

# INSPECTION REPORT

**MRS ETHELSTON'S CHURCH OF ENGLAND PRIMARY  
SCHOOL**

Uplyme, Lyme Regis

LEA area: Devon

Unique reference number: 113439

Headteacher: Mr R Grose

Lead inspector: Ms B Matusiak-Varley

Dates of inspection: 1<sup>st</sup> – 4<sup>th</sup> November 2004

Inspection number: 267360

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **INFORMATION ABOUT THE SCHOOL**

|                              |  |
|------------------------------|--|
| Type of school:              | Primary                                      |
| School category:             | Community                                    |
| Age range of pupils:         | 5 to 11                                      |
| Gender of pupils:            | Mixed  |
| Number on roll:              | 139  |
| School address:              | Pound Lane<br>Uplyme<br>Lyme Regis<br>Dorset |
| Postcode:                    | DT7 3TT                                      |
| Telephone number:            | 01297 442210                                 |
| Fax number:                  | 01297 445127                                 |
| Appropriate authority:       | The Governing Body                           |
| Name of chair of governors:  | Mr David Collett                             |
| Date of previous inspection: | 4 <sup>th</sup> May 1999                     |

## **CHARACTERISTICS OF THE SCHOOL**

Mrs Ethelston's Primary School is a small voluntary aided Church of England primary school with 139 pupils on roll. It is situated in the village of Uplyme, one mile from Lyme Regis. Pupils are taught in mixed age groups in five classes and come from the village and surrounding catchment area. The school has a very small minority of pupils who are from traveller backgrounds. There are no pupils with English as an additional language. The percentage of pupils who have special educational needs, for learning and speech and communication difficulties, at 4 per cent is well below the national average as is the number of pupils (two) who have Statements of Special Educational Need. The percentage of pupils who are eligible for free school meals (3 per cent) is below the national average. Pupils' attainment on entry to the school is average; this is a decline from the previous inspection which judged attainment on entry to be above average. The school has strong links with the local secondary school especially in developing the creative arts.

## INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team |                   |                | Subject responsibilities   |
|--------------------------------|-------------------|----------------|--|
| 19938                          | B Matusiak-Varley | Lead inspector | English<br>Art and design<br>Music<br>Provision for pupils with English as an additional language  |
| 16310                          | C Roberson        | Lay inspector  |  |
| 20326                          | P Clark           | Team inspector | Areas of learning for children in the Foundation Stage<br>Mathematics<br>Information and communication technology<br>Physical education<br>Provision for pupils with special educational needs |
| 2911                           | E Steed           | Team inspector | Science<br>Design and technology<br>Geography<br>History   |

The inspection contractor was:

Altecq Inspections  
102 Bath Road  
Cheltenham  
Gloucestershire  
GL53 7JX

Any concerns or complaints about the inspection or the report should be made initially to the contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

# REPORT CONTENTS

|   | Page      |
|---|-----------|
| <b>PART A: SUMMARY OF THE REPORT</b>                                      | <b>6</b>  |
| <b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>                 |           |
| <b>STANDARDS ACHIEVED BY PUPILS</b>                                       | <b>8</b>  |
| Standards achieved in areas of learning and subjects                      |           |
| Pupils' attitudes, values and other personal qualities                    |           |
| <b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>                        | <b>11</b> |
| Teaching and learning   |           |
| The curriculum  |           |
| Care, guidance and support  |           |
| Partnership with parents, other schools and the community                 |           |
| <b>LEADERSHIP AND MANAGEMENT</b>  | <b>17</b> |
| <b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b> | <b>19</b> |
| <b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>                          |           |
| <b>SUBJECTS IN KEY STAGES 1 AND 2</b>                                     |           |
| <b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>                  | <b>31</b> |

# PART A: SUMMARY OF THE REPORT

## OVERALL EVALUATION

**This is a good school**, with several very good features, providing a good quality of education. Standards at the end of Year 6 are above national averages and pupils' achievements are good. The quality of teaching and learning are good and the school is very well led and managed by a highly dedicated headteacher. Governance is good. The school provides good value for money.

The school's main strengths and weaknesses are:

- In the juniors standards are above average in English, mathematics, music, design and technology, art and design, history and geography and are well above average in science because teaching is good with examples of very good and excellent practice in the juniors; it is satisfactory in the Foundation Stage and infants.
- Pupils' personal development is very good due to the strong Christian ethos; pupils behave very well, have very good attitudes to learning and relationships throughout the school are very good.
- Assessment in subjects other than English, mathematics and science need developing.
- The curriculum is good and very well enriched with a very good range of visits, visitors and extra-curricular activities but accommodation is unsatisfactory overall.
- Provision for pupils with special educational needs and for the minority who are from traveller backgrounds is good and pupils make good gains in learning.
- Higher attaining pupils, whilst making satisfactory progress over time, on occasions in lessons are not always sufficiently challenged.
- Throughout the school information and communication technology (ICT) and the presentation of pupils' work need improving, as do average standards in writing in the infants.
- The leadership and management of the headteacher are very good. His very good systems of self-evaluation are central to the good quality of education that pupils receive and the high standards attained at the end of Year 6. However, not all staff are trained in child protection procedures.
- Pupils' achievements in the Foundation Stage and in the infants are satisfactory in comparison with those seen in the juniors but they could be better with improved teaching and rigorous use of assessment.
- Links with parents, community, local secondary school and the church are very good.

The level of improvement since the last inspection of May 1999 has been good overall. Development of the Foundation Stage has been satisfactory. Standards have risen and the quality of teaching and learning has improved. Good improvement has been made in curriculum planning which is now consistent throughout the school and meets the needs and interest levels for pupils in mixed age classes.

## STANDARDS ACHIEVED

| Results in National Curriculum tests at the end of Year 6, compared with: | all schools |      |      | similar schools |
|---|-------------|------|------|-----------------|
|   | 2001        | 2002 | 2003 | 2003            |
| English   | A           | C    | B    | B               |

|             |    |    |    |    |
|-------------|----|----|----|----|
| mathematics | B  | A  | B  | B  |
| science     | A* | A* | A* | A* |

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2*

**Overall pupils' achievements are good but they are better in the juniors than in the infants and the Foundation Stage.** Children's achievements in the Foundation Stage and the infants are satisfactory from an average attainment level on entry. Almost all of the children attain the expected standards in all areas of learning but, at times, higher attaining children could achieve more. In the infants, pupils continue to make satisfactory progress and, by the end of Year 2, they attain average standards in reading, writing, mathematics and science and most foundation subjects with the exception of music where standards exceed national expectations, especially in singing. In Years 3 to 6, pupils' achievements are good overall by the end of Year 6. Standards are above average in English and mathematics and well above average in science. In ICT, standards meet the expectations of seven and eleven year olds but the use of ICT across the curriculum is unsatisfactory. In foundation subjects seen, standards are above average and pupils' achievements are good. Pupils use their skills of literacy and numeracy satisfactorily overall in other subjects but there is still room for improvement in developing pupils' writing skills in the infants. **Provision for pupils' spiritual, moral, social and cultural development is very good and pupils have very good attitudes to learning and behave very well.** Attendance and punctuality are very good.

## QUALITY OF EDUCATION

**The quality of education provided by the school is good.** A strong Christian ethos pervades all aspects of school life and pupils are well cared for by a hard working and dedicated staff. **Teaching is good overall.** It is better in the juniors than in the Foundation Stage and infants, where it is satisfactory with examples of good practice. Teaching of pupils with special educational needs and those from traveller backgrounds is good. Learning activities are generally accurately based on pupils' individual targets for learning but, in the Foundation Stage and infants, higher attainers could be achieving more. Assessments in the foundation subjects are underdeveloped and are being addressed. Pupils learn well because they are valued as individuals. The curriculum is good and is very well enhanced with visits, visitors and extra-curricular activities. Staffing levels and resources are satisfactory but accommodation is very limited and is unsatisfactory overall in spite of the creative use that the school makes of it. Levels of care, support and guidance are good and partnerships with parents, other schools and the community are very good.

## LEADERSHIP AND MANAGEMENT

**The leadership and management of the school and headteacher are very good.** The headteacher is a very good role model for his staff and pupils and is instrumental in raising standards. School self-evaluation is very effective. The leadership and management of subject leaders are good overall in view of the fact that most of the staff work part time. Governance of the school is good. Governors provide good levels of challenge and support. Statutory requirements are met with the exception of recent staff training for child protection.

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

Parents are very happy with the caring nature and Christian ethos of the school. They are pleased with the standards their children attain and the good quality of teaching and learning. Pupils love their school and are very fond of their teachers and headteacher. The very good relationships that exist within the school help pupils feel valued.

## **IMPROVEMENTS NEEDED**

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

- Raise the satisfactory achievement levels of pupils in the Foundation Stage and the infants to that seen in the juniors.
- Raise standards in writing in the infants and ICT and the presentation of pupils' written work throughout the school\*.
- Continue to develop assessment in subjects other than English, mathematics and science to plan the next steps of pupils' learning\*.
- As and when funds allow, improve the accommodation of the school.

and, to meet statutory requirements:

- Ensure that staff receive recent and relevant training in child protection procedures\*.

*\* The school is already addressing these issues.*



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### STANDARDS ACHIEVED IN AREAS OF LEARNING, SUBJECTS AND COURSES

Standards are above average by the time that pupils leave the school. Achievement is good overall but it is better in the juniors than in the infants and the Foundation Stage where it is satisfactory.

#### Main strengths and weaknesses

- By the end of Year 6, pupils attain above average standards in English, mathematics, music, design and technology, art and design, history and geography.
- The use of ICT to support learning in other subjects is unsatisfactory.
- The achievement of pupils in the infants and in the Foundation Stage, whilst satisfactory over time, could be better in daily lessons especially for pupils who are higher attainers.
- Drama is used well to support pupils' speaking and listening skills.
- Pupils are well prepared for secondary school.

#### Commentary

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading       | 16.6 (15.6)    | 15.7 (15.8)      |
| writing       | 14.8 (14.6)    | 14.6 (14.4)      |
| mathematics   | 16.0 (15.2)    | 16.3 (16.5)      |

*There were 21 pupils in the year group. Figures in brackets are for the previous year.*

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English       | 28.0 (27.4)    | 26.8 (27.0)      |
| mathematics   | 28.0 (28.5)    | 26.8 (26.7)      |
| science       | 31.8 (31.4)    | 28.6 (28.3)      |

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

1. The 2003 national test results and teacher assessments show that by the end of Year 2 in comparison with all schools nationally, in reading standards were above the national average and in writing standards were in line with national average and in mathematics standards were below national average. In comparison with similar schools, standards in reading were average, in writing and mathematics they were well below average. In science, standards were well below national average in comparison with all schools. The cohort of pupils taking the test was small, therefore results must be treated with caution.

2. In Year 6, in comparison with all schools, standards were above average in English and mathematics and in science they were very high (in the top five per cent nationally) in comparison with all and similar schools nationally. In comparison with similar schools, pupils attained above average standards in English and mathematics. Inspection findings show a slightly different picture and are better than those portrayed by test results. This is because the cohorts of pupils taking the tests are small and, in Year 2, several pupils taking the tests in 2003 had special educational needs and were below average attainers.

3. National test results show that, in the infants, too few pupils attained the higher levels in writing whereas in reading and mathematics the percentage of pupils attaining the higher levels was broadly in line with national averages. In the juniors the percentage of pupils attaining the higher levels in English and mathematics was below the national average, in science the percentage of pupils attaining the higher levels was well above the national average. In the infants the boys performed better than the girls in mathematics. The trend in the school's average national curriculum points for all core subjects was below the national trend.
4. In the juniors boys did better than girls in English and mathematics. The trend in the national curriculum points score for all core subjects was broadly in line with the national trend. There were no marked differences in attainment by gender during the week of the inspection. The school, through its very good systems of self-evaluation and monitoring of teaching and learning, set about to rectify standards. Several staff changed year groups, a new temporary teacher was appointed and subject co-ordinators set about monitoring pupils' work, identifying where pupils were not doing so well in answering test questions. This paid off well as inspection findings are slightly better than test results, especially in mathematics.
5. Children enter the Foundation Stage with average levels of attainment in all areas of learning. Throughout the Foundation Stage, they make satisfactory gains in learning and attain the expected standards in all areas of learning.
6. By the end of Year 2, pupils attain the national expectations of seven year olds in nearly all subjects and they continue to achieve satisfactorily, but higher attainers are not always sufficiently challenged in lessons. Whilst they make satisfactory progress over time, they are capable of achieving more. In reading, writing, mathematics, science and ICT, pupils attain average standards and their achievements are satisfactory. In speaking and listening, standards are above average and pupils' achievements are good.
7. Inspection findings show that there has been a satisfactory improvement in standards in Years 1 and 2, especially in speaking and listening, mathematics and ICT. Teachers are becoming more familiar with using assessments to level pupils' work but there is still work to be done in using assessment to plan the next steps of pupils' learning, especially for those pupils who are higher attainers. In all other subjects, pupils attain average standards and their achievements are satisfactory.
8. On entry to the juniors learning accelerates and pupils' achievements are good, with examples of very good achievement seen in Year 6 in science. Teachers, in the juniors, have higher expectations of their pupils and are more skilled at using assessments to challenge all groups of pupils. In Years 3 to 6, all groups of pupils achieve well because teachers match tasks to pupils' needs.
9. By the end of Year 6, pupils' standards are above average in English and mathematics, well above average in science and are average in ICT. In all other subjects seen, standards are above average. No judgements can be made on standards in physical education as insufficient lessons were seen. In singing, standards are above those expected of seven and eleven year olds.

10. In English, by the end of Year 6, standards in speaking and listening, reading and writing are above average. The school has focused on raising standards through its very effective systems of school self-evaluation and it is evident that standards are rising, but this is not yet fully reflected in the end of year national test results. Higher attaining pupils are attaining the higher levels that they are capable of but there are nevertheless several weaknesses to address in spelling, punctuation and development of characters in stories. Pupils have a rich vocabulary and generally express their ideas well but throughout the infants and juniors standards of presentation of written work could be better. Drama contributes well to developing pupils' speaking and listening skills but there are some missed opportunities to develop writing across the curriculum. The school has recognised this as an area for improvement. Overall, pupils' achievements seen in the juniors in English are good and pupils with special educational needs and those who are travellers make good progress.
11. Standards in mathematics are above average and pupils' achievements are good. The school has worked hard at raising standards and pupils have good knowledge and understanding of number and mathematics generally. The school makes good use of ensuring that pupils have good opportunities to use mathematics in real life situations but the use of mathematics in other subjects, whilst satisfactory overall, could be better.
12. Pupils' achievements in science are very good because of the very good quality of teaching with excellent practice. Pupils are developing their scientific knowledge of setting up experiments very well. They record predictions clearly and use a variety of strategies to record their results and evaluate findings in relation to their hypothesis.
13. Standards in ICT meet the expectations of eleven year olds and pupils' achievements are satisfactory overall but the use of ICT to support learning in other subjects is unsatisfactory. The school has recognised this as an area to be addressed.
14. The school met its targets for English and just missed its targets for mathematics.
15. In art and design, design and technology, history, geography and music, standards exceed the national expectations of eleven year olds and pupils' achievements are good. Good use is made of the local area in geography and in art and design the links with the local secondary school and themed weeks contribute well to pupils' learning.
16. Good improvement has been made since the last inspection in raising standards due to improved teaching, curriculum planning, staff changes and improved use of assessment. This has been largely as a result of very good monitoring of teaching, learning, very good implementation of performance management and very good whole school development planning.

## **PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES**

Pupils' attitudes, values and other personal qualities are very good. Their behaviour is very good. Attendance is consistently very good.

## **Main strengths and weaknesses**

- As they progress through the school, pupils develop increasingly positive attitudes and they behave very well.
- Children in the Foundation Stage could be more involved in initiating their own learning.
- The headteacher promotes very good relationships in a happy and friendly school.
- Pupils enjoy school and rarely miss a day.
- Plenty of planned opportunities successfully promote many personal qualities, especially pupils' skills of independence in the infants and juniors.

## **Commentary**

17. Parents appreciate the way the school helps their children to grow up developing sensible, mature and very caring attitudes. Older pupils look out for the youngest children at break and are very considerate towards each other. All pupils behave well and there is rarely a need for extra discipline because routines are so well established and expectations so clearly understood. As they grow older pupils become at times immersed in their learning and always try hard to do their very best and relish independence and the opportunities to take responsibility. Pupils' skills of independent learning are better in the juniors than in the infants. In the Foundation Stage children are not sufficiently involved in initiating their own learning. They are increasingly aware of their own strengths and demonstrate a lot of thought when they discuss with great interest what they like about the school and how it has helped them to enjoy learning. Their behaviour during assemblies in a very cramped classroom is impeccable. There have been no exclusions in the past twelve months.
18. The headteacher has been instrumental in creating such a good ethos based upon a strong implementation of a Christian code of ethics. His quiet, compassionate nature promotes a desire in pupils to learn and his passion for education, based upon true Christian principles, promotes very good values and attitudes within the school. Pupils know he is fair and respectful and they follow his very good example and treat each other kindly. Christian values are strongly promoted. New pupils settle very well into the school because children get along so well and relationships are so very good.
19. Attendance levels are consistently above those found in similar schools and in all schools nationally. Parents fully support the school and only take their children off for holidays if absolutely necessary because they are involved in seasonal tourist employment. Punctuality is also very good, with many arriving a little early to start the day.
20. The school actively enables very good provision for pupils' spiritual, moral, social and cultural development and this is a contributory factor to pupils' very good attitudes. There have been improvements in the range of activities and opportunities planned for all pupils, which promote many important aspects of their development. In particular provision for cultural awareness is now well developed in the school, with many visits and visitors enriching experiences for children. The headteacher is always keen for the school to get involved in things which will expand their awareness of other countries, faiths, religions and cultures. For example, a friendship with a school in Uganda is developing well. In addition, the children raise considerable sums of money for many charities throughout the year. Assemblies are also a very positive feature and are sometimes based on global issues or world figures. The respect

shown by pupils during these occasions is significant. Pupils are developing into well-rounded and very caring citizens, always interested in the world around them.

## Attendance

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

| Authorised absence |     | Unauthorised absence |     |
|--------------------|-----|----------------------|-----|
| School data:       | 4.8 | School data:         | 0.1 |
| National data:     | 5.4 | National data:       | 0.4 |

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education for its pupils, although it is better in the juniors than the infants and the Foundation Stage. The quality of teaching is good overall. The assessment of pupils' achievement in English, mathematics and science is good but is unsatisfactory in other subjects. The curriculum is good and benefits from good opportunities for enrichment. The school provides good levels of care and good support and guidance for its pupils. Links with parents and the community are very good.

## TEACHING AND LEARNING

Teaching and learning are good overall. Teaching and learning are generally good in Years 3 to 6 but are only satisfactory throughout the rest of the school. Assessment procedures are good and the use of assessment to respond to pupils' needs is satisfactory, but formal assessment in subjects other than English, mathematics and science is underdeveloped and is unsatisfactory overall.

## Main strengths and weaknesses

- The quality of teaching and learning is good overall in the juniors with examples of very good and excellent practice seen.
- The teaching in the Foundation Stage and in the infants is satisfactory overall but is not as good as that seen in the juniors and higher attaining pupils are not always sufficiently challenged and support staff are not sufficiently well used in developing children's language in the role play area.
- Teachers manage their pupils very well and this has a positive effect on learning and very good relationships.
- The teaching of science in the juniors is very good and pupils achieve very well.
- The teaching of pupils with special educational needs and those pupils from travelling backgrounds is good and every effort is made to meet their needs.
- Assessment procedures are good in English, mathematics and science but the information is not always used effectively to ensure that pupils, especially in the infants and Foundation Stage, are challenged effectively. Formal assessment in subjects other than English, mathematics and science is unsatisfactory.
- In the juniors, teachers have very good subject knowledge and have high expectations of their pupils.

## Commentary

### *Summary of teaching observed during the inspection in 34 lessons*

| Excellent | Very good | Good      | Satisfactory | Unsatisfactory | Poor | Very poor |
|-----------|-----------|-----------|--------------|----------------|------|-----------|
| 1 (3 %)   | 9 (26 %)  | 15 (44 %) | 9 (26 %)     | 0              | 0    | 0         |

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

21. The quality of teaching is generally good but it is better in the juniors, where pupils' achievements are good, than in the infants and in the Foundation Stage where pupils' achievements are satisfactory overall. Higher attainers make satisfactory progress in the infants but they could be working at a faster rate. The use of assessment is not as rigorous in the Foundation Stage and infants as it is in the juniors and this prevents pupils from learning quickly.
22. The teaching of children in the Foundation Stage is satisfactory overall but, at times, there is a lack of opportunities for children to learn using their senses and to initiate their own learning. Planning, whilst satisfactory overall, does not sufficiently take into account the needs of higher attaining children and there are too few opportunities provided for children to develop their skills of independent learning. Teaching assistants are generally used well but there are times when they could be more purposefully involved in the introductory sessions in lessons and in developing children's language in the role play area. Teachers are not so good at providing a variety of activities to extend pupils' learning. For example, in an activity aimed at teaching letter sounds in the reception class, pupils made letters out of play dough but did not get sufficient opportunities to record what they had learnt. This slowed down their learning.
23. In Years 1 and 2, the quality of teaching is satisfactory but insufficient use is made of assessment, especially in the teaching of phonics where pupils who are higher

attainers consolidate learning rather than being extended in acquiring new knowledge at a faster rate. Too few opportunities are provided for pupils to use ICT to support their learning. A teacher who is new to the year group is working very hard at familiarising herself with the demands of Year 1 and 2 teaching. Relationships throughout the school are very good and pupils like their teachers and really want to please them.

24. Teaching is good in the juniors. In Years 3 to 6, teachers have good subject knowledge and plan well so that pupils at all levels feel secure and confident in their learning. This has a positive effect on learning and subsequent achievement. Teachers teach the national literacy and numeracy strategies well and the quality of teaching and learning in English and mathematics is good overall, with examples of very good teaching seen. However, whilst the teaching of ICT is satisfactory, it does not fully support pupils in learning in other subjects, although some good examples were seen in the oldest class.
25. The teaching of science is very good in the juniors. No teaching of science was seen in the infants. The science co-ordinator is passionate about her subject and ensures that her pupils fully understand all scientific concepts by giving very detailed explanations and continuously checking pupils' understanding. As a result, all groups of pupils are given every opportunity to develop their scientific understanding by setting up their own experiments and evaluating their findings in the light of their predictions. Very good teaching was also seen in music when pupils in the juniors were taught by the headteacher. In these lessons pupils made very good progress in singing and in the understanding of tempo, pitch and timbre.
26. The teaching of pupils with special educational needs and those from travelling backgrounds is good. Pupils achieve well and receive good support from all staff, who ensure that pupils are well supported in lessons. Targets in pupils' individual education plans are used well and pupils gain confidence to tackle learning. Teachers give pupils time to think and insist that they give their answers in full sentences. This has a positive effect on pupils' attainment in speaking and listening and in developing their thinking skills.
27. Teachers promote education and social inclusion well. They ensure that all pupils participate fully in lessons and they do this by using good questioning to check pupils' understanding. A very good example was observed in a Year 5/6 literacy lesson where the teacher really pushed the pupils to make meaning from old fashioned language used in text.
28. Staff have worked very hard under the very good guidance of the headteacher and deputy headteacher at developing good assessment procedures in English, mathematics and science. Regular assessments are made and detailed records are kept to check that pupils are achieving as well as they can. Information is used well to track any underachievement but there are inconsistencies throughout the year groups as to how well assessment is used to plan the next steps of pupils' learning. The school is aware that assessments in all other subjects are unsatisfactory and is addressing this issue. In non-core subjects teachers keep accurate records of the work that they have covered but they lack in-depth recording of pupils' acquisition of knowledge and skills.



29. Marking of pupils' work is satisfactory but the best marking is in Years 3/4 and 5/6. Pupils' learning issues are addressed sensitively and their effort is acknowledged, with pointers provided for improvement.
30. Good improvement has been made since the previous inspection in improving the quality of teaching and learning as there is now no unsatisfactory teaching in the school. The school has recognised that there is still work to be done in developing the quality of teaching and learning in the Foundation Stage and in the infants so that it matches the good teaching seen in the juniors. Staff are true professionals and are keen to improve their practice. Good improvement is attributable to the very good monitoring of teaching and learning by the headteacher and deputy headteacher and the good opportunities for the staff's continuous professional development as a result of very good performance management.

## **THE CURRICULUM**

The curriculum is good, it is very well enriched with a very good range of extra-curricular activities. Resources are satisfactory, but the accommodation is unsatisfactory.

## **Main strengths and weaknesses**

- The breadth and balance of the curriculum is very well enhanced by very good use of day and residential visits and visitors.
- Planning for the mixed age groups in classes is good.
- ICT is not used consistently to support learning.
- The use of literacy and numeracy across the curriculum is not yet fully formalised.
- The curriculum is regularly reviewed to ensure that pupils' experiences are relevant.

## **Commentary**

31. The curriculum fulfils all statutory requirements, including religious education and a daily act of worship. Appropriate attention is paid to sex education and to providing information to combat the misuse of drugs. Provision for pupils' personal, social and citizenship is threaded throughout the formal and informal life of the school. Health education is similarly encouraged in lessons such as science and as opportunities arise elsewhere. The school provides well for the effective inclusion of pupils with special educational needs and for those pupils from a travelling background. Gifted and talented pupils are catered for well in the junior years, but this is an area for further development in the infants.
32. The curriculum for children in the Foundation Stage is satisfactory but too few opportunities are provided for children to learn through their senses and to develop their skills of independent learning. Improvement since the last inspection has been good. Schemes of work have been implemented with clearly defined expectations of what pupils should be achieving in mixed age classes.
33. A good feature of curriculum provision is that policies and schemes of work are reviewed very regularly based upon the good audits undertaken by subject leaders. The provision for extra-curricular activities, including visits and visitors, is a major strength of the school, resulting in pupils' enthusiasm for school life. Under the good guidance of the headteacher, the planning for this aspect of learning properly recognises the importance of also providing opportunities for the development of social skills, relationships and understanding of cultural diversity. By the end of their time in the school pupils are well provided with the confidence, skills and attitudes to enable their smooth transfer to the next stage of education. There are arrangements for pupils' personal, social and health education, citizenship and sex and drugs education and these contribute well to pupils' personal development.
34. The improvement of the curriculum since the last inspection has been good. Standards have been raised in most subjects in the juniors and the timetable has been adjusted to give appropriate emphasis to the non-core subjects. There remain areas that have not yet been fully addressed. Whilst important improvement has been achieved in provision for literacy, numeracy and ICT, these subjects have not been fully integrated into planning in order that, for example, all pupils understand that reading, writing and number skills have relevance beyond English and mathematics lessons. Although pupils use their skills of literacy and numeracy satisfactorily across the curriculum, their skills of ICT are less well used and this limits their opportunities for practising the skills that they have acquired in the ICT suite. The use of ICT across the curriculum is unsatisfactory.

35. Despite the acute lack of storage space, resources provided by the school are satisfactory for all subjects. Teachers are very careful to ensure that additional artefacts and equipment are made available from a range of sources. The environment around the school is used to good effect for fieldwork studies. Accommodation is overall unsatisfactory, but the school's staff and the community struggle valiantly to overcome difficulties, for example by overcoming the lack of a dedicated school hall through the use of the community hall for physical education lessons. The pupils' very good behaviour, applied social skills and attitudes also contribute highly to easing accommodation problems, especially in the cramped outside play areas. Owing to a lack of sufficient outside level space, reception children are not able to use large wheeled toys and this is unsatisfactory overall and minimises provision.

## **CARE, GUIDANCE AND SUPPORT**

Provision for pupils' care, guidance and support is good. This is a very caring school, which supports pupils well. Attention given to promoting welfare, health and safety is good overall. There is also good involvement of pupils and inclusion of their views in making changes and improvements.

### **Main strengths and weaknesses**

- Many useful policies and common sense guide good standards of pupil welfare and well-being.
- The school is currently addressing a weakness in formal child protection arrangements and procedures in the school.
- Pupils' personal development is carefully monitored.
- Pupils are listened to and their collective views expressed effectively in school council meetings.

### **Commentary**

36. The experienced and very caring headteacher knows and implements many policies which guide pupil welfare. These are reviewed regularly by governors who take an active part when discussing relevant issues. For example, much time was spent looking at the benefits and safety implications of allowing pupils access to the building prior to school opening. The headteacher leads by example in putting pupils' needs first. Adults understand their roles and responsibilities and keep a vigilant and watchful eye on pupils when they play in the small playground. Accidents are monitored to see where changes in routines can be made to keep pupils even safer. The new medical room is a good addition to the accommodation. Pupils work and play in a secure environment where risk assessments are routinely undertaken and where increasing attention is being given to promoting healthy living.
37. The child protection policy follows locally agreed procedures and is reviewed by governors regularly. The named person who takes responsibility in this area has experience in his previous school of attending case conferences and ensuring pupils' needs are met. Since he has been in this school, however, he has had no training, which is a shortcoming. However, that is not to say that he would be unable to secure support and advice if he needed it, should the need arise. The headteacher is addressing this weakness and plans for all staff to receive training are in hand.

38. New pupils are warmly welcomed by their peers and settle quickly. Teachers and support staff always ensure they are happy in their new surroundings. Higher attaining pupils are well known to all staff and especially the headteacher. For example, in the regular meetings between the headteacher and mid-day supervisors, individual needs are discussed and issues aired. Pupils and parents like the reward system and they know that individual acts of kindness and consideration or extra effort are noticed and valued. Whilst the monitoring of pupils' attainment is good in English, mathematics and science, assessments are underdeveloped in other subjects and the school is at present addressing this issue. Staff know their pupils well and keep accurate records of coverage; however, the identification of progress pupils make in skills acquisition is underdeveloped.
39. Pupils work towards self-improvement and know and share targets with their families. They are becoming increasingly involved in self-assessment, especially in the juniors, and this has a positive effect on their personal development. In addition, their own views are collectively sought in council meetings when they discuss what they can do to make their school even better. They told inspectors they would like to meet a little more often than twice a term because they love the responsibility of representing their friends at meetings. Recently older pupils have started to sell fruit during breaktimes and their own choices of new games equipment are being much enjoyed on the playground. Currently this aspect of school life is good with scope to make their views, thoughts and opinions heard even more in shaping school life. Improvement since the last inspection has been good. A caring environment has been maintained and relationships between staff and pupils have improved and are now very good.

## **PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY**

Links with parents, other schools and the community are very good and make a very positive contribution to pupils' learning.

### **Main strengths and weaknesses**

- The school is well regarded by parents, who recognise and appreciate its many strengths.
- There are strong and well established links within the community, including with the nearby church.
- Purposeful and close links with other schools make a very effective contribution to the work of the school.

### **Commentary**

40. This is a popular school known for its high academic standards and high standards of behaviour and achievement, which many parents choose because of its close links with the church. They are right to think it is very well led. Parents are very supportive of learning at home and willingly get involved in helping out with project work, with reading and with homework tasks. A very active Parent Teacher Association has a good impact on resources as it raises considerable sums of money every year. It was a positive picture at the time of the previous inspection but communication and partnerships are even stronger now. Parents are kept very well informed through the

weekly newsletters as well as in written reports at the end of the year and in termly progress reports. They do not find it hard to approach the headteacher or the school administrative officer and many do so on a regular basis for extra support, information or advice. The school's open door policy and practice are to be commended, as is the headteacher regularly seeking their views when planning changes.

41. This is a school at the heart of its village and community. Many members of the community, including parents, volunteer and help within classes on a regular basis. This has a positive effect on pupils' learning. In addition the school gets involved whenever it can in community projects and events. For example, pupils enjoy taking part in the village fete and horticultural show. Parent Teacher Association events are very well attended by the community. There are very strong and close links with the church. The Rector is a regular visitor and a church youth worker runs an after-school club. The church community in their work uses school resources with young people. Nearly £3,000 was raised last year by the children and their families for groups and charities within the wider community and nationally, which is a very impressive figure. Overall the range and impact on learning of community links are very good.
42. The school benefits from very good links with primary and secondary schools in Dorset as well as the nearby playgroup. There are good curricular links and a close working partnership with many schools. Staff share and extend their expertise and information is given and received to enable pupils to benefit. For example, friendship groups are discussed at times of transfer and joint projects undertaken in science and geography. An interesting magazine is produced jointly when pupils move schools. The school participated in a Visual Arts Project with Dorset schools and exhibited in the local community. This had a very positive effect on developing pupils' self-esteem. In addition sporting events are planned with other small schools. The school is committed to playing a full and active role within the community and in its ever widening partnerships with other schools. Improvement since the last inspection has been good. Partnership with parents and the community has improved and is now very good due to the high quality communicative skills between staff and parents.

## **LEADERSHIP AND MANAGEMENT**

The quality of leadership and management of the headteacher is very good overall. The headteacher provides good leadership and is well supported by key staff. The governance of the school is good.

### **Main strengths and weaknesses**

- The headteacher is a very strong, purposeful and caring leader who has a very clear educational direction.
- There is a strong commitment to inclusion and the Christian ethos promotes strong moral values.
- The very good school improvement plan clearly and succinctly reflects the school's ambitions and is regularly evaluated by the governing body.
- The role of subject leaders in monitoring and evaluation needs further development to ensure that good achievement in the juniors is matched in the infants and Foundation Stage.
- Financial management is good and the school's systems for performance management are very good.
- The administrative systems in the office are very good.

### **Commentary**

43. The school clearly benefits from the very clear sense of purpose and aspirations of the headteacher who has put his heart and soul into making Mrs Ethelston's School the centre of the community alongside the local parish church. This has a very beneficial effect on pupils' very good behaviour and positive attitudes towards their work and high academic standards. The headteacher has been instrumental in raising standards due to his passion for giving his pupils the very best start that they can have for coping with secondary school. He has been well supported by his deputy who has been instrumental in raising standards, as evidenced by pupils' high standards in speaking and listening throughout the school and the very good monitoring of teaching and learning.
44. Pupils' very positive work ethic is reflected in their good achievement by the time they leave at the end of Year 6. The strong commitment to inclusion and the Christian ethos in which the unique nature of each pupil is successfully emphasised underpins the mutual respect and trust that pervade throughout the school. The headteacher has very firm ideas about the school he wants and is given good support by other key staff. There is good shared commitment and a sense of teamwork in the school. Provision for performance management is very good and this has helped to raise standards as staff are aware of what they need to do in order to improve the quality of teaching and learning.
45. School evaluation is sharp because of the very good leadership of the headteacher. The school has a very well defined set of subject action plans to support the next stage of its development. The improvement of ICT has moved up a gear since the previous inspection and reflects well the school's ambition to drive standards upwards. Although more needs to be accomplished in integrating ICT to enhance skills in English and mathematics, subject co-ordinators have generally had more opportunities than colleagues to monitor and evaluate the work in these subjects. As

a result of this, they have ensured that provision is of good quality. However, the headteacher is aware that more remains to be done to iron out the inconsistencies in teaching and learning and to make the provision for higher attaining pupils more consistent in the infants and Foundation Stage. The leadership and management of the Foundation Stage are satisfactory overall. However, the school is aware that teaching expectations need to be raised if all children are to receive a flying start to their education. The special educational needs co-ordinator provides satisfactory leadership and management that ensure pupils with special educational needs, including those with statements, receive a good education. The small number of pupils designated as having special educational needs achieve as well as their peers. The school is aware of the need to identify pupils requiring additional assistance with their school work earlier in their school life to ensure that achievement in the infants matches the good achievement observed in the juniors.

46. Governance of the school is good. Governors are fully involved in the ongoing process for improvement. They are organised and know the school's strengths and weaknesses. They are interested, supportive and involved in the work of the school and are increasingly asking questions to challenge school managers that the school is effective enough. They offer good support to all staff. One weakness exists. Although child protection issues are always dealt with promptly and sensitively by the school, neither the named person nor other staff have received formal training. This is unsatisfactory and therefore the governing body is not fully compliant in fulfilling its statutory duties.
47. School administration is very good. The office runs like clockwork and the administrative support staff have a cheery smile for parents, staff and pupils and keep a very tight rein on all office procedures. Financial management is good. The school office staff undertake their duties in relation to the everyday management of finance in an efficient and cheerful manner. There are good procedures in place to ensure best value for any goods and services purchased. The school provides good value for money.
48. Improvement since the previous inspection has been good. Co-ordinators have tried very hard to develop standards in their subjects. They have produced detailed action plans but there is still some work to be done in enabling them to monitor the quality of teaching and learning in their subjects. Their leadership and management are good overall considering that several of them work part time and yet devote many hours to the school. The leadership and management of the headteacher are now very good and a much tighter focus is placed on school self-evaluation and subsequent raising of standards.

## Financial information

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

| Income and expenditure (£) |         | Balances (£)                        |        |
|----------------------------|---------|-------------------------------------|--------|
| Total income               | 377,798 | Balance from previous year          | 10,931 |
| Total expenditure          | 366,403 | Balance carried forward to the next | 11,395 |
| Expenditure per pupil      | 2,023   |                                     |        |





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

## AREAS OF LEARNING IN THE FOUNDATION STAGE

49. Provision in the Foundation Stage is satisfactory overall, which reflects a similar picture to the previous inspection. Since that time improvement has been satisfactory. There have been changes in staff and, whilst there is now no unsatisfactory teaching, there is still room for improvement. Outside play facilities have improved marginally. The outside accommodation is unsatisfactory. It still lacks facilities for wheeled vehicles and climbing equipment as it did at the time of the previous inspection. However, a newly created covered area enhances it and provides a place for children to play outside the classroom. The classroom accommodation for reception children is unsatisfactory to accommodate the additional numbers expected to join the present class after Christmas. Overall the classroom environment is bland and lacks stimulating, attractive displays to entice children to come and 'try' and 'play'. The curriculum, teaching and learning and children's achievements are satisfactory overall. Satisfactory assessment procedures are in place, but there is room to develop the use of such information, for example the earlier identification of children needing additional support and planning extension work for higher attainers. Generally, support staff make a valid contribution to learning but they could be used more effectively to support learning. Overall, leadership and management are satisfactory.
50. Children enter school with wide ranging skills and abilities that overall are in line with what is expected for this age. Spoken language, judged as above average on entry at the time of the last inspection, is now average.

## PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

### Main strengths and weaknesses

- Relationships are good and children behave well.
- Limited opportunities exist for children to plan their own learning.

### Commentary

51. There is a friendly, calm atmosphere in the reception class that helps the children to settle very quickly into the routines and rules of the school. As a result, they all know they will get a turn and this encourages them to take part in adult-led activities when asked and to share and take turns fairly. Relationships between staff and children are very good. When talking in a group all contributions are accepted and valued. This quickly builds the children's confidence and means they all join in during story and talking times. Limited opportunities still exist, as identified in the previous inspection, for children to do things for themselves. Planned activities tend to be rather narrow,

limiting children's choices and thus restricting self-help skills. Due to satisfactory teaching in this area of learning, children achieve at levels expected for their age and ability. Learning is satisfactory but more opportunities are needed to enable children to develop their skills of independent learning. Most children are on track to attain the standards expected at the end of the reception year. Therefore, overall achievement is satisfactory.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Children listen well to a range of well read stories.
- The development of children's early writing skills needs to be planned more systematically.
- The use of drama is good.

### **Commentary**

52. Teaching and learning are satisfactory overall. Children achieve satisfactorily and most meet expectations in this area by the end of the reception year. Children generally listen well and most children have average speaking skills. However, a significant proportion of reception children in the present intake, containing a high proportion of boys, do not speak well for their age. In nearly all activities children are positively encouraged to talk about what they are doing and what they have found out through their play, thus developing their speaking skills. Drama is used well to support learning. Most children make good progress with their early reading skills because many 'have a go' at reading words and are well supported at home by parents with whom many children share early reading experiences. Books are readily available for the children and they are introduced to aspects of the National Literacy Strategy from an early age. The development of children's writing skills lacks precision and rigour. Higher attaining children use recognisable letters to write a simple sentence to retell their news and views. However, experiences are limited and higher attainers are not sufficiently challenged. Correct formation of letters is not consistently taught and the lack of any planned progression does little to develop children's recording skills and interest in writing for enjoyment. As a result, children do not write enough, especially those who are higher attainers, and this limits their progress. The classroom environment at present lacks a 'writing corner', so children's writing fails to hold a high profile in terms of word banks, suitable dictionaries and examples of their writing.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- Children develop a good understanding of number through number games and rhymes.
- Staff do not use sufficient opportunities to ensure that children form written numbers correctly.

## Commentary

53. Teaching and learning are satisfactory and most children achieve the targets expected for their age by the time they leave the reception class. All children have opportunities to add and subtract in real situations while they are working at a range of activities. As a result, children are becoming competent at counting to ten and beyond and are developing a real understanding of numbers. Teachers plan a reasonable range of activities that move learning forward steadily. All children have good opportunities to write numbers and they match objects, numbers and shapes accurately. However, written numbers are often formed incorrectly and are seldom corrected by the teacher. This restricts children's ability to record accurately. Interactive displays of blocks, counters and shapes are noticeable by their absence, therefore limiting children's opportunities to pick up, touch and play in a structured way. Overall achievement for most children is satisfactory due to sound teacher interventions when children are engaged in tasks.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- Children have good opportunities to learn about the local area.
- Children use computers confidently.
- Too few opportunities are provided for children to learn using their senses.

## Commentary

54. Teaching in this area of learning is satisfactory. Children's learning is satisfactory and they meet the targets expected for their age and most achieve satisfactorily. Teachers plan carefully to provide a range of suitable, if somewhat traditional, learning activities but at times opportunities are missed for children to learn using their senses. Walks around the village and church enhance children's knowledge and understanding of the local area. Journeys to and from the village hall, where children undertake physical activities, contribute well to other areas of learning. Well focused questions enabled the children to suggest the correct and safe place to cross the road outside school and, once safely across, they were challenged to recall their journey, deciding whether they turned left or right at different parts of the walk. In classroom role-play situations children are encouraged to re-enact the school crossing patrol duties, taking turns and ensuring that the reflective coat is worn, enabling all to see. This enables children to learn the hazards in their environment. Children get good opportunities to develop their computer skills. Some use the mouse with good control and become competent in using ICT. Religious festivals are celebrated and children are encouraged to think about friendships and other aspects of their personal development and this has a positive effect on their learning about life in a multi-cultural society.

## PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses**

- The opportunity to use wheeled vehicles and climbing equipment is unsatisfactory.

### **Commentary**

55. Teaching and children's learning in this area are satisfactory and most children achieve the targets expected for their age and most achieve satisfactorily. Children have access to a suitable range of materials to use indoors that helps to develop their skills of handling pencils, scissors, paintbrushes and modelling tools. The outdoor play area is somewhat mundane and the free play that takes place sometimes appears purposeless and best use is not always made of supporting adults. Provision of wheeled vehicles and climbing equipment remains unsatisfactory, reflecting previous inspection findings, and slows down progress. Plans are in place for dealing with this but the school has not had sufficient funds to rectify the acute accommodation problems it faces. Using the main playground for planned physical activities, children confidently used the available space and, working well in pairs, directed large balls with some accuracy backwards and forwards to each other under satisfactory control.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **satisfactory**.

### **Main strengths and weaknesses**

- Over-direction by adults restricts children's opportunities to make their own choices and limits their creative responses.
- Role play opportunities enhance children's imaginative vocabulary and self-esteem but support staff could be more effectively used to support learning.

### **Commentary**

56. Teaching and learning are satisfactory and most children achieve the targets expected for their age. Therefore achievement for most children is satisfactory but, too often, activities are set up for children and the choice that they have is limited. This results in work being over directed by adults and limits children's creative responses. Children take part in a satisfactory range of art and design and design and technology activities. They produce work in two and three dimensions to a reasonable standard. Role play activities are satisfactorily organised. However, the role play 'home corner' is small and restricted, lacking the support of quality resources to stimulate children's imagination. Support staff are not always given a clear enough focus as to what aspects of language children should develop in this area. Children sing with enjoyment and enthusiasm and listen attentively when learning new words. In these activities they show good confidence and learn quickly. Too often work is over directed by adults and this restricts opportunities for children to make their own choices and respond imaginatively to the range of satisfactory learning experiences provided for them.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **good**.

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

- Pupils achieve well in speaking and listening throughout the school and in the juniors they achieve well in reading and writing.
- Good teaching in the juniors ensures that all groups of pupils make good progress and achieve well in relation to their prior attainment. Teachers have good questioning skills.
- Drama is used well to support pupils' speaking and listening skills and appropriate use is made of teaching assistants who support learning.
- The use of writing in other subjects could be developed further, as could the presentation of pupils' written work.
- Leadership and management are good and, as a result of very good evaluation of standards, pupils are making good progress.
- Assessment is not sufficiently well used in the infants to ensure that pupils capable of higher attainment are consistently challenged.

#### **Commentary**

57. The 2003 national test results show that standards in reading by the end of Year 2 in comparison with all schools were above the national average and in writing they were average. In comparison with similar schools, standards in reading were average and in writing standards were below average. By the end of Year 6, in comparison with all and similar schools nationally, pupils attained above average standards. The percentage of pupils attaining the higher levels was above average in reading but below average in writing in Year 2. In Year 6, the percentage of pupils attaining the higher levels was below average.
58. Inspection findings show that, by the end of Year 2, pupils attain above average standards in speaking and listening and average standards in reading and writing and their achievements are satisfactory overall. The use of assessment data is inconsistent and there are times when higher attainers are not sufficiently challenged, especially in writing and spelling. Whilst over time their achievements are satisfactory, they could be achieving more in lessons.
59. In the juniors, the use of assessment is more rigorously used and this has a positive effect on pupils' learning as tasks set are more closely related to pupils' needs. By the end of Year 6, standards in speaking and listening, reading and writing are above average and pupils' achievements are good. A contributory factor to the high standards attained is the successful use of booster classes.
60. Pupils with special educational needs and those who are travellers achieve well in relation to their prior attainment due to the good work of support staff. Individual targets are well used in lessons and detailed records are kept of pupils' progress.

61. The quality of teaching is good overall. Teaching is better in the juniors than in the infants due to the fact that the teacher in Year 1/2 has only just started teaching this particular year and is still getting familiar with the curriculum. Teachers focus well on pupils' vocabulary and in most lessons seen teachers placed a high emphasis on developing subject specific vocabulary; this has a positive effect on learning.
62. In the juniors, pupils achieve well because of good quality teaching and learning. Several examples of very good teaching were seen in the juniors. Teachers focus on vocabulary, use questioning well to enhance learning, give pupils time to think in order to formulate their answers and insist that pupils explain their thinking in full sentences. Drama, both in the infants and juniors, is used well to support learning and pupils make good gains in their speaking and listening skills.
63. The teaching of English is good overall but it is better in the juniors than it is in the infants. Pupils in the infants make satisfactory progress due to satisfactory teaching. At present, in the infants, whilst teachers offer good explanations, expectations of what pupils can achieve are not always high enough and pupils sometimes consolidate learning rather than being pushed into acquiring new concept skills and attitudes; this is especially the case in the teaching and learning of phonics. Where expectations are high, for example in Year 5/6, pupils learn at a fast rate because they are given numerous opportunities to write journals, diaries, pamphlets and letters and the good quality of planning and redrafting of their work is paying dividends. Pupils throughout the school enjoy reading and standards in reading by the end of Year 6 are above average. Parents play a valuable part in developing their children's reading skills as they regularly read with them at home. Pupils in the juniors read fluently and have a good knowledge of authors and their styles. However, the use of ICT to support learning is inconsistent and is unsatisfactory overall in spite of several good examples seen in Year 5/6. Pupils with special educational needs and those who are from travelling backgrounds achieve well and they are well supported in lessons by a highly dedicated support staff. Drama is used well to support learning and this has a positive effect on pupils' speaking and listening skills. For example, pupils are encouraged to see characters' different view points and use a range of different vocal registers. This enables them to achieve well and has a positive effect on standards.
64. Pupils have very good attitudes to learning in lessons where the quality of teaching is good or better. They listen attentively, behave well but do not always present their written work neatly. This is an area which the school is presently addressing. A contributory factor to raising standards is the rigorous implementation of booster classes which enable pupils of borderline average attainment to attain higher levels.
65. The leadership and management are good. Very good monitoring of standards by the co-ordinator identifies that writing is an area that needs to be addressed. The co-ordinator has worked hard at evaluating standards and systems for self-evaluation are good and accurate. Assessment procedures are good but their use to support pupils' learning are inconsistent and are satisfactory overall.
66. Improvement since the last inspection has been good. Standards in writing have improved in the infants and are now average and are above average by the end of

Year 6. Good improvement has been brought about by meticulous analysis of test results, good implementation of booster classes, good use of drama and effective use of questioning to consistently check pupils' understanding. High standards in speaking and listening identified in the last inspection in the juniors have been maintained.

### **Language and literacy across the curriculum**

67. The use of literacy across the curriculum is satisfactory overall. Pupils use their skills of speaking and listening well through well structured questioning and drama activities. Pupils are encouraged at all times to give well reasoned arguments and speak in full sentences and this has a positive effect on learning. Pupils are given satisfactory opportunities to write in other subjects but this is largely dependent on individual teachers' planning. There are, nevertheless, some missed opportunities for pupils to develop their writing skills in other subjects.

### **MATHEMATICS**

Provision in mathematics is **good**.

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

- Standards are above average in Year 6 and pupils' achievements are good.
- Recent improvements in assessment procedures and performance data analysis have given the school a more accurate picture of its strengths and weaknesses.
- Strong leadership and management are positively driving standards upwards.
- There is insufficient use of ICT to support pupils' learning in mathematics and higher attainers are not always sufficiently challenged.

#### **Commentary**

68. The 2003 national test results show that in comparison with all schools by the end of Year 2 pupils attained standards that were below average and in Year 6 they were above average in comparison with similar schools. Standards were well below average by the end of Year 2 and were above average by the end of Year 6. Inspection findings show that standards in Year 2 are now average and are above average in Year 6. Overall provision in mathematics is good and is meeting the needs of pupils of all capabilities well, especially in the juniors. Pupils with special educational needs and the very small minority of travellers are positively supported in most lessons by teachers and adults, therefore they are achieving as well as their peers. Boys and girls are achieving similarly. The school is well placed to achieve greater success in future years. It has set challenging targets for Year 6 in 2005 that reflect well on its ambition to drive forward improvement in the provision for mathematics. Improvement since the last inspection has been good, standards have risen in Year 2 from below average to average and above average standards have been maintained in Year 6.
69. Overall achievement is good due to good teaching but teaching is better in the juniors than in the infants where it is satisfactory. In the current Year 5/6 achievement is consistently good, resulting in consistently high standards. A mixture of specialist teaching and direct links to using mathematics in the wider world enhances achievement. Analysis of pupils' work clearly illustrates that pupils' overall achievement accelerates as they move upward through the school from a satisfactory

level in Year 2. Analysis of test results indicate that achievement has been patchy, failing to consolidate rigorously on previous learning due to lengthy staff absences. However, in the current Year 3/4 achievement is now at least good, with some examples of very good achievement seen throughout the juniors, especially in using the four operations of number. Teaching and learning are satisfactory in Years 1 and 2 but are good with examples of very good practice in the juniors. This is because teachers in the juniors have higher expectations of their pupils and use assessment data well to target pupils' learning and as a result pupils make better progress. In the infants, pupils' learning is satisfactory but, too often, pupils spend too long consolidating learning rather than acquiring new skills at a rapid rate. This is because the teacher is new to the year group and is still getting to know the various attainment levels of her pupils and their prior knowledge.

70. The quality of teaching is good overall. In one Year 3/4 lesson the quality of teaching observed was very good. In this lesson the teacher transmitted her enthusiasm for the subject and well planned activities, suitable for all pupils' learning levels, captured their high levels of interest and obvious enjoyment. New learning at a brisk pace is fun. Very clear, concise explanations ensured all pupils understood how to complete the tasks successfully, supported by clear learning objectives against which assessment opportunities to plan future work were indicated. The use of correct mathematical vocabulary and links to mathematics in real life situations received a clear focus in most lessons. Relationships and attitudes to learning are very good throughout the school, even when teaching is only satisfactory, because pupils are very keen to learn. A feature of less successful but otherwise satisfactory lessons was that teachers were too controlling, pupils sat for too long at the start of the lesson and had too little opportunity to share their own strategies for solving problems with peers. Analysis of work in Year 1 and Year 1/2 clearly indicates that insufficient work is set to challenge higher attaining pupils. Presentation of work is barely satisfactory, with many written numerals incorrectly formed. The school has recognised these weaknesses due to the very good systems of self-evaluation and thorough analysis of standards. An effective start has recently been made at ensuring that assessment data is more rigorously used to plan the next steps of learning but this improvement is not yet reflected in test results.
71. Leadership and management are good overall. An enthusiastic, strong leader is successfully moving the subject forward, although there remains work to be done in the infants if they are to achieve the same success rate as the juniors. Adoption of the National Numeracy Strategy as the basis for planning in the subject, coupled with the introduction of a commercial scheme, has made a significant contribution to raising standards.
72. Greater precision in the analysis of test results and more evaluation of strengths and weaknesses have started to make a positive impact. In the juniors, targets for pupils are used consistently to aid pupils' achievement. Marking is clearly consistent in its regularity and positive nature. However, it often fails to indicate clearly to pupils in Year 1 and Year 1/2 how they can improve. Teaching is now monitored regularly and very well by the senior management team and targets are set for improvement. Analysis of pupils' work clearly indicates that the use of ICT to enhance pupils' skills in mathematics is inconsistently used and continues to be an area for development and,



as a result, pupils do not have sufficient opportunities to practise skills previously acquired.

### **Mathematics across the curriculum**

73. The use of mathematics in other subjects is satisfactory and as such continues to be an area of development. Opportunities at present tend to be incidental rather than planned as part of organising mathematics topics. However, there is evidence of the use of numeracy skills in design and technology, for example, during the construction of scale models to illustrate a range of buildings to be found in ancient Greece. Pupils flag mathematics as being one of their favourite subjects and enjoy being able to put their numeracy skills to satisfactory use in other subjects.

### **SCIENCE**

Provision in science is **good**.

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

- Standards at the end of Year 6 are well above average and pupils' achievements are very good. Pupils' contributions to lessons are always valued by teachers.
- Standards at the end of Year 2 are average but pupils who are higher attainers could be achieving more.
- Throughout the junior classes there is very good emphasis on learning through investigation.
- Pupils behave very well in lessons and display very good attitudes.
- Assessment information is used very well to inform planning in junior classes, but requires attention in the infant years.
- The subject is led and managed very well in the junior classes, but additional monitoring is needed in the infants to raise standards for more able pupils.

#### **Commentary**

74. The 2003 national test results and teacher assessments show that standards in science by the end of Year 2 were well below the national average with too few pupils attaining the higher levels. By the end of Year 6, in comparison with all schools and similar schools, standards were in the top five per cent nationally. Inspection evidence, including lessons and the work seen in pupils' books, shows that standards are well above average by the end of Year 6 and pupils' achievements are very good. No lessons were observed in infant classes, but discussions with pupils, analysis of planning and scrutiny of pupils' work show very clearly that they know and understand more than is apparent from work completed in their books. By the end of Year 2 standards are average and pupils' achievements are satisfactory. Overall their achievement over time is satisfactory. Teacher assessments in 2003 placed standards at the end of Year 2 well below national average. The discrepancy between national test results and inspection findings is due to the small percentage of pupils taking the test and attaining the high levels.
75. There has been good improvement in the juniors since the last inspection as very high standards have been maintained.

76. Pupils with special educational needs and those from traveller backgrounds achieve well in relation to their prior attainment. In discussion, pupils in Year 2 explained differences and similarities between mammals and birds; that water can be solid and liquid and that some changes are reversible and others are not; what a seed requires in order to grow successfully; and satisfactory explanations of a range of forces with examples of their use. In Years 5 and 6 there was very good co-operation and collaboration during practical work to investigate whether given diagrams of electrical circuits would light a bulb. Throughout the school above average speaking and listening skills enable pupils to hold meaningful, focused discussions and to predict what they think will happen. They carry out their tests and carefully check the results. Although insufficient use is made of literacy and numeracy skills to record work in the infant years, these skills are developed in the juniors on a more regular basis and are used well by the time pupils are in Years 5 and 6. Whilst satisfactory use is made of ICT, for example by older pupils to check understanding of conductors and insulators and to find facts on the Internet, overall this remains an area for further development as too few opportunities are provided for pupils in the infants to present their findings in a variety of ways.
77. In the juniors the quality of teaching and learning is very good with an excellent lesson seen taken by the science co-ordinator in Year 5/6. In this lesson the pupils were totally engaged in their learning because of the excellent explanations given by the teacher of how electrical circuits work. Her passion shone through her teaching as she expertly guided her pupils into new areas of learning. A very good feature of the lessons that were observed was that pupils were secure in the knowledge that their contributions to the discussions were valued and there was no fear of being ridiculed for 'wrong' ideas. All pupils are fully included in lesson activities, consequently they enjoy science because the content is made interesting, relationships are very good and this fact fosters a very good working atmosphere, so encouraging high standards. Planning is very thorough, securely based on very good subject knowledge, taking account of differing abilities. Teachers have very high expectations and provide appropriate challenges that ensure constant attention, interest and a desire to succeed. Whole sentence answers, couched in correct scientific terms and vocabulary, contribute well to pupils' speaking and written literacy skills. Pupils are encouraged to use their mathematical skills to produce graphs and to calculate results. Good links are made with other subjects. There is good transfer of applied knowledge between science and design and technology, for example as pupils in Years 4 and 5 explain the use of forces and pneumatics in their designs for a moving toy. Science makes a good contribution to pupils' spiritual, social and moral development because they are encouraged to be excited about their discoveries, to work effectively in various pairings and groups, to be honest about their investigations and to respect each other's contributions.
78. Marking is carried out regularly and is encouraging, but does not in all cases offer pupils information on how their current work and standards may be improved. Very good assessment procedures are in place and the use of assessment has developed very well since the last inspection and this has supported the raising of standards in the junior years. This good practice needs to be used as effectively with the younger pupils, not only to assess their knowledge of what has been presented in school, but also to ascertain what they know from other learning sources in order to plan for individual progress. Standards in Year 2 are now better than they were in the 2003

national test results, when they were judged to be well below average, as teachers have placed more emphasis on teaching scientific skills.

79. Leadership and management of the subject for junior classes are very good. Regular use of assessment has contributed to the increasing upward trend in standards, especially in the juniors. The co-ordinator has very good subject knowledge, is enthusiastic and provides an excellent role model for her colleagues. A current weaker area is the monitoring of standards in the infants in order to ensure that challenging, relevant work is presented to match the abilities of all pupils. Good links with the local high school ensure that pupils' transition to future learning in science is smooth and relevant.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Improvements in resources have significantly boosted the quality of provision and raised standards.
- The planned use of ICT to support learning across the curriculum is patchy and is unsatisfactory overall.
- There is some purposeful and effective teaching and learning in the computer suite but computers in classrooms are not always used fully.
- The subject is presently led by a caretaker manager, therefore monitoring of teaching and learning is at present limited.

### **Commentary**

80. Pupils at the end of Years 2 and 6 attain average standards and their achievements are satisfactory. The achievement of pupils with special educational needs and those who are from a travelling background is good. The opening of the new computer suite in September 2004 and the consequent improvement in resources and their use have elevated the subject's profile throughout the school. Effective staff training is enabling most teachers to make good use of computers and other resources, such as digital cameras in the Foundation Stage to record children's achievements. Across the school pupils are making satisfactory progress from the levels at which they start school. Provision and standards have improved well since the last inspection when they were judged to be unsatisfactory in Year 6. However, there is still a long way to go to ensure that ICT successfully enhances pupils' skills in most subjects taught. The school is aware of this issue and plans are in place to review curriculum planning.
81. Pupils in Year 2 produce satisfactory word-processed sentences using varying fonts and print size functions to present their work in different ways. In Year 6 pupils are using a combination of images and photographs to create a range of multi media presentations, including the solving of well prepared challenges related to real life examples, for example the organisation of a classroom plan in terms of seating and tables to accommodate the sudden arrival of additional pupils, shelving and plants. Pupils positively enjoyed the challenge. Clearly there is a wide spread of ability amongst pupils. However, most pupils in the mixed Year 5/6 have confident word-

processing skills and manipulate information successfully. They confidently use the Internet to find information to support learning, for example in geography.

82. Teaching and learning are satisfactory overall, although examples of good teaching were seen in the mixed Year 1/2 and Year 5/6 classes. Teachers' subject knowledge has benefited from government funded training and effective support from parents' fund raising activities has enabled ICT facilities to be improved; as a result, teachers are more confident in using ICT. Skilled parents are effectively used to promote children's learning and there is a shared commitment to develop ICT in other subjects. Nevertheless during the inspection week the computer suite remained dormant for long periods, hence its efficient and effective use remains an area for development. Computers in classrooms were also not sufficiently well used to support learning. Pupils enjoy ICT and work independently and earnestly at their computer-based tasks. Very good levels of co-operation, behaviour and relationships are much in evidence within the confined space available in the ICT suite.
83. The subject is currently satisfactorily led and managed by a caretaker co-ordinator. As a result, opportunities to observe teaching and standards in classes are limited. Much more work is required to raise the subject's profile throughout the school. The school is aware of the need to introduce systems for assessing pupils' progress. Assessment remains unsatisfactory and at present it fails to support both teaching and learning. The subject action plan has a clear path forward and there is good promise for the future. Overall there has been satisfactory improvement made since the last inspection as pupils are now attaining average levels and resources have improved.

### **Information and communication technology across the curriculum**

84. The use of ICT across the curriculum is unsatisfactory and, as such, remains an area for development. Cross-curricular links are at best patchy. Pupils' use of ICT is often dependent on the confidence of the class teacher in using the technology to enhance learning. However, in Year 5/6, for example, pupils' numeracy skills are extended and consolidated well through the regular and systematic use of appropriate programs.

### **HUMANITIES**

85. Insufficient teaching was seen to make a judgement about provision in **geography**, but from scrutiny of pupils' work standards are average in Year 2 and are above average in Year 6. Overall pupils' achievements are good, as are those of pupils with special educational needs and travellers. Two lessons were seen, one in an infant class and one in a junior. In these lessons examples of good teaching were seen. Good use was made of first-hand experiences, fieldwork and drawing on pupils' own knowledge, using relevant skills and ideas to enrich learning and encourage pupils' active participation. During each lesson, the teacher's high expectations were evident. Pupils' written work in the junior classes shows that teachers plan for pupils' different abilities and this ensures good progress. Conversations held with Year 2 pupils indicated that following fieldwork they were beginning to understand the importance of recording locations accurately on a map. Geographical language and vocabulary is used well because it is encouraged by all staff and pupils have good attitudes to learning. Satisfactory links are provided with mathematics as pupils move through the school.

86. Insufficient teaching was seen in **history** to judge overall provision, but the evidence available suggests that pupils in Year 2 attain average standards whereas those in Year 6 attain above average standards. Pupils' achievements overall are good. Pupils with special educational needs and those who are travellers achieve well. In the only lesson observed, in Year 6, standards were above average and teaching and learning were very good. Pupils spoke in the past tense, used historical ideas of change over time, similarity and difference and chronology when offering ideas about a very good range of relevant artefacts and when answering questions. Work in books in the junior classes showed steady, planned build-up of knowledge, skills and concepts. Whilst these elements were not so clear in infants' written work, pupils who were interviewed demonstrated satisfactory, and sometimes good, knowledge and understanding, using the ideas of old and new and the life of Florence Nightingale. Improvement in geography and history since the last inspection has been good. The weaknesses stated for both subjects in the previous report have been overcome. More able pupils are now given opportunities to investigate in depth and classroom learning for all pupils is well supported by visits and visitors. The good improvement in the quality of library books and their use, often complemented with use of the Internet, has contributed to the good development of pupils' reference skills and to encouraging pupils' enthusiasm for both subjects. Pupils have very good attitudes to learning and clearly enjoy these subjects. The leadership and management of both geography and history are satisfactory but, as yet, assessments are not sufficiently well developed and are unsatisfactory overall. The school is currently working on improving the quality of assessment procedures.

#### **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

87. Insufficient teaching was seen in **art and design** to make a judgement on provision but scrutiny of teachers' planning and pupils' work shows that by the end of Year 2 pupils attain average standards and by the end of Year 6 standards are above average. Overall, pupils' achievements are good. This is good improvement on previous inspection findings. Pupils follow a broad curriculum but, as yet, the school has not developed a system for monitoring the progressive development of skills and there are nevertheless times when pupils repeat some of the skills that they have previously acquired such as paint mixing, shading and three-dimensional work. The school takes part in many exhibitions and has good links with the local secondary school and community artists. Art Club contributes well to pupils' achievements and is well attended by the pupils. Art and design is linked well to other subjects, especially history, and this contributes well to pupils' learning. Parents are appreciative of the fact that they can participate in workshops with their children. Pupils in both the infants and juniors have good knowledge of the work of Rousseau, especially his painting of 'Tiger in Storm'. Pupils have designed their own shadow puppets and T-shirts and have painted pebbles. They have had good opportunities to work with a range of different media such as fabric and mod rock. Pupils with special educational needs and travellers make good progress. Pupils have very good attitudes to learning and thoroughly enjoy art and design because of the wide range of learning activities that are provided for them. The leadership and management are good. The co-ordinator is enthusiastic and knowledgeable and has done much to promote art within the community. Assessments are underdeveloped and are unsatisfactory overall. The school is in the process of tackling this issue. ICT is not used sufficiently well to

support learning and this is unsatisfactory. Improvement since the last inspection has been good as standards by the end of Year 6 are above those expected nationally and pupils' achievements are good.

88. Too few lessons were seen to make a judgement on provision in **design and technology** but it appears that standards by the end of Year 2 are average, by the end of Year 6 they are above average and pupils' achievements are good overall. In the one lesson observed pupils were challenged effectively to investigate the use of pneumatics to produce a moving toy and were beginning to draw together resources to construct their own models. Samples of work available elsewhere in the school show that pupils progress from basic construction skills to individual investigations of how best to realise personal designs. Although pupils carry out evaluations and modifications, plans to implement the rigorous recording of evaluations and modifications for whole-school use are not yet complete. There are good links with science and this is very evident in work seen. Despite limited storage and a lack of a dedicated area for food technology, teachers contrive to ensure that resources are made available and that hygienic spaces are created to fulfil the requirements for food studies. The leadership and management of the subject are satisfactory overall and an effective start has been made on developing assessment procedures, but they are not yet consistently developed throughout the school and are unsatisfactory overall. In design and technology, improvement since the last inspection has been good as, by the end of Year 6, standards have risen and are above those expected nationally.
89. Insufficient teaching was seen to make a judgement on provision in **music**. Standards at the end of both Years 2 and 6 are above national expectations, especially in singing, and pupils' achievements are good. This represents good improvement on previous inspection findings. Pupils in both the infants and juniors have a good sense of rhythm, they sing very well, paying close attention to phrasing and dynamics, and they can keep a steady beat. No teaching of music was seen in the infants but in the juniors teaching was never less than good and was very good when the headteacher, who is the music specialist, taught Year 5/6. In both lessons seen in the juniors, pupils has good knowledge of musical terminology and could explain the meaning of ostinato and identify bouncing rhythms. Pupils made good gains in understanding that some melodies are made of repeated notes. Pupils achieved well in composing their own music and their social skills of co-operation were very good. In a very good Year 5/6 lesson, pupils' achievement was very good in understanding how different African drums were played such as the djembe and djun djun. Pupils with special educational needs and travellers achieve well. Pupils have very good attitudes to learning; they are keen to improve their work and they have very good listening skills. At present, there are no rigorous assessment procedures in music and the school is in the process of developing these. Leadership and management are good. The co-ordinator has introduced a new music scheme which staff are finding very useful. Music has a high profile within the school and the local community is very appreciative of input given by the school for various community and church functions. The use of ICT is unsatisfactory overall and it is not used sufficiently well to support learning. Improvement since the last inspection has been good.
90. Owing to timetable and time constraints, no lessons were observed in **physical education**. Therefore no overall judgement on provision can be made. The school's planning and discussions with teachers and pupils indicate that curriculum provision

for the subject is satisfactory, given the limitations of the school's playground. It is not appropriate to make overall judgements about achievement, teaching and learning as insufficient work was seen. The subject co-ordinator has minimal opportunities to monitor effectiveness of provision. Leadership and management are satisfactory overall. The school is aware that the present unsatisfactory assessment system fails to identify pupils' skills and as such continues to be an area for development. The school works hard to provide a good range of sport and football training sessions run by a parent provide good opportunities to take part in locally-based sporting activities. The residential visit undertaken by older pupils also enhances skills in outdoor pursuits. The use of the small swimming pool on the school site in the summer enables most pupils to develop a confident swimming stroke and most swim 25 metres using a recognisable stroke by the end of Year 6.

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

91. Very limited teaching was seen in **personal, social and health education and citizenship**, therefore judgements on the quality of teaching and learning cannot be made. The school places a high emphasis on the development of pupils' self-esteem and all pupils are valued for their uniqueness and the contribution that they can make to the community. Pupils and families are well known to teachers and support staff and the emotional needs of each child are well catered for. Opportunities for pupils to develop their skills of citizenship are integrated into lessons and pupils have a good awareness of human rights, injustice and ecological issues. Personal development of most pupils is promoted well through a cross-curricular approach that is based on staff providing good role models in helping pupils develop their skills of social responsibility. Acts of collective worship make a significant contribution to pupils' awareness of how they can contribute to society by, for example, helping people who are less fortunate than they are. The very good relationships throughout the school contribute well to pupils' personal development and pupils, especially in the juniors, are encouraged to become independent, a responsibility they relish. The school council is proactive in putting forward its views in meetings and gives pupils a say in what they like and dislike about the school.

## 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   | 3            |
| How the school's effectiveness has changed since its last inspection  | 3            |
| Value for money provided by the school                                | 3            |
| <b>Overall standards achieved</b>                                     | <b>3</b>     |
| Pupils' achievement   | 3            |
| <b>Pupils' attitudes, values and other personal qualities (ethos)</b> | <b>2</b>     |
| Attendance  | 2            |
| Attitudes   | 2            |
| Behaviour, including the extent of exclusions                         | 2            |
| Pupils' spiritual, moral, social and cultural development             | 2            |
| <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   | 3            |
| 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                  | 2            |
| The quality of the school's links with the community                  | 2            |
| The school's links with other schools and colleges                    | 2            |
| <b>The leadership and management of the school</b>                    | <b>2</b>     |
| The governance of the school  | 3            |
| The leadership of the headteacher                                     | 2            |
| The leadership of other key staff                                     | 3            |
| 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).*