

INSPECTION REPORT

WIMBOTSHAM AND STOW COMMUNITY SCHOOL

King's Lynn

LEA area: Norfolk

Unique reference number: 120893

Headteacher: Louise Ward

Lead inspector: Godfrey Bancroft

Dates of inspection: 16 – 17 May 2005

Inspection number: 268273

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	81
School address:	Chapel Lane Wimbotsham King's Lynn
Postcode:	PE34 3QH
Telephone number:	01366 382336
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Appropriate authority:	The Governing Body
Name of chair of governors:	Derek Barnes
Date of previous inspection:	24 – 26 May 1999

CHARACTERISTICS OF THE SCHOOL

The school is smaller than most and serves the communities of two villages to the south of King's Lynn in Norfolk. The socio-economic circumstances of the area are average. The percentage of pupils eligible for free school meals is below average. There are no pupils from minority ethnic groups and no pupils who speak English as an additional language. Pupil mobility is similar to that found in many schools. Children's attainment on entry to the school is below that expected for their age, although there are some year-on-year variations because of the relatively small number of pupils in each year group. The percentage of pupils with special educational needs is broadly in line with the national average. The range of special educational needs includes specific learning difficulties, moderate learning difficulties, speech and communication difficulties and visual impairment. The percentage of pupils with statements of special educational need is below the national average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3687	Godfrey Bancroft	Lead inspector	Foundation Stage English Science Art and design Design and technology Music Physical education Personal, social, health education and citizenship
19743	Ann Taylor	Lay inspector	
32351	Pauline Ball	Team inspector	Mathematics Information and communication technology (ICT) Geography History Religious education English as an additional language Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Wimbotsham and Stow Community Primary is a good school. Pupils enjoy learning and achieve well. Teaching and learning are good. Leadership and management are good and the school provides good value for money.

The school's main strengths and weaknesses are:

- By the end of Year 6 pupils achieve very well in English and well in mathematics and science.
- Children in the Foundation Stage receive a good start to their education.
- Pupils show good attitudes to their learning and behave very well. However, assemblies do not focus sufficiently on developing pupils' spiritual awareness; more needs to be done to prepare pupils for life in a multi-cultural society.
- Teachers' relationships with pupils are very good and teaching assistants contribute very well to pupils' learning.
- The curriculum is satisfactory. However, the school needs to extend the good practice that has improved learning in English, mathematics and science to all other subjects.
- The provision to ensure pupils' care, welfare, health and safety is very good.
- The school's links with parents are very good.
- The headteacher provides effective leadership and is supported well by the governing body.

Improvement since the last inspection is good. Standards have improved well, particularly in English and in information and communication technology. The school improvement plan is structured very well and enables the governing body to evaluate the quality of provision and to ensure that the school provides good value for money.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	C	E	C	C
mathematics	E	D	B	B
science	D	E	C	C

*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 from all abilities and backgrounds achieve well. The attainment of children on entry to the Foundation Stage is below average. Children achieve well and by the time they leave the reception class standards are close to those expected for their age. In the most recent tests (2004) for pupils in Year 2, standards in reading and writing were below average and mathematics was average. Compared with similar schools standards were well below average in reading and writing, and below average in mathematics. In the same year, tests for pupils in Year 6 showed standards in English were average, standards in mathematics above average and in science average. Compared with similar schools standards were average in English, above average in mathematics and average in science. However, because of the very small numbers of pupils and the differing numbers of pupils with special educational needs in each year, standards tend to vary quite substantially from year-to-year. Inspection findings show that pupils achieve well and standards in Year 2 in reading, writing and mathematics match national expectations for this age group. Inspection findings also show that by the end of Year 6 pupils achieve well in relation to their prior attainment and standards in mathematics and science are above average. Standards are also

above average in English, with pupils achieving very well. Standards, overall, are as high as they should be.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. However, assemblies do not always contribute sufficiently to the development of pupils' spiritual awareness and there is no fully structured approach to preparing pupils for life in a multi-cultural society. Pupils' attitudes to their learning are good and their behaviour is very good. Attendance is well above average.

QUALITY OF EDUCATION

The quality of education is good. Teaching and learning are good. Teachers' planning, especially in English, mathematics and science, provides well for pupils of all abilities. Teachers' relationships with pupils are very good and teaching assistants make a very good contribution to pupils' learning. Arrangements to assess pupils' attainment and progress are satisfactory. The curriculum for the Foundation Stage is good. Curricular provision at other stages is satisfactory and meets statutory requirements. However, the school has yet to fully apply the principles advocated by the guidance document 'Excellence and Enjoyment' to the provision for all subjects. The range of activities provided to enhance the curriculum is good. The accommodation and resources for learning are satisfactory. The provision made for the care and welfare of pupils is very good and pupils are supported well in their learning. Links with parents are very good. Links with the community and with other schools are good.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good. The governing body meets its statutory duties well. Governors are very supportive of and knowledgeable about the school. The leadership of the headteacher is good and provides the basis on which pupils achieve well and staff are able to work effectively. Subject leaders and other staff with additional responsibilities undertake their duties well. The financial management of the school is good and the governing body, headteacher and staff ensure that the resources available to the school are effectively used.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think the school is very good and are very pleased with the quality of education it provides for their children. Pupils also think their school is very good and they enjoy attending and learning. The school is good at involving pupils by seeking and acting on their views.

IMPROVEMENTS NEEDED

There are no features of provision in this good school that are unsatisfactory. However, the most important things the school should do to improve are:

- Consider fully the implications for the curriculum recommended by the guidance document 'Excellence and Enjoyment'.
- Make more effective use of assemblies to develop pupils' spiritual awareness.
- Provide a structured approach to preparing pupils for life in a multi-cultural society.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Children in the Foundation Stage and pupils in Years 1 to 6 achieve well. By the end of Year 2 standards are average. By the end of Year 6 standards are above average.

Main strengths and weaknesses

- By the end of Year 6 standards in English, mathematics and science are above average.
- Children in the Foundation Stage achieve very well in personal, social and emotional development and in physical development.
- Pupils in Years 5 and 6 achieve very well in English.

Commentary

1. The very small numbers entering the Foundation Stage each year mean that the level of attainment on entry often varies significantly from year to year. The attainment on entry of the children currently in the Foundation Stage is representative of the full range of ability, but is below average overall. During their time in the Foundation Stage children achieve well in all areas of their learning. By the time they leave the reception class standards are close to those expected for their age. They achieve very well in personal, social and emotional development and in physical development, exceeding the early learning goals in these areas.

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

Standards in:	School results	National results
reading	14.8 (14.2)	15.8 (15.7)
writing	13.8 (14.5)	14.6 (14.6)
mathematics	16.0 (13.9)	16.2 (16.3)

There were 12 pupils in the year group. Figures in brackets are for the previous year.

2. Great care needs to be taken when considering attainment over time as year-on-year test results often vary greatly. This is caused mainly by the relatively small number of pupils in each year and the differing numbers of pupils with special educational needs in each year. However, the school's trend in the average points score for national tests in reading, writing and mathematics for pupils in Year 2, over the last five years, falls below the national trend. The trend for pupils in Year 6, over the same period of time, is above the national trend.
3. In the most recent tests (2004) for pupils in Year 2, standards in reading were below average, writing below average and mathematics average. Compared with similar schools standards were well below average in reading and writing, and below average in mathematics. Inspection findings show that pupils achieve well and current standards in reading, writing and mathematics are average.

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

Standards in:	School results	National results
English	26.6 (24.8)	26.9 (26.8)

mathematics	27.8 (25.5)	27.0 (26.8)
science	28.6 (26.5)	28.6 (28.6)

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

- In 2004, the national tests for pupils in Year 6 showed standards in English were average, standards in mathematics above average and in science average. Compared with similar schools standards were average in English, above average in mathematics and average in science. Inspection findings show that pupils achieve well and standards in mathematics and science are above average. Standards are also above average in English, with pupils achieving very well.
- Pupils achieve well in most other subjects, and standards at the end of Years 2 and 6 are in line with those expected for their ages. This is because the quality of teaching and learning is mainly good and pupils are supported very well by teaching assistants. Standards in religious education are average and pupils achieve satisfactorily. The improvement in standards since the time of the last inspection is good, especially in information and communication technology where standards were previously below average. Pupils with special educational needs are supported well and they achieve well. Gifted and talented pupils also achieve well and the provision made for their learning is good. Targets set by the school for pupils' future attainment indicate that the current standards are likely to be maintained.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes are good and their behaviour is very good. Their personal development, including their spiritual, moral, social, and cultural development, is good overall. The attendance rate is very high.

Main strengths and weaknesses

- Relationships between everyone are friendly because staff know pupils as individuals and pupils get on well with each other.
- Staff have consistently high expectations of very good behaviour and are very good role models for their pupils.
- Pupils' attendance rate is very high because they love coming to school and their parents ensure they attend regularly.
- Assemblies do not contribute strongly enough to pupils' spiritual development.
- There are insufficient opportunities for pupils to prepare for life in a multi-cultural society.

Commentary

- Pupils are friendly, polite individuals who quickly make visitors feel welcome. They are keen and interested in their lessons and want to do well. Relationships are warm and friendly, based upon teachers who like their pupils and pupils who enjoy each other's company. Playtimes illustrate the harmonious atmosphere here, when pupils will often play with friends from other classes, regardless of age. Children in the Foundation Stage achieve very well in their personal, social, and emotional development.
- There is a high expectation of very good behaviour in this school, with staff being good role models for pupils to aspire to. There were no exclusions during the last reporting year. Pupils respond very well and their behaviour during lessons and in other activities is very good. This makes a positive contribution to pupils' learning. Pupils work well together and sustain their effort and interest when they work independently. Teachers and other staff instil in pupils a good deal of respect for both people and property. For instance, playground toys are now looked after rather well. When talking to the older ones about homework and its value, they showed their maturity by explaining how valuable homework was in helping their learning, going so far as to say that even if it was optional, they would do some anyway!

8. Pupils' spiritual, moral social and cultural development, including their personal development, is good overall. A yearly residential trip, an annual visit to London and an eagerly anticipated 'sleepover' at school are all highlights of the year for the oldest pupils. These experiences are really helping pupils to mature into young adults and many are very knowledgeable about their community. The moral and social aspects of school life are much stronger than the cultural and spiritual ones. Assemblies during the inspection missed several opportunities for spiritual development, including when pupils could have enjoyed and reflected whilst listening to music. The school has highlighted multi-cultural education as an area for development and inspection evidence agrees. As yet, there are very limited chances to prepare pupils for life in a multi-cultural society.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.7	School data	0.8
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.

9. Attendance has risen sharply this year, to a figure the school is more used to. It is now well above average and presents a very good picture. In fact, the target the school set itself for 2008 has already been exceeded! Last year's published figure, which was below average, was because of two pupils with severe attendance problems. In a small school like this, statistics are easily skewed by individual circumstances, as in this case.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Teaching and learning are good. Overall the curriculum is satisfactory. The range of activities provided to enhance the curriculum is good. The accommodation and resources for learning are satisfactory. Equality of access and opportunity are good for all pupils. The provision made for the care and welfare of pupils is very good and pupils are supported well in their learning. Links with parents are very good. Links with the community and with other schools are good.

Teaching and learning

Teaching and learning are good. Arrangements to assess pupils' attainment and progress are satisfactory.

Main strengths and weaknesses

- Teachers' planning, especially in English and mathematics, provides well for pupils of all abilities.
- Teachers' relationships with pupils are very good.
- Teaching assistants make a very good contribution to pupils learning.

Commentary

Summary of teaching observed during the inspection in 16 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	12	0	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.

10. Teaching in the Foundation Stage and in Years 1 to 6 is good. At the time of the last inspection teaching in Years 1 and 2 was satisfactory and improvement since that time is good. During the inspection, very good teaching was seen in English and mathematics in Years 5 and 6 and in English in Years 1, 2, 3 and 4. Teachers have good knowledge of the subjects they teach. Teachers' planning to meet the needs of pupils of all abilities is good. Teachers ensure that work is prepared carefully to meet the needs of the differing ability groups and ages within each class. This helps pupils to learn well and to make good progress. It also ensures that the promotion of equality of opportunity and inclusion for all pupils is good. This is particularly so for the teaching of English and mathematics. The teaching and support provided for pupils with special educational needs is good and ensures that these pupils learn well.
11. Teaching assistants make a very good contribution to the achievement and learning of all pupils. They are confident and knowledgeable when they lead groups and work with individuals, clearly understanding the needs of their pupils very well. Teaching assistants also provide good support for pupils with special educational needs. They are very knowledgeable about what needs to be done to help each of these pupils to learn well.
12. Where the provision for teaching classes is shared, such as in Years 3 and 4 and Years 5 and 6, teachers work very well together to ensure pupils' needs are met effectively. Teaching is often enthusiastic and captures pupils' interest well. Pupils respond very well to their teachers' insistence on very good behaviour. The relationships that teachers and teaching assistants have with pupils are very good and help pupils to learn well. For example, the skills of literacy are taught very well. This ensures that pupils apply their ability to write very well in subjects such as science and history. The ability of pupils to work collaboratively and independently is good. Teachers use homework satisfactorily to extend pupils' learning. Pupils appreciate this and see the value of the work they are set, understanding how it reinforces their learning.
13. Arrangements to assess pupils' attainment and progress are satisfactory. Teachers use the information they gain from making assessments in English and mathematics effectively when planning the next stages of pupils' learning. They also provide pupils with helpful information about how to improve. A very good example of this is evident in the marking of pupils' work in English in Years 5 and 6.

The curriculum

The curriculum for pupils in Years 1 to 6 is satisfactory and in the Foundation Stage it is good. Opportunities for enrichment of the curriculum are good. Resources for learning and accommodation are satisfactory.

Main strengths and weaknesses

- Very good provision for English gives a strong basis for pupils' future learning.
- All pupils, including those with special educational needs, have full and equal access to the curriculum.
- Provision for special educational needs is good.
- Pupils are offered a good range of extra-curricular activities.
- The school needs to extend the good practice that has improved learning in English, mathematics and science to all other subjects.

Commentary

14. The curriculum is satisfactorily broad and suitably balanced and meets statutory requirements for all subjects of the National Curriculum and religious education. A two-year rolling programme ensures that skills are taught at appropriate stages and there is a systematic approach to the planning of teaching and learning. Teachers plan well for the wide range of

ages and abilities in each class and work hard to ensure that the curriculum is well matched to pupils' individual needs. Good practice has improved learning in English, mathematics and science, but the school has yet to fully apply the principles recommended by the national guidance document 'Excellence and Enjoyment' to the provision for all subjects.

15. The school makes good provision for pupils with special educational needs, ensuring their inclusion in lessons and in all aspects of school life. The needs of these pupils are reviewed regularly through well-written Individual Education Plans. Pupils' targets are clear, and the good support from teaching assistants helps them to experience success and make good progress. Provision is clearly matched to their needs, mostly through support in the classroom, but occasionally through an individually tailored programme.
16. A good range of educational visits, including residential visits, provides opportunities to enrich the curriculum. Pupils use the local village for geography studies, and visits further afield include Ely Cathedral and the Royal Norfolk Show. An annual visit for Year 6 pupils to the Palace of Westminster supports their learning about citizenship. Lunch-time and after-school clubs include French, recorders, sewing, cycling proficiency and a Magazine Club. A range of sporting opportunities includes football and netball, although some of these are provided by external groups. Provision for personal, social, health education and citizenship is good. The programme includes coverage of sex education, which is approved by governors and parents, and good advice about the dangers of misusing drugs. Teachers also prepare pupils well for the next stages of their learning.
17. The accommodation is satisfactory and recent adaptations have ensured that good use is made of the space available. An adventure playground supplements the grassed and hard play areas and there is a secure outdoor area for children in the Foundation Stage. Resources for most subjects are satisfactory. The library and information and technology resources are used well to support pupils' learning. Staffing is enhanced by a leading mathematics teacher and by a strong team of teaching assistants.

Care, guidance and support

Arrangements to ensure pupils' care and welfare are very good overall. Pupils receive good support, advice, and guidance. The extent of the school's involvement of pupils in its work and development is good.

Main strengths and weaknesses

- The level of care is very high, characterised by adults who know pupils well and a school with a friendly feel to it.
- Pupils are increasingly becoming aware of how well they are doing and what they need to do, to improve.
- Pupils are encouraged successfully to express their views and the school listens and responds positively.

Commentary

18. Pupils are very well cared for. Staff get to know them well because this is relatively small school. Relationships are very positive and good attention is paid to helping the individual pupil. Home visits for new children entering the Reception class provide a firm foundation for the high level of care the school is providing. The headteacher points to the fact that having staff in two classes who 'job share' the teaching role is a distinct advantage. Pupils very rarely have teachers they do not know because staff willingly cover for each other's absences. Procedures for health and safety, first aid and safety on educational visits are firmly in place and staff are well trained. Thorough health and safety audits are completed regularly. Child protection procedures are clearly understood and the named person keeps her knowledge up to date.

19. Pupils are increasingly being made more aware of how well they are doing and what they need to do in order to improve. Pupils in Year 6 speak knowledgeably about the National Curriculum levels they are expected to reach. This approach was demonstrated in a literacy lesson on persuasive writing when pupils were congratulated on their progress and made aware of the higher National Curriculum level many had reached during the lesson.
20. The care provided for pupils with special educational needs is good. These pupils are supported very well by teachers and by teaching assistants. The needs of gifted and talented pupils are also recognised and supported well. These pupils are often taught in classes other than their own in order to challenge and extend their learning, for example in mathematics.
21. The school has decided not to have a school council because they feel other avenues for pupil consultation are working well. They want to give everyone the chance to express a point of view rather than just certain individuals. There is an annual pupil questionnaire to which three quarters of all pupils responded last time. Pupils expressed certain negative views about lunchtime arrangements, on which the school has acted. There are now games and organised activities; everyone feels lunchtimes are much happier; and time is spent more productively than before.

Partnership with parents, other schools and the community

The school's relationship with parents is very good. Links with other schools and the community are good.

Main strengths and weaknesses

- Parents are very pleased with the school and it is a popular choice, both in the villages and further afield.
- Teachers are very approachable and relationships are warm and friendly.
- Information evenings are a good way of keeping parents abreast of what is going on and how they can help their child.
- The school uses the local area well for educational visits out. This is really helping to bring the curriculum alive.

Commentary

22. This is a friendly village school where parents are made welcome and families are well known by staff. The approachable headteacher sets this tone by her welcoming personality and through the positive relationships she has built, in newsletters and by personal contact, since she arrived five years ago. Parents are very supportive of the school and hold it in high regard. They are universally happy about the education provided here. Issues where opinions differ, such as reintroducing a school uniform, are dealt with democratically, having due regard to the weight of parental opinion.
23. Class information evenings are well attended and are a good avenue for giving parents specific information about what is being taught, homework, routines and how they can help at home. Recently, a mathematics puzzle, similar to a treasure trail, was offered to parents, who could complete it at school with their child. This is a good way to get parents and child working together, as well as giving parents an insight into mathematics as taught in schools today. Formal reports, containing details of pupils' attainment and progress, are good and meet statutory requirements.
24. The school has a good partnership with the local community. They use the local area very well for a number of educational visits out, to the church, Ely Cathedral, Welney Marsh, RAF Marham and the nearby rare breeds farm. The school is an active supporter of the Royal Norfolk Show which pupils visit as well as entering work for display. These kinds of experiences are really helping to bring the curriculum alive for pupils.

25. Links with schools in the area are good. Local specialist schools for physical education and technology are partnered with Wimbotsham and Stow and this is bringing valuable benefits by giving the children access to specialist teachers and resources in these subjects. The school is a willing and active partner in these initiatives. When pupils leave the school, arrangements to ensure their smooth transfer to the next stage of their education are good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The governance of the school is good. The leadership and management of the headteacher are good. The leadership and management provided by other key staff are also good.

Main strengths and weaknesses

- The governing body meets its statutory duties well. Governors are very supportive of and knowledgeable about the school.
- The leadership of the headteacher is good and provides the basis on which pupils achieve well and staff are able to work effectively.
- Subject leaders and other staff with additional responsibilities undertake their duties well.
- The financial management of the school is good and the governing body, headteacher and staff ensure that the resources available to the school are effectively deployed and used.

Commentary

26. The governors undertake the full range of their duties effectively. Governors are involved fully in evaluating the work of the school and in planning for its continued improvement. This was not the case at the time of the last inspection, and improvement since that time, with regard to the work of the governing body, is very good. Governors are very supportive of the school and they regularly take part in training events. Governors are now well informed about the work of the school and what it needs to do to improve further. Many governors are frequent visitors to the school and observe lessons regularly. A member of the governing body is linked to each year group and governors take this aspect of their work very seriously.
27. The school improvement plan is a good document which shows clearly how well governors and staff work together to ensure that the school operates effectively. The plan shows clearly how resources will be used and what actions are deemed necessary to bring about improvements. It also shows how the success of the identified improvements will be evaluated. Again, this was not the case at the time of the last inspection and improvement since that time is very good.
28. The leadership of the headteacher is good. She provides effective support and guidance for her colleagues and for the governing body. The school's ethos is good and the headteacher is the key person in establishing and maintaining an atmosphere in which all pupils and staff are valued and in which their successes are celebrated. The good management of the headteacher has established systems which permit the school to operate efficiently and ensure that staff can work effectively and that pupils can thrive. For example, subject leaders are provided with appropriate time to undertake their duties; as a result, the quality of subject leadership is good. The work of subject leaders is also linked effectively to the initiatives for improvement identified in the school improvement plan. The monitoring of the quality of teaching and learning by governors, the headteacher and by subject leaders is good. The leadership and management of special educational needs are good and ensure that pupils with special educational needs and those recognised as being gifted and talented are included well. The provision for special educational needs is also supported well by the appointed governor. The leadership of the Foundation Stage is good. The headteacher and staff with responsibilities provide good role models for their colleagues and for the pupils. For example, teachers who share responsibility for teaching a class support each other's work very well.

29. The financial management of the school is effective. Governors and the headteacher take care to ensure that careful consideration is given to the purchase of services and resources. Governors plan carefully and monitor the progress of the budget closely. Office staff make a good contribution to ensuring the efficient day-to-day running of the school. The school uses its available resources well and provides good value for money. The carry-forward at the end of the last financial year was planned by governors. This is designed to maintain staffing levels in a year when the number of pupils starting at the school is relatively low. Predictions indicate that the number of pupils starting at the school next year will be much closer to the usual level.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	266,262
Total expenditure	246,373
Expenditure per pupil	2,828

Balances (£)	
Balance from previous year	29,010
Balance carried forward to the next	48,899

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for the Foundation Stage is good. The very small numbers entering the Foundation Stage each year means that the level of attainment on entry often varies significantly from year to year. The attainment on entry of the children currently in the Foundation Stage is representative of the full range of ability but is below average overall. During their time in the Foundation Stage children achieve at least well in all areas of their learning. By the time they leave the reception class standards are close to those expected for their age. They achieve very well in personal, social and emotional development and in physical development, exceeding the early learning goals in these areas.

Teaching and learning are good in each of the six areas for learning contained within the Foundation Stage curriculum. Arrangements to assess children's attainment and progress are satisfactory. Teachers are very aware of the individual learning needs of each child and use well the information they gain from making assessments to inform their planning of the next stages of the children's learning. Teachers retain photographic evidence to illustrate children's progress and parents enjoy sharing this evidence. The curriculum provided for children in the Foundation Stage addresses the requirements for each of the six identified areas of learning well. Induction procedures are effective, allowing children to settle in quickly and happily. Liaison with parents is also good and parents express their appreciation for the good quality communication they receive about how their children are getting on.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children behave very well.
- Children are enthusiastic learners.
- Children enjoy taking responsibility.

Commentary

30. Children achieve very well and standards are likely to exceed those expected for their age by the time they leave the Foundation Stage. The quality of teaching and learning is very good. At the start of the day children quickly settle to work. They are very well behaved and relate well to each other. They co-operate well when they are required to work and play in partnerships and groups. They also sustain their interest and enthusiasm well when required to work on their own. They listen carefully and courteously to their teacher, to other adults, and to each other. They are also enthusiastic learners and eager to answer questions and to share their thoughts about the work they are doing. All children take great pleasure in being helpful and are proud to undertake responsibility for jobs around the classroom delegated by their teacher.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Most children are becoming increasingly confident speakers.
- Children enjoy reading and recognise a good range of words for their age.
- Teachers provide good opportunities for children to develop their early writing skills.

Commentary

31. The quality of teaching and learning is good. Children achieve well and standards are likely to be close to those expected when they leave the reception class. The basic skills of teaching the sounds made by letters and by the combination of letters are taught well and teachers monitor children's progress closely. This helps children to become increasingly confident speakers. Children express themselves with satisfactory clarity when they answer questions, talk to each other and explain what they are doing. The majority of children read at a satisfactory level for their age. The higher attaining children are reading increasingly complicated words correctly, such as when they read from signs and captions displayed around the school. They enjoy books and like listening to stories. Children's early writing skills are also developing satisfactorily. Higher attaining children spell simple words correctly. Again, this is because they know the sounds that letters make. The writing table in their classroom inspires children to attempt to write, with resources such as real postcards readily available. Teachers link children's written work well to their learning in other aspects of their development. For example, children add captions to their drawings of 'bath time', in which many simple words are legible and spelled correctly.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teachers provide good opportunities for children to develop their understanding of number.
- Higher attaining children use basic mathematical vocabulary correctly.
- Children's knowledge of shape and space is developing well.

Commentary

32. Children achieve well and standards are likely to be close to those expected when they leave the reception class. The quality of teaching and learning is good. Teachers frequently provide good opportunities for children to develop the knowledge and use of number. Counting skills are developing well; the highest attaining children undertake simple calculations of addition and subtraction to a satisfactory level for their age. Children are well versed in the words and actions of number songs. They count the number of animals in 'Noah's Ark' accurately and most know the correct order of the days of the week. The highest attaining children are developing a good awareness of proportion and the concept of simple fractions. They also use basic mathematical vocabulary well. Children's knowledge of shape and space is developing well. They name simple two-dimensional shapes correctly and have created very neat patterns of symmetrical shapes as part of their work in art and design.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children's early scientific skills and knowledge are developing well.
- Children are developing a good knowledge of healthy living.

Commentary

33. Standards are likely to be close to those expected when children leave the Foundation Stage. The quality of teaching and learning is good and because of this children achieve well. Children's early computer skills are developing satisfactorily and there are frequent, good opportunities for children to use these skills with increasing confidence. Children's early

understanding of healthy living and science are developing well. Daily 'snack time' is effective in providing children with an insight into healthy eating and good diet. Observing and recording the daily weather patterns is part of the children's routine that they take very seriously. Carefully chosen and planned topics enable children to make good progress in their knowledge and understanding of the world. During the inspection, 'Water' provided a focus for much of the children's work. They make thoughtful predictions about which objects and materials are likely to float and sink and test their predictions with great interest. This project is also enabling children to become very aware of the dangers posed by water and of how to keep safe when near to water.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- Children are agile and well co-ordinated.
- Children play safely and show good awareness.
- Children handle equipment carefully and use utensils with precision.

Commentary

34. Children achieve very well and standards are likely to exceed those expected for their age by the time they leave the Foundation Stage. The quality of teaching and learning is very good. Children use small implements, such as pencils, paint brushes and scissors, with increasing skill and care. There is access to a small outdoor play area that children use well, playing with a good range of large, wheeled toys safely and with good control. Children also show good control when they climb on the large apparatus in the main playground. They handle equipment, such as water-filled containers, with great care and are fully aware of others moving in the space around them.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Teachers provide good opportunities for children to develop their artistic abilities.
- Children use opportunities to play together imaginatively.
- Music makes a good contribution to pupils' speaking and listening skills.

Commentary

35. Children achieve well. This is because the quality of teaching and learning is good. By the time they begin in Year 1 standards are likely to be very close to those expected for children at this age. Teachers provide good opportunities for children to use a good range of artistic materials. This is illustrated by the good quality of the 'Countryside' collage displayed in the school hall and the very lifelike, self-portrait collages of children displayed in their classroom. Children enjoy painting and they do so with care and pride. They know which colours to mix to create others correctly. Children's work in art and design is often linked effectively to the other areas of their learning. For example, children use poster and powder paints well on wet paper to create two-dimensional mathematical shapes. Children play imaginatively and thoughtfully, greatly enjoying the opportunities to become a pirate on their classroom pirate ship and to greet potential customers and visitors to the classroom hairdresser's shop. They also enjoy singing and making music, which helps them well to develop a sense of timing and rhythm and to pronounce words correctly.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- The quality of teaching and learning is very good.
- Pupils speak and read clearly and confidently.
- Sometimes the teaching of letter sounds to younger pupils is not linked closely enough to writing and using the words in sentences.
- There are very good opportunities for pupils to write for a range of purposes.
- The leadership of the subject is very good.
- Pupils apply their literacy skills well in other subjects.

Commentary

36. Inspection findings show that standards at the end of Year 2 are average and pupils in Years 1 and 2 achieve well. Standards at the end of Year 6 are above average and pupils, including those with special educational needs, achieve very well. In the national tests for pupils in Year 2 in 2004 standards in reading and writing were below average. In the same year, the national tests for pupils in Year 6 showed that standards in English were average. Throughout the school the quality of teaching and learning is very good. Teachers are very knowledgeable about pupils' learning needs. They plan very effectively to ensure that these needs are met for pupils of all abilities. The school's 'Magazine Club' provides a good challenge for gifted and talented pupils to write and they use information and communication technology well to present their work.
37. Teachers provide many very good opportunities for pupils to speak and to listen. Pupils respond very well to these opportunities, especially during class discussions. They listen courteously to each other and to their teachers. They prepare thoughtfully before speaking and are frequently encouraged by teachers' skilful questioning to extend and clarify the answers they give. Sometimes the teaching of letter sounds to younger pupils is not linked closely enough to writing and using the words in sentences.
38. In all years pupils are confident and fluent readers for their age. Many pupils clearly enjoy reading and talk with interest and enthusiasm about the books they read. Pupils not only read to gather information, but they also read for pleasure. When teachers ask for pupils to read aloud in lessons there is no shortage of volunteers. For younger pupils reading is taught very effectively. Pupils are taught the sounds made by letters and combinations of letters. Because of this they pronounce words correctly and spell increasingly complex words accurately. This also helps pupils to write with increasing confidence.
39. Pupils enjoy writing for a range of purposes. A good example of this is the recording by pupils in Years 5 and 6 of their memories of a visit to RAF Marham and the letters of appreciation that pupils wrote. Even the youngest pupils attempt to write their own poetry, stories and lists of instructions for various activities. The quality of this work is in line with that expected for their age. Older pupils plan their writing carefully, benefiting greatly from the guidance provided by their teachers. They also re-draft and edit their writing successfully in order to make improvements. Many older pupils write independently for a range of purposes. Their spelling is usually correct and many make their writing more interesting for the reader by using an increasingly exciting range of adjectives. One of the reasons why pupils in Years 5 and 6 achieve very well is the very high quality of teachers' marking. This provides pupils with very helpful guidance about how to improve.

40. The leadership and management of the subject are very good. Guidance and support, provided by the subject leader, has been a central feature of improving standards, particularly in writing. Improvement since the time of the last inspection is also very good.

Language and literacy across the curriculum

41. The provision for language and literacy across the curriculum is good; pupils apply their skills well in many subjects. There are good opportunities in many subjects for pupils to speak and listen and participate in discussions. They do this well. Teachers provide good opportunities, for example in history and science, for pupils to apply their writing skills. Pupils also use information and communication technology effectively to record and present their work.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards in mathematics are rising and are above the national average by the end of Year 6.
- Pupils make good progress in lessons because the teaching is good throughout the school and very good in Years 5 and 6.
- Marking does not always help pupils to understand how they could improve their work.

Commentary

42. Pupils achieve well and make good progress in mathematics over time and in lessons because the teaching is good and sometimes very good. Standards in Years 1 and 2 are improving; inspection findings show that the pupils' attainment in Year 2 is in line with national expectations. Standards at the end of Year 6 were above the national average in 2004 and evidence from the inspection confirms that this level has been maintained. Higher attaining and gifted and talented pupils are sometimes taught in different classes to match their abilities. Pupils with lower ability are well supported in their learning.
43. Teaching is good throughout the school and is very good in Years 5 and 6. Pupils are taught to explore and understand numbers and the number system and explain how they would use different strategies for different situations. Teaching is well organised and carefully structured so that pupils understand clearly what they are expected to learn. In Year 2, higher attaining pupils multiply and divide by 3 and 4, and all pupils sort and classify objects. In all the lessons observed, teachers demonstrated good subject knowledge, and their expectations of what pupils would do were high. Lessons are well planned to ensure that time is used well, and teaching assistants provide very good support in lessons. Teachers ensure that there is good coverage of the curriculum and provide appropriate learning for pupils of all abilities in the mixed-age classes so that all pupils make good progress.
44. Pupils enjoy their mathematics lessons and their behaviour in class is very good because the teaching is well matched to their abilities. They listen carefully to their teachers, they work hard and, as a result, are proud of what they can do. They respond well to challenges and recognise the value of homework in supporting their learning. Teachers use real-life situations to develop pupils' skills in solving problems.
45. Leadership and management of mathematics are good. The subject leader provides a very good role model and has a detailed knowledge of the subject. Monitoring of teaching and learning and analysis of pupils' work have identified areas of strength. Increased focus on other areas has led to improvement in aspects such as the teaching of fractions. Staff make regular assessments of pupils' progress, but marking does not always help pupils to understand how they could make their work better. Improvement since the last inspection is good because the quality of teaching has been maintained and standards are higher.

Mathematics across the curriculum

46. There is a coherent approach to the curriculum, linking mathematics and other subjects in a variety of ways so that pupils extend their mathematical skills into other aspects of their learning. Symmetry and tessellation are used in art, and science problems are posed in mathematics lessons. In geography, pupils use their skills of reading scales and measuring to weigh different amounts of waste and create tables and bar-charts to record their findings.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards in science have improved.
- There are good opportunities for pupils to undertake scientific investigations.
- The quality of teaching is good.
- The leadership and management of the subject are good.

Commentary

47. Inspection findings show that standards are above average and pupils, including those with special educational needs, achieve well. The quality of teaching and learning is good and the coverage provided by the school's curriculum for the subject is also good. Improvement since the time of the last inspection is also good. Good attention is paid throughout the school to the skills of scientific investigation. Teachers work effectively to ensure that pupils pose questions, make predictions, are aware of the need for fair testing and have a clear structure within which to record their work. This is evident when pupils in Years 3 and 4 test the frictional qualities of different materials by running toy cars down a ramp and carefully measuring the distances the cars travel.
48. Teachers pose challenging and thought-provoking questions. Pupils respond to these questions thoughtfully and knowledgeably. They apply their literacy skills well to recording the findings of their investigations. They often apply their knowledge of numeracy well to record and analyse results in the form of charts and graphs and to ensure that any measurements they make are accurate. An example of the pupils' application of these skills is shown when those in Years 5 and 6 investigate the best type of wire for an electric current to pass through.
49. Leadership and management of the subject are good. The subject leader provides good guidance and support for other teachers. The teaching of the subject has been revised as part of a central focus in the school improvement plan. This process has resulted in improved standards, particularly in pupils' work on scientific investigations.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**. There is insufficient evidence to make a secure judgement about the quality of teaching and learning overall.

Main strengths and weaknesses

- Pupils are confident in their use of information and communication technology to research information.
- Information and communication technology is used effectively to support teaching and learning in a range of subjects.
- The school has plans to increase the number and availability of computers.

Commentary

50. Timetable constraints meant it was only possible to see one lesson of information and communication technology. A scrutiny of pupils' work shows that pupils achieve well and that standards are satisfactory by the end of Year 6. There is evidence of appropriate levels of attainment in pupils' use of word-processing, spreadsheets, digital imaging and of the Internet. Pupils of all abilities make secure progress; lower ability pupils are well supported and higher ability pupils are appropriately challenged. There is no evidence of a difference in attainment between boys and girls.
51. Teachers' planning indicates that the curriculum is covered satisfactorily and that information and communication technology is used to support teaching and learning across the wider curriculum. Pupils in Years 1 and 2 programme the Roamer to control how it will move and are confident in their use of a CD-ROM. By the end of Year 6, they understand and use desktop publishing to create a poster and use the Internet for e-mail and to research information to support their study in other subjects. Partnership with the local High School during the Summer Term includes work on the use of information and communication technology to sense external inputs and to control events.
52. During the single lesson seen, a group of pupils were recording the data collected by their class about the types and quantities of rubbish produced in the classroom each day. The teacher's good subject knowledge and clear instructions enabled them to create a spreadsheet and to enter the data for later analysis as a bar-chart. Comparing the different styles of presentation, hand-written and electronic, helped them to understand the impact of computer-generated reports.
53. Leadership and management of the subject are good. The work of the subject leader teaching groups of pupils has improved what the pupils can do, and a recent audit of skills will ensure appropriate staff training. One classroom has a small suite of computers and there are plans to replicate this by increasing the number and availability of computers in other classrooms. These actions will further enhance the provision for the subject. The school has successfully addressed the weaknesses identified in the last inspection relating to the provision of appropriate hardware and software and has increased the use of information technology in other subjects. This has led to higher standards, and improvement since the previous inspection is therefore good.

Information and communication technology across the curriculum

54. Examples of pupils' work and lessons observed shows that information and communication technology is used well in other subjects to enrich learning. For example, lower ability pupils used a computer program to support their understanding of the 'bridging' strategy for subtraction in a mathematics lesson, and pupils in Years 1 and 2 used a CD-ROM to find out more about the Jewish faith in their RE lesson. Older pupils use the computer confidently for literacy work, and a program on angles complemented the learning in a mathematics lesson for Years 3 and 4. Individual pupils use the computers at lunch times and make good use of the Internet for research on geography topics, such as mountains, and for news articles to support the school's on-going display of 'What's in the News?'

HUMANITIES

55. Geography and history were sampled during the inspection. It was not possible to see history being taught and only one geography lessons was observed. Because of this, no overall judgement is made about provision in these subjects.
56. Judgements are based on evidence from samples of pupils' work, teachers' planning and discussions with staff and pupils. This evidence indicates that standards in **history** are in line with national expectations for all pupils. Pupils in Years 1 and 2 are aware of the passing of time and study the differences between homes today and in the past. They learn about the lives of Mary Seacole and Florence Nightingale and write with empathy of the conditions

experienced by nurses in the past. Areas of study for older pupils have included Ancient Greece and Life in Tudor and Victorian times. Year 6 pupils can describe some of the events and people and are aware of the characteristics of, and make comparisons between, different periods in history. They research information through visits, reading and the Internet, but know the importance of using more than one source to check the accuracy of facts. All pupils, including those identified as having special educational needs, make satisfactory progress.

57. In **geography**, standards are also in line with national expectations and pupils of all abilities make satisfactory progress. Inspection evidence shows that pupils in Year 6 have a secure understanding of places in the world and understand the use of primary and secondary evidence when studying geographical features and places. They understand some of the causes of environmental change and describe in some detail the differences in landscape and climate in other parts of the world. Younger pupils follow the experiences of their bear as she travels around the world, have used a road map to locate places of interest and have investigated the differences between village and coastal locations. In the one lesson observed, which was of good quality, pupils in Years 3 and 4 investigated the waste produced in their classroom in one day in order to collect and record evidence relating to a geographical question about reducing the impact of waste on the environment.
58. In both history and geography, opportunities for linking with different areas of the curriculum are used well. Pupils use their literacy skills well to locate and record evidence and their mathematics and information and communication technology skills to create bar-charts documenting the categories of waste.

Religious education

Provision in religious education is **satisfactory**. As it was only possible to see one lesson in religious education, there is insufficient evidence to make a secure judgement about the quality of teaching and learning overall.

Main strengths and weaknesses

- The ethos of the school influences pupils' learning and their respect for others.
- Teachers' thematic planning ensures that pupils have a secure understanding of the similarities and differences between the major faiths.
- Pupils are not sufficiently prepared for life in a multi-cultural society.

Commentary

59. Discussions with pupils and an analysis of their work indicate that achievement is satisfactory and that standards attained by pupils currently in Year 6 are in line with those expected by the published Locally Agreed Syllabus. Teachers' planning includes studies of the Muslim, Jewish and Hindu faiths as well as Christianity, and these are evident in pupils' work. Pupils in Years 1 and 2 learn what it is like to belong to a religious faith and know about the special books, symbols, places of worship and some of the artefacts that are particular to that faith. In the one lesson observed, pupils used a CD-ROM to find out more about the Jewish religion and, among other things, were able to describe the synagogue and the Torah.
60. Year 6 pupils talk knowledgeably about the beliefs and rituals associated with the Muslim religion. Lower ability pupils know about the five pillars of Islam and higher ability pupils describe them in detail. In Christianity, they have studied the Old and the New Testaments and have written character sketches of people from both books of the Bible. Linking with their studies in history, they know that it was translated from Greek in Tudor times and are aware of the differences between biblical language and modern English. Their understanding of the impact of religion on people's lives is supported by the school's continuing interest in 'What's

in the News', for which pupils researched articles about forced marriages in India and the illness and death of the Pope.

61. Pupils visit the local church and make comparisons with Ely Cathedral but do not have opportunities to visit other places of worship or to meet with people of other faiths. They have a very limited understanding of other cultures and are not sufficiently prepared for life in a multi-cultural society. Leadership and management are satisfactory, but this is a temporary post. Resources to support the teaching of religious education are limited; however, these can be supplemented as the subject co-ordinator can access artefacts when required.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

62. Only one lesson was observed in physical education and no lessons in art and design, design and technology and music. Consequently, no judgement is made about the overall quality of provision in these subjects.
63. Samples of pupils' work and displays around the school indicate that pupils achieve well and that standards are close to those expected. Pupils in Years 1 and 2 have access to a good range of art materials that they use well, such as in the large collage of the 'Countryside' displayed in the school hall. Work on display for this age group, based on observational drawings using pencil, matches the level expected for their age. Teachers plan effective links between **art and design** and pupils' learning in other subjects. For example, pupils in Years 1 and 2, as part of their work in history, have produced drawings of Tudor buildings. These pupils also made good brass rubbings following their visit to Ely Cathedral. Good links are also created through the use of information and communication technology. Pupils use digital photography well to enhance their art work and to make comparisons between the focus for their work and its outcome. For example, pupils in Years 3 and 4 sketch their own reflection and then compare this with a photograph. These pupils have also sketched other members of the class close up and from far away. This work is close to the standard expected for pupils of this age. The oldest pupils sketch carefully and use colour and texture well. Much of their work is thoughtfully produced and is also close to the standard expected for their age.
64. Samples of pupils' work indicate that standards in **design and technology** are above average and that pupils achieve well. It is evident from discussions that pupils enjoy the subject and have a good understanding of the processes of planning and evaluation. Pupils in Years 3 and 4 make sandwiches and evaluate the nutritional value of the contents. They also make animals with moving parts, weave complex patterns using a range of materials and create detailed designs for the puppets they make. This work and pupils' detailed evaluations of the clay pots they have made provide examples of work that is above average for pupils at this age. Pupils also apply their literacy skills well when they write about their work in design and technology.
65. The skills that are established well in Years 1 and 2 are extended successfully in Years 3 to 6. For example, pupils in Years 1 and 2 built a very realistic model of Ely Cathedral, using building blocks, following a visit. The oldest pupils make shelters, recording the design implications carefully and fully. They have also designed and made slippers and produced model cars, made from plywood and powered by electric motors. Again, pupils in the age group make good use of their literacy skills to record the planning and evaluate their work. Year-on-year the school achieves significant success in the design and technology project work that is part of pupils' transfer to the main receiving high school.
66. Teachers' planning shows that coverage is satisfactory and that **music** is taught each week. Pupils report that they have regular opportunities to sing and enjoy singing. They also report having opportunities to compose their own music. Discussions reveal that they have a good knowledge of musical notation and of the music of well known composers. Pupils also enjoy opportunities to perform music at local churches and at festivals, such as Christmas.

67. Only one **physical education** lesson for Years 5 and 6 was observed. The quality of teaching and learning was good and pupils achieved well, indicating that standards are average. In the lesson pupils were taught the basic skills of batting and bowling for cricket. The teacher provided good opportunities for pupils to acquire and apply their skills. The school meets the requirement for pupils to learn to swim during the primary phase of their education. There is also a good programme of extra-curricular activities, including a table tennis club, and opportunities for pupils to participate in competition against other schools in sports such as netball. Equipment is also readily available for pupils to practise their games skills at playtimes.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

68. No lessons were observed in **personal, social and health education** in Years 1 to 6. However, this area of learning is taught every week to each class by the headteacher. Discussions with pupils and the analysis of supporting documentation indicate that pupils achieve well and that the provision is effective. Sex and relationships education are taught with the approval of governors and parents. Good attention is paid to the dangers of alcohol and drug abuse. Pupils are taught effectively to care for others and to support charities. The taught programme is also successful in raising pupils' awareness of the potential dangers they face in everyday life and how to maintain a healthy lifestyle. All pupils are consulted regularly about school events and any changes that are planned. This gives pupils a good insight into the community of which they are proud to be a part.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

poor (6); very poor (7).