards are above average both in Year 2 and by the time pupils leave the school in Year 6. This represents good improvement on the standards seen at the last inspection. All pupils achieve well and make good progress in their acquisition of basic skills.
69. Although it was not possible to observe any lessons, analysis of pupils' work, the use of the subject in other lessons and discussion with the co-ordinator indicate that teaching is good. Teachers have good subject knowledge and they plan lessons well to ensure that the skills needed are taught systematically. Pupils are taught to use information and communication technology and sources of information to solve problems and they use a variety of software packages to support learning in a number of contexts. Teachers keep careful records of pupils' progress and use this information well to help move pupils' learning forward. Classroom assistants are used well to support teaching and learning especially for the youngest or the less able pupils.
70. Leadership and management of the subject are good. The subject is well resourced and staff training has given teachers the necessary skills to teach effectively. Good policies are in place and all legal requirements are met regarding health and safety and in the use of the Internet. There has been good improvement since the previous inspection.

Information and communication technology across the curriculum

71. Information and communication technology is used well across the curriculum. One of the strengths of the subject is the way that the school has been successful in the integration of the subject in the teaching and learning within other subjects. The interactive whiteboards have had a particularly beneficial effect on the use of information and communication technology across the curriculum and are often used either to introduce or to help sum up lessons.
72. The use of the interactive whiteboard is very good as a powerful teaching tool in other subjects. For example, computers are used well in English lessons to edit texts and develop pupils' use of colourful language. Pupils use word-processing skills to present writing in different formats and for different purposes. They create databases and graphs in mathematics and science lessons. Pupils use the Internet to research work in geography and history. The digital camera has been used most creatively in art lessons.

HUMANITIES

73. During the inspection there was no opportunity to observe **geography** being taught because of inspection constraints. Geography is taught in a block of time alternating with history. There was insufficient evidence to make any judgements about the provision or the standard of work. Planning suggests that an appropriate range of topics is covered, with relevant field trips to provide pupils with first-hand experiences. Planning is effectively linked to the national guidance documents that cover all the required skills. This is similar to judgements made during the previous inspection.

History

Provision for history is **satisfactory**.

Main strengths and weaknesses

- The subject is enriched by relevant visits to provide pupils with first-hand experiences.
- The village and school are effectively used as historical resources.

Commentary

74. Standards in both Year 2 and Year 6 are average. Achievement is satisfactory. A scrutiny of pupils' work shows that there are limited opportunities for older pupils to use their skills of literacy to produce extended writing. Pupils in Class 3 are aware of differences between modern hospitals and the hospital Florence Nightingale found in Scutari. Whilst pupils in Class 1 enjoyed using extracts from the school's own logbooks to explore Victorian schools, others tried copy writing with pen and ink, finding this quite a challenging task.
75. The quality of teaching is consistently good. Questioning is used effectively to extend or reinforce pupils' knowledge and to stimulate discussion. Good relationships encourage pupils to respond to teachers' questions. In one lesson the

teacher went into role as Florence Nightingale and answered pupils' questions about her life. This immediately fascinated the pupils and captured their interest. Pupils enjoy the subject, especially the visits that give insight into life in previous times.

76. Leadership and management of the subject are satisfactory. Although the co-ordinator is enthusiastic, the subject has not been a priority so the monitoring role is underdeveloped. The co-ordinator is aware that assessment is insufficiently developed. Improvement since the last inspection is good.

Religious Education

Provision in religious education is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- Pupils have very good attitudes to the subject.
- There are insufficient opportunities for pupils to explore the religious concepts and practices of other major faiths.

COMMENTARY

77. Although it was possible to observe only one lesson, an analysis of pupils' work, and discussion with the co-ordinator indicate that pupils' attainment is in line with that expected in the locally agreed syllabus at the end of Year 2 and Year 6. Pupils' achievement is satisfactory throughout the school. The pupils study most major world faiths but not always in sufficient depth. The curriculum is heavily weighted towards Christianity and Judaism and there is not enough emphasis placed on learning about other world religions.
78. Teaching and learning are satisfactory overall when the pupils' work done over time is taken into account. Clear planning enables teachers to teach well and for pupils to achieve satisfactory standards. In the one lesson seen on how the sense of smell enhances worship, pupils' behaviour and attitudes in the lesson were very good. They listened attentively and were confident to offer their own ideas and opinions in a thoughtful and sensitive manner. The subject supports pupils' spiritual, moral, social and cultural development well.
79. The subject is effectively led and managed and there has been satisfactory improvement since the last inspection although the school still does not have an assessment policy in place. The co-ordinator monitors teachers' planning but does not undertake lesson observations in order to identify strengths and weaknesses in teaching and learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

80. Only five lessons in total were seen in the following subjects: art and design, design and technology, music and physical education. It is therefore not possible to make firm judgements about provision. In addition, inspectors spoke to teachers and pupils about what had been learned and looked at pupils' work from last year.

81. It is evident from a review of teachers' planning, discussions with the subject co-ordinator and the displays around the school that work planned in **art and design** is varied and interesting. Above average standards have been maintained since the last inspection. All pupils achieve well because of the high expectations and good subject expertise of teachers.
82. From the time pupils start school, they are encouraged to experiment with paint and colour, to explore pattern, to work from observation and imagination and to respond to examples of art in the world around them. Colourful displays of pupils' work are hung throughout the school. This lively approach to art was evident in the work in the Reception class with their collage of autumnal leaves and hedgehogs made with straws, through to the detailed pansies in the style of Georgia O' Keefe by pupils in Years 5/6. There was good development of practical skills in Years 2/3's 'clip-art' to represent different Olympic sports. The subject co-ordinator plans the art curriculum well. However, there is no whole-school overview to monitor pupils' progress, and assessment is informal and not used effectively to inform teachers what to teach next.
83. Only one lesson was observed in **design and technology**. The quality of teaching and learning in this lesson was good. Pupils obviously enjoy the practical activities of designing and making. In the Years 2/3 class pupils tried sewing, finding it very difficult: especially threading the needle! It is not possible to judge overall standards but written recording shows that pupils are appropriately expected to evaluate what they make and say how it could be improved.
84. There was little opportunity to observe **music** during the inspection so no judgements can be made about standards or the quality of teaching. Only one lesson was observed – singing for pupils in Year 2 to Year 6. Where pupils were familiar with the words and tune, they sang with enthusiasm, particularly the younger pupils. A new published scheme has recently been introduced. It is providing effective support and guidance for teachers in planning lessons. There are many opportunities for music making, including instrumental tuition and recorders. Pupils can also join a locally run girls' choir or play with other instrumentalists in an orchestra held in a nearby school. All pupils take part in the school productions and either act or sing. These are very popular with the parents. The subject co-ordinator has ensured music is an important part of the school's curriculum.
85. **Physical education** was not a focus for the inspection and few lessons were observed. These included a ball skills lesson and a dance lesson. As there are other aspects to physical education it is not possible to judge overall standards from these two lessons, although pupils demonstrated a good standard in both these activities. Teaching was particularly good and focused on improving pupils' skills. A good range of extra-curricular sports is offered to the pupils, often involving specialist coaches. This ensures appropriate skills are taught. The recently appointed subject co-ordinator has had insufficient time to make an impact on provision but has already invested in a new scheme of work for teachers to follow and is devising a form of assessing pupils' progress.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

86. There is a caring ethos and a committed approach to pupils' personal development by all members of staff. Time is set aside each week for personal development. During these sessions, pupils have the opportunity to share experiences and gain a greater understanding of social and moral issues. Health education, including sex education and drugs awareness, is planned as part of the science curriculum as well. The school Council provide pupils with opportunities to witness democracy at first hand.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
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	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	4
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).