

# INSPECTION REPORT

**MILFORD SCHOOL**

Godalming

LEA area: Surrey

Unique reference number: 125014

Headteacher: Mrs E Griffiths

Lead inspector: Mrs S E Hall

Dates of inspection: 29<sup>th</sup> November - 2<sup>nd</sup> December 2004

Inspection number: 267323

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant school
School category:	Community
Age range of pupils:	4-7
Gender of pupils:	Mixed
Number on roll:	120
School address:	Church Road Milford Godalming Surrey
Postcode:	GU8 5JA
Telephone number:	01483 422087
Fax number:	01483 419147
Appropriate authority:	The governing body
Name of chair of governors:	Mrs J. Bowman
Date of previous inspection:	7.6.1999

## CHARACTERISTICS OF THE SCHOOL

Milford School is located in Godalming in Surrey. With the equivalent of 120 full-time pupils, the school is smaller than average. Mobility in and out of the school is low, although the numbers on roll have fallen since the previous inspection partly because of the cost of local housing. The proportion of pupils entitled to free school meals is much lower than is usual. Census information indicates that the socio-economic context of the area is above average. Very few pupils come from minority ethnic backgrounds and no pupils are at an early stage of learning English. The proportion of pupils with special educational needs is average, with the pupils mostly having learning difficulties, and two pupils have a Statement of Special Educational Need. On entry to the school, children have skills that are above average for their age. The school received an achievement award in 2001 and 2002 for improvement in its national test results.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21750	Mrs S E Hall	Lead inspector	Mathematics Science Information and communication technology Geography History Physical education English as an additional language
8991	Mrs P Goldsack	Lay inspector	
27668	Mrs M Davidson	Team inspector	The Foundation Stage curriculum Special educational needs English Art and design Personal, social, health education and citizenship Design and technology Music Religious education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **good** school where there is a clear sense of a happy and purposeful community. Standards are above average for the age of the pupils. Teaching and learning are good, as are the leadership and governance of the school. Expenditure per pupil is average, and the school achieves good value for money.

#### The school's main strengths and weaknesses are:

- Provision for the children in the Foundation Stage is effective in all areas.
- Pupils' attitudes to school and their behaviour are very good.
- The pastoral care of the pupils is very good and creates a warm and positive ethos.
- The monitoring and evaluation of the work of the school requires further development.
- There are strengths in the teaching of problem-solving and investigative skills.
- The school does not make the fullest use of resources to enable pupils to practise their skills in information and communication technology (ICT).
- Links with parents are very good, and parents are positively involved in the education of their children.
- Financial management of the school is good, with all expenditure carefully considered.

Since the previous inspection, above average standards have been maintained. There has been good improvement in the identified area of writing. In the key issues for improvement, including the organisation of schemes of work and the daily planning of activities, there has been satisfactory improvement. Further development of the quality of marking and the presentation of pupils' work is required. Overall, improvement since the last inspection has been satisfactory.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	All schools			Similar schools
	2002	2003	2004	2004
Reading	B	B	B	C
Writing	B	C	A	B
Mathematics	B	B	A	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those with similar percentages of pupils eligible for free school meals*

When children enter the school, there is a wide range of ability, with a good proportion of children having above average skills for their age. They have very good social skills and are confident with speaking and listening. Children achieve well in reception because teaching is consistently good and often very good. At the end of the reception year, standards are above average in all areas and are well above average in the areas of personal and social development, speaking and listening and mathematical development.

In Years 1 and 2, standards are above average levels for the age of the pupils. Standards in English, mathematics and science are above average and those in information and communication technology and religious education are in line with what is expected for this age. Pupils achieve the standards that their early skills would indicate and achievement is **satisfactory** overall. All groups of pupils, both boys and girls, those with higher attainment and those with special educational needs, achieve satisfactorily.

Pupils' spiritual, moral, social and cultural development is **good** overall. Their moral and social development is very good and their cultural development is satisfactory. Pupils have very positive attitudes to their work, and behaviour and relationships are very good. Attendance is good.

## **QUALITY OF EDUCATION**

The quality of education provided by the school is **good**. The quality of teaching and learning is **good**. Children in the Foundation Stage are taught well and much of this teaching is very good, enabling the children to make good progress in all areas of their learning. Teaching and learning in Years 1 and 2 is good overall, with strengths in the development of pupils' ability to carry out problem-solving and investigative tasks.

The curriculum is satisfactory overall, and staff have satisfactory awareness of the need to monitor the provision for Year 1 pupils in four mixed-age classes to ensure they are provided with equality of opportunity in their learning. All aspects of the required curriculum are taught. The sample of pupils' recent work, however, indicates that the development of ICT skills is not as embedded in curriculum planning as it might be. The accommodation is satisfactory and there is plenty of outdoor space that is used well. The pastoral care of pupils is very good, as epitomised in very well organised play and lunchtime activities, which support pupils' personal development very effectively. There are very good links with parents who support the school and their children's learning very well.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **good** overall. The leadership of the experienced headteacher is good. She has a clear sense of purpose and is very appreciative of the work and efforts of staff. She has established very close working relationships and a strong sense of a team. Governance of the school is good and the governing body ensures that the school complies with statutory requirements. Governors have a clear understanding of the strengths of the school and are working hard with senior staff to help the school more accurately identify and prioritise areas for further improvement.

Management of the school is satisfactory overall. Financial management is good. A keen eye is kept on the school budget and expenditure, and there are clear strengths in day-to-day administration. The monitoring and evaluation of the work of the school is satisfactory, but requires greater objectivity and rigour to identify areas for further development. Subject co-ordinators do not all have sufficient opportunities to monitor and rigorously evaluate the quality of education in areas for which they hold responsibility, as identified in the school development plan.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are very pleased with the school and the support offered to their children. Several parents are concerned that a temporary classroom provides inadequate accommodation for the children. Inspectors believe that, overall, this does not have a major impact upon pupils' learning. Pupils like being at the school and particularly enjoy the well-organised playtime activities.

## **IMPROVEMENTS NEEDED**

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

- Extend the monitoring and evaluation of the work of the school by further developing the co-ordination of subjects and ensuring greater rigour in the procedures used.
- Raise standards in information and communication technology by extending the programme of teaching the relevant skills and maximising the opportunities for pupils to use computers across the curriculum.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

The achievement of pupils is **satisfactory**. Standards at the end of the Foundation Stage and by the end of Year 2 are **above average**.

#### Main strengths and weaknesses

- Children in the Foundation Stage achieve well.
- Speaking and listening skills are well above average throughout the school.
- Pupils have good skills in solving problems and carrying out investigative activities.
- The presentation of some of pupils' work is not as good as it could be.

#### Commentary

1. Children enter the reception classes with skills that, overall, are above average for their age, as they did at the time of the previous inspection. They have a wide range of early skills, and most children are happy and confident learners who are keen to start school. Their speaking and listening skills are well above average, as is their personal and social development. Skills in other areas are above average. Children learn well in the Foundation Stage because teaching is consistently good and often very good. In individual lessons and over time, all groups of children achieve well. Standards at the end of the Foundation Stage are well above average in speaking and listening, personal and social development and mathematical development, and above average in reading, writing, their knowledge and understanding of the world, physical and creative development.

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

Standards in:	School results	National results
Reading	16.9 (16.8)	15.8 (15.7)
Writing	16.1 (15.2)	14.6 (14.6)
Mathematics	17.3 (17.1)	16.2 (16.3)

*There were 43 pupils in the year group. Figures in brackets are for the previous year.*

2. In the national tests in 2004, pupils in Year 2 attained standards that were above the national average in reading and well above average in writing and mathematics. When compared to schools with similar proportions of pupils entitled to free school meals, standards were above average in writing, and average in reading and mathematics. Standards in reading and mathematics have been consistent in each of the last three years and average when compared to similar schools. Standards in writing have been slightly more variable, being below average in 2003 and average in the previous year when compared to schools with similar features. Inspection findings are that standards are above average in reading, writing and mathematics, as they were in the previous inspection.
3. Throughout the school, standards in speaking and listening are well above average. The large majority of the pupils have a very good vocabulary for their age, and they use this well in a range of discussion activities. Pupils explain what they have found out in grammatically correct sentences with maturity and confidence. Most children are

happy communicators and willingly explain to their friends or adults what they are doing and what they think about a variety of topics. Standards in reading and writing are above average. Pupils enjoy reading and are well supported in this by their parents. In writing, pupils are benefiting from a wider range of writing activities through a whole-school focus on this area. Pupils' work on display is attractive and teachers ensure that a wide variety of work is represented. The presentation of some of pupils' work and their accuracy in spelling are not as good as they could be and not all pupils take enough care in these areas of their work.

4. Standards in all areas of mathematics are above average, and pupils have securely formed understanding of numbers, shapes, space and measures. Standards in science are also above average, with knowledge of life and living processes, materials and their properties and physical processes all being good. A strength in both mathematics and science is the good work done in solving problems and carrying out investigations. These are areas that the school has worked hard to develop over several years and which have a beneficial impact in enabling pupils to develop confidence in practical activities.
5. Standards in information and communication technology (ICT) are average. However, the amount of recent work is limited and indicates that the use of ICT is not fully embedded across the curriculum. Standards in religious education are also average for the age of the pupils.
6. Pupils in Years 1 and 2 achieve as expected from the indicators shown on their entry to school. They enter school with skills that are above average and leave school with standards that are above average. Achievement over time is at least satisfactory in all subjects and some pupils achieve well. Boys and girls achieve equally well, as do those with higher attainment and those with special educational needs.

#### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes and behaviour are **very good**. The provision for pupils' spiritual, moral, social and cultural development is **good** overall. Pupils' attendance is **good**.

#### **Main strengths and weaknesses**

- Pupils are enthusiastic participants in lessons and in other activities.
- Pupils respond readily to the school's high expectation of behaviour.
- Pupils are very well able to work together and support the school as a community.
- Provision to promote pupils' awareness of other cultures and ethnic and cultural diversity in British society is underdeveloped.

#### **Commentary**

7. As at the time of the last inspection, pupils display very good attitudes and make the most of all that the school has to offer. They work hard in lessons and there is very good support for clubs and extracurricular activities. All pupils are fully included in all aspects of school life.
8. Pupils are courteous and polite and share their parents' and the school's high regard for calm and orderly behaviour. The very good moral development of the pupils ensures that pupils clearly know what is expected of them. School rules are on display in classrooms and outdoors. Pupils move around the school and grounds with confidence. They treat equipment, displays and resources with respect. Parents are

very pleased with the quality of behaviour, which has been maintained since the last inspection. There have been no exclusions for misbehaviour over the last year.

9. The very good relationships found within the school are reflected in the positive way that pupils treat each other. Pupils' social development is promoted very well, and older pupils are encouraged to help younger ones in the playground and the dining hall. There are no problems concerning racism or bullying. Parents agree that their children are encouraged to become mature. The school council meets regularly, and their classmates elect councillors. This is a successful forum where pupils discuss their ideas about how the school can be improved.
10. Arrangements to promote pupils' spiritual development are good. Well-planned assemblies enable pupils to consider relevant themes, such as friendship, school rules and different religious festivals. Worthwhile discussions also take place during circle time (when pupils discuss various issues during a set activity), and in lessons such as English and history. Pupils display empathy for those in need and raise funds for charity.
11. The school's provision for cultural development continues to be satisfactory overall. Pupils learn about western culture through art, music, geography and history. Pupils study three of the world's main faiths in religious education lessons and this provides some insight into other cultures. However, the school is not fully developing pupils' awareness of ethnic and cultural diversity in today's British society. Pupils have very little awareness of cultural traditions outside of their own. This was identified in the previous inspection and the school has not acted sufficiently to develop this area.
12. Pupils' attendance is better than it was at the last inspection and is now above the national figure. Punctuality continues to be good and the school's arrangements to improve attendance are good. Despite the school's best efforts to dissuade them, a small number of parents take family holidays during term time.

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#### Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.6	School data	0.0
National data	5.1	National data	0.4

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

#### QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Teaching and learning are **good**. Curriculum planning is **satisfactory**. The provision for pupils' pastoral care is **very good**. Links with parents are **very good**.

#### Teaching and learning

Teaching and learning are **good** in the Foundation Stage and Key Stage 1. The quality and use of assessment is **satisfactory** overall.

## Main strengths and weaknesses

- Teaching in the Foundation Stage is consistently good and often very good.
- Marking does not always indicate to pupils how they can improve the standard and presentation of their work.
- Staff plan a good range of activities to encourage the development of problem-solving and investigative tasks.
- Staff do not make the most of opportunities to teach information and communication technology skills.
- Good assessment information is not always used to best effect to share with pupils the next steps for learning.

## Commentary

### Summary of teaching observed during the inspection in 21 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	10	6	0	0	0

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

13. The overall quality of teaching is good as it was in the previous inspection. Teaching of children in the Foundation Stage is consistently good and often very good. Staff have a good level of understanding of the learning and developmental needs of children of this age and carefully plan an effective range of challenging activities. Children's personal development is supported well in a happy, bright and interesting indoor and outdoor learning environment. Staff have particularly good relationships with the children and encourage a sense of fun and enjoyment in activities, such as including a penguin song and actions when walking back to the classroom. These activities enable the children to settle happily to school so that even quite early in the school year those who attend on a part-time or full-time basis are happy in their learning. This leads to children achieving well in all areas of the curriculum.
14. Teaching in Years 1 and 2 is good overall. Teachers have good expectations of pupils' learning and behaviour. Staff manage pupils well so that lessons generally take place in a calm and purposeful manner. In all parts of the school, support staff are well briefed and make a positive contribution to learning. Pupils are encouraged to concentrate and try hard. However, staff do not always make clear their expectation that work will be well presented, neat and accurately spelt, which does not help the development of writing skills to the maximum. This leads to some work being untidily presented and of limited use for assessment purposes. The marking of pupils' work, whilst satisfactory overall, does not make sufficiently clear what pupils have done well and how work can be improved. The sample of pupils' work indicates that there are variations in how often work is marked. As there are no identified criteria for marking, this has the potential to confuse pupils, parents and temporary staff. As subject co-ordinators have few opportunities to evaluate the quality of pupils' work, it is difficult for them to identify such issues.
15. Teaching in English, mathematics and science is good because staff have good subject knowledge in teaching the required elements at an appropriate level. Staff have worked hard to extend problem-solving and experimental and investigative work in mathematics and science. This is a strength in both subjects and has a positive impact on pupils' learning. The teaching of skills in information and communication

technology is less secure, and planning and the development of knowledge and understanding are not as effectively embedded into the curriculum. This has a negative impact on pupils' learning.

16. A large amount of assessment data is collected and it is now being analysed and used effectively to predict attainment levels for individual pupils in English and mathematics. The recording and use of individual termly assessments in these subjects is inconsistent and is not always reflected in the planning for the teaching of small groups. The targets and learning objectives generated are not always shared with pupils in lessons so that they know what to do next to improve their work.

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### The curriculum

The curriculum is **satisfactory** overall and **good** in the Foundation Stage. Opportunities for enrichment are **satisfactory**. Accommodation and resources are **satisfactory** overall, with **good** resources.

### Main strengths and weaknesses

- Themes link subjects well and give relevance to pupils' learning.
- Provision for pupils with special educational needs is good.
- Information and communication technology is not fully embedded in the curriculum.
- The content of the curriculum for Year 1 is not always the same for each class.
- The two temporary buildings present day-to-day issues for the school but do not provide a barrier to learning.

### Commentary

17. The curriculum for the Foundation Stage is good. A good balance is maintained between the types of activity provided, and the outside area is used particularly well. The pattern of teaching and planning the curriculum in Years 1 and 2 is governed by the choice of topics or themes, and these make learning relevant for pupils. Teachers with similar age groups in their classes plan together, and every effort is made to meet the needs of all pupils, whatever their age. Occasionally, there are variations in the provision made for pupils in Year 1. The recent review of themes and thoughtful planning in some of the foundation subjects means that the range of topics covered over a period of two years is beginning to ensure greater equality of opportunity for all pupils.
18. Pupils with special educational needs are supported well. Teachers work collaboratively to produce individual education plans, and the targets set for pupils are apparent in weekly lesson planning. Pupils who need particular help are supported sensitively and encouraged to take a full part in class activities. Where specific teaching is necessary to meet targets, this is done well by support assistants, class teachers and the headteacher, whose handwriting club is really popular. Personal, social, health and citizenship education is planned well and allocated sufficient time in the week. The quality of class discussion sessions, called circle time, and the attention given to ideas and feelings expressed by pupils, contribute significantly to their personal development and the quality of speaking and listening in the school.
19. Pupils have satisfactory skills in information and communication technology by the time they leave the school, but teachers do not as yet use information and communication technology to its fullest effect to support learning in all subjects. The

quality of the curriculum in science is good. Pupils have regular, good opportunities to learn through investigation.

20. Pupils have good opportunities to participate in games clubs, which are very popular. They can also sing with the choir and play recorders. The local environment is used satisfactorily to support learning. Learning resources throughout the school are good. There is a plentiful supply of fiction and non-fiction books. The school is well staffed and support staff make a valuable contribution to learning.

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21. The single-storey main school building and the two mobile classrooms provide satisfactory accommodation to teach the curriculum. Classrooms and the hall are generous in size and attractively decorated with pupils' work. The extensive hard-surfaced playgrounds and large playing field are distinct features of the school. However, many parents express concerns about the two separate mobile structures. One houses the library and the other is a classroom. Parents are justified in their concerns about the difficulties that these structures present. Neither have lavatories and, therefore, pupils must enter the main school to use its facilities. This is an unsuitable arrangement for pupils, particularly during inclement weather. The school has carried out a good programme of maintenance, but these 30-year-old temporary buildings present ongoing issues to the school, although they do not present a significant barrier to learning.

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### Care, guidance and support

The provision for pupils' care, welfare, health and safety is **very good**. The provision of support, advice and guidance based on the monitoring of pupils' achievement is **good**. The involvement of pupils through seeking, valuing and acting on their views is **good**.

### Main strengths and weaknesses

- Pupils are very well cared for and are very happy in school.
- The very good induction programme for new pupils helps them to settle quickly when they start school.
- Very good relationships between pupils and adults provide a trusting and supportive atmosphere.

### Commentary

22. The wellbeing and safety of pupils continues to be an important focus for all members of staff. Very good procedures to ensure health and safety are in place and are followed consistently. Governors carry out risk assessments of the site regularly. An ample number of staff members are trained to administer first-aid, and pupils who need it are treated sympathetically. The 'red star diary' is used to make sure all teachers are aware of any concerns parents have brought to the school's attention. Pupils are supervised well at all times, and the midday staff are very welcoming and make sure that lunchtimes are pleasant and sociable occasions. The headteacher is the named teacher responsible for child protection arrangements and the school complies fully with all requirements in this area.

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23. Very good induction procedures ensure that children in the Foundation Stage settle into school quickly. They have a series of visits to the unit, which are supported by well designed home-learning materials and meetings for parents. Home visits are offered, and class teachers visit as many pre-school settings as possible.

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24. Each class teacher keeps thorough ongoing records on pupils' personal development throughout the year. Teachers record academic progress in subjects well and share this information with parents at consultation meetings and in the end of year reports. However, the data collected is not always used efficiently to inform planning for the next steps in learning for pupils.

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25. This is a happy school with a positive and friendly atmosphere. The very good relationships between pupils and staff ensure that all pupils have at least one adult they can talk to if they have a concern. Parents' comments confirm that pupils like school very much. The school values its pupils' ideas and the school council allows them to express them productively. Each pupil is valued as an individual. Pupils look forward to having their achievements celebrated in the weekly awards ceremony. Individual pupils speak confidently to an audience in assemblies about activities they are involved in, and other pupils listen politely and are pleased to applaud their efforts.

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### Partnership with parents, other schools and the community

The school's links with parents are **very good**. Links with the community are **good** and links with other schools are **satisfactory**.

### Main strengths and weaknesses

- Parents' active support contributes very effectively to pupils' learning.
- Parents' views and support are highly valued by the school.
- Links with the community are good, which has a positive impact on learning.

### Commentary

26. The very good partnership between the school and parents has been maintained since the last inspection. The school is highly regarded by its parents. The quality of information provided for parents is good and helps to support the partnership between home and school well. The prospectus and governors' annual report contain all of the required information in a parent-friendly format. Pupils' end-of-year reports fully meet requirements. However, they do not include specific targets for improvement. Newsletters help to keep parents fully informed about school life. Consultation meetings are very well attended and valued by parents.
27. Parents are very active in supporting the school and their children's learning. Reading at home is very popular, and parents make good use of the home diary to communicate with teachers. A number of parents help in school as volunteers and assist in activities. The Friends of Milford is a very active support group and raises important extra funding each year.
28. The school appreciates the efforts of parents and welcomes them to share their ideas and concerns. The school carries out its own surveys to gauge their views. The results of the questionnaire completed earlier this year confirm that parents are highly satisfied with the work of the school. The school acts on parents' suggestions and has issued a pamphlet to guide parents on reading with their children. Special focus meetings on subjects such as national tests and behaviour management are well attended by parents.
29. The school enjoys good support from the local community. Pupils regularly visit the nearby church to study its architecture. Local clergy regularly lead assemblies and pupils visit a mosque in Woking as part of their religious education studies. The school

makes appropriate use of the locality during geography lessons. The Year 2 choir participates in the Godalming Music Festival.

30. The transfer arrangements for pupils moving on to Year 3 are sound. The school hires a coach so Year 2 pupils can attend assemblies at a local school. Subject co-ordinators meet to discuss transfer arrangements. Pupils and their parents visit the school during the summer term. The school also maintains appropriate links with other schools that individual pupils transfer to.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management of the school are **good** overall. Governance of the school is **good**. The headteacher provides **good** leadership. The leadership of other key staff and the management of the school are **satisfactory**.

### **Main strengths and weaknesses**

- The headteacher, governors and staff share a sense of purpose and aspirations for the pupils.
- Management of school finances is well considered and effective.
- The monitoring of the work of the school requires greater rigour in identifying areas for further improvement.

### **Commentary**

31. Leadership of the school is good, as it was in the previous inspection. The leadership of the experienced headteacher is good. She has developed a clear sense of purpose for continuing improvement in standards, and has high aspirations for the school. She has developed very close working relationships with the staff, which has created an effective team approach to all areas of school life. This has many benefits in ensuring that all staff feel valued and supported and work together well. However, on occasion this makes it difficult for staff to be objective and identify where areas for further improvement lie.
32. The governing body is led well by an experienced, able and supportive chair. Governors' meetings are efficiently planned and very well recorded, which has a positive impact on the efficiency of the group. The governing body is a good mix of experienced and newly appointed governors who have high levels of professional skill and who show good levels of interest in and commitment to the school. Governors are fully aware of the strengths of the school and are working hard to develop an even greater awareness of where areas for improvement lie. Governors meet the statutory requirements placed upon them.
33. Management of the school is satisfactory. The monitoring and evaluation of the work of the school is satisfactory overall but lacks rigour and is a key issue identified for further improvement. The school has appropriate procedures in place to monitor the quality of teaching and learning. There is a rolling programme of monitoring core subjects. However, whilst staff in senior positions and some subject co-ordinators have opportunities to monitor the quality of teaching and learning in subjects for which they hold responsibility, some do not. Much of the recent monitoring is descriptive and, in some cases, lacks the necessary objectivity and rigour to identify specific areas for improvement. The school improvement plan for 2004/2005 is well thought through. The school consults with staff, governors, parents and pupils to ensure that all have an opportunity to contribute to the plan. It is well laid out and fully costed, with clear

success criteria and timescales. Areas identified for development in longer term planning are not sufficiently prioritised and this makes budget planning more difficult.

34. The financial management of the school is good and has a positive impact on the efficiency of the school. Administrative staff have a good grasp of their roles, and the day-to-day organisation of the school is smooth and efficient. Parents are particularly pleased with the welcome and help they receive from administrative staff. The organisation and tracking of expenditure is effective, and governors have good procedures to monitor spending. All spending decisions are carefully considered. Expenditure per head of pupils is in line with the national average and, taking all factors into account, the school achieves good value for money.

**Financial information for the year April 2003 to March 2004**

Income and expenditure (£)	
Total income	395 118
Total expenditure	379 334
Expenditure per pupil	3 115

Balances (£)	
Balance from previous year	13 040
Balance carried forward to the next	28 824

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

35. Provision in the Foundation Stage is good. Very good induction procedures ensure that children settle into school quickly. The curriculum is good. Themes and topics link activities well and ensure that learning is relevant and exciting. Children's own work is displayed very well, and the environment is vibrant and stimulating. The teachers make very good use of the outside area. All areas of learning are provided for and well-designed play plans ensure that children can enjoy all types of activities outside. For example, they can crawl into the igloo, print repeating patterns, practise bat and ball skills and play in the "snow"! Effective partnerships have been established in the early years' unit. Classroom assistants, students and volunteers, as well as teachers, contribute effectively to children's learning. Class teachers provide very good role models for children and adults. They participate and teach in all activities, leading play and developing children's skills in all areas of learning.
36. Children enter the school with skills that are above average for their age and sometimes, as in their personal and social development and their speaking and listening, their skills are well above average. The quality of the teaching is good overall, and sometimes it is very good. Activities are very well planned. The staff maintain a good balance between the activities which children choose for themselves and those which are led by adults. During all sessions, good observational records are kept of what children can do and these are used well to adjust subsequent planning and provide for particular needs. Other more formal assessments contribute effectively to this reflective approach to planning.

### **Personal, social and emotional development**

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

### **Main strengths and weaknesses**

- There are well established routines and a good planning system to develop learning.
- Children learn to take responsibility, work independently and take a full part in school life.

### **Commentary**

37. Children achieve well in this area. Teaching is good, and sometimes very good, and most children are on course to significantly exceed the early learning goals by the end of the reception year. Regular routines and teachers' high expectations of good behaviour help to build well upon children's social skills. The children learn to take turns in speaking and listen politely to others because they know that they will be treated respectfully and their answers valued. They are expected to dress appropriately for outside, and most are good at getting changed for physical education lessons. The well-devised picture planning system for each day ensures that children know what is available for them to do, and they learn to make choices and take responsibility for their own activities. They concentrate for long periods of time and are happy to engage friends in conversation. They form very good relationships with adults with whom they work. They join in with their older friends at playtime, at lunch and in assembly, and understand their way around the building. The quality of learning in this

area provides a good basis for the high quality of attitudes and behaviour observed in Key Stage 1.

### **Communication, language and literacy**

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

#### **Main strengths and weaknesses**

- There is a good emphasis in teaching the children to learn letter sounds quickly and well.
- They use their skills well in learning to read.

#### **Commentary**

38. Teaching is good in this area, and has some very good aspects. Children achieve well with their speaking and listening skills, and many will considerably exceed the early learning goals in this aspect of this area of learning. Most children will also exceed the early learning goals for reading and writing by the end of the reception year. Very good emphasis is placed upon learning letter sounds. During the week of the inspection, it was the letter 'H', and children were able to sort objects, practise writing and painting the letter and naming pictures with h-names. Children develop writing skills well and gain confidence by being encouraged to write independently. Good intervention from teachers ensures that children are encouraged to try out words they know and build up new words using letter sounds. There are many opportunities to develop speaking and listening skills. All adults are adept at questioning and maintaining conversation during activities, and extend the children's vocabulary well. Children begin to learn to read effectively by sharing books with an adult, either individually or in small groups. They are enthralled by stories and answer questions eagerly and join in with the rhythmic and repeated sections of books. Many are already becoming competent readers, following text closely and recognising common words.

### **Mathematical development**

Provision in mathematical development is **good**.

#### **Main strengths and weaknesses**

- Good teaching enables children to recognise and make patterns well.
- Children count confidently.

#### **Main strengths and weaknesses**

39. Most children achieve well and will significantly exceed the early learning goals by the end of the year due to good teaching. Very good attention is paid to devising activities, which link closely to whole-class sessions so that learning is consolidated well. Children print repeated patterns. They make and extend patterns easily with well-prepared resources like lollies and animal pictures, which also remind them of their theme of cold habitats and arctic animals. Songs reinforce the learning of number sequences. Children learn well through singing these and later playing games with the same pictures so that they make good progress with their understanding of counting back or making one more. Good links are made to previous learning so that the knowledge of the names of shapes is incorporated into pattern-making.

### **Knowledge and understanding of the world**

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

### Main strengths and weaknesses

- Children are encouraged to use their senses well to investigate the world around them.
- They learn information and communication technology skills in a systematic way.

### Commentary

40. In this wide area of learning, good teaching ensures that most children achieve well and are likely to exceed the early learning goals by the start of Year 1. Very good links to other areas make learning very interesting. During the inspection, the classroom was decorated with pictures of animals and their habitats in hot lands. Effective teaching ensured that contrasts were made with those from cold lands in painting, role-play and in finding out about ice. All children's senses were used well to describe a huge block of ice, which is interesting because there are 'fish' inside! Real interest and excitement were generated as it melted. Children have good opportunities to use the computer and are becoming skilful with the mouse, being able to select, drag and drop pictures. Programs are chosen carefully to support learning and to ensure that children make good progress in learning new skills. Children use all forms of construction materials confidently and imaginatively as their structured play links well to current themes.

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### Creative development

Provision in creative development is **good**.

### Main strengths and weaknesses

- Children are very confident with a good range of picture-making skills.
- Teaching provides lots of opportunities for children to use their imagination well in creative role-play.

### Commentary

41. Good teaching and the good quality of activities offered ensure that most children achieve well and are likely to exceed the early learning goals by the end of the year. Children have good opportunities to learn a large variety of painting techniques. During the week of the inspection, they were painting pictures of arctic animals on fabric-covered boards and learning to use rollers to create large play mats. It is a strength of the teaching that the products of play activities are used later. This gives children purpose and supports learning in other areas effectively. Opportunities for creative play, such as preparing tickets in the travel agency or making a home in the igloo, help the children to develop their creative imagination. All adults are fully involved in play and are flexible with activities, allowing children to lead the development of their role-play.

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## **Physical development**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- The outside area is used very well to improve a range of skills.
- Children also benefit from special physical education lessons.

### **Commentary**

42. Children make good progress due to good teaching and well-planned activities. Most will exceed the early learning goals by the end of the reception year. The outside area is always available and children are able to run and usually have chances to practise with small apparatus like bats and balls. Although there is no large climbing apparatus in the adjacent area, children make good use of the trim trail on the school field and have regular opportunities to improve their pedalling skills using wheeled toys on the large playground. They make the best progress during their lessons in the hall. They learn to use space well and to stretch and balance. They learn different ways of passing beanbags and learn how to hop. Children make good progress with manipulative skills because of the good range of experiences offered with many different kinds of tools and brushes, pens and pencils. Banging nails also helps with control. All activities of this nature are very well supervised and every concern is shown for the health and safety of children.

## **SUBJECTS IN KEY STAGE 1**

### **ENGLISH**

Provision in English is **good**.

### **Main strengths and weaknesses**

- Standards are above average in reading and writing and well above average in speaking and listening.
- Good teaching and imaginative role-play are helping to improve results in writing.
- Pupils do not always know what they need to do to improve their work, and the presentation of work is sometimes untidy.

### **Commentary**

43. Pupils achieve well and attain standards which are well above average in speaking and listening by the end of Year 2. Achievement is satisfactory in reading and writing and pupils attain above average standards. In the 2004 national tests, standards were average in reading and above average in writing when compared to schools with similar features. Past lower attainment in writing scores in national testing has been successfully addressed by the current good teaching and learning observed. Overall standards have been maintained since the last inspection and the school has successfully addressed the issue to raise standards in writing identified in the last report. A significant number of pupils leave the school with high levels of reading competence.

44. The quality of teaching and learning is good. The peaceful atmosphere of most lessons arises because of the teachers' good classroom management skills and reflects their high expectations of good behaviour. Pupils are given many opportunities to write in creative and imaginative ways. This makes learning fun. Teachers encourage pupils to write for themselves, and the pupils become confident to attempt new words and generate stories. Interesting recording formats, like a rainbow for describing the colour of fruits or The Iron Man shape for recounting a story, provide inspiration and are the result of a thoughtful approach to thematic teaching. Pupils' learning is enhanced by good opportunities to engage in creative play. For example, a group of pupils had exciting role-play experiences in the "space rocket", which broadened their vocabulary and made their writing of a space-log more convincing. However, the marking of pupils' work often fails to identify to pupils the small steps needed to bring about further improvement. The presentation of pupils' work is often untidy, and this is not identified in marking.
45. Well planned activities have a direct influence on the quality of pupils' speaking and listening. Classroom assistants are usually well deployed by teachers and often engage in role-play activities with pupils, which ensures that opportunities to develop vocabulary are maximised. For example, pupils act out the movements of animals in the "jungle" after reading a big book together and articulate suitable adjectives and use initial sounds to improve their spelling. The quality of speaking and listening is also enhanced by the good discussions which take place in personal, social, health and citizenship education when pupils listen attentively to each other and learn to respond appropriately.
46. Reading is supported satisfactorily. Older pupils make sensible choices of storybooks to read. In the best lessons, pupils make good progress with their reading during group sessions. Good questioning, often by classroom assistants, ensures that they read in a fluent fashion, and younger pupils guess what is coming next by using pictures to help them. They are encouraged successfully to join in with the repeated patterns of the story. Younger pupils often have well-designed games to help them to read and spell new words. Older and more confident readers learn effectively how non-fiction books provide information. The books for these sessions are carefully chosen to complement the current topic. Older pupils explain how to find information in the library, which is used regularly by all classes. Its location makes it difficult for pupils to use the library for independent learning. Pupils with special educational needs are supported well and take a full part in lessons. Their activities are planned well, and they achieve satisfactorily during their time in school.
47. Assessment routines in English are good. A large amount of assessment data is gathered. Teachers make informative predictions for end of key stage attainment and modify these each term. They also regularly analyse samples of writing and reading and set targets for each pupil. At present, these are not always shared with pupils so that they know what they have to do to improve their work. The assessment information is not always used effectively to establish group objectives in lessons in order to refine teaching plans further to secure higher attainment levels.
48. The leadership and management of the subject are satisfactory. Good work has been done to improve writing standards through staff development. There have not been sufficient opportunities to monitor the subject to ensure that assessment is used to raise standards further in other areas, like reading, and to ensure that the content of the curriculum provides similar opportunities for all pupils of the same age.

## Language and literacy across the curriculum

49. There are satisfactory literacy links across the curriculum. Thematic approaches are well developed. These contribute positively to the quality of pupils' learning. However, the use of good writing skills is not exploited in other subjects, like science. Occasionally, attention is not drawn to the spelling of key vocabulary or the presentation of work in order to support learning. Information and communication technology is not always used effectively to support good levels of writing by the regular use of word-processing skills.

## MATHEMATICS

Provision in mathematics is **good**.

### Main strengths and weaknesses

- Staff plan a good range of practical problem-solving activities which develop pupils' understanding of mathematics well.
- Pupils have good levels of understanding in all areas of mathematics.
- The school does not check the quality of pupils' written work rigorously enough and has not identified weaknesses in the marking of pupils' work and the quality of their presentation.

### Commentary

50. The adjusted 2004 National Curriculum test data indicates that standards were well above the national average. In tests taken in the previous two years, the attainment of pupils in Year 2 was above the national average. In each of the three years, standards were average when compared to those in schools with similar proportions of pupils entitled to free school meals. Inspection findings are that standards are currently above average for the age of the pupils, as they were in the previous inspection. Pupils' achievement is satisfactory as they enter school with early understanding of mathematics that is above average and sometimes well above what is expected for their age, and they leave school with standards that are similar. All groups of pupils, including boys and girls, those with higher attainment and those with special educational needs, achieve equally well.
51. A strength in pupils' mathematical understanding is that pupils have good levels of confidence in their ability to solve open-ended mathematical problems. Pupils use and apply what they know about mathematics to work out the answers to a range of practical problems. At the base of this is that they have securely-based understanding of numbers, shapes, space and measures and of simple techniques to handle data. For instance, pupils in Year 2 are able to collect data about their favourite planet and use this to construct both block graphs and Venn diagrams. Pupils enjoy mathematics and carry out practical activities well.
52. Teaching and learning are good. Staff have high expectations of what the pupils can achieve in solving problems and of their behaviour. This was illustrated well in a very successful lesson where pupils collected data about their favourite planet and used this effectively to produce simple individual block graphs. However, occasionally lessons become over-complex, for example, when other pupils have to decide the criteria for sorting the attributes of the planets into different groups. This required considerable reference to materials to find necessary information, which obscured the mathematical concept behind the activity. The presentation of pupils' work is often

untidy. Few reminders are given to pupils to present their work neatly, to check which way round they write numbers or to ensure that titles and information are recorded carefully. This makes some work of limited value for assessment purposes. The marking of pupils' work is not as effective as it could be and there is no set criteria when carrying out such work.

53. The leadership and management of the subject are good overall. The subject leader has worked closely and effectively with colleagues to extend practical and problem-solving activities well and to ensure an interesting range of activities is planned. Good assessment routines have been established to track the progress pupils make. The monitoring of teaching takes place and suitable feedback is given to staff. However, the evaluation of teaching and of learning through the scrutiny of pupils' work is sometimes ineffective because the school does not rigorously apply recognised criteria to identify issues such as the presentation of work and marking as areas for further improvement.

### **Mathematics across the curriculum**

54. There are good cross-curricular links in the planning of mathematical activities. Staff carefully plan problem-solving tasks that relate to the main topic themes such as currently in science. However, staff do not make enough use of information and communication technology to support mathematical learning. The sample of pupils' recent work shows limited recent use of computers.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Pupils have a good range of open-ended opportunities to plan and carry out experiments and investigations.
- The sample of pupils' work indicates that teaching and learning are good overall.
- The co-ordinator does not have sufficient opportunities to rigorously monitor and evaluate the quality of teaching and learning.

### **Commentary**

55. Standards in science are above average, as they were at the time of the previous inspection. The 2004 teacher assessments at the end of Year 2 indicate that standards were above average. The assessments for this group of pupils indicated the strongest feature was their understanding of life and living processes and a relatively weaker area was that of understanding physical processes. All groups of pupils achieve at least satisfactorily over a period of time. They enter school with good levels of curiosity and often high levels of knowledge and understanding of the world around them for their age, and they leave school attaining above average standards.
56. There are strengths in the pupils' ability to plan and carry out experimental and investigative tasks, as shown in the sample of pupils' recent work. Pupils talk with interest about their ideas. They work well together and co-operate very well in group activities, taking turns happily when using a range of materials. The good cross-curricular links in such activities provide the pupils with lots of opportunities to extend their mathematical understanding of measurement. However, the sample of recent

work indicates not enough use is made of information and communication technology to record their findings or as a research tool.

57. The sample of pupils' recent work indicates that teaching and learning in science are good overall. As no other lessons were planned during the inspection, only one lesson was observed. Staff plan an interesting range of practical tasks where pupils have to find out and record in their own way what they have discovered when carrying out experimental activities. Staff challenge pupils well in the range of activities linked to their main topic, currently a study of the planets. However, staff do not always make clear to pupils the importance of presenting their work neatly and carrying out experiments carefully and accurately. This does not ensure all work is scientifically valid or that pupils understand that if they continually change what they are doing in a test, such as to establish which materials keep ice frozen, the results they observe may not be accurate.
58. The leadership of the subject is satisfactory. The subject co-ordinator has continued the work of her predecessor in maintaining a high profile for the planning of practical activities. However, the management of the subject is not fully effective, and in some ways is unsatisfactory in that the co-ordinator has insufficient opportunities to rigorously monitor and evaluate the quality of teaching and learning in the subject. This has allowed weaknesses in the presentation of pupils' work and inconsistencies in the quality of marking of work to go unidentified.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

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

### **Main strengths and weaknesses**

- Standards are not as high as in some other subjects, as pupils have insufficient opportunities to develop skills and use computers to support their learning across the curriculum.
- The co-ordinator has plenty of ability to develop her role in monitoring and evaluating provision across the school.

### **Commentary**

59. Standards in information and technology are average for the age of the pupils, as they were at the time of the previous inspection. However, standards are not as high as in several other subjects. Limited evidence was available in recent samples of pupils' work, so judgements are based upon such work as was available, discussions with pupils and staff and scrutiny of displays of pupils' work. It is clear from discussions that the teaching of ICT skills is usually planned into most main topic areas and that over time, curriculum coverage is satisfactory. Most pupils have access to computers at home and are enthusiastic about using them. The sample of work indicates that an interesting recent project for all the pupils has been to plan and produce on the computer a 'dream bedroom' in design and technology activities. This is of an average standard for the age of the pupils. Pupils in Year 2 use a data-handling program with enthusiasm and with average skill when making simple block graphs recording their favourite planets.
60. Pupils' achievement is satisfactory, but they do not take part in a sufficiently regular series of planned activities to teach them the fullest range of skills and allow them to practise these across the curriculum. The achievement of different groups of pupils,

including boys and girls, the more able pupils and those with special educational needs, is generally satisfactory, although there is scope to develop pupils' skills to a higher level through more regular access to computers.

61. The teaching of information and communication technology is satisfactory. In the very small number of activities where pupils used computers during the inspection, the support and intervention of staff was of a satisfactory standard. Staff sometimes demonstrated good subject knowledge of how to move pupils' skills forward. However, the learning of pupils is adversely affected by the lack of day-to-day access to computers. Whilst the school now has a small bank of laptop computers to support teaching and learning, these and classroom computers are not in continuous usage.
62. The leadership and management of the subject co-ordinator are satisfactory overall with some strengths, but with some areas requiring improvement. The co-ordinator has good subject knowledge and teaching skills in the subject. She works well with colleagues on an informal basis to help identify suitable programs in topic-related activities and to ensure resources are available when required. The co-ordinator would benefit from further opportunities to directly monitor computer usage and rigorously evaluate the quality of teaching and learning. This makes it difficult for her to identify exactly where there are shortfalls in provision.

### Information and communication technology across the curriculum

63. The use of ICT across the curriculum is currently unsatisfactory. Although some links are made between other subjects, such as English, mathematics and art and design, for example, staff miss many opportunities to plan ICT activities across the curriculum. Whilst there is a very small amount of recent work extending word-processing skills, this is much less than is usually seen.

### HUMANITIES

64. Work in geography and history was sampled as it was not possible to observe any lessons during the inspection. Therefore, it is not appropriate to make overall judgements on provision, teaching or learning.
65. The sample of pupils' recent work in **geography** indicates that standards are at least in line with what is expected for this age. Curriculum planning is satisfactory, as shown in Years 1 and 2, where pupils have recently been finding out about different types of homes, including homes around the world. There are good links to literacy when pupils make individual booklets with information about the types of homes such as stilt houses, mud huts, yurts and skyscrapers. Pupils have also identified places that they know are near to, further away from and a long way away from Milford.
66. In **history**, pupils have just begun a series of planned activities to find out about the lives of famous explorers. Curriculum planning is secure and digital photographs show that as part of a study entitled 'Then and now', pupils in Year 1 have enjoyed finding out about Victorian wash days when looking at and drawing a range of washing equipment. Staff recognise the need to extend monitoring and assessment procedures further in order to be in a stronger position to identify strengths in teaching and learning and possible areas for further development.

### Religious education

Provision in religious education is **satisfactory**.

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## Main strengths and weaknesses

- Pupils learn well from visits to the local church.
- There are good opportunities for spiritual development.
- Pupils are not confident in their knowledge of different faiths.

## Commentary

67. Pupils achieve satisfactorily in this subject and attain standards which are in line with the requirements of the locally agreed syllabus for religious education. Discussion with pupils and an examination of their work indicates that they have a satisfactory knowledge of the major celebrations of Christianity and know about some of the events of Jesus's life. Their knowledge and understanding of Christian places of worship is good and reflects recent teaching. They have visited their local church and the higher-attaining pupils identify the colours of the church's year and know about the symbolism of using candles in church. Good links are made to the art and design curriculum and visits are recorded successfully. Pupils are less confident in their knowledge of other world faiths, although there has been some acknowledgement of Diwali and the Hindu way of life.
68. Teaching is satisfactory. A sensitive approach ensures that lessons make a good contribution to spiritual development. Pupils are given good opportunities to express their own feelings about preparing for birthdays and giving presents, and relate these to the meaning of Advent. Centring their attention on an Advent candle, pupils were given good opportunities to reflect on remembrance and the excitement of preparation. This approach echoes the good quality of circle time discussions in personal, social, health and citizenship education and the ethos of the school.
69. Leadership and management are satisfactory. The recently reviewed scheme of work relates closely to the locally agreed syllabus and links its requirements effectively with National Curriculum advice. It is too early to judge the effect of this review on standards in the subject. There is limited formal assessment and monitoring in this subject.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

70. No overall judgements can be made in art and design, design and technology, music and physical education as too few lessons were observed to substantiate secure judgements.

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71. The lesson observed in **art and design** was satisfactory. However, the use of art as the "connector" for topics and themes gives pupils ample opportunities to work well with a range of media and in different styles. Pupils use a good variety of painting and printing techniques. They use specific materials for collage, for example, to create their interpretation of the Iron Man. All teachers are particularly adept at teaching pupils about the layering of media to create effective pictures. Space pictures incorporate splatter paint background and use previously marbled paper to make planets. A display of fireworks pictures in the hall gives an effective exhibition of pictures by all ages, including the use of stitching as well as other media. Children have good experiences of using clay.

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72. The lesson observed in **design and technology** was satisfactory. Pupils have satisfactory opportunities to make objects and are used to making plans and lists of materials required. They occasionally use information and communication technology

to generate plans as with their “dream bedroom”. Few examples of pupils’ evaluations of their articles were observed, and interviews with pupils suggest that their knowledge of the whole design process is incomplete.

73. Discussions with staff indicate that an appropriate curriculum for **music** is in place. The one lesson seen was well taught, and pupils learned well when using symbols to record their percussion compositions.
74. The teachers’ planning indicates that all aspects of an appropriate curriculum for **physical education** are securely in place. However, no lessons were observed in games or gymnastics, and whilst pupils in Year 2 went swimming during the inspection, time was not available to inspect this. In the two dance lessons observed, teaching was at least satisfactory. Taped music is used as a good stimulus for dance, and teachers and support staff join in enthusiastically with pupils, which supports the management of the pupils well. The subject leader has few opportunities to monitor and evaluate the effectiveness of provision. Extracurricular activities are good for the age of the pupils and are well supported.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

Provision in personal, social, health and citizenship education is **good**.

### **Main strengths and weaknesses**

- Pupils learn how to listen attentively.
- Activities contribute well to pupils developing good attitudes and relationships.

### **Commentary**

75. Children achieve well in this area, and teaching is good. Teachers keep good records of pupils’ personal development, usually made through direct observations of behaviour and responses maintained by both teachers and classroom assistants. There are regular timetabled sessions for personal, social, health and citizenship education. The work carried out in Years 1 and 2 contributes well to the high quality of attitudes and behaviour observed in the school and builds effectively on the very good start made in the Foundation Stage. Pupils have good opportunities to discuss issues and feelings. They can identify what makes them special. They listen attentively to each other and often make helpful suggestions to involve their more reticent friends. These sessions are handled sensitively by teachers and all adults in the room who demonstrate good role models by participating themselves. Occasionally, reflective circle sessions take place in other subjects, like religious education, where skills learned in personal, social, health and citizenship education are used well. Pupils’ participation in class and school councils also contributes well to their citizenship education. They understand the need for classroom and playground rules and feel included well in the Healthy Schools initiative.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
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	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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