

INSPECTION REPORT

ST STEPHENS C OF E PRIMARY SCHOOL

Audenshaw, Tameside

LEA area: Tameside

Unique reference number: 106246

Headteacher: Mr Phil Massey

Lead inspector: Mr John Atkinson

Dates of inspection: 7th – 10th February 2005

Inspection number: 271735

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: 5 – 11
Gender of pupils: Mixed
Number on roll: 186

School address: Audenshaw Road
Audenshaw,
Tameside
Postcode: M34 5HD

Telephone number: 0161 3303818
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Appropriate authority: The governing body
Name of chair of governors: Judith Watson

Date of previous inspection: January 2000

CHARACTERISTICS OF THE SCHOOL

St Stephen's School is a Church of England voluntary aided primary school catering for boys and girls in the five to 11 age group. The school is situated in Audenshaw, in the Metropolitan Borough of Tameside. Although the school does not have its own nursery, most pupils have some pre-school experience before they start school. The attainment on entry to the school is below average. There is a lower than average percentage of pupils in receipt of free school meals, standing at 11.2 per cent although this is half the number from the previous year. There is a lower than average percentage of pupils with special educational needs, standing at 10.2 per cent, of which 1.5 per cent have statements of their special educational need. The percentage of pupils identified as having special educational needs has declined sharply since 2000. There are a very small number of pupils from ethnic backgrounds and currently three pupils are receiving support for English as an additional language from the Local Education Authority. The school has experienced staffing changes in junior classes in recent years and there has been a higher than average level of pupil mobility. The school is receiving support from the Intensifying Support Programme. The school has achieved Investor in people and the Eco Schools' Green Flag Award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1881 9	Mr John Atkinson	Lead inspector	English
			Information and communication technology
			Physical education
			Special educational needs
			English as an additional language
			Music
9652	Mr Colin Herbert	Lay inspector	
3083 4	Mrs Ann Lowson	Team inspector	Foundation stage
			Science
			Art and design
			Design and technology
3319 2	Mrs Alison Burton	Team inspector	Mathematics
			History
			Geography

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St Stephen's Primary School is a satisfactory school and gives satisfactory value for money. The good teaching and learning are leading the rising trend of attainment in junior classes and the good achievement in infant classes. There is a good school ethos resulting in pupils being well cared for and developing very good relationships with each other and adults.

The school's main strengths and weaknesses are:

- The good level of inclusion that creates a strong sense of belonging amongst the pupils.
- The provision and outcomes for pupils with special educational needs are good.
- The achievement of pupils by the age of seven is good in reading, writing and mathematics.
- Pupils achieve well in science and Year 6 pupils reach standards above the national expectation.
- The good personal development and very good spiritual development of pupils.
- The very positive influence of the Intensifying Support Programme (ISP) on the quality of teaching and learning.
- Pupils are not sure about what they need to do to improve.
- The marking of work is inconsistent and teachers' expectations of the presentation of work are not high enough.
- The leadership of the school has not had a strong enough focus on raising standards.

There has been satisfactory improvement since the last inspection. The school has successfully addressed the issues identified in its short inspection in 2000. The accommodation has improved and the health and safety issues have been resolved. There are still limitations to the school's accommodation, particularly the availability of teaching space for information and communication technology (ICT), but the school is doing all that it can. Although standards have declined since the last inspection the school is now meeting the needs of a more diverse set of pupils. The school has retained its good ethos and is now more rigorous in its monitoring systems, involving the governing body and subject leaders in this crucial task. The overall quality of teaching is now judged to be good throughout the school and the provision for pupils with special educational needs is good.

STANDARDS ACHIEVED

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

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

Overall, achievement is satisfactory and pupils in infant classes and those with special educational needs achieve well. Children in the Reception reach standards that match those expected for children of their age in creative development, personal, social and

emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world and physical development and achieve well.

In the 2004 national tests for pupils at the end of Year 2 pupils achieved average standards in reading, writing and mathematics when compared to schools in similar circumstances. Current pupils in Years 1 and 2, who entered the school with standards well below the expected level, are achieving well and reaching average standards in reading, writing and mathematics. In the 2004 tests for pupils at the end of Year 6, results were well above average in science, average in mathematics and below average in English when compared to similar schools. Currently in Year 6 pupils are attaining standards that are in line with the national average in English, mathematics and science and this represents satisfactory achievement. Standards in ICT are satisfactory but higher achieving pupils could do better.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are good. Pupils' behaviour is good and they have positive attitudes and work hard in lessons. Attendance is satisfactory.

QUALITY OF EDUCATION

The school provides a good quality of education. Teaching and learning are good. Assessment is satisfactory. The ISP has had a very positive impact on the quality of teaching although this has not had sufficient time yet to impact on achievement. Teaching and learning are good because of the good, structured planning that leads to a good pace in lessons. The ISP has improved procedures for assessing and tracking pupils' progress and this leads to teachers setting clear targets for individuals and groups of pupils. Pupils are not always sure of how to reach the targets and inconsistencies in marking means that pupils' progress in achieving those targets is hampered. A strength of teaching is the consideration and support given by teachers and support staff to pupils, including those with special educational needs and this results in pupils being well focused and motivated to learn. The expectations of how pupils present their work and the accuracy of their spellings are not high enough and this affects the achievements of pupils, particularly in English.

The curriculum is satisfactory in infant and junior classes and good in the Reception class. Opportunities for enrichment are satisfactory. The accommodation is cramped and this hinders the teaching of ICT and learning resources are satisfactory. The care, guidance and support for pupils are good and the ethos of the school is fully inclusive. The school has good links with parents and the community and satisfactory links with other schools.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The leadership team has not had a sufficiently strong focus on standards but is currently tackling the decline in standards of recent years through the school's strong commitment to the ISP initiative. Governance is satisfactory because it supports the school enthusiastically, is developing more rigorous systems to monitor the work of the school and ensures that all statutory requirements are met. The leadership of key staff is satisfactory and the management of the school is satisfactory. The staff work effectively as a team to ensure that the school is inclusive for all pupils. The significant aid to learning is the improving quality of teaching as a result of the effective use of the ISP.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have positive views of the school. They value highly the ethos of the school and how it cares for their children. They are very pleased with the high expectations of behaviour and the support given to children with special educational needs. Pupils like

going to school and speak enthusiastically and positively about what they learn. They enjoy the responsibilities they are given, believing strongly in the aspirations of the Eco Schools Project and proud of its achievements.

IMPROVEMENTS NEEDED

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

- Be consistent in the marking of pupils' work so that pupils know how to reach the targets set.
- Ensure that the leadership team retains a high focus on raising standards.
- Have higher expectations of the presentation of work and the accuracy of spellings.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards in the current Year 2 are in line with the expected level in reading, writing and mathematics and are above the expected level in science. In Year 6 standards are in line with the expected level in English, mathematics and science and boys are achieving as well as girls. Children in the Foundation Stage achieve well in all areas of learning and reach the standards expected by the time they enter Year 1, in their physical development, creative development, personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. Considering that children's skills are below the expected level when they start school, the achievement of the pupils by the age of seven is good and by the age of 11 is satisfactory.

Main strengths and weaknesses

- Pupils achieve well in science by the age of 11.
- Pupils with special educational needs achieve well.
- Infant pupils are achieving well in reading, writing and mathematics.
- The improvements in achievement of 2004 in Year 6 are being continued.
- Achievement in ICT is hampered by the limited opportunities for whole class teaching.

Commentary

1 There was a significant improvement in standards in 2004 after a sharp decline in 2003. Pupils' achievement followed by a significant improvement in 2004. The continued improvement is an outcome of the very clear focus on standards led by the initiative of the Intensifying Support Programme (ISP) and supported by the headteacher. This has led to improvements in teaching and learning complemented by the good teamwork of teachers and teaching assistants resulting in specific groups of pupils making good progress towards the targets that have been set. For example, there has been a focus on supporting groups of pupils in each year group that are achieving below what is expected for their age. The effect is that teachers are using a wide range of methods to motivate and challenge pupils to reach their potential. Pupils with special educational needs and the very small number of pupils with English as an additional language achieve well.

2 Year 2 tests in 2004 show that standards are in line with those expected in all schools and schools in similar circumstances. The trend in the school's national curriculum points was below the national trend and this reflects the increased number of pupils with special educational needs that are now coming to the school. The weakness in infant classes is the small number of pupils reaching the higher levels in writing. This is now a focus for the whole school and staff have had specific support and training to address this.

3 Results in the Year 6 national tests declined sharply in 2003 when there were over 40 per cent of pupils with special educational needs. In 2004 there was a significant overall improvement in standards with pupils reaching well above the national standard in science, meeting the national standard in mathematics but performing below the national standard in English. The effect of this improvement was that the trend in the school's national curriculum points for pupils aged 11 was above the national trend. However the standards in English were below the expected level because the pupils' writing skills were weak.

4 Currently English standards are improving because of the emphasis that teachers give to teaching reading and the very structured approach to writing. The outcome is that more pupils are writing in an imaginative manner using a good range of vocabulary. Teachers encourage pupils to express their opinions and discuss different views and this leads to pupils being more confident speakers and listeners. Reading is a high priority. Pupils are listened to on a regular basis and there are good links between home and school. This has a good impact on achievement in infant classes, particularly Year 2. They are assessed carefully and given appropriate books that enable them to improve their standard of reading. In infant classes, teaching is effective and the achievement of pupils is closely monitored with the result that individual pupils, particularly those with learning difficulties, are making good progress. Currently the standards that Year 2 pupils are achieving in reading and writing are in line with what is expected for pupils of this age. Overall, pupils are attaining standards that are in line with the national average by the end of Year 6 and this represents satisfactory achievement. There are now improved procedures in place to track if pupils are achieving as well as they should be doing in junior classes. This has a particularly good impact on pupils with special educational need who are achieving well because of the good support they are given.

5 Currently standards in mathematics by the end of Year 2 are in line with those expected nationally and this represents good achievement. In Year 6 standards are in line with those expected nationally and this represents satisfactory achievement. The standards in junior classes have been affected by staffing changes. These are now resolved and standards are rising because of good teaching and pupils' positive attitudes to learning. Improved assessment and tracking procedures give teachers a better understanding of strengths and weaknesses in pupils' attainment.

6 In science all pupils are achieving well. In Year 2 pupils are reaching standards above those expected nationally and in Year 6 are reaching standards that are in line with those expected nationally, although pupils reach standards above the expected level in planning and carrying out investigations. Pupils reach the expected level in Year 6, with a significant number managing to go beyond this because they work hard and the teaching is good. Pupils with special educational needs are well supported well and, as a result, their achievement is good. Boys are achieving as well as girls and all pupils have a good level of interest in the subject.

7 In ICT standards in Years 2 and 6 are average. The standards that pupils reach are hampered by the lack of space for whole class teaching in ICT. The recent introduction of interactive whiteboards into classrooms is redressing this but there is as yet no obvious impact on standards. The school uses the expertise of staff well to support pupils' learning and as a result their achievement is satisfactory.

8 In history pupils' standards are satisfactory. It was not possible to make judgements on standards or achievement in other subjects.

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

Standards in:	School results	National results
reading	16.2 (16.2)	15.8 (15.7)
writing	14.9 (15.5)	14.6 (14.6)
mathematics	16.4 (16.2)	16.2 (16.3)

There were 27 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	26.3 (22.9)	26.9 (26.8)
mathematics	27.4 (22.9)	27.0 (26.8)
science	30.1 (25.9)	28.6 (28.6)

There were 27 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

The school's provision for personal development is good. Pupils' attitudes to learning are good and their behaviour in classrooms and around the school is good. Attendance and punctuality are satisfactory. Pupils' spiritual, moral, social and cultural development is good.

Main strengths and weaknesses

- Relationships in school are very positive and this supports personal development effectively.
- Pupils' spiritual development is very good. Pupils have a very good awareness of their responsibilities to the local and wider community.
- Too many parents take holidays during term time and consequently, despite the school's efforts, attendance is satisfactory rather than good.

Commentary

9 The very good relationships evident in school are forged early in the Foundation Stage and consequently, children achieve well in their personal, social and emotional development. Very good relationships are well maintained throughout the school and help all pupils to flourish into helpful, thoughtful members of the school community. Pupils develop into confident learners, who are willing to take responsibility for themselves, their friends and the school environment. A good example of this is the carefully considered school rules linked to the Eco-School initiative, where each class has a specific responsibility to look after classroom, school or garden areas. This is effective in developing pupil's responsible attitudes and their appreciation of the world around them. Behaviour in classrooms and around school is good. Friendships cross age, gender, racial and cultural groups, which supports racial harmony. Pupils respect their cultural and religious differences. The school has very low levels of exclusions and incidents of bullying are rare.

10 There are many examples around the school to show that pupils of all ages have a secure set of values, indicating very good spiritual awareness. This has a positive effect on the way they respond to others and to world events. For example, pupils have a well-developed sense of empathy, showing both concern and compassion for those in their local community who are less fortunate than themselves and particularly in their response to other children in Asia and Africa who suffer from natural tragedies. Pupils' responses are not only thoughtful, but are also positive and active; for example, they collect gifts and money for children in Eastern Europe, they donate funds to local and national groups and where they can, they raise funds for water aid projects in Asia and Africa.

11 The school has made good efforts to encourage parents not to take holidays during term time because of the effect this has on their children's learning, but despite the school's efforts, there are still a minority of parents who persist in taking holidays in term time. As a

result, attendance is satisfactory rather than good and levels of unauthorised absence are higher than the national average.

Attendance

Attendance in the latest complete reporting year (94.6%)

Authorised absence		Unauthorised absence	
School data	4.8	School data	0.6
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.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Asian
Asian or Asian British – Indian
Asian or Asian British – Pakistani

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
146	1	1
1	0	0
2	0	0
7	0	0
10	0	0

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Teaching is good, pupils' learning is good and assessment procedures are satisfactory. The curriculum is satisfactory and pupils benefit from participating in additional activities, particularly the Eco Schools Project.

Teaching and learning

Teaching and learning are good. Assessment procedures are satisfactory.

Main strengths and weaknesses

- Teachers and teaching assistants work very well together to support groups of pupils in meeting the targets that have been set.
- The thorough planning and organisation of lessons sustain a good pace to teaching.
- Teachers question pupils skilfully so that pupils express their ideas and opinions and explain their answers.
- Teachers manage behaviour well and create a good climate for learning.
- Teachers' expectations of how work is presented are not high and marking is inconsistent.
- Pupils are not always sure about what they need to do to reach the targets they have been set.

Commentary

12 The quality of teaching and learning is good because of the positive influence of the ISP. This has led to significant improvement in how effectively teachers plan and organise their lessons. As a result, teachers use imaginative resources that capture pupils' attention and help them to concentrate well, leading to a good pace in many lessons. Teachers are clear about both the learning targets for the subject they are teaching and the expected level of achievement for different groups of pupils. This means that suitable work is set for groups of pupils of different abilities who receive good support through the good teamwork of teachers and teaching assistants. Pupils, including those with special educational needs, are learning well and this is highly motivational, resulting in pupils working hard, achieving more and showing increasing independence. For example, in a Year 6 science lesson on planning a fair test regarding the rate that sugar would dissolve, all pupils were fully engaged, knew exactly what they had to do and received the support that they needed.

13 A consistent feature of the good teaching and learning is the way in which teachers question pupils skilfully by asking thoughtful and appropriate questions that challenge pupils to think for themselves. This leads to pupils not only wanting to contribute their ideas and opinions but also being prepared to listen to others, share ideas and modify their original views in the light of what they have heard. This high level of pupil involvement keeps them focused on the tasks in hand and concentrating well. Another successful aspect of good teaching and learning is the use of 'modelling' by teachers who show pupils, using a clear example, what it is they are looking for. For example, in a Year 5 English lesson, the teacher wrote an introductory paragraph with the pupils about myths and legends and this gave pupils the confidence and understanding to write in an imaginative manner using interesting language and the correct grammar.

14 Teachers do not always have high expectations of how pupils should present their work and this leads to untidy writing, poorly laid out work in mathematics and science, and errors in the accuracy of their work. This is compounded by the lack of consistency in marking where spellings are not always corrected and pupils are not clear about what they have to do to reach the target that the teacher has set. Teachers are working very hard in setting group targets but this work is not as successful as it should be because individuals need more guidance on how to reach their targets. This would then give pupils a further strategy to further raise achievement.

15 Teachers are effective in managing the behaviour of pupils and this means that lessons proceed without undue interruption and there is always a positive climate for learning. This creates a calm, purposeful and secure atmosphere in which pupils feel safe and have a desire to do well.

Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1	21	6	1	0	0

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

The curriculum

The curriculum is satisfactory overall and good in the Reception class. Opportunities for enrichment are satisfactory. The accommodation and learning resources are also satisfactory.

Main strengths and weaknesses

- There is good curriculum provision for children in the Reception class.
- The provision for pupils with special educational needs is good and they make good progress.
- Curriculum innovation in the Eco Schools Project enhances pupils' learning.

Commentary

16 In the Reception class teaching uses information from parents well to build on what pupils can do. The curriculum for the Foundation Stage is good and children achieve well in a stimulating environment where activities are planned to provide good opportunities for learning.

17 The school's broad curriculum provides pupils with a sound range of relevant learning experiences. Teachers' planning is good across the curriculum and ensures continuity in learning. Lessons are most effective where cross-curricular links have been made but such links are not used consistently throughout the school. Educational visits and visitors to the school have been used to enhance the curriculum provision in history, geography and science. Pupils enjoy a range of extra curricular opportunities. Those that supplement the range of sporting activities in the curriculum are particularly beneficial. They are encouraged to take a balanced approach to leading a healthy lifestyle.

18 Pupils with difficulties in learning are provided with Individual Education Plans that are clearly focussed and appropriate. As a result these pupils achieve well. The curriculum is inclusive and all pupils are able to access all aspects of the curriculum.

19 The school has benefited well from the Eco Schools Project and gained the Green Flag Award. This has encouraged pupils to engage in activities such as litter collection, recycling and looking after the school and the local environment. Pupils have worked alongside teachers and other adults and their views have been valued and acted upon. This work has encouraged links with the school's wider community and has helped pupils to develop responsible attitudes. Citizenship is therefore a good aspect of the schools curriculum.

20 The school manages the limited accommodation well and has made effective improvements to the accommodation since the last inspection. The adaptation of a demountable building to make a library and resource base is particularly effective in giving space for pupils to use when working in smaller groups. The accommodation and outdoor play area for pupils in the Reception class has also improved since the last inspection. This has enhanced teaching and learning for these younger children.

21 The indoor and outdoor facilities for physical education are limited and not ideal as the school has no playing field, only a small hall and yard area. The school makes good use of what is available and has worked hard to make these areas as attractive and effective as possible. Extra curricular activities and the use of community links and facilities supplement physical education in the curriculum. The outcomes are that the curriculum for physical education is satisfactory and the provision for younger children's physical development is good. There is a lack of space for whole class teaching for ICT and this restricts the opportunities for whole class teaching.

22 Resources throughout the school are satisfactory. The school has budgeted well for resources for ICT. The provision of Interactive Whiteboards enhances teaching and learning. There is good access to the Internet in each classroom and this gives pupils good opportunities for research in a range of subjects.

Care, guidance and support

Pupils are well cared for and receive good support and advice throughout the school. Effective strategies are used to promote pupils' personal development by involving them in decision making and taking account of their views.

Main strengths and weaknesses

- Good arrangements to provide a healthy and safe environment for pupils.
- Teachers and support staff develop very good relationships with pupils in their care.
- The School Council and Eco-council represent pupils' views fairly and the school responds enthusiastically to their concerns and proposals.

Commentary

23 There are good arrangements to promote pupils' welfare, health and safety. The school has improved the rigour of its procedures for health and safety since the last inspection and the school environment makes the very best of the opportunities provided to promote a sense of pride amongst the pupils. There are good opportunities for pupils to improve their health and exercise regularly through the good links with the local sports development group. There are good child protection procedures in place and pupils are particularly well supported by the headteacher.

24 Support, and advice are good because there are good procedures in place to identify and ensure that pupils' needs are met. Pastoral support is particularly good; pupils with special educational needs are given clear targets that foster their independence and encourage them to try things on their own. Teachers and adults enjoy very good relationships with all pupils, who feel very confident to approach them with any anxieties and this contributes well to pupils' positive attitudes to learning. Pupils need more advice on how to reach their targets so that they can increase their levels of achievement with as much independence as possible.

25 The school council and eco-council are effective in putting forward pupils' views about what they believe needs to be done to improve the school environment and about issues that affect them in their day-to-day life in school, for example, they were successful in making thorough arrangements for the re-cycling of paper and plastic. Pupils have sensible views and develop mature ways of handling problems, seeking the opinions of others and ensuring that agreed decisions are kept.

Partnership with parents, other schools and the community

The school has good links with parents and the local community and satisfactory links with other schools. Parents are pleased with the work of the school and parents of children in the Foundation Stage respond very positively to the opportunities available to them.

Main strengths and weaknesses

- Parents are kept well informed about what pupils are learning at school.
- Good links currently exist with the Church and the school makes good use of the community as a resource to enhance pupils' citizenship skills.

Commentary

26 The school is working hard to involve parents in their children's learning and this is increasingly effective as is evident in the Foundation Stage where parents attend regular workshops about how to help their children learn. Parents are able to contribute to their children's learning from the advice given at the twice-yearly parent consultation meetings where attendance is high. Good communication from class teachers keep parents well informed about work covered in lessons. Reports tell parents about how much progress pupils are making, advise them on how they might help their children to improve their learning and make it clear if children's attendance is unacceptable. This means that there have been reductions in levels of unauthorised absences from school.

27 Links with the church are effective and the vicar is a regular visitor to the school, taking assembly on a weekly basis. As a result, pupils know him well and are able to share any worries or concerns that they may have. This leads to a strong Christian ethos in the school that parents and pupils feel is a strength of the school. The eco-council has been effective in establishing good links with the local community and individual members of the community have been particularly pleased with the school's litter campaigns. This has led to pupils being even more determined to improve things by taking a strong sense of pride in the local environment.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The headteacher is currently tackling the underachievement of recent years well through the school's strong commitment to the ISP initiative that gives the school additional support. Governance is satisfactory because it supports the school enthusiastically and is developing more rigorous systems to monitor the work of the school. The leadership of key staff is satisfactory and the management of the school is satisfactory. The staff work effectively as a team to ensure that the school is inclusive for all pupils. The significant aids to learning are the recent focus on raising achievement and improving the quality of teaching by making good use of the Intensifying Support Programme (ISP).

Main strengths and weaknesses

- The previous years' limited focus on raising achievement of pupils by the leaders of the school.
- The school's commitment to being an inclusive school is high.
- The current accuracy of the school's self-evaluation and its emerging use as means of planning improvements.
- The governors' sharper focus on understanding the strengths and weaknesses of the school.
- The induction and professional development of staff are good.

Commentary

28 The headteacher and other senior staff have devoted much of their energy in recent years to achieving stability in the teaching of junior pupils because of staffing changes. This has resulted in a lack of focus on the standards that pupils were achieving and led to an overall decline in junior pupils' achievements. Since September 2004 the headteacher has committed the school to the ISP and through the positive leadership of senior staff the achievement of pupils is now being tackled vigorously through the emphasis on raising the quality of teaching and learning and the setting of curricular and pupil targets.

29 The school's commitment to inclusion is good and this means that all pupils and adults have a high level of respect for and trust in each other. As a result, pupils feel that they have equal opportunities to take advantage of what the school offers and staff feel that they have a full and active role in the school. This is illustrated by the very positive induction experiences of the most recent newly qualified teacher working in the school.

30 The headteacher and senior staff are currently accurate in their self-evaluation of the school and this is being used well to set out the school's priorities for improvement. These priorities are being tackled through the use of external initiatives such as the ISP and the school's improving systems for monitoring the achievement of target groups. As a result the school is developing a clearer sense of purpose and stronger staff unity that are promoting innovations in teaching and learning and sustaining a good ethos for learning.

31 The support for new and newly qualified staff is good and this results in staff settling in to the school well and having good advice on any difficulties that they face. Staff are given good opportunities for further training and this leads to them being well informed about recent initiatives that lead to improvements in the quality of teaching and learning.

32 The governors continue with the good level of support that they were giving in the last inspection. They now have a better understanding of the strengths and weaknesses of the school because they analyse the performance data of the school in a more systematic

manner. They recognise that they now need to use this understanding to work closely with the headteacher to tackle the vision of the school in raising standards and ensuring that pupils achieve as well as they can. The governors ensure that all statutory requirements are met.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	474338.65
Total expenditure	483354.77
Expenditure per pupil	2595.68

Balances (£)	
Balance from previous year	31304.89
Balance carried forward to the next	22015.00

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

33 The school makes **good** provision for children in the Foundation Stage. A judgement on improvement since the previous inspection cannot be made because the school previously had a short inspection, but the good progress children made in reading, writing and number has been maintained.

34 Children enter school with skills that are below those typical for their age and by the end of the Reception year, most children reach the standards expected in all areas of learning. This represents good achievement. Those children with special educational needs, or those who are learning English as an additional language, have their needs met well and consequently achieve well.

35 The Foundation Stage is led and managed well. The quality of teaching is good and children benefit from a well-balanced curriculum that is well matched to their needs. Relationships are very good, which supports the personal and social development of the children well. Relationships with parents are very positive and staff work hard to forge meaningful liaison with parents and carers. Workshops are held on two mornings each week, with parents and carers encouraged to work in each learning area with their children. The accommodation for children in the Reception year is satisfactory and has been improved with the addition of an outdoor area, which is used effectively to support learning. Resources are satisfactory.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Good relationships support children's willingness to take part in the range of activities planned for them.
- Staff have high expectations of behaviour and as a result, children know right from wrong and behave well.

Commentary

36 This area of learning is taught well through well-planned daily activities. By the time they have reached the end of the Reception year, most children are likely to reach the standards expected for their age. Children are polite and are keen to answer questions. All staff celebrate children's personal achievements, which raises children's self-esteem and develops a confident approach when learning new skills. Activities are planned to ensure that children learn how to work positively with others, to take turns and to share resources. Children have a good awareness of other cultures and faiths. Children are expected to behave well and they respond well to these expectations.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Learning activities are well planned and organised so that small groups benefit from adult support.

- The teaching of basic skills is good and this has a positive effect on learning.

Commentary

37 Most children are likely to reach the standards expected by the end of the Reception year. Teaching is good. Activities are well planned, with key areas noted to develop the literacy skills linked to whole school targets throughout the school, so children get off to a good start. Learning support staff are used effectively in order that small groups of children can be taught key skills. For example, most literacy groups contain no more than nine children, so they benefit from adult support and guidance. Speaking and listening skills develop quickly due to the good use of questioning by all adult staff. Correct technical vocabulary is used and this has a positive effect on the acquisition of language. Reading skills develop quickly. Children are able to identify the title of a book, can name the author and know that an illustrator “draws the pictures!” Phonics, (the sounds of letters) are taught thoroughly, so children have a good awareness of the initial letter sounds of words and this helps them to spell. Higher attaining children are beginning to write independently and all children are developing good pencil control.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Resources are used well to develop knowledge and understanding of numbers and their correct sequence.
- Assessments of what individual children know and can do is used well to plan the next stage of learning.

Commentary

38 Children achieve well in their knowledge and understanding of number and shape and most are likely to reach the standards expected by the end of the Reception year. Teaching is good and a particular strength is the effective use made of resources to ensure good understanding. Activities are made fun; for example, in one lesson the teacher used a toy fox to encourage children to count onwards from a given number. Most children are already able to count from one to 10, in the correct sequence. Those children who struggle are well supported, either by the teacher, or by looking at the good range of teacher-made learning resources to show the correct sequence of number. Teachers and learning support staff are thorough in their assessments of what children know and can do. This information is used well to plan the next stage of learning and to provide clear information for individual portfolios. This is a good feature of teaching and one that has a positive effect on the overall achievement of the children.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Early science skills are taught well, so children learn how to investigate by practical activities.
- Activities are well planned, so children make effective connections with other areas of learning.

Commentary

39 Teaching is good and most children are likely to reach the standards expected by the end of the Reception year. Children achieve well in their understanding of early science skills because they are encouraged to use practical activities to find out the answers to key questions. For example, in one activity, children explored which teddy bears would float and which would sink after initially predicting what would happen. The school's close proximity to the Ashton Canal has led children to consider how boats float, so they made a range of canal boats and tested their floating qualities! Staff plan activities that make good connections with what children already know to further extend their learning, so for example, in geography, a large map of the world is used to locate China as the children celebrate Chinese New Year. In religious education, children learn about the first Christmas and Easter, also learning about other religious and cultural festivals. Information and communication skills develop well as children have frequent opportunities to use the classroom computers to support their learning.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Effective use is made of the outdoors accommodation to provide opportunities for children to use their bodies to re-enact favourite stories and rhyme.

Commentary

40 Teaching is good and activities are well planned to support children's physical development through the effective use of the school's accommodation, linked to interesting activities. Most children are likely to reach the standards expected by the end of the Reception year. Children achieve well in their ability to use dance and movement to re-enact some of their favourite stories. Children are taught about the changes that happen to their body during physical exercise, such as their heartbeat increasing or their body beginning to sweat as they get warmer.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Creative activities are planned carefully to extend children's knowledge and understanding in other curriculum areas.
- Children are encouraged to explore a good range of materials and techniques.

Commentary

41 Most children are likely to reach the standards expected by the end of the Reception year. Teaching is good and children achieve well in their skills when using a range of materials and techniques. Activities are well planned to extend learning, for example, to develop the enjoyment of stories, children were set the task of painting scenes from their class story about a "Bear Hunt". They used paint to explore mixing colours; for example, they explored making shades and tones of the colour purple. In music, children chose which instruments they would use to create a rhythm in their interpretation of the

“Bear Hunt” story. Children are enthusiastic and tuneful when singing and they know a good range of songs and hymns off by heart. Children display a good sense of rhythm.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Lessons are well structured and this leads to a good pace.
- There is a strong focus on the teaching of reading in infant classes.
- The strategies being used to actively involve pupils lead to good speaking and listening skills.
- The teaching of writing is very structured and leads to improving standards.
- Marking is inconsistent and explanations of how to improve are not clear enough.

Commentary

42 The ISP has had a significant influence on how English is taught. Teachers plan lessons that are very well structured, resulting in a brisk pace to lessons that lead to good learning by all groups of pupils. Lessons have good beginnings where the purposes of the lesson are clearly explained and lead to all pupils being attentive and engaged. This is then followed with tasks that are suitable for groups of different abilities and adults give good support to help pupils achieve well. The outcome is that pupils enjoy English lessons, work hard and want to improve the standard of their work. The quality of teaching and learning is good and strength of the school.

43 Infant classes pay particular attention to the teaching of reading because many of the current pupils have initial difficulties with aspects of reading. Reading as a class is undertaken on a daily basis and this leads to pupils gaining in confidence, recognising and remembering key words and developing in their expression and fluency. For example, when Year 2 pupils read the story 'Jack and the beanstalk', they did so with enjoyment, accuracy and expression that inspired them to want to read more. The outcome is that pupils have good reading habits by the end of Year 2, an enjoyment of books and have acquired the basic skills that can be developed further in junior classes.

44 The ISP is positively influencing the quality of teaching but this has yet to make an impact on the overall levels of achievement. Teachers use a good range of strategies to actively involve pupils in lessons and this leads to pupils spending time in productive and thoughtful discussions. For example, teachers question pupils skilfully and encourage them to offer opinions, suggest improvements and constructively evaluate the work of others. This is having a beneficial impact on the standard of pupils' speaking and listening skills and heightening pupils' levels of concentration resulting in good attitudes to learning and improvements in the quality of work.

45 Teachers have a very structured approach to the teaching of writing and this is leading to more expressive and creative writing. For example, in junior classes teachers are good at demonstrating the sort of writing that is being looked for by doing the initial writing of a story as a whole class. This leads to pupils being much clearer about what is expected of them and gives them the confidence and drive to try and improve their writing. The outcome is that pupils are using a wider vocabulary in their work, using techniques such as dialogue to enliven their writing and developing a story in more detail so that a clear plot is evident.

46 The marking of work is inconsistent and leads to important elements of pupils' work not being challenged and corrected. For example, too often the teachers' expectations of how pupils present their work is not high enough and therefore the standard of handwriting deteriorates. Also pupils' spellings are often inaccurate and this is not rigorously addressed so that pupils do not know how to recognise incorrect spellings and tackle them. An improvement in provision has been that the teachers identify targets for groups of pupils but the impact of this has been reduced by not always making it clear to pupils what their individual target is and how they might achieve it.

Language and literacy across the curriculum

47 Links with other subjects are satisfactory and pupils practise their writing skills in areas of the curriculum such as history. The regular opportunities for pupils to discuss topics and express opinions is having a positive impact in developing pupils' confidence to speak with conviction and appreciate the views of others.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Teachers plan their lessons well.
- Lessons are effectively structured and lively.
- Teachers do not always ensure that the targets set for pupils to improve are made clear in lessons.
- Pupils with special educational needs are well supported and as a result achieve well.
- Pupils have good attitudes to learning and this enables them to make sound progress.
- Pupils do not always know how to improve their own work.
- Leadership of mathematics is good.

Commentary

48 The quality of teaching in mathematics is good because teachers plan their lessons well. Lessons are structured and pupils stay focussed on their work. Pupils respond well to lively mental sessions at the start of lessons. Pupils are fully included in lessons when teachers use targeted questions matched to ability to enable all pupils to participate. Teachers use a wide range of activities to teach mathematics. The emphasis is on number work with an increasing emphasis on using and applying mathematics to solve problems. All teachers use good questioning skills which allow pupils to explain how they calculate problems. Teachers clearly explain what pupils are going to learn but their expectations of what pupils must do to achieve the outcomes in their independent work, is not always fully explained and this limits their rate of achievement.

49 Pupils with special educational needs make good progress in mathematics. Teaching assistants ably support their work through good questioning which helps pupils to develop their understanding and to concentrate better. Tasks are well matched to the ability of all pupils and, as a result, pupils with a variety of special educational needs achieve well.

50 Teachers establish a good climate and ethos for learning and this leads to pupils enjoying mathematics, particularly when engaged in practical and investigative work. Teaching ensures that pupils are building well on previously learned skills. For example, pupils collaborated well in a dice game in a Year 2 lesson and used their knowledge of number bonds to apply this to addition of money. They shared well in this practical activity. In Year 4 they used their knowledge of multiplication tables to refine their methods of working and in Year 6 they used their knowledge about angles to work out the angles in a triangle.

51 Leadership and management of mathematics are satisfactory. Considerable work and progress has been made in developing assessment in mathematics. As a result the

subject leader is well aware of the achievements of pupils throughout the school. Pupils' work and results have been analysed to enable targets for mathematics to be set. However these targets are not always made explicit in each lesson. For example, pupils are not consistently asked to show the strategies that they have used to work out their calculations and consequently teachers do not always know where pupils have made errors. The co-ordinator has monitored and supported colleagues and has put in place an action plan to correct these inconsistencies, and as a result the school is well placed to raise achievement in mathematics.

Mathematics across the curriculum

Pupils make satisfactory use of their mathematical skills in a variety of subjects such as science, geography and art and design. They use skills in measuring and recording and use ICT to record data handling. Work in Year 4 in symmetry was extended into their art and design work using an ICT programme.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The teaching of practical science activities is a strength and as a result, all pupils achieve particularly well in their ability to plan and carry out investigations.
- Teachers make effective use of the school grounds to promote an active approach to learning.
- There is scope to build upon existing good practise in the school, particularly in the setting of individual learning targets and in ensuring that there is a consistent approach to the marking of work.

Commentary

52 As part of a whole school approach to the teaching of science, the subject leader placed a clear focus on developing teacher's skills in investigative and experimental work. This has been an effective initiative. All teachers plan lessons that provide good opportunities for pupils to actively engage in planning investigations. As a result, pupils in the current Year 2 are likely to reach standards above those expected in both their knowledge and understanding of science and in the quality of their experimental and investigative work. Pupils in the current Year 6 are likely to reach standards that are in line with national expectations. This represents good achievement for this group of Year 6 pupils and all pupils achieve well in their skills in working with others to plan and carry out investigations. Pupils with special educational needs, or those who are learning English as an additional language, are well supported in lessons and achieve well.

53 The quality of teaching is consistently good and there are examples of very good teaching in Year 6. Key strengths in the teaching of science are:

- The planning and organisation of lessons are thorough and as a result, lessons move along at a good pace.
- Learning support staff are used effectively to support smaller groups who are carrying out science investigations. This ensures that safe practices are well monitored and pupils learn to work systematically.
- Correct technical vocabulary is used in lessons and consequently, most pupils are able to use words such as "predict, insulate, germinate" with full understanding.
- Pupils are taught key scientific skills early; for example, Year 2 has already established the concept of a fair test and how to plan and carry out an investigation.
- The school's involvement in the "Eco" initiative has been used well to support learning in science. For example, the school grounds are used well to promote an active approach to learning.

54 What could be improved is a consistent approach to the marking of pupils' work. Whilst marking is satisfactory, teachers expectations of how work is presented in science are not high enough and whilst pupils use scientific vocabulary well, their spelling of key words is a weakness and these often go uncorrected.

55 Subject leadership is good overall. As found at the previous inspection, pupils' good scientific knowledge and understanding has been maintained. Pupils benefit from a broad science curriculum. Challenging targets have been set for higher attaining pupils in Year 6 and extra teaching support will be provided by the subject leader to help these pupils reach their potential. However, there are areas for improvement, particularly in taking action to promote further whole school initiatives. For example, the very good individual target setting used in Year 6, where pupils know clearly what they do well and what they need to do to improve, has not been used as a model of good practice for the rest of the school. Also, there are missed opportunities for professional development through the observation of the good and sometimes very good science teaching that is already present in the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The effective planning means that the curriculum covers all aspects of ICT.
- ICT supports learning in many areas of the curriculum.
- The limitations of the accommodation mean that pupils are not always progressively developing their ICT skills.

Commentary

56 Standards in Year 6 are in line with expectations and this is due to the good range of software, the use of staff expertise and the adoption of the Qualification and Curriculum Authority scheme of work. This has led to a comprehensively planned curriculum covering all aspects of expected learning for all classes. For example, pupils use programmable toys for control purposes, use the computer to word process work and use spreadsheets to keep details of data. In junior classes pupils use the Internet well to research topics and know how to select information that is appropriate and relevant. Year 6 pupils create multimedia presentations, navigate the network and Internet well to select their own photograph and add text and appropriate backgrounds to their slides. Pupils use a sound range of programmes to work at their own level when using computers to extend their literacy and numeracy skills.

57 The school's very cramped accommodation means that there is no computer suite for pupils to develop their skills within the benefits of whole class teaching. A number of classrooms now have Interactive Whiteboards and this leads to effective demonstrations to the whole class. This means that pupils acquire basic skills to a satisfactory standard in junior classes but are restricted in the opportunities to follow up this work. As a result, not all the work seen is planned to ensure that it builds on pupils' previous ICT skills and knowledge and the outcome is that although the overall achievement of pupils is satisfactory, pupils could be doing even better.

Information and communication technology across the curriculum

58 ICT is used well by teachers to support learning in literacy and numeracy. Pupils in Years 3 and 4 use their ICT skills well to word process poetry, represent their findings of a scientific experiment in graph form and design a Chinese carpet. Year 5 and 6 pupils use the Internet to research their geography and history topics and this leads to a greater level of interest in their learning. In Years 1 and 2 pupils use a number of art and design programmes to develop their creative and basic computer skills.

HUMANITIES

59 It was not possible to make a secure judgement on the quality of provision or pupils' achievement in **geography** as no lessons were being taught during the period of the inspection. An analysis of work and displays indicates that the curriculum is covered appropriately through a range of activities based on work in the local area in the infant classes and knowledge of the wider world in junior classes. Map work is taught progressively. Links with history have helped to develop pupils' learning.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Teachers plan interesting activities to which pupils respond with enthusiasm and enjoyment.
- Resources are used well to develop pupils' understanding.

Commentary

60 Teaching is good because teachers plan to give pupils interesting activities which they can respond to with enjoyment. Work is supported by some visits to places of local historical interest such as Portland Basin and the Imperial War Museum. In a Year 6 lesson pupils were seen to develop skills in historical investigation using pictures and video depicting the Victorian period. They responded with enthusiasm and had developed a good knowledge of this period. In a Year 1 lesson about toys, pupils could interact with a display of old toys. Pupils' learning was enhanced by the contribution of artefacts sent in by parents and grand parents.

61 In Year 5 pupils learn about the Ancient Greeks and use photographs of Grecian urns to find evidence of life at that time. They understand the difference between different sources of evidence and made good links in their learning in literacy by writing their own myths based on those of Ancient Greece. Standards of work seen in history are in line with those expected for infant and junior pupils.

62 The leadership and management of history are satisfactory. The co-ordinator has monitored standards in pupil's work and observed some lessons. An action plan rightly identifies updating the plan for educational visits linked to the topics studied and the impact that increasing such visits will make on pupils' learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

63 Work was sampled in **physical education**, so no judgement on the school's provision in the subject has been made. Only one lesson was seen, so no judgement has been made on the quality of teaching. The curriculum is planned so that the pupils have access to all aspects of the subject. The school works hard and creatively to ensure that the limitations of space do not adversely impinge on the pupils' experiences. Good use is made of the local Sports Development Coaches who regularly visit the school, teach the pupils and motivate them to increase their participation in sport and develop healthy lifestyles.

64 Work was sampled in **art and design**, so no judgement on the school's provision in the subject has been made. Only one lesson was seen, so no judgement has been made on the quality of teaching. Inspectors looked at pupils' sketchbooks and examined work on display throughout the school. This evidence shows that pupils have sound drawing skills, with some good examples of drawings using shading, line and tone, in Year 5. In the lesson seen in Year 2, the teaching was good and pupils used their knowledge of plants to curl and fold paper to make a 3-D design of a flower with a root system. There are few examples of the work of famous artists in the school, which is a missed opportunity to extend pupils' interest in the style and techniques of different artists.

65 Pupils' work in **design and technology** was sampled, so no judgements have been made on the school's provision or on the quality of teaching. In the work seen pupils' designs are well structured and evaluations are thoughtful. In Year 2, pupils have explored a range of techniques to join paper and card together and have had a sound range of experiences to extend their knowledge and skills in both the design and making process. There is a lack of consistency in the quality of work expected from pupils in some classes however; for example, some pupil's designs do not show that their ideas have been developed systematically, with their designs then being used as a guide when making their products.

66 Pupils' work in **music** was sampled, so no judgements have been made on the school's provision or on the quality of teaching. The quality of their singing was good and it is obvious that pupils enjoy singing and like working in harmony with other pupils. The curriculum is planned to ensure that pupils have the opportunity to play musical instruments and create their own musical sequences.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

67 Pupils' work in **citizenship** was sampled, so no judgements have been made on the school's provision or on the quality of teaching. The school makes good efforts to raise pupils' awareness of being good citizens; for example, pupils have been involved in the litter campaign in the local community following their survey of local residents on how to improve the environment.

Personal, social and health education

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

Main strengths and weaknesses

- The good involvement in promoting a healthy school through its curriculum and involvement with local sports links.
- Planning for PSHE is good and linked effectively to the Schools Eco Project.

Commentary

68 The school is active in promoting a healthy lifestyle. It is offering opportunities for pupils to eat healthily and exercise regularly. The impact is that pupils are conscious of the importance of eating a balanced diet and are keen to participate in the range of sporting activities that is on offer in the school. Pupils are aware of the dangers of drugs and the responsibility that they have to resist the temptation of taking them. The provision for sex and relationships education is good.

69 Teachers plan for PSHE on a weekly basis and there are good links with the Schools Eco Project. Opportunities are taken to tackle issues in specific lessons for PSHE as well as those planned for in other lessons; for example, the issue of healthy eating and good hygiene has been tackled thoroughly by pupils in Year 3. Pupils use 'circle time' to discuss issues that are important to how they should behave and treat others. As a result, pupils are very conscious of their responsibilities to others and fully understand what is expected of them as pupils in and outside of the school. The outcome is that pupils are polite, sensitive and mature. They are committed to taking care of the environment and put this to good use in tackling the litter problems of the school and the immediate area around the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
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	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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