

# INSPECTION REPORT

## **ST GILES' C OF E PRIMARY SCHOOL**

Halstead, Essex

LEA area: Essex

Unique reference number: 115068

Headteacher: Mrs Kathy Roebuck

Lead inspector: Mr Martin Newell

Dates of inspection: 25<sup>th</sup> – 28<sup>th</sup> April 2005

Inspection number: 267786

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior  
School category: Voluntary controlled  
Age range of pupils: 4 - 11  
Gender of pupils: Mixed  
Number on roll: 103

School address: Church Street  
Great Maplestead  
Halstead  
Essex

Postcode: CO9 2RG

Telephone number: 01787 460481  
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Appropriate authority: The governing body  
Name of chair of Mrs Penny Doe  
governors:

Date of previous 07<sup>th</sup> June 1999  
inspection:

## CHARACTERISTICS OF THE SCHOOL

The school is situated in the rural village of Great Maplestead, close to Halstead in Essex. There are 103 pupils on roll at the school, with slightly more boys than girls. The school is smaller than other primary schools. The level of pupil mobility is higher than found in other primary schools. The percentage of pupils who speak English as an additional language and are at an early stage of acquiring English is low. The percentage of pupils identified as having special educational needs stands at 23 per cent and this is above the national average. The percentage of pupils with a Statement of Special Educational Needs is below the national average. The nature of special educational needs includes dyslexia, moderate learning difficulties, social and behavioural, speech and communication, physical and dyspraxia. The percentage of pupils known to be eligible for free school meals is below the national average at 4 per cent. Attainment when children start at the school covers the full ability range and is at an average level overall.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10638	Martin Newell	Lead inspector	Special educational needs Science Information and communication technology Music Physical education Personal, social and health education and citizenship
16472	Catherine Stormonth	Lay inspector	
16493	Neville Sherman	Team inspector	Foundation Stage curriculum Mathematics Art and design Design and technology
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **satisfactory** school with some good features. Children and pupils across the school achieve satisfactorily, with the headteacher showing a desire to improve standards by the time that pupils leave school. Teaching, learning and leadership and management are satisfactory overall. The caring nature of the school, together with the positive attitudes of many pupils, adds much to the learning environment. Taking all factors into account, the school provides satisfactory value for money.

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

- Although teaching is satisfactory overall, there is some good practice, particularly but not exclusively in Years 1 and 2, and in how well information and communication technology is taught.
- Teachers do not consistently set high enough expectations for the higher-attaining pupils, or for the quantity and quality of written work that pupils do.
- Pupils with special educational needs achieve well.
- Procedures for monitoring the quality of teaching and learning and the impact of curriculum initiatives are not rigorous enough.
- Good moral and social development contribute to the good standards of pupils' behaviour.
- This is a very caring school where pupils' voices are listened to and acted upon very well and where learning is enhanced by a good range of visits, visitors and extra-curricular clubs.
- Very strong links with parents, the community and other schools bring an added dimension to pupils' learning.
- Recently introduced good quality procedures for target setting and tracking pupils' progress have not yet had sufficient time to fully impact on how well pupils achieve.

Improvement since the last inspection has been satisfactory. The previous report identified a number of minor weaknesses. Documentation to support teaching and learning is now of a better standard, homework has improved and there have been significant improvements in the accommodation. There is still scope for further improvement in the marking of pupils' work, the use made of assessment data and the role played by subject leaders in monitoring teaching and learning. High staff turnover has sometimes prevented the school from making progress at the rate it desired. A much more stable staffing structure is now in place and the school is appropriately placed to continue to develop and improve at a more accelerated pace.

### STANDARDS ACHIEVED

#### Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2002	2003	2004	2004
English	D	C	C	C
mathematics	E	D	C	C
science	C	C	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.*

Pupils' achievement over time has been **satisfactory** overall. However, achievement is sometimes good within lessons. This is particularly the case in Years 1 and 2, where more good teaching was seen, and at times in Years 5 and 6. Across the school, pupils with special educational needs achieve well, but there are times when there is not enough challenge for the higher-attaining pupils. The small number of pupils in each year group means that comparisons with national statistics need to be treated with caution. The picture is further complicated by the fact that the number of pupils with special educational needs in some year groups is higher than the national average and there is a high level of pupil mobility in Years 3-6. However, the above table shows that on the basis of the 2004 National Curriculum tests for Year 6 pupils, attainment was well above average in science and average in English and mathematics. A similar picture emerges when the school's performance is compared to similar schools. Inspection findings indicate that standards are currently average in English, mathematics and science. Standards in information and communication technology are above average by the time that pupils leave school and achievement is good. Standards in religious education are in line with the expectations of the locally agreed syllabus and achievement is satisfactory. Standards in all other inspected subjects are average and achievement is satisfactory with standards in swimming above average.

Inspection findings indicate that standards by the end of Year 2 are average in English overall, with speaking and listening skills above average. Standards in mathematics and science are average. Pupils' achievement is satisfactory overall but improving well because of the teaching. Standards in religious education are in line with the expectations of the locally agreed syllabus and standards in information and communication technology are average and pupils are achieving well. Standards in all other inspected subjects are at an average level and achievement is never less than satisfactory.

Attainment when children start at the school covers the full ability range and is average overall. By the end of the reception year, the children's attainment is at the expected level for their age in all areas of learning. Achievement is satisfactory with scope for improvement in how well the higher-attaining children do.

The provision made for pupils' spiritual, moral, social and cultural development is **good** overall, with the particular strengths lying in pupils' moral and social development. Although there is a minority of pupils whose behaviour and attitudes are not as good as they could be, the overall picture is one of good and, at times, very good behaviour and attitudes, which make a positive contribution to learning. Attendance is satisfactory and improving. Punctuality is very good.

## **QUALITY OF EDUCATION**

The quality of education provided by the school is **satisfactory** with some good features. Teaching and learning are **satisfactory** overall. Good teaching is currently more prevalent in Years 1 and 2. A teaching assistant with strong specialist skills teaches information and communication technology well. Good teaching and support enable pupils with special educational needs to achieve well. Across the school, teaching is at its most effective when lessons have pace, work is demanding and expectations are high. There are occasions, however, when these important factors

are not always present. Assessment is satisfactory, with increasingly good use being made of test and assessment data for setting pupil targets and for tracking their progress. The curriculum is satisfactory with good enrichment which enhances learning. The pupils are cared for very well and many opportunities are provided for their views to be acted upon. The school has worked hard at developing very strong links with parents, the community and with other schools, all of which bring an added dimension to pupils' learning.



## **LEADERSHIP AND MANAGEMENT**

Overall, the leadership and management of the school by the headteacher and other key staff are **satisfactory**. The headteacher has worked hard at developing a more positive learning culture and improving behaviour, and is committed to raising the achievement of all pupils. The headteacher has accurately identified the need to ensure that subject leaders play a more active role in monitoring teaching and learning because it is not rigorous enough. Governance is satisfactory with some strengths and the governing body ensures that all statutory requirements are met.

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

Most parents are more than happy with the quality of education that the school provides. However, a significant minority of parents expressed some concerns about certain aspects of school life such as behaviour, the quality of information, the approachability of the school and how parents' views were taken on board. Inspection findings indicate that, with the exception of a minority of pupils, behaviour is good. The information provided for parents and the manner in which the school consults parents are better than found in most schools. Pupils speak very positively about school and clearly enjoy their time there. Pupils say that they enjoy many lessons, visits and extra-curricular activities and that they feel that their voices are listened to. Pupils do not feel that bullying is an issue in school and are very confident that if it were to occur it would be dealt with quickly.

## **IMPROVEMENTS NEEDED**

In order to raise standards and improve how well all pupils achieve the most important things that the school should do are:

- Ensure that teaching consistently sets challenging work for the higher-attaining pupils and that more is expected of all pupils with regard to the amount of work that they are expected to record and how it is presented and organised.
- Ensure that teaching, learning and newly introduced curriculum initiatives are monitored and evaluated in as rigorous a way as possible, by subject leaders as well as the senior management team, to assess their impact on how well pupils are achieving.
- Continue to build on the good start made in ensuring that test and assessment data are used in a sharp and evaluative way for setting challenging pupil targets, tracking progress and taking action when targets are not reached.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Standards overall are at an **average** level by the end of Year 2 and Year 6. For children in the Foundation Stage and pupils in Year 1-6, achievement is **satisfactory** overall.

#### Main strengths and weaknesses

- The level of challenge for the higher-attaining pupils is not high enough or sufficiently consistent.
- Pupils with special educational needs achieve well.
- Pupils achieve well in information and communication technology.
- Pupils' speaking and listening skills are above average at the end of Year 2.
- The quantity and quality of work that pupils record in the juniors, particularly in Years 3 and 4, does not always match what they know and understand.

#### Commentary

1. There are only a small number of pupils in each year group and so comparisons with national data and test results need to be treated with caution. Results can fluctuate from year to year. In addition, the percentage of pupils in the school with special educational needs is above the national average in some year groups and there is a high level of pupil mobility in Years 3-6.

### FOUNDATION STAGE

2. The attainment levels when children start at the school cover the full ability range and are at an average level overall. By the time that children are ready to start in Year 1, attainment is at an average level as most children reach the goals that are expected of them in all areas of learning. Although achievement is satisfactory overall there is scope for the higher-attaining children to do better, particularly in writing and mathematics.

### KEY STAGE 1

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

Standards in:	School results	National results
reading	15.5 (14.7)	15.8 (15.7)
writing	15.1 (14.3)	14.6 (14.6)
mathematics	15.9 (16.1)	16.2 (16.3)

*There were 16 pupils in the year group. Figures in brackets are for the previous year*

3. The school was involved in the 2004 teacher assessment trial for Year 2 pupils and, on the basis of these assessments, attainment was in line with the national average in writing and below the national average in reading, mathematics and science. When compared to similar schools, attainment was below average in writing and well below average in reading and mathematics. The trend in

improvement of the school between 2000 and 2004 was broadly in line with the national trend. Inspection findings indicate that standards are at an average level overall in English, mathematics and science, with speaking and listening above average. Although achievement over time has been satisfactory in these subjects, it is showing good signs of improvement at the present time because of strengths in planning and the way that teaching grabs the interest of the pupils. Only occasionally is the challenge not high enough for the higher-attaining pupils. Standards in religious education are in line with the expectations of the locally agreed syllabus and pupils are achieving well. Standards in information and communication technology are satisfactory and improving well and all pupils achieve well. Standards in all other inspected subjects are at an average level and achievement is at least satisfactory.

## KEY STAGE 2

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

Standards in:	School results	National results
English	27.0 (27.0)	26.9 (26.8)
mathematics	27.0 (26.5)	27.0 (26.8)
science	30.2 (28.6)	28.6 (28.6)

*There were 15 pupils in the year group. Figures in brackets are for the previous year*

- On the basis of the 2004 National Curriculum tests for Year 6 pupils, attainment was well above the national average in science and in line with the national average in English and mathematics. A similar picture emerges when the school's performance is compared to similar schools on the basis of prior attainment. The trend in the school's improvement between 2000 and 2004 was a little above the national trend. Data also indicates that the value added measure for this group of pupils between Year 2 and Year 6 was above average. However, this is partly explained by the fact that this group of pupils did not perform as well as expected when they were Year 2 pupils. Inspection findings indicate that standards in English, mathematics and science are at an average level. Although there has been some pupil mobility during their time in school, the value added measure is likely to be lower than in 2004 because this group of pupils attained above, and in some subjects well above, average standards when they were in Year 2. Achievement for pupils is satisfactory overall. However, there are too many occasions when there is simply not enough challenge set for the higher-attaining pupils and this trend has occurred over time. The issue is now being tackled in a more rigorous manner, particularly for the older pupils in school. Standards in information and communication technology are above average and all pupils achieve well because of the good teaching of a teaching assistant who teaches the subject across the school. Standards in swimming are above average, as all pupils leave school being able to swim at least 25 metres, with many pupils swimming well beyond this distance. Standards in religious education are in line with the expectations of the agreed syllabus and achievement is satisfactory. Standards in all other inspected subjects are at an average level and although achievement is satisfactory, it could be better for the higher-attaining pupils. The matter is further compounded by the fact that, particularly in Years 3 and 4, there is not always enough work recorded over time in pupils' books or folders and there are periods of time when there is no recorded work. However,

extensive discussions with pupils indicate that their knowledge and understanding is at times stronger than their books suggest. Across the school, there is no significant evidence of differences in the achievement of boys and girls.

5. The school provides well for pupils with special educational needs. Teaching assistants provide good levels of support and good teaching is provided by the special educational needs co-ordinator. Individual education plans are well matched to the individual needs of the pupils. All of these factors combine well to ensure that across the school pupils make good progress and achieve well.

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

Pupils have **good** attitudes to school and their learning. Behaviour is **good** as is the overall provision for the pupils' spiritual, moral, social and cultural development. Attendance is **satisfactory**, and the degree of punctuality is **very good**.

### **Main strengths and weaknesses**

- Pupils are keen to succeed, and participate well in the good range of extra-curricular activities provided.
- Pupils have an assured understanding of how their behaviour can affect the well-being of others.
- The school provides well for enhancing pupils' social and moral development.
- There are some missed opportunities to promote spirituality and pupils' understanding of the multi-cultural nature of society.

### **Commentary**

6. Pupils, including those with special educational needs, have good attitudes to their learning and to the school. In lessons, most of the pupils are interested and enthusiastic about what they are asked to learn and demonstrate good levels of curiosity in the themes and topics they explore. The children in the reception class settle quickly into school and the good induction arrangements enable them to quickly learn the school's expectations of working both freely yet co-operatively with one another. Pupils play a full and active role in the extra-curricular life of the school and take part enthusiastically in the range of sporting and other activities that the school provides. Many of the strengths in pupils' attitudes and behaviour have been maintained since the time of the last inspection.
7. Behaviour in and around the school is good. There have been no exclusions during the last twelve months. The school has clear and explicit aims about how it expects the pupils to behave. The vast majority of pupils follow these rules and they understand well how inappropriate behaviour has a domino effect on others. Those with a high level of special educational needs in terms of behaviour are managed well and generally behave in a sociable and convivial way, although occasionally their behaviour is not at this good level. Clear procedures are in place to promote anti-bullying. Discussions with pupils show that they are confident in knowing that if any instances of aggressive behaviour are seen, they will be dealt with sensitively, yet effectively. Across the school, relationships are good and these, together with pupils' positive attitudes and good behaviour, help to promote a sense of community in the life of the school.
8. Provision for the pupils' spiritual and cultural development is satisfactory and their moral and social development is good. Pupils are taught the difference between right and wrong and they have a good grasp of how their behaviour may affect others. Pupils are given the opportunity to talk through situations and to reflect on how they might have behaved differently. Social responsibilities are well developed and taken on enthusiastically by the pupils. Pupils are provided with a good range of opportunities to help in the running of the school, from class-based monitor duties to being members of the school council. All roles are undertaken willingly and responsibly. Pupils' spirituality is

promoted in a positive manner in assemblies and pupils openly discuss their feelings and emotions in lessons and assemblies. Lessons often draw attention to the world in which pupils live, although this is rarely done on a planned basis. There are occasions in assemblies and lessons when the time given to pupils to reflect on what they have heard is not long enough. Pupils' own culture is celebrated well and they learn about other faiths and cultures in religious education and, at times, in other subjects. However, opportunities are not always planned for or seized upon in order to widen pupils' understanding of how rich the world is in different ideas, traditions and values.

## Attendance

9. Attendance for the last academic year was broadly in line with the national average. The school promotes the importance of good attendance well. Absence is attributable to genuine illness and some term time holiday taking. The rate of unauthorised absence is well below the national level and reflects the very good and persistent follow up of absences. Punctuality on arrival at school is very good.

### Attendance in the latest complete reporting year 2003/2004 (%)

Authorised absence		Unauthorised absence	
School data:	5.0	School data:	0.0
National data:	5.1	National data:	0.4

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **satisfactory** quality of education. Teaching, learning and assessment are **satisfactory**. The curriculum is **satisfactory** with **good** enrichment opportunities outside of the formal curriculum. The accommodation and resources are **good**. The provision made for pupils' care, welfare and safety is **very good**. The involvement of pupils through seeking, valuing and acting on their views is **very good**. Links with parents, the community and other schools are all **very good**.

### Teaching and learning

Teaching and learning are **satisfactory**. Assessment is **satisfactory**.

### Main strengths and weaknesses

- Good teaching is becoming more prevalent for pupils in Years 1 and 2 and for the older pupils in school.
- Teaching does not consistently set high enough challenges for the higher-attaining children and pupils.
- The use made of test and assessment data for target setting and tracking pupils' progress is not yet rigorous enough.
- Teaching does not always set high enough expectations as to how much work pupils record or how work is presented and organised.
- The good quality teaching of the special needs co-ordinator and the contribution of the support staff contribute much to how well pupils with special educational needs achieve.

- The skills of a specialist information and communication technology teaching assistant are put to good use across the school.

## Commentary

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	9	12	0	0	0

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

- Teaching and learning are satisfactory overall with examples of good teaching in Years 1 and 2 and becoming more evident for pupils in Years 5 and 6. There is room for improvement in teaching in terms of greater expectations and for more challenges to be provided for the higher-attaining pupils. Improvement since the last inspection has been satisfactory.
- Teaching and learning in the Foundation Stage are satisfactory overall and occasionally good. Staff work hard at providing an attractive learning environment. The teacher and teaching assistant work well together in providing learning activities, which are practical and hands-on alongside the direct teaching of key skills. Ongoing assessment is good. There are times, however, when more could be expected of the higher-attaining children or when lessons simply lack pace and sparkle. In both scenarios, achievement could be better.
- Teaching and learning in Years 1 and 2 are satisfactory overall with a number of good features, including the quality of planning, the engagement of pupils and the effective use of resources, all of which are impacting well on pupils' achievement. Evidence indicates that teaching in this key stage is improving well since the appointment of the present teacher. Reading skills are taught well and writing skills satisfactorily. An increasing emphasis has been given to pupils learning through investigative and problem-solving tasks in mathematics and science and this is impacting well on pupils' achievement and attainment in these important aspects of learning. Relationships are good, pupils are managed well and the teacher sets good expectations as to how pupils are to behave and the amount of work that pupils are to produce. Occasionally, the tasks that are planned for the higher-attaining pupils are not difficult enough and over-long sessions in numeracy and science, for example, lead to the pace of the lesson not being as brisk as it could be.
- Teaching and learning in Years 3-6 is satisfactory with stronger teaching more evident in the class for Year 5 and 6 pupils. Reading skills are generally taught in an effective manner. There is more variability in the teaching of writing skills. Writing skills are taught in a satisfactory manner for the Year 5 and 6 pupils. In Years 3 and 4, pupils are taught satisfactorily the skills to write for a variety of audiences and purposes. However, the emphasis given to a cross-curricular approach to learning in this class results in grammar, handwriting and spelling not being taught in a rigorous or systematic manner. In addition, there are times, particularly but not exclusively in Year 3 and 4, when the expectations about the amount of work pupils are to record and complete and how work is presented and collated are too low. In mathematics and science, teaching is satisfactory and at times good for the pupils in Years 5 and 6, when lessons

have pace, activities capture the imagination and the attention of the pupils, expectations of behaviour are high and tasks are well matched to the differing needs of the pupils. However, these good features are not always in evidence and there are times when the tasks that are set for the higher-attaining pupils are just too easy.

14. Teaching in information and communication technology is good. The teaching assistant has good subject knowledge, manages pupils well, and provides interesting and varied activities where pupils' newly learnt computer skills are put to the test well. Teachers across the school are also becoming increasingly more effective at using interactive whiteboards and computers to support pupils' learning in different subjects. Teaching in other subjects is satisfactory overall and at times good, often when visits and visitors or well-chosen resources or artefacts are used effectively to help bring learning to life. There are, however, times when not enough is expected in terms of how much work pupils are to record in their books. It is only through discussion with pupils that a more accurate grasp of their knowledge and understanding is gleaned.
15. The quality of teaching for pupils with special educational needs is good. Pupils are supported well in class by teaching assistants, who contribute much to how well pupils learn and achieve. In addition, the special educational needs teacher supports in class, runs gym trail activities as well as small group and individual withdrawal teaching. The teaching in all these activities is good and again helps to explain why achievement for pupils with special educational needs is good.
16. Assessment is satisfactory. The headteacher has helped to ensure that good procedures are in place for assessing pupils' performance in English, mathematics and science and that procedures in other subjects are satisfactory. The headteacher has begun to use this information for setting challenging targets for all pupils and for tracking pupils' progress. However, such strategies have not yet been in place long enough to have the biggest possible impact on how well pupils achieve, nor is there enough rigour in questioning why certain pupils have not reached the targets set for them. In addition, pupils are not always aware of the targets that they are working towards. Assessment in the Foundation Stage and for pupils with special educational needs is good and the information is used well to guide and inform planning. The marking of pupils' work is satisfactory. Although there are some good examples where pupils are made well aware of what they need to do to improve, there are times when the marking of the pupils' work is over generous and praises pupils too highly when the quality of work does not warrant it.

## **The curriculum**

The school provides a **satisfactory** curriculum. The range of enrichment opportunities is **good**. Accommodation and resources are **good**.

## **Main strengths and weaknesses**

- The provision made for pupils with special educational needs contributes significantly to how well they achieve, but provision is not always at the same good level for the higher-attaining pupils.
- In Years 3-6, not all subjects are recorded in enough depth.



- A good and interesting range of enrichment opportunities ensures pupils enjoy their learning.
- Whilst computers are being used increasingly well to support learning in other subjects, there are missed opportunities to develop pupils' writing skills.
- The accommodation has been much improved since the last inspection.

## Commentary

17. The curriculum in Years 1-6 is satisfactory overall and meets statutory requirements. However, there are times when the time allocated to lessons in literacy and numeracy is too long. The school is keen to introduce innovations to the curriculum, for example, 'Mantle of the Expert', an initiative which aims to deliver the curriculum in a more integrated way. However, the way in which this has been implemented has led to key literacy skills not being taught in a systematic manner and too little being expected in terms of recorded work. There are also other classes where the amount of recorded work does not always match the level of pupils' knowledge revealed orally. Conversely, the 'Early Reading Research' initiative introduced by the headteacher, which aims to enhance pupils' learning of phonics, has added to the curriculum provision for younger pupils and evidence suggests it has a positive impact on children's early literacy development. The curriculum in the Foundation Stage is satisfactory and is based around the recommended six areas of learning. Children are often given opportunities to learn through practical and child initiated activities as well as through the direct teaching of important key skills. The quality of curriculum planning across the school is satisfactory and increasingly good use is being made of computers to enhance the learning of pupils in different subjects. Whilst there are some good examples of pupils' writing skills being put to good use across the curriculum, opportunities are not consistently planned for or capitalised on in order to have the best possible impact on writing standards.
18. The school has good procedures and provision to support and guide pupils with special educational needs. There are well-structured programmes in place to ensure that pupils receive the necessary support. Teaching assistants and the special needs co-ordinator play an important role in enhancing learning in the classroom and on occasions working with individuals outside the classroom. Good quality individual education plans are in place and teachers take these into account in their day-to-day work. All these factors go a long way in explaining why these pupils progress well. The provision that is made for the higher-attaining pupils is satisfactory but variable. Planning does not always take enough account of these pupils and, consequently, there are times when the work set is not challenging enough.
19. The school provides a good range of visits and visitors to the school that helps to bring an added dimension to pupils' learning in subjects such as history, religious education and geography. The school makes good use of the locality and people in the community to enhance learning. Pupils have opportunities to visit a range of different places, such as museums and historical sites, over their time in the school. The close link with the church is used well to enrich pupils' experience and understanding. The range of extra-curricular activities on offer is good and over the course of the year includes football, basketball, recorders and guitar, drama, country dancing and French. Discussions with pupils indicate that they enjoy and appreciate these enrichment opportunities,

which also add to the quality of pupils' personal development. The school also provides well for the personal, social and health education of pupils, through such activities as the school council, philosophy lessons and circle times.

20. The quality of accommodation is good. Both the inside and outside accommodation are put to good use to enhance the quality of pupils' learning. Significant improvements to the building have resulted in a new, good-sized hall, which is well used, and a new and attractive additional classroom. Space in the old part of the building is used creatively to provide a computer suite and attractive library, and nooks and crannies around the building are utilised to provide storage space. The ample outside space is attractive and used well to support different learning activities and has been enhanced recently with an aesthetically pleasing garden, which stimulates pupils' imaginations. There are good quality, up-to-date resources which support learning in many areas of the curriculum, and good staffing levels to support all pupils' learning.

### **Care, guidance and support**

Provision for pupils' care, welfare and health and safety is **very good**. Support, advice and guidance are **satisfactory**. The school's involvement of pupils through seeking, valuing and acting on their views is **very good**.

### **Main strengths and weaknesses**

- The care provided for pupils is a strength of the school.
- All the routine health and safety checking systems are fully in place
- Procedures for tracking pupils' academic and personal development are improving, but are not yet rigorous enough.
- Pupils feel that the school listens to their views.
- The induction arrangements are good.

## Commentary

21. The school is a very caring community that takes good account of the individual needs of pupils. Relationships are good across the school. Pupils feel they would always have someone to turn to if they were ever worried or troubled. Staff know their pupils' individual needs very well. Any issues are detected and resolved quickly and effectively. Older pupils help younger pupils and there is a real sense of a family community and a supportive culture of helping others. When pupils are ill or injured, they receive a high level of care and parents are fully informed. Pupils with medical conditions have good care plans and are well catered for. The arrangements for child protection are good. The procedures for ensuring pupils work in a healthy and safe environment are very good. Many of the strengths identified at the last inspection have been maintained and in some instances built upon.
22. The systems for assessing and tracking pupils' academic and personal progress are satisfactory and improving. The headteacher has introduced some good quality procedures for assessing and tracking pupils' academic progress. The school has identified the need to ensure that teachers make best use of this assessment data for setting challenging targets, for tracking pupils' progress towards these targets and for pupils themselves to play a more active role in setting and reviewing their own targets. At present, pupils are aware of their targets, but are not always sure specifically what they need to do to achieve at the next level. The tracking of personal development is satisfactory overall with staff often encouraging aspects such as developing greater maturity, better social skills and a good work ethic. Procedures for formally recording pupils' personal development are not yet embedded in school practice. A strength of the school is the way in which children are inducted into the school. The individual arrangements that are made enable pupils to settle into the routines and patterns of the school day easily and happily. The information in the induction packs and guidance and support provided for parents is very helpful.
23. Pupils are confident and have strong opinions. They are provided with very good opportunities to voice their views in many different ways. The school council is well established and very successfully enables pupils to raise issues and take an active part in school improvement. Pupils talked with pride about how they made suggestions to help improve the library, raised money for charity and their own playground equipment and were heavily involved in changing the school lunches to a more healthy range. The school issues questionnaires to ensure that pupils are happy in school and satisfaction levels in most areas are very high. Many opportunities are also provided for pupils' voices to be heard in lessons and assemblies.

## Partnership with parents, other schools and the community

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

## Main strengths and weaknesses

- There is a very strong partnership with parents to support pupils' academic and personal development

- The school seeks and takes note of parents' views to ensure high satisfaction levels across all aspects of school life.
- Links with local schools and the community enrich and enhance pupils' learning.

## Commentary

24. Parental support for their child's learning and for the wide range of school activities is very good and many of the strengths identified at the last inspection have been maintained. Parents are discerning with high expectations and raised a number of issues, which were investigated during the inspection. A minority of parents expressed concerns about behaviour, the quality of information they receive, how approachable the school is, guidance on how to support their children's work and how their views are sought. The inspection found that behaviour is good overall and only occasionally do a small number of pupils not behave in an appropriate manner. Extensive discussions with pupils indicate that bullying is not an issue at the school. School reports could go further when reporting on non-core subjects, but core subjects are reported well. The quality of other information about school activities and the arrangements for formal consultation are very good. The school is approachable and there are daily opportunities to see staff and seek advice about matters of concern. The school has very good systems for seeking and acting upon parents' views and the inspection found no evidence to support parents' concerns. Full annual surveys and more minor interim surveys gauge parents' opinions on a regular basis. In this way, the school was, for example, able to ascertain pupils' and parents' preferences for school lunches when recent more healthy option changes were made. The majority of parents are very supportive of their child's education and do much at home to support the work of the school. Parents are also keen to help out in school, on trips and to support the school in whatever way they can.
25. The school is at the heart of the village and local residents are welcome at school functions, which are very well supported. The school uses the village and local town well as a learning resource for art, geography, history, science and religious education. The links with the church are very strong and the vicar is a governor and a regular and welcome visitor who is helping to enrich spiritual and moral development. The local road safety team, school nurse, fire service, police and a host of other visitors help develop pupils' understanding of how the community functions. There are strong links within the local primary school consortium where events and activities are planned to enhance learning. Schools share staff training, other resources and best practice to improve learning. Pastoral links with the main receiving secondary school are very good and help to pave the way for a very smooth transfer to secondary education. The curricular links and bridging projects across core subjects are also very helpful in this regard.

## LEADERSHIP AND MANAGEMENT

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

## Main strengths and weaknesses

- The monitoring of teaching and learning is not yet rigorous enough.
- The headteacher is committed to raising standards and has been successful in building a strong team spirit and tackling issues such as behaviour.
- Good procedures for data analysis and pupil tracking have been introduced, but are not yet fully impacting on pupils' achievement.
- Financial management, management of special educational needs and school administration are all good.

## Commentary

26. The leadership and management of the headteacher are satisfactory overall with some good strengths. In her time in post she has helped to create a more positive learning culture and to tackle behavioural issues that were prevalent in the school. She has a strong desire to ensure that all pupils achieve as well as they can and has built a good sense of team spirit where staff share her vision. The headteacher recognises the need for a more rigorous approach to the monitoring of teaching and learning to help ensure that all pupils, particularly the higher-attainers, achieve as well as they can and that any weaknesses in teaching are tackled and good practice disseminated.
27. The headteacher has introduced good quality procedures for assessing and tracking pupils' progress and for analysing test and assessment data. However, the systems are not yet fully embedded in school practice so as to have the fullest possible impact on pupils' attainment and achievement. The headteacher has carried out a number of lesson observations and provided some formal feedback to teachers. The school has rightly recognised that there is a need to ensure that subject leaders play a more active, but realistic, role in monitoring teaching, learning and the impact of newly introduced curriculum initiatives, through working together in examining pupils' work and teachers' planning, observing lessons and observing good practice in this school and in others when and where necessary. These are good initiatives and, if rigorously pursued, have the potential to give staff with a clearer picture of provision and standards across the curriculum.
28. The management of special educational needs provision is good. The co-ordinator ensures that individual education plans are of a good standard, that documentation is well maintained and kept up-to-date and, through working with the headteacher, that support is targeted at where the need is greatest. Pupils' progress is reviewed on a regular basis. The school's commitment to ensuring that those pupils with special educational needs are included in all that the school has to offer is both visible and genuine. The management of the Foundation Stage is satisfactory and has played an important role in helping to improve provision since the time of the last inspection.
29. The governance of the school is satisfactory with some strengths and governors fulfil their statutory duties well. Governors are very supportive of the work of the school and many visit the school on a regular basis. Relationships between the school and governors are very good and staff from the school have given informative presentations to governors about different aspects of school life. Governors are becoming increasingly aware of standards and achievement, but a more systematic and formal approach to monitoring the work of the school would enable governors to obtain a more detailed and accurate picture of the school's strengths and weaknesses.

30. Financial planning and budget control are good. The governors, through the finance committee, are actively and effectively involved in drawing up the budget and in monitoring spending. They ensure that the principles of best value are applied well when purchasing goods and services. The higher than expected balance is earmarked for repayment of building adaptations and further building and resource improvements. Good long-term financial planning is in place and spending is well matched to educational priorities identified in the school improvement plan. The school's finance officer manages the school's finances well and procedures for monitoring and reconciling spending are robust. Good information about spending patterns is regularly communicated to governors. The day-to-day running of the school by office staff is efficient and effective and helps the school to run smoothly. Office staff provide a welcoming point of contact for parents and visitors alike. Taking all factors into account, the school is providing satisfactory value for money.

## Financial information

### Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	324 597
Total expenditure	339 650
Expenditure per pupil	3 297

Balances (£)	
Balance from previous year	55 610
Balance carried forward to the next	40 557

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

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

Provision for children in the Foundation Stage is **satisfactory**.

#### **Commentary**

31. During the current academic year, there are fourteen children in the Foundation Stage. While all the children have the right to enter the school full time in the term they become five, in practice this entry is staggered based on the children's exact ages. Many of the children have had some form of pre-school experience, and the children's attainment when they start school is average. By the end of the reception year, the children's attainment is in line with the expected level for their age in all areas of learning. Achievement overall is satisfactory, although there are times when the higher-attaining children could achieve more.
32. Teaching is satisfactory with some good features. The teacher and learning support assistant work well together and they take care to ensure that children learn in a bright and attractive classroom. Assessment is used well to track the children's progress and a real strength in the teaching lies in the careful and detailed notes that the children's teacher keeps of their progress. However, there is scope for teaching to provide more challenging work for the higher-attaining children, particularly in writing and mathematical development.
33. The accommodation is good and enhanced by a suitable outdoor area which is used well both formally and informally during the school day. Resources are good, particularly in terms of reading materials, which are plentiful and of high quality. The Foundation Stage co-ordinator provides satisfactory leadership and management and has developed the provision effectively over recent years. Links with parents are very good and the dialogue that is developed with the parents helps to ensure that the children are settled well into the school and promotes opportunities for parents to play a full and active part in settling their children into school. Improvement since the previous inspection has been satisfactory.

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

The provision in personal, social and emotional development is **satisfactory**.

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

- Relationships between adults and the children are good, promoting a purposeful atmosphere in the classroom.
- Not all children demonstrate sufficient independence when getting changed for physical education.

#### **Commentary**

34. By the end of the reception year, the children's attainment in this area of learning is at the expected level. Satisfactory teaching helps the children to achieve satisfactorily. Children work effectively with one another and social skills are promoted effectively through the opportunities children are given to



solve problems with one another. Relationships between the children and staff are good, ensuring that the time in sessions is put to good effect. When getting changed for physical education, however, not all the children demonstrate the ability to change quickly and need support from adults in doing this. Most of the children persevere in their learning and concentrate sufficiently on the tasks they are set when asked to work at their own pace. Behaviour is mostly good, although some children's social skills are less well developed and they have to be reminded of the need to share and play fairly with one another. Both the teacher and support staff provide good role models and set clear and consistent goals for the children in terms of how to behave with others.

## **Communication, language and literacy**

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

### **Main strengths and weaknesses**

- Children develop a healthy interest in books and achieve well.
- Insufficient use is made of the imaginative role-play areas to promote learning.
- Higher-attaining children could achieve more in their writing.

### **Commentary**

35. Overall, children achieve satisfactorily. Standards are at an expected level and most children attain the expected goals by the end of the reception year. Teaching is satisfactory, but there is a strength in how reading is taught and children achieve well in this aspect. Children gain real pleasure and enjoyment in reading. They relish the scope they are given to share and talk about books with each other and this helps to promote the good attitudes the children have towards reading. Books feature prominently in classroom displays and the teacher effectively interweaves the use of a wide range of both fiction and non-fiction materials into the children's everyday learning. As a result, the children make good progress in their understanding of how to use books, as well as the differences between an author and an illustrator and how print either tells a story or provides factual information.
36. Children make satisfactory progress in speaking and listening. In opening parts of lessons, children are given good scope to answer questions and this develops well their confidence in listening and speaking to a wider audience. Some opportunities are provided for the children to take part in imaginative role-play. However, there are occasions when the children are left to play on their own for too long a time. Without suitable direction and input from an adult, their learning can lack direction and purpose. Children make satisfactory progress in writing. Those with special educational needs are given sufficient opportunities to be involved in pre-writing activities that effectively develop their pencil control and their awareness of the link between reading and writing. By the end of the Foundation Stage, the vast majority of pupils are forming letters independently that are clear and distinguishable. Higher-attaining children construct very simple statements such as what they like about a book and they do this in the main without assistance. Occasionally, however, teaching does not expect sufficiently of this group of children and they do not achieve well enough.

## **Mathematical Development**

Provision in mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- Good use is made of mathematical games and toys to support learning.
- The teacher's expectations of what higher-attaining children are capable of recording are not always high enough.

## Commentary

37. Children achieve satisfactorily and for most children their attainment at the end of the reception year is in line with expectations. Teaching is satisfactory with a key strength in the good use of resources such as games and puzzles, which help the children learn by exploring what they have been taught. Children are given sufficient opportunities to develop their understanding of number, shape and space. Higher-attaining children are, however, not always stretched sufficiently in the work they are asked to complete. While the teacher records the children's progress in some considerable detail, this does not always transfer into plans for what they are to learn next. Too little is asked of them, for example, in terms of what they record and they are capable of a higher standard of work in this respect.

## Knowledge and understanding of the world

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

### Main strengths and weaknesses

- Children make good progress in their early understanding of living things because the local area is used well in supporting their learning.
- Good opportunities are provided for the children to use ICT equipment.

## Commentary

38. Children achieve satisfactorily in this area of this learning. Attainment is at an expected level with most children attaining the expected goals by the end of the reception year. A strength in teaching, which is satisfactory overall, is in the way that the children's learning of living things is promoted. Good use is made of the gardens close to the school to give the children first-hand experience of seeing how gardens change over time depending on the season of the year. Activity tables and interactive displays encourage the children to explore objects, such as flowers using magnifying lenses, and to observe carefully. By planting and growing seeds and providing them with water, the children develop their early understanding of 'taller' and 'bigger' and how plants need water to thrive and grow. Children are given good scope to use a range of ICT equipment that includes computers and digital cameras and they ably use the mouse on the computer. The children are provided with sufficient opportunities to learn about different religions and they know, for example, that local church is a special place where people meet to learn about the stories that Jesus told.

## Physical development

Provision in physical development is **satisfactory**.

### Main strengths and weaknesses

- Space for outside play work is restricted.
- Good opportunities are provided for the pupils to develop their fine motor skills.
- Some resources are not always suitable for children's needs.

## Commentary

39. Standards are at an expected level with most children reaching the expected goals in by the end of the reception year. Teaching, learning and achievement are all satisfactory. The children are provided with a good range of resources to develop their fine motor skills that include using and applying paint, cutting, printing and sticking papers and materials. They also participate eagerly in more formal physical education lessons in the hall and outside grounds. However, there are instances when the children are occasionally given inappropriate equipment to use. In one session seen during the inspection, for example, children were expected to develop their skills of throwing and catching a large basketball, which proved too arduous for some children. Sufficiently regular opportunities are provided for the children to work in the area immediately outside their classroom. Space is quite limited, particularly when the children are using larger equipment such as bikes and trikes. When playing on these, however, the children demonstrate good control, manipulating and moving around a given space with sufficient nimbleness.

## **Creative development**

### **Main strengths and weaknesses**

- Both formal and informal opportunities are used well to promote the children's interest in music.
- The children paint well.
- Role-play areas are not always used to their full potential.

### **Commentary**

40. Children achieve satisfactorily and most attain the expected goals by the end of the reception year. Teaching is satisfactory and the children are provided with sufficient opportunities to developing their early drawing and painting skills. As a result, the children apply paint carefully and creatively. They participate eagerly in the musical activities, joining in the singing of simple tunes and rhymes. The quality of their singing is good. Although the classroom is organised with specific areas set up for the children to develop their imaginative play, insufficient use is made of these areas during the course of the day. During the inspection, for example, a well-organised 'Post Office' had been set up, providing good potential for the children to develop their early writing and social skills. However, children were not encouraged enough to use this area in their day-to-day learning.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

Provision in English is **satisfactory**.

### **Main strengths and weaknesses**

- Good support for pupils with special educational needs enables them to achieve well.

- Expectations for the higher-attaining pupils, particularly in Years 3 and 4, are not always high enough.
- Teaching is becoming increasingly effective in Years 1 and 2.
- The school generally promotes reading well to help pupils become enthusiastic readers.
- The role of subject leader is not yet effective enough in monitoring and evaluating standards or provision or in using assessment data effectively for setting pupils' targets and tracking their progress.

## Commentary

41. On the basis of the 2004 teacher assessments for Year 2 pupils, attainment was in line with the national average in writing and below average in reading. When compared to similar schools, attainment was below average in writing and well below average in reading. The 2004 National Curriculum test results for Year 6 pupils indicate that attainment is in line with the national average and at an average level when compared to similar schools on the basis of prior attainment. Inspection findings indicate that standards overall are at an average level by the end of Year 2 and Year 6, with speaking and listening judged to be above average by the end of Year 2. There are times when attainment overall fluctuates from year to year because of the small number of pupils in each year group, the varying numbers of pupils with special educational needs and pupil mobility, which is a factor in Years 3-6. Achievement is satisfactory overall but the picture is not consistent. Pupils with special educational needs achieve well across the school. The achievement for pupils in Years 1 and 2 has been satisfactory over time and is now improving well because of good teaching. The achievement in Years 3-6 is satisfactory but there are times when there is not enough challenge for the higher-attaining pupils or when expectations of the amount of work pupils can complete are too low. This is most prevalent in Years 3 and 4. By contrast, pupils Year 5 and 6 show an increasingly strong pattern of achievement. Improvement since the last inspection has been satisfactory.
42. By the end of Year 2 most pupils are confident speakers and listeners. They listen attentively and follow instructions well. Pupils use a good vocabulary in discussion. By the end of Year 6, whilst many pupils possess a good level of vocabulary, not all pupils show enough attentiveness or respect when listening to others and this makes attainment in this aspect average overall. By the end of Year 2, most pupils are accurate and fluent readers, although not all are expressive. Many pupils leave the school as confident readers and have a genuine love of literature, read with expression, know different authors, and have their favourites, which they actively seek out. The school successfully introduces pupils to interesting texts and pupils are able to use reference material both in books and on computers. Too few pupils show the ability to read between the lines or to read beyond the literal level and this prevents reading standards from being higher. Although still satisfactory, standards in writing are weaker. By the end of Year 2, pupils write technically in a satisfactory manner. They learn to write confidently for a range of different purposes, such as telling stories or recounting information and use their knowledge of the alphabet and common words to spell increasingly accurately. Writing, however, sometimes lacks flair and fails to capture the attention of the reader. Writing standards remain at a satisfactory level by the time that pupils leave school because the teaching of key writing skills is not rigorous or

systematic enough for the pupils in Years 3 and 4. Consequently, although the skills are covered satisfactorily in Years 5 and 6, by the end of Year 6 pupils' writing is not always technically accurate and fizzles out after a lively and interesting opening.

43. Teaching and learning are satisfactory overall with aspects of good practice, particularly in Years 1 and 2. Teaching is at its best when lessons move along at a cracking pace, pupils are well managed and tasks are challenging and demanding. Reading skills are taught well in Years 1 and 2 and have improved well in Years 3-6 leading to many pupils becoming avid readers. At times, however, not enough emphasis is given to the development of more advanced reading skills for the higher-attaining pupils. Teachers across the school develop pupils' speaking and listening skills through paired, small group and whole class discussions on a range of issues across different subjects of the curriculum. However, in Years 3-6 teachers do not always insist on the conventions of polite listening. In writing, pupils are directly taught the skills necessary to write for different audiences and purposes, but in Years 3 and 4 teaching of grammar, handwriting and spelling is done through a cross-curricular approach to learning and is not rigorous enough. In addition, particularly in Years 3 and 4, teachers have low expectations at times for how pupils record and organise their work and the amount that they write. This results in the higher-attaining pupils, in particular, not making the progress of which they are capable on a consistent basis. Pupils with special educational needs across the school benefit from good support and tasks being set for them that are suitably challenging. This, together with the significant contribution of the teaching assistants, makes a strong impact on how well these pupils learn and achieve. The marking of pupils' work is at times good, but there are also times when pupils are not made aware enough of what they need to do to improve. When pupils are made aware of their learning targets and what is needed to attain at the next level, they respond well and with enthusiasm.
44. Leadership and management of the subject are satisfactory. The subject leader has a good grasp of what is needed to improve provision and offers good informal guidance to colleagues. The headteacher has carried out some lesson observations and there has been some limited scrutiny of pupils' work. The school has identified the need for the subject leader to play a more active role in monitoring teaching and learning, for more focused and rigorous analyses of pupils' work and for test and assessment data to be used effectively to set targets for individual pupils and to track their progress.

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

45. The use of language and literacy across the curriculum is satisfactory. Opportunities for pupils to put their speaking and listening skills to good use in different subjects of the curriculum are consistently provided, although at times not enough emphasis is given to pupils in Years 3-6 listening well enough to their teachers or classmates. Whilst there are some good examples of pupils' writing skills being enhanced in different subjects, there are also some missed opportunities to improve writing standards.

## **MATHEMATICS**

Provision for mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils with special educational needs are supported in an effective manner and achieve well.
- Higher-attaining pupils do not always achieve as well as they could.
- Teaching is impacting well on pupils' progress in Years 1 and 2 and at times in Years 5 and 6.
- An improvement in how investigation work is planned is starting to raise pupils' achievement.
- Monitoring of teaching and learning does not yet impact as well as it could on pupils' achievement.
- The good procedures introduced for assessing pupils' progress are not yet impacting as well as they could on target setting and the tracking of individual pupils.

### **Commentary**

46. On the basis of the 2004 teacher assessments for Year 2 pupils, attainment was below the national average and well below average when compared to similar schools. The 2004 National Curriculum test results for Year 6 pupils indicate that attainment was in line with the national average and average when compared to similar schools on the basis of prior attainment. Inspection evidence indicates that pupils' attainment at the end of Year 2 and Year 6 is average. Results fluctuate in different years because of the small number of pupils assessed, varying numbers of pupils with special educational needs and pupil mobility. Pupils achieve satisfactorily overall with achievement improving well in Years 1 and 2. As pupils move through each of the classes in Key Stage 2, they build satisfactorily on and extend the skills they learnt in Years 1 and 2. Across the school, pupils with special educational needs make good progress. This reflects the care and attention that the school pays to ensuring that these pupils play a full and active part in the lesson, enabling them to achieve well. However, this is balanced by weaker features in terms of the provision made for higher-attaining pupils, particularly in Years 3-6. These pupils are sometimes given similar work to the less able pupils and this restricts their achievement. The overall pace of improvement since the previous inspection has been satisfactory overall, but recent improvements in the planning of investigative work and in incorporating the use of computers more frequently into teaching to enliven pupils' learning, are helping to raise achievement more rapidly.
47. By the end of Year 2, pupils have a satisfactory understanding of number and place value. Their knowledge of different shapes and their properties is secure and they are developing early data handling skills well. Pupils have a satisfactory ability to solve problems that require them to use and apply their understanding of addition, subtraction and multiplication. In Years 3-6, pupils continue to develop their skills and understanding and apply them sufficiently in solving every day mathematical problems. They develop a satisfactory understanding of how to use different strategies such as estimating, rounding off and breaking down problems into small parts in order to work out the solution, but at times the challenges that are presented to the higher-attaining

pupils are not demanding enough to get them really thinking. By the time that pupils leave school, their number skills are secure, as is their knowledge of the properties of regular and irregular shapes. Pupils have a satisfactory grasp of decimal notation and convert decimals to fractions and percentages. Pupils' data handling skills and understanding of probability are satisfactory.

48. Teaching and learning are satisfactory overall and improvements in teaching in Years 1 and 2, and more recently in Years 5 and 6, are raising achievement. The greater emphasis that the school now places on pupils learning through practical and investigative work is also impacting well on achievement. Teachers have satisfactory subject knowledge and understanding and make effective use of the opening sessions to lessons. These introductions are bright and breezy and help to capture the pupils' interest in what they are to learn in the subsequent part of the lesson. Teaching is most effective when lessons have lots of pace and are not too long. It is also good when the tasks that are set are well matched to the individual needs of the pupils. This is more prevalent in Years 1 and 2 and at times for the pupils in Years 5 and 6. There are, however, occasions in other classes where the work that is set for the higher-attaining pupils is just too easy, partly because assessment information about pupils' progress is not used when planning work. On the other hand, pupils with special educational needs often make good progress in lessons because of the support provided for them by the effective teaching assistants and also because work is both suitably challenging and well matched to their needs. Increasingly good use is being made of computers in daily lessons and the tasks on offer are often linked well to the learning intentions of the lesson. Whilst the marking of pupils' work is satisfactory overall, with examples of good practice, occasionally it is over generous and praises pupils too highly when the quality does not warrant such praise.
49. Leadership and management are satisfactory overall. The subject leader provides a good level of guidance to her colleagues, in terms of help in planning and in ensuring that resources are of a sufficient quality to promote learning. Whilst there has been some monitoring of teaching and learning and scrutiny of pupils' work, this has not been rigorous enough to have the biggest impact on pupils' achievement. The school has identified the need to build on the good procedures put in place for assessing pupils' progress by using the data more effectively for setting targets and tracking pupils' progress.

### **Mathematics across the curriculum**

50. Mathematics across the curriculum is satisfactory with some good practice. Pupils explore census information in history as well as presenting the findings of their investigation work in science. Increasing use of computers enables the pupils to explore a range of software and equipment such as spreadsheets and the computer language of 'Logo'.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**



- Pupils with special educational needs achieve well.
- The challenge for the higher-attaining pupils is not good enough in some classes.
- The school is placing a greater and more effective emphasis on learning through investigative work.
- The role of subject leader in terms of the formal monitoring of teaching and learning and target setting procedures is not yet developed enough have the best possible impact on pupils' achievement.

## Commentary

51. On the basis of the 2004 teacher assessments for Year 2 pupils, attainment was below the national average. On the basis of the 2004 National Curriculum test results for Year 6 pupils, attainment was well above the national average and well above average when compared to similar schools on the basis of prior attainment. Inspection findings indicate that attainment at the end of Year 2 and Year 6 is at an average level overall but this does not tell the full story. Attainment levels vary from year to year because of the small number of pupils assessed, the varying numbers of pupils in different year groups with special educational needs and the high level of pupil mobility, which is a factor in Years 3-6. The achievement of pupils is variable, but satisfactory overall. Achievement for pupils with special educational needs is good across the school. Achievement for pupils in Years 1 and 2 is satisfactory but improving well because of better teaching. Occasionally, there is insufficient challenge for the higher-attaining pupils. In Years 3-6 this weakness is more prevalent. Although, achievement is satisfactory overall, there are too many times when the work that is set is not demanding enough to meet the needs of the higher-attaining pupils. This is particularly, but not exclusively, the case for Year 3 and 4 pupils. Improvement since the last inspection has been satisfactory.
52. By the end of Year 2, pupils have a secure understanding of light and sound. Pupils recognise that pushes and pulls are different kinds of forces and know that electricity is needed to power different appliances. Most pupils name body parts and parts of plants and have a satisfactory knowledge of what conditions are best suited for growing plants. Pupils' understanding of the factors needed for healthy living is satisfactory. Teaching has placed a growing emphasis on pupils' learning through practical and investigative tasks and pupils' attainment in this aspect of the subject is now satisfactory, whereas in the past it has not been at this level. By the end of Year 6, pupils continue to have a satisfactory grasp and understanding of light and sound for their age. Pupils' knowledge of electricity is secure as is their knowledge of life cycles, habitats, food chains and micro-organisms. Pupils show a sound awareness of the factors that may impact on how different solids dissolve, are well aware of the factors that are needed for healthy living and are secure in their awareness of the factors needed for fair testing. Pupils are not always confident in using their scientific knowledge to help them make accurate and informed hypotheses or predictions in their practical work.
53. Teaching and learning are satisfactory overall with some strengths, particularly in Years 1 and 2. Teaching is strongest when pupils are provided with challenging, investigative tasks which put their scientific knowledge to the test and provide a high level of challenge for the higher-attaining pupils. Pupils often respond well on these occasions and put much effort into their work and record

their findings well. Teaching is also effective when good expectations are set as to how pupils are to behave and respond. There are times when teachers do not insist on all pupils listening attentively and very relevant and pertinent teaching points are missed. Pupils with special educational needs achieve well because of the good quality support that is provided for them by teaching assistants who play an important and effective role in how well these pupils learn. There are also times when the amount of work that is recorded in pupils' books is too low. This is most prevalent in Years 3 and 4 and, although it occurs in another year groups from time to time, it is becoming less of an issue elsewhere because of improvements in teaching. Scrutiny of pupils' books also shows that teaching has improved in Years 5 and 6 since January when the present teacher was appointed. Marking of pupils' work is satisfactory overall with examples of good practice, although there is too much variability between classes regarding how work is presented and collated. Procedures for assessing pupils' performance are good but at present procedures for target setting and tracking pupils' progress are not rigorous enough to have the best impact on how well different pupils achieve.

54. Leadership and management are satisfactory. The subject leader has over time provided much informal guidance to colleagues and has worked with them to identify strengths and weaknesses in the subject. Analysis of test and assessment data in the subject has been carried out by the headteacher. There has not, however, been a sufficiently formal and rigorous approach to monitoring, where pupils' work and teachers' planning is scrutinised on a regular basis and where classroom practice is observed regularly observed in order to tackle any weaknesses and to disseminate good practice. The school has, however, flagged this aspect up as an area for development in its school improvement plan.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Pupils across the school achieve well.
- Key computer skills are taught well by a specialist teaching assistant.
- Interesting and challenging tasks enthuse and motivate the pupils.
- Increasingly good use is being made of computers and interactive whiteboards to enhance learning in other subjects.
- Teaching and learning are not monitored formally enough.

### **Commentary**

55. Standards are at an average level by the end of Year 2 and are above average by the end of Year 6. Achievement is good across the school. Improvement since the last inspection has been satisfactory.
56. By the end of Year 2, pupils change font sizes and colours well and put captions to pictures in a confident manner. Pupils use computers in a satisfactory manner for word processing, but few pupils have good keyboard skills. Pupils are good at labelling pictures, dragging pictures and text across

the screen and have used computers in a satisfactory manner for recording in different formats how they travel to school. Pupils input instructions into a programmable toy and their efforts are accurate in instructing the toy to arrive at a given point. Pupils use an appropriate technical language when talking about their work but are less secure about the use of computers in the wider world. Pupils continue to make good progress and by the time that they leave school standards are above average. Older pupils put together PowerPoint presentations that are inventive, imaginative and of a good standard. Pupils complete control and modelling tasks in a confident manner and write procedures to turn lights on and off in sequence. Pupils are good at devising spreadsheets and present information in a good range of different formats. Pupils use computers well for research purposes and are able to set up and then interrogate databases. Many pupils use computers well for data handling but, although pupils are effective in how they use computers for editing and drafting, there is still room for improving pupils' keyboard skills.

57. Teaching and learning are good. A teaching assistant with particular skills in the subject teaches across the school. She has strong subject knowledge and puts this to good use. She teaches key skills well and in a very clear and concise manner. She then provides challenging tasks where pupils are expected to put their newly learnt skills to the test. The tasks are well matched to the needs of pupils and the teaching assistant deals with any technical problems in a swift and effective manner so that no teaching or learning time is wasted. Pupils are managed well and relationships are strong, with the teaching assistant providing support that is helpful but never over-directed. Across the school, pupils respond very well to the tasks that are set for them and are often highly motivated, behaving very well and showing very good levels of concentration. Their very good attitudes owe much to the interesting yet challenging tasks that are on offer. Procedures for assessing and tracking pupils' progress are satisfactory with the school seeking to refine them further so that they have a greater impact on pupils' attainment and achievement.
58. Leadership and management are satisfactory. The subject leader has a good grasp of the quality of provision in the subject and works together well with the teaching assistant in looking at how well pupils are doing. Direct observation of teaching has been infrequent, but monitoring of planning takes place on a regular basis.

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

59. The use made of ICT across the curriculum is satisfactory overall and improving at a good rate. Teachers are increasingly and effectively using computers to support learning in subjects such as mathematics, science, art and design, geography and history. Pupils are provided with relevant opportunities to use computers for research purposes and sometimes pupils are asked to present findings in different formats or software programs are carefully chosen to provide challenging tasks that are closely linked to the learning intentions for the lesson. This good practice is not sufficiently widespread. Teachers are making increasingly good use of interactive whiteboards to enliven learning and to first capture and then maintain the interest of all pupils.

## HUMANITIES

60. History and geography were sampled. Due to timetable constraints, insufficient lessons were observed for these subjects to be reported on in full or for a judgement to be made about provision. Religious education is reported on in full.
61. In **geography**, evidence from pupils' work, teachers' planning and discussions with teachers and pupils indicate that standards are at an average level by the end of Year 2 and Year 6. Scrutiny of pupils' work shows that they develop both geographical knowledge and geographical skills. By the end of Year 2, pupils have a satisfactory awareness of their own locality and know that it may differ from other parts of the country or other places in the world. They can talk securely about the differences between the village and more urban areas. They have drawn a simple map to show the area round the school, and know their addresses. By the time pupils leave school, they know about the formation of mountains and rivers. They have compared different parts of the world and researched how geographical matters are reported in the media. Their knowledge of different countries and cities around the world is satisfactory. Pupils can use atlases and have developed satisfactory mapping skills. Evidence indicates that the subject is not always used as well as it could be for developing pupils' writing skills and the amount of work that is recorded in books is at times too little. It is only through discussions with pupils that a better picture of their knowledge and understanding is gleaned. Leadership and management are satisfactory. Assessment procedures are satisfactory. The school has introduced an end of unit assessment for modules taught which shows how pupils have understood the key elements and the school is planning to make more effective use of this information for tracking pupils' attainment and achievement. Resources are audited and replaced in a timely way.
62. In **history**, evidence from pupils' work, teachers' planning and discussions with teachers and pupils indicate that standards are at an average level by end of Year 2 and Year 6. There is good balance in the curriculum. Pupils learn historical facts and also how to carry out historical enquiries. By the end of Year 2 pupils have a satisfactory knowledge of some famous people and events in history, such as Florence Nightingale and the 'Great Fire of London'. They have begun to develop a satisfactory understanding of chronology and identify which events are more recent than others. By the time they leave school, pupils have developed a sound body of knowledge about the Tudors, the Roman invasion, the Victorians and Britain in the 1930s. They have a sound awareness of why different people may have a different point of view of historical events, and pupils are provided with good opportunities to look at and handle artefacts and examine first-hand sources. A rich programme of visits creates good learning experiences. The 'Mantle of the Expert' work, which is a more integrated approach to learning, contributes to pupils' understanding of historical themes, although there is sometimes a lack of clarity as to whether the focus is history or English. The quality of pupils' recorded work does not always reflect pupils' understanding. Leadership and management are satisfactory. Assessment procedures are satisfactory. The school has introduced an end of unit assessment for modules taught which shows how well pupils have understood the key elements. The school plans to make more effective use of this information for monitoring and tracking pupils' achievement and progress over time.

## Religious education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- Teaching in Years 1 and 2 is impacting well on pupils' achievement.
- Pupils' knowledge and understanding are enhanced by first-hand learning experiences, particularly through links with the local church.
- Some topics are not recorded in enough depth.
- Monitoring of teaching, learning and achievement are not fully developed.

### Commentary

63. Standards are in line with the expectations of the locally agreed syllabus by the end of Year 2 and pupils in Years 1 and 2 achieve well. By the time that pupils leave school at the end of Year 6, standards are in line with the expectations and pupils in Years 3-6 achieve satisfactorily. Improvement since the last inspection has been satisfactory.
64. By the end of Year 2, pupils know about a variety of ways in which people celebrate their different faiths and recognise key parts of a church and know important symbols in Christianity and Judaism. They recognise and have a satisfactory understanding of the fact that there are times and places that are special to Christians and to people of other faiths. Pupils are provided with good opportunities to learn about world faiths and most show good levels of respect for the beliefs of others. Opportunities are provided for pupils to explore their own feelings and those things that are special to them. By the end of Year 6, pupils have a satisfactory awareness of different stories from the Bible and the significance of important Christian festivals, such as Easter and Christmas. They name places of worship, such as mosques and synagogues. They have a satisfactory knowledge of world religions with a stronger knowledge and understanding of the Hindu faith and Hindu stories. Pupils' oral contributions indicate that their knowledge and understanding are at times better than those indicated by the limited work recorded in books. Pupils continue to show a satisfactory level of respect for people with different beliefs and recognise that there are similarities as well as differences between Christianity and other faiths.
65. Teaching and learning are satisfactory overall and good in Years 1 and 2. Planning ensures that the required topics are taught in depth in Years 1 and 2, where teaching has pace and is well matched to the individual needs of pupils. Teaching across the school uses artefacts, visits and visitors to help bring learning to life and pupils respond positively to this approach. The subject is used well to develop pupils' writing skills in Years 1 and 2, with opportunities to write prayers, labels and explanations. In Years 3-6 the balance between oral and written work is unsatisfactory, with too little work recorded in books. This means that opportunities to develop pupils' writing skills are missed and pupils do not have a point of reference when revising previous learning. Although there are some good examples of the marking of pupils' work, there are times when teachers gives too much unwarranted praise or do not pick up on work that is not presented well enough.

66. Leadership and management are satisfactory because the subject leader has put a two-year programme in place to ensure the curriculum is covered in depth and ensures that staff have access to appropriate resources to carry it out. Assessment procedures are satisfactory, but the formal monitoring of teaching and learning and scrutiny of pupils' work is not yet embedded in school practice.

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

67. Due to timetable constraints, insufficient lessons were observed in design and technology, music and physical education for these subjects to be reported on in full. These subjects are, therefore, sampled and no judgement made about the quality of provision. More lessons were observed in art and design and this subject is reported on in full.
68. In **music**, scrutiny of teachers' planning and discussions with pupils and teachers indicate that standards are at an average level by the end of Year 2 and Year 6. Across the school, singing is satisfactory and many pupils sing with gusto. By the end of Year 2, pupils have developed a satisfactory sense of rhythm and recognise that different pieces of music can evoke different feelings and responses. They handle instruments carefully and can name a satisfactory number and range of tuned and untuned instruments. Pupils generally listen attentively to different pieces of music. By the end of Year 6, pupils have developed satisfactory skills in composing and appraising music. They name classical composers such as Beethoven, Bach and Mozart. They can also name a satisfactory range of instruments and the different sections of an orchestra. The school provides pupils with the opportunity to play instruments, such as recorders and guitars, as well as good opportunities to play and sing in assemblies, school productions and at events in the community. More use is now made of computers to help pupils compose music and to put sound and musical effects to PowerPoint presentations. Leadership and management of the subject are satisfactory as are the procedures for assessing pupils' attainment and progress.
69. In **physical education**, scrutiny of teachers' planning and discussions with pupils and teachers all indicate that standards are at least at an average level by the end of Year 2 and Year 6 and achievement is satisfactory. Standards in swimming are above average by the time that pupils leave school, as many of them are able to swim at least 25 metres, with a significant percentage swimming much further distances. By the end of Year 2, pupils throw and catch in a satisfactory manner with reasonable degrees of power and accuracy. Pupils have an appropriate awareness of space and show confidence when balancing and putting sequences of movement together. They have a satisfactory understanding of the impact and importance of exercise for a healthy lifestyle. By the end of Year 6, pupils' ball and games skills are satisfactory. They have a secure awareness of the need for tactics in different games and are competitive and sportsmanlike in equal measure. Pupils show satisfactory levels of agility and poise, and talk animatedly about the need to co-operate when part of a team. Pupils recognise the fact that both heart and pulse rates increase after exercise and that warm up and cool down activities are important aspects of physical education lessons. Teachers' planning

indicates that over the course of the year all elements of the curriculum are covered in depth and the fact that the school now has its own hall means that it is able to meet statutory requirements fully in terms of gymnastics which it was not able to do at the time of the last inspection. The school also brings in outside coaches to help develop pupils' physical skills. Pupils' learning is enhanced well by the good range of extra-curricular sporting activities that are provided by the school. These activities are well attended and much appreciated by pupils. Leadership and management are satisfactory. Assessment procedures are also satisfactory.

70. In **design and technology** discussions with the pupils and teachers, examination of work and evaluation of teachers' plans indicate that standards are at an average level by the end of Year 2 and Year 6 and achievement is satisfactory. This marks an improvement since the previous inspection when standards were below expectations. The school has successfully tackled the shortcomings identified in the previous report. The subject now has sufficient status on the curriculum and weaknesses in teaching and in the planning and implementation of the design and technology curriculum have been tackled well. In Years 1 and 2, pupils work with a range of different materials and construction kits and are taught the key skills of cutting and joining. Pupils make a range of different models and products and the finished products are of a satisfactory standard. Pupils also take part in food technology activities. By the time that pupils leave school, they have worked with an expanded range of materials and have learnt a satisfactory range of joining techniques. Pupils have made friendship bracelets, moving toys, slippers and hats and have continued to take part in more adventurous food technology tasks. By the time they leave the school, pupils have a satisfactory understanding of the main aspects of the subject, including the need for preliminary drawings, consideration of which materials may be needed and how the final product should be evaluated in light of the final outcome/product. Leadership and management and assessment procedures are all satisfactory.

## **Art and design**

Provision in art and design is **satisfactory**.

### **Main strengths and weaknesses**

- There has been good improvement in provision since the previous inspection.
- Good use is made of technology to broaden pupils' learning.
- Insufficient use is made of sketchbooks to aid pupils' learning.
- Teaching makes good use of the work of different artists to develop pupils' understanding of art and design.
- There is too little effective monitoring of teaching and learning.

## **Commentary**

71. By the end of Year 2 and Year 6, standards are average and achievement across the school is satisfactory overall with examples of good teaching and good achievement. This marks good improvement since the previous inspection, particularly in Years 3-6, where standards were judged to be unsatisfactory. Effective work has been undertaken in increasing the amount of

time allocated to the subject and in ensuring that the teachers have sufficient guidance and materials in order to plan pupils' learning effectively.

72. By the end of Year 2, pupils' drawing and observational skills are at an average level and pupils explain confidently how different colours can be generated from mixing paints. Pupils show satisfactory levels of imagination and creativity in their work and handle paintbrushes and other tools in a satisfactory manner. By the time that pupils leave school, they have a satisfactory understanding of how art and design can be generated from a variety and range of media, including recyclable materials and malleable materials such as clay. Pupils work with a wide range of materials and media and their observational drawing skills, although satisfactory, are improving well. Pupils produce work in two- and three-dimensional formats that are never less than satisfactory and at times better. Pupils have produced some good work in the style of different artists and explain well the kind of work that artists such as Picasso, Dali, Monet and Warhol produced and how they often changed their style and format over the course of time in order to reflect their changing interests.
73. Teaching and learning are satisfactory overall with some strengths. These include how teachers incorporate the particular features of different artists to stimulate learning. When exploring the theme of 'Portraits', for example, Key Stage 2 pupils studied 'The Ambassadors' by Holbein and explored the importance of colour, stance, and how the placing of particular artefacts can reveal snippets of information about the person portrayed. Good and improving use is being made of new technologies to help raise pupils' achievement and understanding of how such technology can be used to broaden what is considered as art. For example, they use software to manipulate digital images of themselves, in order to present the same photograph in a variety of ways. On the other hand, pupils are provided with too few opportunities to extend their artistic skills through the use of sketchbooks. As a result, their ability to try out new techniques as a step towards producing work of a higher quality is limited.
74. There is satisfactory leadership and management. The subject leader has been instrumental in raising the status of art and design in the curriculum. However, too little effective monitoring of teaching and learning takes place and this limits the impact that the subject leader can have in further raising standards and achievement. Satisfactory procedures are in place for assessing pupils' progress.

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

75. The programme for personal, social and health education (PSHE) and citizenship is good and adds to the quality of pupils' personal development. The school promotes healthy living well, through both the science and the physical education curriculum. The school has timetabled PHSE and philosophy lessons for the older pupils. Pupils are provided with a good range of opportunities to discuss issues such as bullying, prejudice, animal cruelty and the need for rules. Pupils are also encouraged to explore their own feelings and emotions and to show sensitivity and tolerance to others' feelings. Good procedures are in place for pupils to be made aware of the dangers of drug and other substance abuse and good provision is made for discussing sex and relationships in a manner that is appropriate for pupils' ages. The school



council has been in existence for some time and provides a genuine forum for pupils' voices to be heard and more importantly to be taken on board and acted upon. Discussions with pupils indicate that they feel that they make an important contribution to the decision making process of the school and they are proud to do so. Pupils also feel that they are given many opportunities to express their views in class and in assemblies.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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