

INSPECTION REPORT

**THRYBERGH FULLERTON CHURCH OF ENGLAND
PRIMARY SCHOOL**

Thrybergh, Rotherham

LEA area: Rotherham

Unique reference number: 106933

Headteacher: Mr M Wheeler

Lead inspector: Fran Gillam

Dates of inspection: 3 – 5 May 2005

Inspection number: 268118

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary aided
Age range of pupils: 4 - 11
Gender of pupils: Mixed
Number on roll: 108

School address: Church View
Thrybergh
Rotherham
South Yorkshire
Postcode: S65 4BL

Telephone number: 01709 850572
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Appropriate authority: Governing body
Name of chair of Mr K Hanson
governors:

Date of previous inspection: 11 January 1999

CHARACTERISTICS OF THE SCHOOL

Fullerton Church of England Voluntary Aided (VA) Primary School is smaller than most primary schools. It is situated in Thrybergh, a small village not far from Rotherham. There are 108 pupils on roll; there are more girls than boys. Children start in the Reception class in the September of the year of their fifth birthday. They attend full time and are taught with a group of Year 1 pupils. The children's attainment on entry varies from year to year but is generally below average for their age. There are 14 children in the Reception Year. The percentage of pupils entitled to a free school meal is broadly average but not reflective of the socio-economic circumstances of the area, which are below average. Almost all the pupils come from a white British background. The very small group of pupils from other ethnic backgrounds include pupils of mixed ethnicity and from Eastern Europe; one of these pupils has English as an additional language. There is an average percentage of pupils on the school's special educational needs register. An average percentage of pupils have Statements of Special Educational Need. The majority of pupils with special educational needs experience some difficulty with reading and writing. The school is part of the Thrybergh Education Action Zone and Excellence in Cities and receives small schools' funding.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21498	F Gillam	Lead inspector	English Information and communication technology Foundation stage English as an additional language
9334	J Mynett	Lay inspector	
30023	R Taylor	Team inspector	Science Art and design Design technology Music Physical education
30935	K McArthur	Team inspector	Mathematics Geography History Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Fullerton Primary is a very good school and provides very good value for money. The headteacher, staff and governors have a very clear view of how well the school is doing. Pupils' achievement is very good overall; standards are above average by Year 6 in most subjects. Teaching and learning are very good and supported by the positive attitudes of pupils and their very good behaviour.

The school's main strengths and weaknesses are:

- Pupils' do very well; their progress from the Reception Year to Year 2, and from Year 2 to Year 6 is good in all subjects.
- There is an exciting and interesting curriculum, enriched further through a wide range of activities outside normal lessons.
- Reading and writing and information communication technology (ICT) skills are used very well to support pupils' learning; the use of numeracy skills to support their work in other subjects is not as strong.
- Very good teaching meets the pupils' differing needs and pupils' learning is supported very well.
- The high level of care and consideration develops in pupils a strong desire to work hard and do their best.
- Very good leadership, management and governance ensure that the interests of the children come first and there is a strong focus on ensuring that pupils do their best.
- Standards in speaking and listening are not as high as in reading and writing by Year 6.

There has been very good improvement since the last inspection. Higher attaining pupils now do well. The provision in the Foundation Stage is now good and children follow an exciting and interesting curriculum. Pupils' achievement is now good in all subjects.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	E	C	A*	A
mathematics	A	B	A	A
science	D	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 is very good. Children get off to a good start in the Reception Year building a firm foundation for their future learning. Standards are above average in almost all subjects by Year 2 and 6, with the exception of English by Year 6, where standards are average. Although, standards will not be in the top five per cent of all schools this year, pupils in the present Year 6 have still done well based on their starting point; over a third of this group have special educational needs. The school does much better than similar schools in the national tests. This reflects the efforts to raise standards and to ensure that pupils do their very best. Pupils with special educational needs do very well. Pupils make very effective use of literacy and ICT skills, which contributes to their good achievement in all subjects. Pupils use their numeracy skills well but not as often or as naturally as they use

their literacy and ICT skills, this is recognised by the school. While pupils are confident to talk, older pupils find it difficult to express themselves clearly and concisely.

Pupils' personal qualities and their spiritual, moral, social and cultural development are very good. Pupils work very hard and behave very well because they know what is expected of them and they want to do their best. They show a high level of respect for others and form very good relationships. Pupils love coming to school; their attendance is very good.

QUALITY OF EDUCATION

The quality of education, teaching and learning is very good. Pupils do well in lessons because teaching ensures that activities place just the right level of demand on pupils. As a result, pupils of differing abilities do well. Very good use of learning support assistants and teachers from the Thrybergh Education Action Zone (EAZ), support services and sporting organisations leads to pupils having well-focused help and a rich and varied curriculum. Effective links between subjects makes very good use of the time for learning and brings purpose to what the pupils are doing. Visits and the range of clubs and activities outside normal lessons are extensive. Visits provide excellent chances for pupils to learn about their locality, places further a field and how people lived long ago. Clubs and activities build very well on the work that pupils do in class. Pupils are very well cared for, adults know the pupils well and treat them with respect. These contribute to the very warm and friendly atmosphere in the school and the Christian values the school promotes.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are very good. There is strong teamwork that provides a clear focus on helping pupils to do their best. The headteacher, governors and subject managers make exceptionally good use of the EAZ. They draw upon the expertise within the EAZ to support teaching and learning and to develop the curriculum. This has had a significant impact on ICT and support for raising standards. Senior managers are also adept at drawing in outside support organisations to help with curriculum initiatives such as healthy living and in supporting pupils with special educational needs. Fullerton is a school that grasps every opportunity to improve its provision and embraces changes positively because the staff and governors focus clearly on what is best for the pupils.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have great confidence in the school. They appreciate the support and guidance their children receive and are very pleased with the progress they make. Pupils like their school very much. They are eager to attend; they feel valued and well-cared for.

IMPROVEMENTS NEEDED

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

- Increase the opportunities for pupils to use and develop their numeracy skills in other subjects;
- Improve standards in speaking and listening, particularly in Years 3 to 6.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is **very good** overall; they make good progress in each key stage and in all subjects. Standards are **above average** by the end of Year 2 and Year 6. Pupils with special educational needs make **very good** progress. Standards and pupils' achievement have improved in subjects such as art and design, design and technology, history, geography and music.

Main strengths and weaknesses

- Pupils' use of literacy and ICT skills to support their work in other subjects is very good; their use of numeracy skills to support their work in other subjects is not as strong.
- Pupils' achievement in all subjects is good.
- Pupils' skills in speaking and listening are not as strong as their skills in reading and writing.

Commentary

1. Pupils use ICT across all subjects to research information, present their work and to develop their ideas. They are adept at selecting programs best suited to meeting their needs and benefit from being able to use recording equipment to evaluate their performance in subjects such as physical education and English. They use ICT confidently, adapting or re-drafting their work to improve their efforts. The contribution of the EAZ in providing resources, but more importantly the school's use of these resources, has led to greater confidence in teaching and learning. As a result standards are rising, they are above average and pupils' achievement is very good.
2. The pupils' achievement in English is boosted by the very good opportunities they have to use reading and writing to develop their ideas in other subjects. From the youngest to the oldest they apply what they have learned to read competently, gain a good understanding of texts and to record their experiences in different ways. Using their literacy skills in other subjects means that pupils consolidate their learning in reading and writing. This helps to sustain the school's very good performance by the end of Year 2 and 6 in the English tests when compared with similar schools. Although standards by Year 6 will be closer to average this year it still represents good progress over time. Standards in speaking and listening are lower than reading and writing, more noticeably in Years 3 to 6. Pupils get involved in drama and there is good use of 'talking partners' to encourage talk but the older pupils, while confident to talk, still find it difficult to express their ideas, thoughts and feelings clearly.
3. Although there is some good use of numeracy across the curriculum it is not as well embedded as that of ICT and literacy. The school is aware of this and has identified it as an area for further action. Standards in mathematics are above average by Year 2 and Year 6 and pupils do well. Pupils have a good grounding in number and are developing and using strategies effectively to solve problems and calculate answers. As in English, the school's results in the tests at Year 2 and 6 are very much better than similar schools.
4. Children in the reception class have a good grounding in the basic skills of reading, writing and number. They develop their knowledge and understanding well, through

well-focused and exciting activities. The school has worked very hard since the last inspection to improve pupils' achievement across all subjects. The good progress in each stage of pupils' learning and in all subjects leads to the very good achievement overall. A themed approach has ensured that pupils have a rich diet that links subjects very well. This means that pupils have time to develop their skills, deepen their knowledge and increase their understanding, for example, of history in literacy, drama and geography lessons. The small number of pupils from different ethnic backgrounds do well. In a short period the pupil with English as an additional language has made excellent progress. This pupil is fully integrated in lessons and supported very well through careful assessment of need and well-chosen resources, such as models and pictures to aid the grasp of English. Knowing what the pupils are capable of ensures that activities in the different subjects challenge the higher attaining pupils, who are now doing better than at the time of the last inspection. In addition, the activities meet the needs of the average attaining pupils so that they do their best and provide the right level of challenge for the lower attaining pupils and those with special educational needs to achieve and not struggle with their work. Pupils with special educational needs do very well because there is well-focused adult support and they have access to very effective programmes to help their reading and writing.

5. The school's trend in standards by Year 6 has been rising faster than the national trend. This reflects the results in the first table below. Although the trend in standards by Year 2 has risen slower than the national trend, the trend was adversely affected by results in 2003. This drop did not reflect the school's performance in earlier years and the second table shows an increase in the scores in 2004; standards are now above average in reading, writing and mathematics.
6. Each year, the number of pupils taking the national tests at Year 2 and 6 are small. One pupil reaching or not reaching the expected level for their age can have a big impact on standards. The particularly high standards achieved in 2004 were as a result of all 13 pupils in Year 6 attaining the standard expected for their age and up to a third of this group attaining the higher Level 5.

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

Standards in:	School results	National results
English	30.2 (26.6)	26.9 (26.8)
mathematics	29.8 (27.9)	27.0 (26.8)
science	31.6 (28.7)	28.6 (28.6)

There were 13 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
reading	16.9 (14.7)	15.8 (15.7)
writing	15.8 (13.8)	14.6 (14.6)
mathematics	17.9 (15.7)	16.2 (16.3)

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

7. Standards in science are above average by Year 6; pupils' achievement is good. Pupils carry out investigations sensibly. By Year 6, pupils draw careful conclusions and make good reasoned choices about how they will present their findings.

8. Since the last inspection, improvements in standards and pupils' achievement across a number of subjects and in the Foundation Stage have been very good.

Pupils' attitudes, values and other personal qualities

Pupils have **very good** attitudes towards learning; their behaviour is **very good**. Pupils' relationships with others are **very good**. Pupils' spiritual, moral, social and cultural development are **very good**. Attendance is **very good** and pupils arrive punctually.

Main strengths and weaknesses

- Throughout the school, pupils are eager to learn; they find their lessons fun and interesting.
- In and around school, pupils work and play together very well; they very much enjoy coming to school.
- Pupils' awareness of how to treat others and their respect for each other contribute to a happy and welcoming school.
- Pupils' understanding of their own culture and that of others is very good.

Commentary

9. Pupils show a lively interest in their work. They say that lessons are exciting and this makes them want to work hard. Their hard work contributes very successfully to their achievement and progress. Pupils enjoy finding things out. From the youngest in the Reception class to pupils in Year 6 they confidently talk about what they are doing and their likes and dislikes. There is a very great deal that they enjoy about their school and nothing that they would like to see changed.
10. The high attendance at clubs during and after school, when on some nights the equivalent of half the school stays behind, shows just how much they like what the school has to offer. Their enjoyment of school shows in their regular attendance and the low incidence of absence. Very early in their time in school, children in the Reception class develop a strong sense of right and wrong. They build firm and friendly relationships with their classmates and adults and these create an atmosphere of warmth and harmony that continues in other year groups and is evident throughout the school. The very good promotion of positive social and moral skills shows in the pupils' very good behaviour, their care of others and the way they work with their classmates in and outside the classroom. There have been no exclusions.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.3	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.

11. Assemblies provide very good opportunities for pupils to develop an understanding of feelings and emotions, to cope with very difficult concepts such as death and to have space for their own thoughts, ideas and concerns. Adults treat pupils with respect, they value their efforts and pupils respond positively. Pupils copy these positive

characteristics and these show in the way they listen to and appreciate the efforts of others.

12. Pupils develop a good understanding of their own culture because the curriculum links work very effectively to pupils' experiences, their locality and heritage. Visits strengthen pupils' understanding, for example, of the impact of mining in the local area in the past and the impact of its demise in recent years. Pupils' understanding of cultures other than their own is promoted very successfully through the links the school has, for example, with schools in Hungary, as well as historical and geographical studies.
13. Since the last inspection, there has been good improvement in the provision for pupils' personal development.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **very good**. This is as a result of a wide and interesting curriculum, expertly taught, that inspires and challenges pupils to do their best. The pupils flourish in an atmosphere of warmth and care where they are valued and respected.

Teaching and learning

Teaching and learning are **very good** overall. Teaching and learning are good in all the subjects that were inspected in depth. Assessment is **good**.

Main strengths and weaknesses

- Teachers' planning makes very good links between different subjects to make lessons interesting and learning purposeful.
- Pupils are inspired to do their best because lessons are challenging and meet their needs very well.
- Teachers make very good use of learning support assistants and colleagues from the EAZ and sporting organisations to support pupils' learning.

Commentary

Summary of teaching observed during the inspection in 23 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	9	11	2	0	0	0

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

14. Teaching and learning are better than they were at the time of the last inspection. Improvements in teaching are across all subjects. Teachers' planning ensures that the time for learning is capitalised through the expert linking of subjects. In every class, teachers look for the opportunity to promote pupils' learning in a way that joins the threads of knowledge and understanding in one subject with those in another. They weave a range of experiences that capture pupils' interest and, importantly, meet their needs. Pupils like to use what they know in one subject to speed their learning in another. This is just one example of many: in design and technology, pupils in Year 6 enjoyed reading and adapting recipes and baking biscuits with healthier ingredients. They took this work a step further by using their knowledge and understanding of letter writing and persuasive language to write to the headteacher explaining why they

thought their biscuits should be sold in the school tuck shop. A step on from this was to produce posters to advertise their products, to write a script and make a short advertisement using video cameras. From this one activity, teaching had linked design and technology with literacy, art and design, ICT, science and personal and health education as well as building opportunities for pupils to use their reading, writing and ICT skills very effectively. This is why lessons grab the pupils' interest and stimulate them to use what they know and understand, and inspire them to do their best.

15. High expectations of what the pupils can achieve means that the higher attaining are confronted with activities that take them that bit further so that they have to think about what skills would best help them achieve what they are expected to learn. Support for groups of pupils of differing abilities is effective and relates closely to the careful assessment of what pupils have achieved and what they need to learn next. Support is built into activities for pupils with special educational needs so that they can access all the exciting activities available, working at a pace and level that ensures small steps of success that build their self-confidence and esteem. Pupils find their work challenging and pupils of all ages and abilities said how they like to work hard because they know that this will help them to improve. Setting targets and teachers' marking, particularly of writing, gives pupils a clear idea of how well they are doing and how they need to improve.
16. Learning support assistants and teachers from the EAZ and coaches from sporting organisations provide additional opportunities for pupils to extend their skills, knowledge and understanding across a range of subjects. Teachers plan for the involvement of these colleagues very carefully to ensure that their work builds successfully on that taking place in class; making sure they capitalise on the links that can be made between subjects. So in history, for example, pupils use drama to gain greater understanding of the conflict between the Celts and the Romans by enacting a battle between the two forces and questioning Boudicca and a Roman Soldier. In sporting events, older pupils not only develop their physical skills but also their personal skills by devising their own games and set of rules and then teaching them to the younger pupils. Learning support assistants not only provide valuable support in lessons but also support pupils in the 'better reading and writing' programmes and their work has a significant impact on how well these pupils do. The very good relationships between pupils and adults leads to strong working partnerships where pupils work very hard, try their best and behave very well.

The curriculum

The curriculum provides a **wide and exciting** range of opportunities that meet the needs and interests of all pupils. There is a **very good** range of activities outside the school day that enrich pupils' sporting, artistic and musical skills. The accommodation and range of resources are **very good**.

Main strengths and weaknesses

- Links between subjects and the use of literacy and ICT to support pupils' learning are very good; however, the use of numeracy is not as strong as in literacy and ICT.
- Enrichment of the curriculum is very good and there has been considerable improvement to the provision in subjects such as art and design, design technology, history, geography and music.
- Provision for pupils with special educational needs is good.

- The school makes exceptional use of EAZ support to enliven the curriculum.

Commentary

17. The curriculum has improved very well since the last inspection. It is very carefully organised to take account of the mixed aged classes and the interests and needs of the pupils. From the Foundation Stage to Year 6, well-planned activities expertly link the different subjects. This ensures that the curriculum is broad in all it has to offer and there is balance between the different subjects to ensure that pupils cover what is required. More importantly, the curriculum provides pupils with a wide range of rich and varied activities that they find exciting. The very good use of literacy and ICT skills across the whole curriculum supports pupils' learning very well. By comparison, the use of numeracy skills is not as well embedded within other subjects. The school has identified in its action plan that there needs to be a greater emphasis on planning for numeracy in other subjects to redress the imbalance.
18. The very good range of visits, visitors and workshops provide additional opportunities for pupils to gain understanding of, for example, localities different to their own and to investigate history. Older pupils remember vividly the visits to Drax power station and Whitby because they enjoyed the experience, and the visits were linked very well to their work in class. The very wide range of activities outside lessons appeal to pupils of all ages and interests. There are clubs for art, cookery, drama, Spanish and computer, as well as sporting activities such as football and tennis. Improvements to the accommodation have increased classroom teaching space, the outdoor areas for young children and provided a new sports ground, supporting the teaching of all subjects very well. Since the last inspection there have been some good improvements to the accommodation.
19. The school pays very good attention to ensuring that pupils of all abilities and aptitudes benefit from what is on offer. Pupils with special educational needs have well-focused individual support and help in lessons that ensures they do not struggle with their work. Pupils with special educational needs have clearly identified targets, which staff are aware of and plan carefully for them to achieve. The success of the school's support for pupils with special educational needs reflects in the number of pupils who become confident and no longer need additional support. Very good use is made of support staff to help pupils.
20. The school has been very successful in bringing excitement and enjoyment to pupils' learning. They have done this through careful curriculum development and by drawing on the support provided by the EAZ to promote creativity. This has been achieved by making exceptionally good use of specialist teaching and ICT resources.

Care, guidance and support

The school takes **very good** care of its pupils. It provides **very good** support, advice and guidance for all pupils, based on effective monitoring of their achievement. The involvement of pupils through seeking and acting on their views is **very good**.

Main strengths and weaknesses

- Procedures for ensuring the welfare, health and safety of pupils, including child protection, are very good.

- Pupils benefit from careful and well-considered advice that guides them very well in their work and play.
- Very good systems ensure pupils are meaningfully involved in the life of the school.

Commentary

21. Child protection procedures are very good, and training is kept up-to-date. The governors effectively carry out their responsibilities and ensure the school is safe and secure. Teachers know their pupils very well, and very effectively promote their academic and personal development, using the improved tracking systems well to plan future activities. This is an improvement since the last inspection. Pupils know their current targets for learning and often check their own progress. The teaching assistants provide very good support for all age groups. This is particularly effective for the pupils with special educational needs, who make very good progress. In addition, the learning mentor makes a strong contribution to pupils' pastoral care, and acts as a very good role model, particularly for the boys. This further underpins the school's determination to ensure that all pupils learn and develop as well as they can, whatever their ability or circumstances.
22. Very good induction arrangements help the youngest pupils begin their school life happily and confidently. Staff readily make themselves available to parents and carers, who say they feel confident to approach all staff if they have any concerns or questions. The very good system of welcoming pupils and parents into school from 8.30 a.m. each day makes communication informal and effective.
23. The school council is a very good system for involving pupils in the life and work of the school. It gives pupils good opportunities to show initiative and take responsibility. The councillors feel proud that they have improved playtimes by introducing the 'playground friends' scheme and gaining new play equipment. The personal development programme enables all pupils to share concerns and voice their opinions, and they are secure in the knowledge that they can trust all staff to help if they have a problem or difficulty. The school's approach sets an atmosphere in which pupils know that their ideas are welcomed and valued.

Partnership with parents, other schools and the community

Links with parents, other schools and colleges are **very good**. The school has **very good** links within the local and wider community.

Main strengths and weaknesses

- Parents are very supportive and hold the school in very high regard.
- The links forged with the local community and church provides valuable learning and enrichment opportunities for pupils.
- Innovative links have been established with other schools through the EAZ.

Commentary

24. Parents are very positive about the education their children receive. Many come in to spend time with their children at the start of the day and this gives them easy access

to both the class teachers and headteacher if they have questions or concerns. A number of parents help out in the school and they contribute very effectively to pupils' learning experiences. For example, they run some of the after-school clubs, listen to children read, and help prepare resources or assist on trips. Class assemblies, church services, sports days and special events are all well attended. A Friday 'drop in' session successfully involves a small group of parents who help to organise some of the school's fund raising and social events. They are also used as a sounding board for new ideas as part of the consultative processes, which seek parents' views about different issues. Some parents also help with the 'better reading' and 'better writing' projects and are pleased with the good progress their children make. Parents feel they are kept fully informed about their children's progress. Parents of children with special education needs are kept fully up to date and involved in the review processes.

25. Visits to places in the local area very effectively develop pupils' contact with the local community. The links with St Leonard's Church are especially strong and help foster the Christian ethos of the school. This is promoted through visits by the vicar to take weekly assemblies and visits to the church to celebrate special events. Pupils also help the elderly parish community by delivering parcels after harvest festivals.
26. The school is part of a very active EAZ. Work within the EAZ has developed very strong partnerships, for example, with Thrybergh Comprehensive and a number of other primary schools. The school is a lead school in the EAZ and very involved in many collaborative events including drama productions, business enterprise projects, sporting events, activities for the higher attaining pupils and residential programmes. The EAZ has also helped offer a computer club for parents and funds family learning programmes. The strong links with the secondary school helps with the transfer of pupils into Year 7 and ensures the move is as smooth as possible.

LEADERSHIP AND MANAGEMENT

Leadership, management and the governance of the school are **very good**.

Main strengths and weaknesses

- Very good leadership by the headteacher promotes a high level of confidence in the school.
- Staff, governors and parents share the school aim of enabling pupils to reach high standards in a happy, stimulating Christian atmosphere.
- The school gives equal consideration and support to pupils of all abilities, races and background.
- The governors know their school very well. They carry out all their statutory duties very effectively, and successfully ensure that the school receives best value from all spending.
- The staff form a strong team and carry out their roles as subject leaders very well.

Commentary

27. The headteacher's very clear sense of purpose is firmly embedded in the school's mission statement: *'Setting high expectations for all pupils whilst giving them every opportunity to develop their individual potential'*. Pupils are very happy; they work hard and know they are valued as individuals. These contribute successfully to the pupils' very good achievement and reflect the school's mission statement. The headteacher is very well respected. He is strongly supported by senior management, staff, parents and governors, all of whom show high levels of commitment to the aims of the school and to its pupils. The headteacher, staff and governors are very clear about continuing to improve and develop the school in future years.
28. All the teaching staff lead several subject areas, and they carry out their roles very effectively. As a result, there is a very good team spirit amongst the staff. This strong teamwork, which includes the teaching assistants, has developed and improved the curriculum so that it now meets the needs of all pupils. Subjects are linked together to provide stimulating learning experiences which pupils enjoy.
29. The governors are equally committed to raising standards and providing a warm, caring environment in which all pupils can develop academically and personally. Governors have very good knowledge of their school and demonstrate clear understanding of the school's performance. Governors bring a valuable range of expertise and experience that enable them to carry out their statutory responsibilities very well. They question and challenge the headteacher knowledgeably on budget decisions and curriculum development. They carefully check the effectiveness of their decisions against the impact on standards and pupils' achievement. Good links with subject leaders add to the governors' knowledge of the school.
30. The school's improvement plan very clearly focuses on continuing to raise achievement and improve the quality of the curriculum so that all pupils have the best possible chance to succeed. Assessment information is thoroughly analysed and used effectively to respond to pupils' needs by improving and developing teaching and by adapting the curriculum. The headteacher's monitoring of teaching is perceptive, and has contributed to improvements in standards and achievement. Financial management and control are very good. The budget is shrewdly managed and monitored thoroughly by the governors, with careful regard to priorities and the future development of the school. The school makes very good use of funding from external sources. For example, the local education partnership has funded training for the teaching assistants. This has been valuable professional development for them, and a vital contribution to the very good achievement of all pupils, particularly those with special educational needs. Overall, the school provides very good value for money.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	303,495.00
Total expenditure	287,910.00
Expenditure per pupil	2,665.00

Balances (£)	
Balance from previous year	6,678.00
Balance carried forward to the next	15,584.00

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Children start school with standards below those expected for their age; their skills in speaking and listening are well below average. They make good progress during their time in the Reception Year and most attain the goals set for their age by the time they move into Year 1. They receive a wide and interesting range of experiences both inside and outside the classroom, which are relevant to their age and abilities. This is an improvement since the last inspection and the provision for children in the Foundation Stage is now good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are happy and they feel safe and secure because adults value and respect their efforts.
- Children work very well on their own and with others because adults organise tasks that help children to grow in confidence and independence.
- The children have a very good sense of right and wrong; their behaviour is very good.

Commentary

31. Adults set very good examples for the children. They listen to the children, encourage them to talk about their feelings and let the children know that they care for them through their responses and actions. As a result, children copy the adults' very good examples. Children happily initiate talk with adults; they learn that they must give others a chance to talk and that at certain times they need to listen. They also know how important it is to take turns. All this contributes very well to a happy environment where children try hard and work and play together very well. Praise, and the recognition of children's achievements, develop in the children a real desire to be good; in lessons their behaviour is often exemplary. Very good teaching ensures that children have chances to work with others or on their own. This is planned for carefully through a range of activities that require children, for example, to work with a partner on the computer, to join with up to three others to act out a familiar story or to be part of a larger group in a talking and writing activity. Children become more secure in their interactions with their classmates and develop the concentration to work on their own when they are asked to. Children achieve very well and reach standards above those expected for their age in their personal, social and emotional development because they learn very effectively from the examples set for them and the expectations placed upon them.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children love books and enjoy listening to stories.

- Children take turns in conversations and offer their ideas confidently; adults set them good models to copy.
- Children's development in writing is good.

Commentary

32. Children listen avidly to stories. This is because adults build up suspense very effectively so that children are waiting with bated breath to hear what happens next. In one lesson, the excitement was all too much for one little boy, as the page turned to finally show the bear in his cave, he covered his eyes because he was so scared for the people in the story! Lively reading aloud by the teacher instils in children a clear understanding of how to add expression to capture the interest of the listener. Good and expert teaching makes very best use of the text to consolidate children's understanding of punctuation and the need to start at the top of the page and read from left to right. Children show that they are using what they learn. For example, one little girl mentioned how she had to sound really surprised when she was reading aloud because there was an exclamation mark at the end of the sentence. Children offer their thoughts and views confidently because this is encouraged and valued, and they are taught the key words to help them express what they are learning about. As a result, they make good progress and learn well in lessons. Writing also develops well because of the opportunities children have to think and talk about what they want to write. From the very beginning, the children are taught joined writing and this works well with many forming letters correctly. Higher attaining children write coherent accounts and those that need a little more support with their work benefit from well-focused help from the teacher and nursery nurse. Children's achievement is good and they reach standards in line with those expected for their age.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children work confidently with numbers because mathematics is integrated well into classroom activities.
- The challenge for children is good and leads to the higher attaining mastering work usually tackled by older pupils.
- Children's achievement is good; they develop a good understanding of number.

Commentary

33. Links between the different areas of learning and mathematical development are strong. As a result, children engage in purposeful activities that not only strengthen their mathematical understanding but also help them to develop, for example, physical skills and their knowledge and understanding of the world. Good teaching concentrates on making sure that children of different abilities are confronted by activities that make them think and test out their mathematical skills and knowledge. For the higher attaining children this is particularly effective because they have the chance to exceed what is expected for their age. Effective teaching and the use of pictures, songs and rhymes help children to consolidate a good knowledge of number.

They count accurately to 20 and sometimes beyond and use strategies such as holding the largest number in their head and then counting onwards or backwards to accurately add and take away. Children's achievement is good; standards in line with those expected for their age.

34. Not enough teaching was seen to make secure judgements about the provision in children's **knowledge and understanding of the world, physical development and creative development**.
35. Children's **knowledge and understanding of the world** are developed effectively through themes and visits to places of interest. This brings the learning alive for children and makes purposeful links with aspects of their language and mathematical development. Children are grasping a very good understanding of ICT and they use computers competently. For example, some of the higher attaining children make short animated films related to the story *We're all going on a Bear Hunt*. They explain clearly how they use the program and work with their classmates so that all the children have a chance to learn. It also supports their **creative development** successfully because the children create their own pictures, add a storyline and enjoy making the sound effects as they talk about what is happening. The improved outdoor facilities enable children to use large equipment and to run, climb, jump and ride, ensuring a high level of activity that supports their **physical development** well. Children's achievement is good in the above areas of learning and they reach the goals expected for their age.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils make very good use of their reading and writing skills in other subjects.
- Most pupils listen carefully but pupils in the older classes do not always find it easy to express their views and opinions clearly.
- The 'better reading and writing' programmes are very effective in helping to raise standards and improve pupils' achievement; pupils with special educational needs make very good progress.

Commentary

36. Good well-focused teaching ensures that pupils develop their reading and writing skills successfully. Pupils learn to use these skills across a range of subjects. This not only helps to consolidate their knowledge and understanding of reading and writing but also gives the pupils access to new learning in most subjects. It has a significant impact on standards, which are above average by Year 2 and average by Year 6. Although, standards this year by Year 6 are lower than in previous years, this group of pupils have done well from their below average attainment on entry and with over a third of them receiving additional help for their special educational needs.
37. The pupils meet a range of reading materials such as information gathered from the Internet, books and publications. Pupils in Years 1 and 2 use their knowledge of letter

sounds well to help them work out unfamiliar words. They draw on pictures within the text to gain clear meaning from what is written. If they are not sure of a word, they will read to the end of the sentence to try and work out its meaning. They use these strategies very well to read not only for enjoyment but also to gather information. By Year 6, pupils extend these strategies and have a good understanding of how quickly to find information in books and pick out key facts to help them with their work. Teachers make sure that they choose texts in other subjects that challenge pupils so that they meet passages of writing that are within their understanding but that also provide chances for pupils to learn new words and key facts. This is an important factor in why pupils achieve as well as they do.

38. Pupils in Year 2, competently access the Internet to find out information about the rainforest, linked to their work in science. Using their writing skills they note down key phrases and words to help them remember facts to support their writing when they return to class. Older pupils in Years 3 to 6 are also adept at choosing key points and this aids their writing. The emphasis placed on using writing skills across the curriculum means that pupils of all ages and abilities have the opportunity to express their ideas and develop their work at their own pace and level of difficulty. This is evident in how well higher attaining pupils now do and how many pupils reach the level expected for their age. Expert leadership and management of English have led to a whole school approach to integrating literacy. The staff see the value it adds to pupils' progress, not only in English but in other subjects, and they are committed to making purposeful links between literacy and other subjects whenever it is feasible.
39. Pupils talk confidently about their work but not always clearly. This is more evident in Years 3 to 6 and standards are below average in speaking and listening. Teachers invest time for pupils to think, engage in discussions and have 'talking partners' where they can test out their ideas with their friends. Expert support from the drama specialist from the EAZ also provides some useful opportunities for pupils to express themselves. In spite of these positive features, pupils still find it difficult to give short, snappy answers or develop their speaking further in more formal situations. This hinders them and lowers the standards they attain. Standards in speaking and listening are lower than other aspects of English when children first start school and more needs to be done to redress the imbalance, especially in the older year groups where deficiencies are most pronounced.
40. The school makes very good use of initiatives and teaching programmes from the EAZ and Rotherham support services. The 'better reading and writing' programmes prove to be particularly successful, stimulating pupils and giving them the confidence to tackle reading and writing activities with increased confidence. Learning support assistants play a vital role in delivering the programmes. Their expertise and experience mean that pupils with special educational needs have valuable and well-focused input. Resources, not only used in individual sessions but throughout the school, are very good aids to help pupils use the correct punctuation, grammatical structure and make improvements to their writing. These help to raise standards further because higher attaining pupils, for example, are quite clear about how they can achieve the higher Level 5 in their writing and the average and lower attaining pupils have simple but useful prompts to help them to do their best. Pupils achieve well.

Language and literacy across the curriculum

41. Language and literacy are very well embedded into work in other areas through drama, opportunities to write their own accounts in subjects such as science, history

and music, and through writing evaluations of their dance work in physical education. They use reading resources regularly to gather facts and learn about things from long ago and far afield. Drama is a useful vehicle to develop language, and the telling of stories and taking part in plays provide good opportunities for pupils to express their thoughts and ideas.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils' achievement is good; standards are above average.
- There is very good teaching in Years 5 and 6.
- Pupils work hard, show enjoyment in mathematics and work together effectively.
- Staff make good use of all resources to help pupils learn but their marking provides few pointers to show pupils how they can improve their work.
- Opportunities for pupils' to use and extend their numeracy skills are not as well developed as they are in literacy and ICT.

Commentary

42. Pupils enjoy mathematics; they respond well in lessons and attain standards well above those of similar schools. The majority of pupils present their work neatly and legibly, and can use charts, tables and graphs competently, often using ICT to present data and results clearly. Pupils make good progress as they move through the school. The subject manager provides very good support for colleagues and has devised a clear action plan that concentrates very well on improving pupils' performance. The overall improvement in the quality of teaching and in the performance of the higher attaining pupils indicates good improvement since the previous inspection.
43. The overall quality of teaching is good; there is expert teaching in Years 5 and 6 and this enables pupils in these year groups to achieve very well. Teaching places a strong and appropriate emphasis on learning through meaningful and practical activities. This ensures pupils are fully involved in their work, develop good problem solving skills, and improve and consolidate their mathematical knowledge. Pupils in Year 2 have good opportunities to build on their own knowledge. When choosing the best strategies for counting forward and back in 5s, they showed inventive thinking skills, including the idea of using a circle divided into ten equal sections to help them count. Older pupils of all abilities relish the high level of challenge they meet throughout their lessons. They respond well when asked to take some responsibility for their own learning and sensibly organise materials, work towards their targets and become more independent. Teachers use assessment information well to plan interesting activities that match the needs of each of their pupils. In addition, tracking information is used well to monitor pupils' progress and set suitable targets for them to aim for. Pupils know these targets well and work towards them diligently.
44. All resources are used well to help pupils. The teaching assistants provide high levels of well informed support. This is particularly valuable to the pupils with special educational needs and contributes to their very good achievement. This is because the teaching assistants are aware of pupils' targets and help them to stay focused. In addition, they check to ensure that pupils with special educational needs are keeping up with the work and provide timely support when needed. Although teachers' marking

praises pupils' efforts, it lacks detail of what they could do to improve, which some pupils would benefit from such as reminding them of targets or suggesting different ways of solving a problem.

Mathematics across the curriculum

45. Links with other subjects are not yet as well developed in numeracy as they are in literacy, ICT or art and design. This is an area for development in the subject improvement plan. In physical education lessons, pupils in Year 2 use their knowledge of doubling and finding the difference between numbers to count and calculate their scores accurately. Pupils understand minus numbers and use this knowledge well to help them plot temperatures and show their findings in line graphs in geography. In science they accurately measure how far sound travels. Older pupils make useful links with other subjects by using their understanding of co-ordinates to draw aliens, they measure and carefully construct geometrical shapes into cartons for biscuits made in design technology and often present data and charts using the interactive whiteboard.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- All pupils make good progress in science and standards in Year 6 are above the level expected for this age.
- There is a clear emphasis in lessons on the teaching of scientific experimentation and observation and using results to make pertinent evaluations of experiments.

Commentary

46. The high emphasis on improving opportunities for pupils to become involved in investigation and experimentation is having a positive impact on standards. By Year 6 pupils have carried out a wide range of scientific enquiry and this has led to good achievement and current standards are above average with an increasing number of pupils exceeding the level expected for their age.
47. Pupils confidently carry out investigations and are able to make thoughtful predictions and describe their methods, results and conclusions using appropriate scientific language and technical terms. For example, in a lesson about irreversible changes, Year 5 and 6 pupils were able to predict what they thought would happen when various materials were burnt and whether a new substance would be formed as a result of the process. They were also able to record and present their findings in a variety of ways including incorporating ICT to make a PowerPoint presentation.
48. Teaching of science is good and leads to effective learning. Teachers use a practical approach and make learning fun. They use questions effectively and make pupils think and provide explanations. Lessons are planned in good detail to match the age and ability of the pupils. Teachers' effective use of technical scientific language is a common feature and this helps pupils to describe their experiments and their findings. Technical terms are explained to enable pupils of all abilities to be fully included in debates and discussions. The very positive attitudes pupils show to their learning is also reflected in the good quality of the written work in their books and the way they

talk confidently and enthusiastically about the subject. As a result, pupils are beginning to think as young scientists.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The use of ICT to support pupils' learning in other subjects is very good.
- The pupils achieve very well and teachers make very good use of the resources available for learning.
- Pupils use ICT confidently and work well on their own or with others.

Commentary

49. Strong and very effective leadership and expert management of the resources available through the EAZ have provided a well-constructed and wholehearted approach to embedding ICT across the curriculum. This results in pupils of all ages using ICT naturally in their pursuit of knowledge and understanding and in presenting their findings, written accounts and recording their achievements. For example, after pupils in Year 6 had completed a scientific investigation some of them chose to show their findings using PowerPoint. In Year 5 pupils wrote a script for a television advertisement and then recorded their work on tape; they ensured that they used persuasive language, an aspect of the work they had been covering in literacy. This use of ICT is evident in all year groups and in all subjects. From the very youngest pupils to the oldest, skills develop very well but it is the use of these skills that really speed pupils' progress not only in ICT but in other subjects as well.
50. The very good achievement is supported by very good teaching by class teachers and specialist from the EAZ. Teachers plan carefully so that ICT experiences provide the chance not only to support pupils' learning in other subjects but also to build on what the pupils have learned before and what they need to learn next in ICT. These experiences ensure that pupils do so much more than just finding things out in other subjects. They develop their ideas, they learn how ICT supports us in many different ways, and how to make choices and adapt and evaluate what they are doing. This leads to above average standards. Teachers have kept pace with the ever changing demands of teaching ICT, they make good use of interactive whiteboards and new programs to ensure that pupils experience the latest there is on offer for schools. Because pupils are now adept and confident in using ICT they work very well on their own. They are proud of their knowledge and achievements and happily work with each other, sometimes helping those who might be struggling, and share the equipment sensibly.

Information and communication technology across the curriculum

51. Information and communication technology is a very effective tool to develop skills, knowledge and understanding across the curriculum. Pupils use still and movie cameras to record their work, for example, in physical education, literacy and design and technology. They use search engines to gather information in a range of subjects, which help their reading skills as well as strengthening their knowledge and understanding in subjects such as art and design, music, history and geography. They

select programs that best suit their needs, for example, PowerPoint to display their findings in science and the outcomes of mathematical investigations.

HUMANITIES

52. No **geography** lessons were timetabled during the inspection. Evidence was gathered from pupils' books, displays and discussions with pupils. These showed that pupils' knowledge and understanding are above those normally seen for their age. The curriculum is covered well. Visits and field studies, including a residential trip to Whitby, provide very good enrichment of pupils' knowledge of different localities. Younger pupils begin to learn direction and mapping skills by drawing plans of the school. Well planned curriculum links between geography and history broaden pupils' understanding of how people, places and land use change and develop over time. Good displays and resources, including the Internet for individual research, are used well. Older pupils made good use of their ICT skills to produce colourful information sheets about European countries. The strong international links with schools in Hungary, Finland and Italy further enhance pupil's experience of the world beyond their locality.

History

Provision in history is **good**.

Main strengths and weaknesses

- Standards are above those expected by Year 6, and pupils achieve well.
- The curriculum is covered well, and linked well to other subjects including geography, art and design and literacy.
- A very good range of visits enriches pupils' knowledge and experiences.

Commentary

53. Teaching is good with some very good features. Using drama to re-enact the battle between the early Britons and the Roman army brought history to life. It vividly painted a picture of the hardships experienced and when Cassius, a Roman soldier, and Queen Boudicca came to the lesson the pupils were able to question and gain further historical understanding. The battle and debates were very effective ways for pupils to learn that there are usually opposing viewpoints about events in history. In a good practical lesson, pupils learned to compare building methods and materials by making wattle and daub walls or mosaic floor tiles. History is often taught through well-linked topics, for example changes in fashion or children's toys through the ages.
54. Discussions with older pupils, the work in their books and on display showed a good knowledge and understanding of chronology and change over time. There was insufficient evidence to form a judgement on the teaching in Years 1 and 2. Evidence from these pupils' books, discussions and the lively displays around the school shows full coverage of the curriculum. Discussions with pupils showed that they enjoy history lessons and have good recall of what they have learned during their time in school. In particular, they have a good knowledge of local industry, culture and traditions and how the area has changed and developed over time. The subject is well led and managed and resources are good. There has been good improvement since the previous inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

55. Evidence from teachers' planning and samples of work indicates that these subjects are embedded in the cross-curricular thematic work. This work is interesting and challenging. Not enough lessons were seen in each of the subjects to make secure judgements on teaching and pupils' learning. Evidence was gathered from some lessons, pupils' books, displays and discussions with pupils.
56. Work in **design and technology** shows a clear improvement in standards from the last inspection, and reflects the broad and interesting curriculum. Standards are now above those expected for pupils in Year 6; pupils' achievement is good. Evidence of work in the subject is recorded in photographs and written work. Pupils in Year 3 and 4 understand the need to plan before making a prototype, and then alter and improve their original design after evaluating it. Visits are an important stimulus for work in design and technology. Following a visit to the National Museum of Mining, Year 6 pupils constructed controllable vehicles and evaluated how much weight they were capable of holding. A visit from a toy manufacturing company provided the stimulus for Year 1 pupils to design and make their own toys.
57. In **art and design**, displays around the school show that teachers develop pupils' artistic ideas and skills through exciting and challenging activities. As they move through the school, pupils build on a wide range of skills. By Year 6 they attain standards above those expected for their age and achieve well. This is very good improvement since the last inspection when the subject had a number of weaknesses. Pupils study a range of artists both contemporary and from the past. Pupils in Year 3 and 4 have studied the work of Van Gogh and Picasso, whilst older pupils have been adapting the style of Picasso into their own portraits, showing a clear understanding of the work of the artist. Pupils in Year 6 had made detailed observational drawings of miners using a variety of materials, such as pastels and charcoal, these were then evaluated and appropriate alterations were made.
58. **Music** makes a significant contribution to pupils' creative skills and makes a good contribution to their cultural development. There is a wide range of instruments provided in music tuition, including saxophones, bassoons, cornets, guitars and flutes. Over 30 pupils play in the school band and many other pupils take part in the school recorder club. Music is an important part of assemblies, providing a good opportunity for pupils to perform in front of the whole school. Pupils respond well by listening to music and taking part in lessons with obvious enjoyment. Teaching makes good links with other subjects, with pupils in Year 4 beating a marching rhythm linked with the topic on Romans. They were learning about dynamics and musical symbols. Standards and pupils' achievement are better than they were at the time of the last inspection. Standards are above those expected by Year 6 and pupils' achievement is good.
59. In the lessons seen in **physical education**, teaching and learning were good. Pupils take part with great enthusiasm, developing good basic skills and an understanding of the rules of the game and the importance of working together as a team. Pupils in Year 1 and 2 enjoyed combining their physical education skills with numeracy as they took part in a variety of timed activities such as throwing quoits into a hoop, dribbling a football around two cones and skipping. After each activity the children recorded their score and then doubled it. Specialist coaches provide excellent resources such as tennis balls with variant speed and bounce, to enhance skill development. Year 5 and 6 pupils were made aware of the skills needed to coach younger pupils from the

Foundation Stage. Using invasion games they adapted the rules to suit the needs of young children. As at the time of the last inspection, standards are above those expected for pupils in Year 2 and Year 6 and their achievement is good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

60. Not enough teaching was seen in personal, social, health education and citizenship to make a firm judgement about provision. Evidence was collected from discussions with pupils, looking at teachers' planning and samples of pupils' work.
61. Circle time, the school council, assemblies and discussions in lessons all provide very good opportunities for pupils to learn how to interact with others, give opinions and listen to the views of others and to learn how to stay safe and healthy. Pupils of different ages understand the need for a healthy diet and frequent exercise because these are promoted very well through the school's healthy eating programme and the support of the Northern Sports Association. Pupils feel listened to and that their views are taken into account; they are developing a strong sense of community. The way they are treated and the examples provided for them help them to understand what is important if you want to be a good citizen.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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