

# INSPECTION REPORT

**Hawkchurch Church of England  
Voluntary Controlled Primary School**

Hawkchurch, Axminster

LEA area: Devon

Unique reference number: 113356

Headteacher: Mr F Cann

Lead inspector: Mr I H Jones

Dates of inspection: 17<sup>th</sup> - 18<sup>th</sup> November 2003

Inspection number: 256363

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 Controlled  
Age range of pupils: 4 – 11  
Gender of pupils: Mixed  
Number on roll; 16

School address: Hawkchurch  
Axminster  
Devon  
Postcode EX13 5XD

Telephone number: 01297 678331

Appropriate authority: Governing Body  
Name of chair of governors: Mr R Cross

Date of previous inspection: 26 – 28 April 1999

## **CHARACTERISTICS OF THE SCHOOL**

Hawkchurch Church of England Voluntary Controlled Primary School is situated in the village of Hawkchurch near the town of Axminster. It is a very small rural school with just 16 pupils on roll. Currently, there are no pupils in the reception year. The school caters for boys and girls aged between four and 11 years. Pupils attending the school come from both the local area and further afield. All pupils come from white U.K. backgrounds and speak English as their first language. There are no pupils known to be eligible for free school meals. Attainment on entry to the school varies between individuals and from year-to-year but overall is broadly in line with that found nationally. There are no pupils attending the school with statements of special educational needs and the percentage of pupils receiving special educational needs support from within the school is well below the national average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2758	Mr I H Jones	Lead inspector	English, Information and Communication Technology, Art and Design, Design and Technology, Music, Physical Education.
11564	Mrs J McKay	Lay inspector	
11227	Mr J Moles	Team inspector	Mathematics, Science, Religious Education, History, Geography Special Educational Needs, Foundation Stage.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a good and effective school. The quality of teaching and learning is good overall and pupils achieve well, attaining standards that are higher than would normally be expected when compared with their earlier attainment. This represents a significant improvement in the school's performance since the last inspection. Pupils enjoy school, their behaviour at all times is excellent and they have a very good attitude towards their class work. Relationships within the school, with parents and the wider community are very good. The school is well led and managed, employing formal and informal procedures that work effectively. The curriculum is well planned and helps to ensure that the work set is finely tuned to the individual needs of each pupil. A wide range of extra-curricular activities enriches the curriculum. The school provides a high quality of education, but, as it is very small, the costs incurred per pupil are high. In consequence, the school provides satisfactory value for money.

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

- Pupils make good progress overall and achieve well.
- The standards attained by the end of Year 6 in English, mathematics, science and information communication technology (ICT) are above those expected for pupils of their age.
- The standards attained in writing are good, but not as high as those in other aspects of English.
- The behaviour of pupils is excellent at all times.
- Pupils' attitudes and the relationships within the school are very good.
- The quality of teaching and learning is good overall, with examples of very good practice.
- The school's support for pupils' academic and personal development is very good.
- The standards attained throughout the school in information and communication technology have improved greatly since the last inspection. However, opportunities for pupils to use ICT to aid their learning in other subjects are sometimes missed.
- The leadership, management and governance of the school are good and ensure that the learning needs of all pupils are fully met.
- Links with parents and the wider community are good.

**Improvement since the previous inspection has been good.** All of the issues raised have been fully addressed. There have been significant improvements in the standards attained, particularly in information and communication technology, and in the progress that pupils make. The quality of teaching and learning has improved, especially in Years 1 and 2. The curriculum is now better structured, particularly for ICT. These improvements have had a positive effect upon standards.

### STANDARDS ACHIEVED

By the end of Year 6, **all pupils have achieved well** and, in the main, attained standards that are higher than would be found nationally for their age.

This is a very small primary school with just 16 pupils on roll. Consequently, there are few pupils in each year group. In some year groups there are no pupils, such as the current reception year, and in others there are only one or two pupils. With so few pupils attending the school, the table setting out their results of the National Curriculum tests is not published in this report as it would be possible to identify the attainment of individuals.

In Years 1 and 2, pupils make steady progress and attain standards in reading, writing, mathematics and information and communication technology that are broadly in line with those found nationally for their age. This secure foundation is built upon successfully in Years 3 to 6 where all pupils achieve at a good rate and attain standards in English, mathematics and science that are higher than would normally be expected when their prior attainment is taken into account. Attainment in writing is good,

but not as high as that achieved in other aspects of English, such as reading and spoken English, where some pupils are performing at levels well above those normally found nationally for their age.

The standards attained in information and communication technology in Years 3 to 6 are above those found nationally. This represents a considerable improvement since the last inspection when standards in this subject were judged to be unsatisfactory throughout the school.

Pupils' spiritual, moral and social development is very good and their cultural development is good.

Pupils' attitudes towards their work and life at school are very good and their behaviour is excellent at all times. The commendable attitudes and behaviour of the pupils have a very positive effect upon their overall progress and the standards that they attain.

The school's overall attendance rate is very high in comparison with other schools. Punctuality is very good at the beginning of the school day, and a prompt and efficient start is made to individual lessons. Pupils arrive at school keen to start the day, some arriving as early as 8.00.a.m. to read or practise their musical instruments.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good.**

Overall, the **quality of teaching is good**. No teaching was observed that was less than satisfactory.

The teaching in Years 1 and 2 is satisfactory, with a significant number of examples of good teaching. This represents an improvement since the last inspection and, as a consequence, pupils are making greater gains in their learning at a faster pace than previously. The teaching of Years 3 to 6 is good and includes notable examples of very good practice. All pupils respond well to this quality of teaching and progress in their learning at a consistently good rate, irrespective of their particular learning needs.

The curriculum provided by the school is good and effectively supports the academic and personal needs of all pupils and helps to ensure that they make systematic progress as they move through the school. The school provides very good extra-curricular activities that enrich and enliven the pupils' learning experiences. The school's support for pupils' personal development is very good and, together with the very good relationships within the school, helps to create a harmonious working environment in which they feel secure and can enjoy their learning. Good, effective links with parents and the community have a positive effect upon the work of the school.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are good.**

The headteacher is an **effective leader** who focuses the work of the school on ensuring that each pupil receives the best possible education and achieves as well as he or she is able.

This very small school is **managed efficiently** using a balance of formal and informal procedures.

The governing body is very involved in the work of the school and fulfils its responsibilities well.

The leadership, management and governance of the school have improved since the last inspection and this has helped the school to become a more effective place for learning.

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

The parents are very supportive and consider that their children work hard, achieve well and enjoy attending the school. The pupils are also very supportive of the school and consider that they are expected to work hard by the teachers but that life at school is fun. The inspection team fully supports the very positive views of the parents and pupils.

### **IMPROVEMENTS NEEDED**

The school has correctly identified the main aspect that needs further development. It should, therefore:

- continue to raise the standards of writing so that they match the high standards achieved in other aspects of English.

In addition, the school should proceed with its plans to:

- introduce individual targets for pupils so that they understand better how to improve their work;
- involve the pupils further in the life of the school through discussions that seek their views about how the school might develop and improve;
- ensure that all pupils have more opportunities to use their skills in information and communication technology to help develop their knowledge and understanding in other subjects of the curriculum.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

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

Achievement in **Years 1 and 2 is satisfactory**, and for pupils in **Years 3 to 6 it is good**. Standards overall in the core subjects of English, mathematics and science are above average by the time the pupils transfer to secondary education.

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

- The standards attained by the end of Year 6 in English, mathematics, science and information and communication technology (ICT) are above those expected for pupils of their age.
- The standards attained by pupils throughout the school in information and communication technology have improved greatly since the last inspection.
- The standards attained in writing are good, but not as high as those in other aspects of English.
- The pupils in the junior class have acquired a very good general knowledge that is much greater than normally found for their age.

#### **Commentary**

1. This is a very small school with just 16 pupils on roll. The number of pupils taking part in national tests and assessments in any particular year is thus very small. Currently there are year groups with as few as one pupil and others with no pupils at all. The attainment of one or two pupils can, therefore, have a significant impact on the overall results. Consequently, the assessments of pupils' attainment on entry and through national tests and assessments at the end of Year 2 and Year 6 do not, for any one year, represent a full and accurate picture of the attainment of pupils within the school as a whole. This means that the analysis of pupils' performance and its comparison with national and similar schools' data should be treated with the utmost caution. The tables of results that show the standards attained in the National Curriculum tests have been omitted from this report. This is because of the very small number of pupils involved and the consequential possibility of identifying the test and assessment results of individual pupils.
2. The judgements about standards made by the inspectors are based on the evidence gained from observing work in lessons, talking to pupils and teachers and scrutinising pupils' school assessment records. In addition, the inspectors sampled both the current work of the pupils and their work over time as demonstrated in their books and folders. The results of the national tests and assessments were used to provide additional information about the standards achieved by individual pupils at a specific time in their school career and to provide a marker for determining their rate of progress.
3. At the time of the inspection there were no pupils on the school roll in the reception year. However, through talking to teachers and reviewing school records it was clear that the attainment of pupils on entry to the school varied considerably from year-to-year, but on average is broadly in line with that expected for their age.
4. From an analysis of the work of the six pupils in the infant class and from their school records, it was evident that the standards attained varied considerably from one pupil to another. When considered overall, the pupils on average are attaining standards that are mainly in line with those expected for their age in reading, writing, mathematics and information and communication technology, but higher than those expected in science. However, there are examples of individual pupils working at above average levels.

5. The standards attained by the ten pupils in the junior class vary considerably from pupil-to-pupil, exactly as was found in the infant class. However, when considered as a whole group of ten pupils, the standards attained are mainly above those expected for their age in English, mathematics, science and information and communication technology. Although needing to be treated with great caution, the national assessments for pupils at the end of Year 6 for the most recent years show that pupils, albeit a very small sample, have attained very high standards in English, mathematics and science when compared with all schools nationally.
6. The national assessment results for pupils at the end of Year 6, when averaged over the last five years, show that the school's pattern of improvement in the standards it achieves in English, mathematics and science have risen significantly faster than the national average for all schools.
7. There is currently only one pupil receiving special educational needs support. This is a very recent development and it is too soon to draw any conclusions about the effectiveness of the support upon the standards attained. It is clear, however, that all pupils receive support that addresses their individual learning needs and, as a consequence, they achieve well.
8. From the detailed tracking of the work of individual pupils and their school assessment records, it is clear that over the time the pupils attend the school they achieve better than is expected nationally. In addition to the pupils' assessed standards of attainment, the inspectors were particularly impressed with the pupils' depth of general knowledge and understanding that was well beyond that expected for their age.
9. During the day and a half of the inspection, the inspectors focused on the work of the pupils in English, mathematics, science and information and communication technology. However, sampling of the work in other subjects of the curriculum indicated that on average pupils were attaining standards that were at least in line with those expected nationally for their age. In religious education, pupils were attaining standards above those set out in the locally agreed syllabus for their age.

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

Pupils have **very good attitudes** to school and their **behaviour is excellent** at all times. Their **personal development is very good**. Pupils' **spiritual, moral, and social development is very good** and their **cultural development is good**. **Attendance and punctuality are very good**.

### **Main strengths and weaknesses**

- Pupils are friendly, polite and courteous.
- Relationships are very good throughout the school.
- Pupils are keen to learn and work hard to achieve their best.
- All pupils feel fully included in the work and life of the school.
- Pupils are very sensitive to the needs and feelings of other pupils.
- The attendance rate at the school is much higher than schools nationally.
- The study of those cultural traditions not represented in the school is an area for further development.
- Too few opportunities are provided for pupils to express their own ideas about how the school or its grounds may be improved.

### **Commentary**

10. The school's overall attendance rate of 97.6% is very high in comparison with other schools. Parents are clear about their responsibilities to send their children to school regularly and on time. Parents also recognise that this regular attendance has a positive impact on their child's

achievement. Punctuality is very good at the beginning of the school day, and a prompt and efficient start is made to individual lessons. Pupils arrive at school keen to start the day.

11. Pupils are very interested in all aspects of school life. They have good self-knowledge that is shown in their confident ability to discuss their likes and dislikes and a perceptive care for the needs of other pupils in the school. Their behaviour is excellent and they have very good relationships with each other and with all adults. This is a strength of the school and the result of extremely high expectations by the teaching staff that pupils will behave and strive hard at their work. Teachers are therefore very willing to set interesting tasks for pupils to undertake knowing that they will respond in a mature and sensible way. Too few opportunities however are provided for pupils to express their own ideas about how the school or its grounds may be improved. Given the very mature attitudes shown by pupils, this is a missed opportunity for further personal and community development.
12. Spiritual development is promoted well through regular and sincere periods of reflection in collective worship and through dance. Pupils show a good understanding of the way in which a belief in God may influence the way people behave and view the world. They have a very well developed understanding of right and wrong and work very well together as a school community. The school provides good opportunities for pupils to study life in other parts of the world and rightly stresses the similarities as well as differences. The study of those cultural traditions not represented in the school is satisfactory, but is an area that could be developed further.

## Attendance

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

Authorised absence		Unauthorised absence	
School data:	2.3	School data:	0.1
National data:	5.4	National data:	0.4

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

## Exclusions

### Ethnic background of pupils

### Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	16	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The **quality of education** provided by the school is **good**.

### Teaching and Learning

The quality of **teaching and learning overall is good**. In the infant years teaching is satisfactory with examples of good practice. In the junior years, teaching is good overall with some practice of high quality. No unsatisfactory teaching was observed.

### Main strengths and weaknesses

- The quality of teaching and learning is improving and is currently good overall.
- The teachers know the pupils very well and are able to ensure that the individual learning needs of each pupil is effectively addressed.
- Teachers have high expectations of what pupils can achieve, both academically and personally.
- The significant improvement in the teaching of information and communication technology is clearly evident in the pupils' work and records.
- The skills of literacy and numeracy are effectively taught
- With the exception of information and communication technology and science, the pupils do not yet have individual targets for their work and as a consequence are unclear about how they can improve.

### Commentary

13. The pupils are taught in two classes. The six Year 1 and 2 infant pupils are taught together in one of the two school classrooms. There are currently no reception-aged pupils attending the school. The ten Year 3 to 6 junior pupils are taught in the second classroom mainly by the headteacher. There is no other teaching space in the school.
14. Nine teaching sessions were observed during the day and a half the inspectors were visiting the school. This is a very small overall sample and is insufficient to make secure judgements about the quality of teaching in each subject of the school's curriculum. However, the sample does provide an overview of the quality of teaching in the school as a whole, especially when supported by evidence gained from the scrutiny of teachers' planning, pupils' records and the current and previous work of the pupils. In the limited time available, the inspectors focused on the teaching of English and mathematics and observed teaching in these subjects.
15. Based on all the available evidence, the overall quality of teaching in the school is judged to be good with examples of some very good practice. No teaching was observed that was less than satisfactory. This represents an improvement since the last inspection when teaching was judged to be satisfactory overall with approximately four per cent being judged unsatisfactory.
16. The overall quality of teaching of the Year 1 and 2 pupils is satisfactory with examples of good practice. This represents an improvement since the last inspection and, as a consequence, pupils are making greater gains in their learning at a faster pace than at that time and developing a secure knowledge and skills base in subjects across the curriculum. This firm foundation is effectively built upon in Years 3 to 6 where the teaching is good and includes notable examples of very good practice. All pupils respond well to this quality of teaching and progress in their learning at a consistently good rate, irrespective of their particular learning needs.
17. A particular feature and strength of the teaching in the school is directly connected to the way the individual learning and development needs of the pupils are clearly understood and met by all those involved in their education. Through this very individual approach, the teachers are

able to build effectively upon what each pupil already knows and can do. The activities set for the pupils are closely matched to their individual learning needs and the teachers take full advantage of the very favourable pupil / teacher ratio to work with individual pupils, encouraging and motivating them. This helps to ensure that all pupils achieve their very best in all of their work.

18. The teachers have high expectation of the pupils, both academically and personally, but at the same time make the experience of learning enjoyable. Work is set that stretches each pupil, without being so difficult that he or she loses heart and becomes demoralised. This has a very positive effect upon the rate of their learning and their attitudes and behaviour.
19. Lessons in the junior class are well organised and follow a routine well understood by the pupils. Pupils are treated with great respect and the lessons are conducted in a very calm but purposeful manner. The pupils respond well, demonstrating considerable independence and maturity in managing their own learning. When they are required to work in small groups, they do so in a sensible and constructive way. The teacher clearly knows the pupils very well and is able to play on their strengths to give them confidence, whilst challenging them to think and learn. This promotes some very good learning.
20. The skills of literacy and numeracy are effectively taught. The teachers are guided by the recommended national strategies for teaching the skills of literacy and numeracy. The school has modified these strategies so that they more effectively meet the needs of the wide age and ability range in each class. As a consequence, the pupils make good and systematic progress in developing their literacy and numeracy skills and knowledge.
21. The pupils benefit from being taught by the two part-time teachers in addition to the headteacher and full-time teacher. The part-time teachers did not teach at the school on the one and a half days of the inspection and so could not be observed teaching. However, the results of their teaching are very evident in the work of the pupils. In both information and communication technology and in science, the subjects taught by these teachers, the pupils' knowledge and skills are good and for some of the older pupils, very good. This represents an improvement since the last inspection, particularly for information and communication technology where teaching was judged to be unsatisfactory throughout the school.
22. The teachers carefully assess what pupils know and can do and use these assessments well to identify what each individual pupil needs to do to improve. The teachers know the pupils' strengths and weaknesses well and set work that will enable them to succeed to a high level. This is an improvement since the previous inspection. In science and information and communication technology pupils have written targets to attain. They do not have individual targets set for other subjects that extend beyond an individual lesson. As a consequence, the pupils do not have a clear picture of how they can improve. The school has identified this as an area for development and is in the process of implementing procedures that involve both teachers and pupils in determining individual targets.

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2	4	3	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.

#### The curriculum

The school provides a **good range of curricular opportunities** that cater well for the interests, aptitudes and particular needs of all the pupils. The planned curriculum helps to ensure good

progress in pupils' learning. Enrichment of the curriculum and **extra-curricular provision is very good.**

### **Main strengths and weaknesses**

- The curriculum is well structured and provides rich learning opportunities through which all pupils are able to achieve well.
- Good schemes of work support teachers in creating plans that specifically target the learning needs of individual pupils.
- Good in-service training for areas of the curriculum the school has identified for improvement has had a positive effect upon the quality of teaching and the learning of pupils.
- The school's curriculum is enriched through its very good programme of extra-curricular activities.
- The overall good accommodation and resources enable the curriculum to be taught well, even though the school does not have a hall.
- Teachers do not set individual written targets for pupils except in information and communication technology and science.

### **Commentary**

23. The curriculum is planned to ensure that each subject is allocated sufficient time to enable pupils to cover the requirements of the National Curriculum. The wide range of activities and experiences accurately reflect the school's aims and values and the pupils' interests and abilities. National and locally available guidance has been considered and effectively modified to create a carefully structured plan for the teaching of the curriculum to all pupils regardless of their age, gender or ability. The provision for religious education and collective worship is good and complies with the locally agreed syllabus.
24. The school has developed and implemented effective policies and schemes of work for each subject. They are clear and enable teachers to plan activities that interest the pupils, focus on their individual learning needs and build successfully upon their previous learning. The school has successfully introduced the National Literacy and Numeracy Strategies into the school since the last inspection. The school has modified them so that they can be used effectively with the wide age and ability range in each class. These strategies have provided the school with a very good structure for planning the work of the pupils and this has helped to ensure that essential skills and knowledge are gained in a systematic way. As a result, pupils are making consistently better progress than previously, especially in the infant class.
25. The very good attitudes and excellent behaviour of the pupils and the small number of pupils in each class mean that teachers are able to plan lessons that involve a wide range of different activities that capture the enthusiasm of the pupils, irrespective of their age and aptitude. The curriculum is skilfully adjusted to ensure that it captures the particular interests of individual pupils. As a consequence, the pupils become totally involved in their work, strive hard to do well and make good progress.
26. The school's provision for pupils' personal, social and health education is good. The pupils' attitudes, behaviour and mature social skills are testament to the success of this provision.
27. Teachers have attended training to ensure that they are conversant with new initiatives and developments in the school curriculum. Training has included courses associated with the implementation of the literacy and numeracy strategies and for planning the information technology curriculum. These courses have prepared the staff well to implement necessary changes to the curriculum and, as a result, raise the standards attained by the pupils.
28. Teachers do not set individual written targets for improvement and pupils do not set themselves targets and do not always understand what it is they should do to improve.

29. The four teachers employed at the school are all well qualified and experienced and well able to teach all curriculum requirements. The two part-time specialist teachers, who teach information and communication technology and science, considerably strengthen the effectiveness of the school in developing its curriculum.
30. Accommodation and resources for supporting learning within the school are good, especially when taking into account the current school roll of 16 pupils, and are sufficient for teaching the requirements of the National Curriculum. To overcome the lack of its own hall for physical education activities, the school makes good use of the local village hall and a sports centre. The school has a small outdoor swimming pool, but makes additional use each week throughout the year of an indoor pool in a nearby town. The school does not have facilities for the disabled, but plans are in place to rectify this situation.
31. The school provides a very good range and variety of activities outside the school day. These include clubs such as recorders, guitars, and sports. In addition, the school makes good use of visitors with specific expertise to support learning in the classroom. Younger pupils were keen to talk about a visit to the seaside to study wildlife in rock pools and older pupils told of a visit to a museum to learn more about the Romans.

## **CARE, GUIDANCE AND SUPPORT**

There are **good procedures to ensure pupils' care, welfare, health and safety**. The school provides pupils with **very good support, advice and guidance** and also involves them satisfactorily in its work and development. There are good procedures for child protection.

### **Main strengths and weaknesses**

- Very secure support, care and guidance is based on very good monitoring of the academic, personal and emotional lives of pupils.
- The school has a very good ethos.
- The contribution made by pupils, the staff and the wider community is greatly valued.
- It strongly supports pupils' learning and personal development.
- During the inspection pupils said they did not feel involved or consulted in the development of the school.

### **Commentary**

32. Procedures for ensuring child protection are well known and are carried out in accordance with local practice. Staff are supported well by outside agencies who regularly visit the school. A number of parents spoken to during the inspection said how much they appreciated the very good care and guidance that their children receive. The school believes that this small environment means that each child is very well known, and his or her needs can be personally assessed and catered for. Inspection evidence agrees that this is indeed the case. The school takes seriously the health and safety of all pupils, and makes regular safety checks of the school. During the inspection, pupils were able to say exactly what they would do in the event of a fire.
33. All adults in the school monitor the personal development of the pupils very well. Teachers work sensitively and very conscientiously to meet the needs of all pupils in their care, to very good effect. The school believes in stressing common sense and awareness of the needs and welfare of others when formulating codes of behaviour and school rules. As a result, it is a well-ordered community where excellent behaviour is seen both in classrooms and at playtimes. Pupils are self-confident, well mannered and considerate of each other and visitors. Relationships are warm and friendly throughout the school, with good interaction between pupils and adults. This aspect of school life contributes to the good quality of teaching and

learning evident in each classroom. All pupils have individual Records of Achievement files, which accompany them throughout their time in the school. As well as containing information on their academic progress, the files contain good examples of written work, paintings, and computer generated art work.

34. When spoken to during the inspection pupils were able to say they could talk with confidence to any adult in the school. Pupils were keen to talk to inspectors about their experiences both in and out of school. They did say however that they would like to be consulted about the future development of the school.
35. At present the school does not have a formal induction policy for young children coming into school.

### **Partnership with parents, other schools and the community**

There are **good, effective links with parents and the community**. The school also has good links with other schools and the local secondary schools.

### **Main strengths and weaknesses**

- The school has traditionally played an important part in the life of the community. This important link is still an integral part of school life.
- Parents said they would have no difficulty in approaching the school with problems or comments.
- Parents think the quality of information they receive from the school is good.
- There are good links with local primary schools, and with the local secondary schools.

### **Commentary**

36. Many parents are actively involved in the work of the school, for instance by taking pupils by car to the local swimming pool. The school prospectus and annual report to parents provides good information about the school and the progress of pupils. Although the school does not have an official Parent Teacher Association, parents arrange social and fundraising events, for example during the inspection pupils were practising country dancing which was to take place after the presentation of the Annual Governors' Report to Parents. Parents will be invited to join in the dancing. During the inspection, parents spoke positively about the school, although some would like to increase the number of formal parent/teacher meetings, and some would like to receive more detailed information about what their children will learn next in order that they can provide greater support for their children at home.
37. The school has good links with the local community and with other local primary schools. Schools get together for events such as Fun Days during the summer. There are very strong links with the local church and pupils share a service each term with parents and the church community. Pupils particularly said how much they enjoyed the garden party in the vicarage garden just before they broke up for the summer holiday. The school is in an area of outstanding natural beauty and the local environment is used to good effect for lessons such as history, geography and art.
38. The good links between this and the local secondary schools mean that a smooth transition is managed when pupils are leaving school. Parents of pupils who had left to go on to secondary schools said their children were well prepared for the next stage of their education. This preparation had included familiarisation visits to the secondary schools. Older pupils said that they were looking forward to transferring to their chosen secondary school, although they also said they would be sad to leave their tiny village school.

## **LEADERSHIP AND MANAGEMENT**

**The leadership, management and governance of the school are good.**

### **Main strengths and weaknesses**

- The headteacher is an effective leader who focuses the work of the school on ensuring that each pupil receives the best possible education and achieves as well as he or she is able.
- This very small school is managed efficiently using a balance of formal and informal procedures.
- The governing body is very involved in the work of the school and fulfils its responsibilities well.
- The leadership, management and governance of the school have improved since the last inspection and this has helped the school to become a more effective place for learning.

### **Commentary**

39. This very small rural school is effectively and efficiently led and managed. The headteacher is an effective leader. His quiet and sensitive approach is well matched to the specific needs of this small school. He is well respected by the parents and staff who appreciate his open and approachable leadership style. Under his leadership the school has made considerable improvements since the last inspection and is well situated to improve further in a balanced and well-considered manner.
40. The systems and procedures that are in place for the day-to-day management of the school reflect its size and character and are appropriately informal and enable the school to operate without undue paperwork and time consuming administrative activities.
41. All members of staff work well together and take an active part in supporting the school's development. The full-time teacher mainly teaches the infant pupils and takes overall responsibility for the development of the curriculum for Years 1 and 2, under the guidance of the headteacher. The two part-time teachers take overall management responsibility for specific subjects of the curriculum for which they have a specialist knowledge. The involvement of these part-time teachers has a positive effect upon the learning experiences of the pupils and significantly aids their progress. For example, the teacher employed to take responsibility for the teaching and development of information and communication technology (ICT) has had a very notable effect upon the quality of the planning and structure of the curriculum and the rapid improvement in the standards attained in the subject throughout the school.
42. The school has an accurate understanding of its strengths and weaknesses. It is effective in tackling areas that need to be improved, albeit in its own rather unique way. The development plan lacks detail and precision. However, the school does correctly identify aspects that need to be improved and does set out with clear determination to make the required improvements. Improvements since the last inspection testify to the school's effectiveness in bringing about change.
43. The school, under the leadership of the headteacher, is very focused and successful in providing the very best educational opportunities for each individual pupil. There is a clear sense of purpose and high expectations of pupils' academic and personal achievements. The high expectations have a very positive effect upon the pupils' learning and overall development.
44. The governing body has a good understanding of the schools' strength and weaknesses. Individual governors make regular, planned visits to the school to gain first-hand knowledge of how it is performing. Following the visits, they submit a short written report to the full governing body. The governing body supports the school well in all its activities. It monitors and evaluates its overall effectiveness, particularly ensuring that it is providing each individual pupil with the very best possible education.

45. The last inspection found that some information required to be published in the school's prospectus and governors' annual report had not been included. Since then, the governing body has reviewed its procedures to ensure that the school fulfils all its statutory duties.
46. The school has acquired a very large financial surplus, which currently stands at £58484 or 42 per cent of its annual income. This large surplus has been accumulated over many years. The governing body reports that the money has been saved so that it can finance the building of extra facilities at the school, including those for disabled pupils. Building plans have now been presented for these improvements and the school expects that the project will be completed within this academic year.

## Financial information

### Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	137157
Total expenditure	124910
Expenditure per pupil	5677

Balances (£)	
Balance from previous year	46237
Balance carried forward to the next	58484

47. The effective leadership, management and governance of the school have a positive effect upon the quality of education provided. Pupils achieve well and, on average, make good progress and attain high standards. When taking into account the much higher than average income per pupil, an inevitable consequence of this being such a very small school, the school provides satisfactory value for money.

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

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

48. As there are no pupils currently in the foundation stage, it is not possible to make a judgement about provision in each of the areas of learning or an overall judgement about provision in the school. The teaching staff have a satisfactory knowledge of the areas of learning and requirements for these young children and there is a satisfactory range of resources to support learning in these areas, should a pupil move into the school in this age group.

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

#### **ENGLISH**

Provision in English is **good**.

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

- Standards overall are good in English.
- Pupils have a very positive attitude towards their work and achieve well.
- Teaching is good and ensures that the learning needs of each pupil are effectively met.
- Teachers' expectations of the pupils are high.
- Standards in writing are not as high as in other aspects of English.

#### **Commentary**

49. In this very small 16 pupil school, the number of pupils taking part in national assessments in any one year is very small. The performance of one pupil can have a marked impact on the overall results, especially when there is only one pupil in the year group. Similarly, inspection findings relating to standards attained at the end of the infant and junior stages are based on an equally small number of pupils. The analysis of pupils' performance in such assessments should be interpreted with care.
50. To gain an understanding of the progress and achievements of the pupils in English, the inspectors tracked the work of individual pupils through their time at the school. The national assessment results were used to provide additional information about the standards achieved by pupils at a specific time in their school career and to provide a marker for determining their rate of progress.
51. Evidence from pupils' class work and portfolios and talking to them about their work indicates that their progress as they move through the school is consistently good. The six pupils currently in the infant class are attaining standards on average in English that are broadly in line with those found nationally for their age. The ten pupils in the junior class are attaining standards that are mainly above those expected for their age, with a significant number attaining at levels well above those found nationally. However, when the performance of all pupils in this very small school is taken into account, the standards attained by most pupils in English are above the levels expected for their age. The standards of their reading, handwriting, and speaking and listening skills are high. Their overall attainment in writing is above that found nationally but not as high as other aspects of the subject. The school has already correctly identified this as an area for further improvement.
52. Through tracking the attainment and progress of pupils as they move through the school, it is evident that they achieve better overall than is found nationally.

53. One pupil has just been identified with special educational needs. It is too early to draw any conclusion about the specific impact of the support provided. However, the school provides very well for the individual learning needs of all pupils.
54. Overall, standards in speaking and listening are above average in Years 1 and 2 and are well above average in Years 3 to 6. All pupils make good progress in developing speaking and listening skills as they move through the school. As a result, they are confident speakers who acquire a wide vocabulary. During lessons, pupils are given ample opportunities to contribute to discussions and are encouraged to express their thoughts and ideas in a way that is sensitive to the feelings of others. Pupils were very willing to discuss their work with the inspectors. They did this with great clarity and sense of purpose. In addition to their skills of speaking, the pupils are willing and careful listeners. They have been taught that listening is as important as speaking and this is well demonstrated by the respect that they show for what others have to say. Their confidence in speaking and their willingness to listen add significantly to the progress they make in gaining knowledge, skills and understanding in all subjects.
55. Pupils in the junior class are good enthusiastic readers who achieve well. In Years 1 and 2 they gain a secure reading knowledge that is effectively built upon in Years 3 to 6 where progress is at least good and often very good. The school employs a wide range of strategies to help pupils to develop fluent and accurate reading styles. These strategies, which include individual and group reading and reading at home, are clearly effective as pupils' overall reading ability in the junior class is considerably above that found nationally for their age. Their enthusiasm leads some pupils to arrive early to school so that they can use the extra time to read. Pupils in Years 3 to 6 talk in great detail about their favourite authors and are able to explain clearly why they like their particular styles of writing. The pupils also talk knowledgeably about different reasons for reading. They described the importance of being able to read to gain information, using such terms as scanning and skimming of text.
56. Pupils' attainment in writing is good in the junior class and satisfactory in the infant class. Pupils gain a sound basic knowledge of writing in Years 1 and 2. This foundation knowledge is effectively used in Years 3 to 6 to develop pupils' competence so that they progress at a good rate and achieve well. The school has correctly identified writing as an area for further development so that the standards attained by all pupils match the high standards achieved in other aspects of the subject.
57. Over the last five years, a pattern of overall improvement in the attainment of pupils in English can be traced, albeit with some variations from one year to another. The general trend in improvement over the last five years is greater than that found nationally and represents a clear improvement since the last inspection.
58. The school has successfully introduced the National Literacy Strategy, adjusting it to meet the specific needs of the very wide age range in each class. Throughout the school, particularly in the junior years, pupils' literacy skills are good. Teachers have accurately identified where individual pupils need extra support and have provided it. This has been to very good effect and has had a positive impact upon the standards achieved by all pupils in literacy.
59. During the one and a half days of the inspection, the inspectors observed all or part of three English lessons. This is a small sample on which to base a secure judgement about the quality of teaching in English. However, when the evidence from these observations is supported by evidence gathered from teachers' planning, pupils' work and assessments, there are clear indications that teaching is good overall and enables pupils to make good progress. In the junior class many pupils are making very good progress. A particular strength of the teaching is directly connected to the way in which teachers meet the learning needs of each pupil. The pupils' individual learning needs are well understood by the teachers who skilfully build upon what the pupils already know and can do. From talking to pupils in the junior class about their work and through examining their previous and current work, it is evident that the teachers' expectations of what the pupils will achieve are high. These junior-aged pupils are

stretched by the work they are expected to complete and spurred on to do well. This has a very positive effect upon the rate and depth of their learning.

60. The relationships within the school and pupils' attitudes are very good and pupils' behaviour is excellent at all times. These very positive aspects are clearly evident in all lessons, including English. As such, teachers and pupils are able to concentrate fully upon the task in hand without any distractions. This helps pupils to make good gains in their learning.

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

61. The school effectively develops pupils' language and literacy skills across the curriculum.

### **MATHEMATICS**

Provision in mathematics is **good**.

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

- Standards in mathematics are above average by Year 6 and achievement is good.
- Teaching and learning are good in Years 3 to 6.
- Resources for learning are good.
- The use of information and communication technology to present findings in graphical form is limited.

#### **Commentary**

62. Pupils in Year 2 are broadly attaining standards in mathematics that are in line with those found nationally for their age. The level of attainment is similar to that found during the last inspection. A scrutiny of the current planning in the school showed that lessons are well-planned and designed to build upon what the pupils have already learned. Pupils in Years 1 and 2 achieve satisfactorily and gain a secure understanding of number, shape and space. They learn to apply their knowledge and skills effectively in practical ways that helps their understanding. For example, in measuring and making Jack-in-the-Box models.
63. Overall, by the time pupils reach Year 6, they are attaining standards that are above those expected for their age. In Years 3 to 6, pupils' work is well planned and structured so that it helps the pupils to build very successfully upon the secure foundations gained in Year 1 and 2. Standards achieved in the school in mathematics are very variable, both across the school and within year groups. This variation reflects the different stages of learning, and specific learning needs of the small number of pupils in the school. However, the overall average level of attainment of pupils in Years 3 to 6 is above that found nationally. Pupils in the junior class are very confident in tackling challenging mathematical problems. They have developed a secure foundation knowledge of the subject and this helps them to learn new processes with a clear understanding of the underlying mathematical principles. In discussions with pupils, the inspectors were impressed with some of the pupils' general mathematical competence. Overall, the pupils in the junior years achieve well and make consistently good progress.
64. The school has successfully introduced the National Numeracy Strategy, adjusting it to meet the specific needs of the very wide age and ability range in each class. Throughout the school, the pupils' numeracy skills are developing well and are mainly good.
65. Only four lessons were observed during the day and a half of the inspection in mathematics. These observations, together with supporting evidence gained from teachers planning and from pupils' previous and current work, indicate that the teaching of mathematics and pupils' learning in the subject in the infant class is satisfactory overall, but includes some examples of good practice. Teaching and learning is good overall in Years 3 to 6, but includes examples of very good practice and learning. During the last inspection, some teaching in the infant class in

mathematics was judged to be unsatisfactory. As a result of additional training in the Numeracy Strategy there is now no unsatisfactory teaching and this is an improvement since the previous inspection.

66. As a result of the good leadership and management of the school, areas for improvement in the subject have been correctly identified and appropriate strategies adopted to address them. The result is that the subject has improved well since the previous inspection.
67. The teachers know the pupils well and the small class sizes enables them to identify and spend more time with pupils experiencing difficulties and set more demanding activities for those pupils who feel confident in what they are learning. In Years 1 and 2 this is an improvement since the previous inspection.
68. The quality and quantity of learning resources are good for mathematics and are used well in both classes. There is an adequate range of computer programs to support learning and the interactive white boards are used effectively during mathematics lessons to promote and enhance pupils' learning.

### **Mathematics across the curriculum**

69. Satisfactory use is made of other subjects to reinforce mathematical skills and knowledge. Use is made of measurement in design and technology. Mathematical terms are used well in science. There are satisfactory examples of data being presented and interpreted in different graphical forms, although the use of information and communication technology to make these presentations is limited.

### **SCIENCE**

Provision in science is **good**.

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

- Standards in all areas of science are above average.
- Pupils achieve well.
- Pupils show a very positive interest and enthusiasm for the subject.
- Insufficient use is made of information and communication technology to support learning in science.

#### **Commentary**

70. Standards at the end of Year 2 and at the end of Year 6 are above average in all aspects of the subject. Pupils achieve well in science. Throughout the school, pupils use scientific vocabulary confidently to describe their work and what they have found out in investigations. The pupils were very keen to talk to the inspectors about their work in science and spoke with enthusiasm about their current and previous work.
71. Younger pupils describe at length the ways in which the forces of pushing and pulling can be used to good effect to assist human beings in moving heavy objects. They talk knowledgeably about the forces applied to a computer mouse to make it work. The knowledge gained in science lessons is applied well in other subjects, such as the making of a Jack-in-the-Box in design and technology.
72. Pupils in Years 3 to 6 are very knowledgeable about all aspects of the science curriculum. They were able to tell the inspectors in accurate detail about what they had learned about living things. In an investigation about plant growth, they were able to make informed and sensible predictions, correctly identify and suitably control the main variables involved in the

investigation and observe and measure carefully the results. These they recorded in tabular form and interpreted in graphs, using knowledge and skills learned in mathematics to assist their understanding in science. Overall, pupils' achievement is good.

73. Science is taught by a part-time specialist teacher. No lessons were observed during the inspection and it is therefore not possible to make a secure judgement about the quality of teaching and learning.
74. Insufficient use is made of information and communication technology to enhance learning in science. For example, to help gather together scientific data, analyse it and present the findings in tables and graphs.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- The provision in information and communication technology has improved considerably since the last inspection.
- Standards at the end of Year 2 are in line with national expectations and by the end of Year 6 are above with the most able pupils being well above national expectations.
- A comprehensive scheme of work and effective assessment systems, covering all National Curriculum requirements, are in place and being used effectively.
- The school is very well equipped for teaching information and communication technology.
- A detailed policy is in place for the safe use of the internet.
- Opportunities for pupils to use ICT to aid learning in other subjects are sometimes missed.

### **Commentary**

75. Information and communication technology was considered a weakness by the previous inspection. As a consequence of the determined efforts of the school and the specialist teacher, this subject is now a strength. This level of improvement represents a considerable achievement.
76. The standards in 1999 were judged to be too low throughout the school, that pupils did not make sufficient progress in all aspects of the subject and that there had been no improvement since the previous inspection. Since the last inspection, the school has addressed all the issues raised and has made very good progress.
77. The standards in information and communication technology have risen considerably over the last four years. By the time pupils transfer to secondary education at 11 years of age they attain standards that are consistently above those expected nationally. When comparing the attainment of pupils four years ago with their current standards of work, there is clear evidence that they have made good and systematic progress and have achieved better than would normally be expected over the same period of time.
78. Discussions with pupils showed them to be both confident and knowledgeable about the subject. For example, they described in clear detail how they use the computers to find information on the internet to support learning in other subjects.
79. To help raise standards in ICT, the school employed a very experienced specialist ICT teacher to work part-time with all pupils attending the school. Under this teacher's co-ordination, the school has introduced a very effective and comprehensive scheme of work and detailed assessment systems that help to ensure that all aspects of the subject are covered systematically. In addition, each pupil now has a 'Record of Achievement' file. These files contain examples of the pupils' work and assessments of their attainment. The school uses

the assessment information effectively to determine what pupils need to learn next, ensuring that new learning builds successfully upon the skills and knowledge already acquired by the pupils.

80. Annual reports give parents a clear picture of their children's level of attainment in relation to national expectations. All pupils receive an annual certificate listing the areas they have covered in ICT and providing them with an overall judgement about their level of attainment. From this information, pupils have a detailed understanding of what they have achieved and what needs to form the basis of their future learning targets.
81. During the day and a half that the inspectors spent in the school it was not possible to observe the teaching of an ICT lesson. However, the very comprehensive progress records, the pupils' previous and current work and the assessment files kept by the school provided a clear indication that teaching was very well planned and structured and has had a highly positive effect upon the progress made by the pupils throughout the school. All staff have now completed courses in information technology and have received additional training focused on specific aspects of the subject such as computer control.
82. The school is now well equipped for teaching ICT. It has a sufficient number of desktop and laptop computers supported by a good range of hardware including printers, a scanner and a digital camera. A comprehensive range of software programs has been purchased which helps to support teaching and learning in ICT and in other subjects. Both classrooms are now fitted with interactive white boards that are used to good effect to support the work of pupils in all subjects.
83. The school has introduced the pupils to working on the internet with great care. Parents have been involved in agreeing a school policy for the safe use of the internet. This is a well considered policy that is designed to ensure that pupils are not exposed to inappropriate internet material.

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

84. The specialist ICT teacher identifies from the school planning what the pupils will be covering in different subjects and helps to plan the use of ICT to support pupils' learning in these subjects. Pupils are well prepared during ICT lessons. However, the full advantages of using ICT across the curriculum are not as yet fully exploited.

### **HUMANITIES**

85. In humanities, work was sampled in history and geography, but no lessons were observed in either subject. It is therefore not possible to form an overall judgement about the provision in these subjects.
86. Work seen in the scrutiny of pupils' books and from the discussions with them indicate that the curriculum for history and geography is covered in sufficient depth for them to attain standards that are at least average, with some pupils demonstrating a good knowledge and understanding of the subjects.

### **Religious Education**

87. No lessons were observed in religious education. It is therefore not possible to make an overall judgement about the quality of provision in the school in this subject.

### **Main strengths and weaknesses**

- Pupils gain a very good knowledge of the Christian elements of the Local Agreed Syllabus for religious education and a satisfactory understanding of the other major faiths.

## **Commentary**

88. By the end of Year 6, standards in religious education are above those expected for that age group in relation to the Local Agreed Syllabus for Religious Education. This is an improvement since the previous inspection. Pupils achieve well over their time in the school. They become very knowledgeable about the Bible. Young pupils confidently tell stories from the Bible and show that they understand some of the meaning behind the stories. Older pupils are knowledgeable about many of the separate books of the Bible and demonstrate by articulate argument a good understanding of how a belief in God has a significant influence on the way some people live and order their lives. They have a satisfactory understanding of the principal elements of the other major faiths. This is an area for further development to enable them to understand better those cultural traditions not represented in the school.
89. No lessons were observed in religious education. It is therefore not possible to make a secure judgement about the quality of teaching and learning in the subject.

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

90. During the day and a half that the inspectors were visiting the school, it was not possible to observe any lessons in the following subjects: art and design, design and technology, music or physical education. It is not therefore possible to make any secure judgements about the provision in these subjects.
91. There was on display during the inspection a reasonably wide range of art work. This included paintings, some in the style of famous artists, portraits drawn in charcoal and pastel and two-dimensional models of figures with moving joints. Pupils talked about enjoying art lessons and indicated that they liked to take their finished work home to show to their parents. The work on display was of a standard broadly in line with that expected for this age of pupil.
92. Although the school does not have its own hall to use for physical education, it makes very good use of locally available facilities. Once each week throughout the year all the pupils attending the school are able to travel to a local swimming pool for swimming lessons. In addition, the school has its own small outdoor swimming pool, which is used throughout the summer. Pupils in Years 3 to 6 make good use of a local sports centre on a weekly basis for such activities as gymnastic, games and dance. Pupils are transported in the cars of teachers and parents. The village playing field is used for playing such games as football, rugby, rounders and cricket. The school uses the village hall every Monday for dance lessons. Pupils in this small school are very well catered for in all aspects of physical education.
93. Music forms an integral part of the school life. Pupils come to school before the normal start of the school day keen to practise musical instruments. Pupils are taught to read music and make good use of radio broadcast singing lessons to broaden their experiences in the subject. Pupils talked enthusiastically about their work in music and were sufficiently confident to sing solos to the inspectors.
94. Although it was evident from the school's timetable and from talking to pupils that design and technology forms an important part of the school's curriculum, this subject was not observed. Consequently, no secure judgements or observation can be made.

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

95. As no lessons were observed in this area of the school's work, it is not possible to make a secure judgement about the overall provision.
96. The school has a well-structured scheme of work in place that enables the teachers to plan activities that are appropriate for the wide age and ability range in each class. These activities are judged to have a significant impact on promoting very good relationships and developing a

good understanding of what makes for healthy living. Too few opportunities however are provided for pupils to express their own ideas about how the school may be improved.

97. Much work is oral and there is very little written work to make judgements about marking and assessment. No overall judgements can, therefore, be made about standards of attainment or teaching and learning in the subject.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4

<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	2

<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	4
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	3

<b>The leadership and management of the school</b>	<b>3</b>
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).*

