

# INSPECTION REPORT

## **Longborough CE Primary School**

Moreton-in-Marsh, Gloucestershire

LEA area: Gloucestershire

Unique reference number: 115632

Headteacher: Mrs Susan Webber

Lead inspector: Mr Peter Mathias

Dates of inspection: 1 – 2 March 2004

Inspection number: 256772

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 to 11 years
Gender of pupils:	Mixed
Number on roll:	31
School address:	School Square Longborough Moreton-in-Marsh Gloucestershire
Postcode:	GL56 0QD
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Appropriate authority:	The governing body
Name of chair of governors:	Mr R Griffin
Date of previous inspection:	10 March 1998

## CHARACTERISTICS OF THE SCHOOL

Longborough is a small voluntary controlled Church of England Primary School situated in a village in Gloucestershire between Moreton-in-Marsh and Stow on the Wold. There are 31 pupils on roll of whom four are in the reception. The school holds the Sports Council Activemark (2000), the Arts Mark (2003), Investors in People (2003) and the Sports Council Gold Activemark (2003). It caters for boys and girls between the ages of four and eleven. Over half of the pupils travel some distance to the school. During the last school year three pupils joined and nine pupils left at times other than normal. This is a high proportion. In comparison to most schools, many pupils join the school from other schools in Year 3 to Year 6. Of these a high proportion are considered to have some degree of special educational needs.

Children's attainment on entry to the reception is broadly the same as most children of this age. There are eight pupils who are considered to have some degree of special educational needs of whom one pupil has a statement of special educational needs. These are well above average proportions.

About six per cent of pupils are eligible for free school meals which is a below average proportion. Pupils come from homes where there is a spread of social and economic advantage and disadvantage. No pupil has English as a second language. Nearly all pupils come from white British backgrounds. Some 1.1 equivalent full-time teachers left in the last two years and one equivalent full-time teacher was appointed. There are five teachers who are employed at the school. Of these, four teachers are employed on a part-time basis.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21945	Mr Peter Mathias	Lead inspector	Special educational needs Mathematics Science Geography History Physical education
10329	Mr Brian Sampson	Lay inspector	
25074	Mrs Joyce Cox	Team inspector	Foundation Stage English Information and communication technology Art and design Design and technology Music Religious education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Longborough is an effective school.** It provides satisfactory value for money. Standards in pupils' work and the progress they make are generally average. The school is well led and has improved significantly since the last inspection.

The school's main strengths and weaknesses are:

- There are good opportunities for enrichment of the curriculum particularly in the very good provision for pupils to participate in sport and the arts
- There is a high standard of and provision for pupils' care, welfare, health and safety. There are good relationships between pupils and between pupils and adults
- Pupils with special educational needs achieve well and are well supported
- There are strong links with the local community
- The headteacher and governing body provide a good lead
- Standards in Year 3 to Year 6 in writing in English and across the curriculum are too low
- The school does not make best use of the information it assembles from the assessment of pupils' work to set short-term targets for pupils to achieve in order to raise standards further, particularly amongst the higher attainers
- Teachers do not plan carefully enough to give pupils opportunities to employ the skills of information and communication technology they have learnt in other subjects of the curriculum

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	C	E*	E*
mathematics	D	A	D	E
science	D	C	A	B

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E\* - very low*

*Similar schools are those whose pupils attained similarly at the end of Year 2.*

*Care should be taken when considering these tables because of the very small number of pupils who took the tests.*

**Overall levels of achievement are satisfactory.** Achievement and standards in the Foundation Stage are typical of children of this age. In Year 1 and Year 2 and in Year 3 to Year 6 pupils generally achieve appropriately and reach the standards which could be reasonably expected of them. Pupils with special educational needs achieve well.

Children enter the reception class with broadly average levels of basic skills and make satisfactory progress. They achieve well in their communication, language and literacy development. Nearly all of these children are ready to begin the National Curriculum by the beginning of Year 1. In Year 1 and Year 2 and in Year 3 to Year 6, pupils generally make satisfactory progress and reach, on the whole, average standards in English, mathematics and science although in Year 6 speaking and listening are below average.

In the national tests for 11 year olds in 2003, results were very low in English, below average in mathematics and well above average in science. When compared to schools considered broadly similar these results were very low in English, well below in mathematics and above average in science. Standards in the national tests for 11 year olds have varied considerably in recent years. This is in part due to the very small size of the groups of pupils who took these tests, where the performance of one or two pupils has a considerable impact on the overall picture of performance in the school. A high proportion of pupils who took the tests for 11 year olds in 2003 were considered

to have some degree of special educational needs. They achieved in line with what could reasonably be expected of them.

Currently, the standards of work seen in Year 6 are average in English in speaking and listening and reading and below average in writing. In mathematics, in Year 6, standards are average and in science standards are above average.

In information and communication technology standards are in line with those expected although pupils have limited opportunities to develop their skills in information and communication technology further in other subjects. Standards in religious education in Year 6 are in line with the locally agreed syllabus. Standards are in line with those expected in art and design and above those expected in history and geography. It was not possible to make a judgement about standards in design technology and music because these subjects were not taught during the inspection and there was insufficient evidence to support a judgement on standards. Similarly, in physical education few lessons were observed. However, in Year 3 to Year 6 standards in the dance lessons seen in physical education are well above those expected. Pupils' personal qualities are successfully developed and encouraged. **Pupils' spiritual, moral, social and cultural development is good overall.** Pupils' attitudes are positive and their behaviour is good. Pupils have good relationships with each other and with adults. Attendance levels are average.

## QUALITY OF EDUCATION

**The quality of education provided by the school is satisfactory. The quality of teaching is satisfactory.** In the lessons seen, particular strengths in the teaching were: teachers' good demonstrations, the careful organisation of resources and the very warm way pupils were encouraged and their efforts were recognised. Pupils' learning is satisfactory. However, marking is not always well used to set short-term targets for individuals to overcome and reach the higher standards. The curriculum is wide and interesting and meets the requirements of the National Curriculum. However, opportunities to utilise pupils' skills in information and communication technology in other subjects are sometimes missed. There is a very wide range of sporting and other outside activities and visits. The school provides very good levels of care, guidance and support for pupils. The partnership with parents is sound and there are good links with the community and with other schools.

## LEADERSHIP AND MANAGEMENT

**Overall the leadership and management are satisfactory.** The school meets all statutory requirements and is well governed. The headteacher is very committed to the school and works hard. The school has made significant progress in addressing the key issues of the last inspection and is better now than it was then. Governors are actively involved in the life of the school and they have a good overview of the long-term needs of the school. They act well as a critical friend and have a thorough understanding of how to evaluate the success of their spending decisions. Since the last inspection other teachers have taken on greater responsibilities although not all have opportunities to make first-hand evaluations of the initiatives they have been pursuing.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally pleased with the education their children receive and many support the school well. Pupils like coming to school because of the way they are encouraged and the wide range of opportunities, which the school provides both in sports and in the arts.

## IMPROVEMENTS NEEDED

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

- Raise standards further, particularly in the teaching of writing and in the overall achievement of higher attaining pupils by using the information the school is assembling from its assessments and marking to set, and share more consistently with pupils, short-term achievable targets

- Put in place whole-school plans to identify and teach the skills of information and communication technology in other subjects (which the school is beginning to address)

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Standards and achievement are satisfactory overall. Standards in English are average in Year 1 and Year 2. In Year 6 standards in English are average in speaking and listening and in reading, but are below average in writing. Standards in mathematics are above average in Year 1 and Year 2 and in Year 6. In science, standards are above average in Year 1 and 2 and in Year 6. Building on the satisfactory progress of pupils in Year 1 and Year 2, by Year 6 pupils achieve in line with their abilities in English and achieve well in mathematics and science.

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

- Standards are below average in writing in Year 6
- Standards in science are above average and have improved over the last two years when they were below most schools
- Standards in dance in physical education are well above expected by Year 6

#### **Commentary**

1. Care should be taken when considering the school's results in the national assessments for seven and 11 year olds because of the small number of pupils who sit these tests annually. Also a significant proportion of the pupils joined the school in Year 3 to Year 6, often with some degree of special educational needs.
2. Standards attained in Year 6 in English in 2003 were very low when compared to schools nationally. In 2000 standards in English were well above average. In 2001 standards were below average and in 2002 they were average. In mathematics, standards in 2003 in the national tests were below average. In 2000 standards were well above average. In 2001 standards in mathematics were below average and in 2002 standards in these tests were well above average. The school did not meet its targets in the 2003 national tests for 11 year olds in English, but did so in mathematics. In science standards in the national tests for 11 year olds were well above average in 2003. In 2000 these results were well above average. In 2001 results were below average and in 2002 results in science were average.
3. When compared to schools considered to be broadly similar the 2003 results for 11 year olds were well below average in English and mathematics and above in science. When compared to how well these pupils performed when they took the national assessment tests when they were seven years of age, results suggest that these pupils achieved well below what could reasonably be expected of them in English, below expected in mathematics and above expected in science. The variation of these results is in part linked to the different abilities in these small groups of pupils and the high proportion of pupils with some degree of special educational needs who took the 2003 tests for 11 year olds. However, pupils achieved well in science in the 2003 national tests for 11 year olds because of the well planned science curriculum they received, which was effectively taught.
4. In 2003 the performance of the small group of pupils in the end of Year 2 assessments was mixed. In reading, pupils achieved well below average standards in 2000, results were well above average in 2001, and in 2002 results were very high. In writing seven year olds attained below average results, when between 2000 and 2002 results had been above average. In mathematics the results of these pupils were average. In 2000 in mathematics, these results were well above average. In 2001, these results were below average and in 2002 these results were above average. Over the last five years the trend of improvement, while erratic, is below most schools.

5. Currently in classes, standards in English are average in Year 2 and Year 6 except for writing in Year 6 where standards are below average. In mathematics standards are average and in science standards are above average. From the evidence of the inspection, it is apparent that pupils achieve appropriately in mathematics in Year 1 and Year 2 and well in Year 3 to Year 6 during a period when a significant number of pupils joined the school, often with some degree of special educational needs. In science, pupils in Year 1 and Year 2 and in Year 3 to Year 6 achieve well which is reflected in the national tests for 11 year olds. During the inspection there was no evidence of significant variation between the performance of boys and girls in English, mathematics and science. Pupils with special educational needs achieve well particularly in Year 3 to Year 6 where they benefit from the very close support and encouragement they receive.
6. In the reception class, children under six make steady progress from an average starting point. They achieved well in communication, language and literacy. In the other areas of learning these children achieved satisfactorily.
7. In information and communication technology pupils make satisfactory progress and attain the expected standards in Year 1 and Year 2 and in Year 6. However, insufficient use is made of their knowledge of information and communication technology, for example in word processing in English and in the use of sensors in science. In religious education standards are in line with the locally agreed syllabus.
8. It was not possible, because of a lack of evidence during the inspection, to make firm judgements about provision in art and design, design technology, geography, history and music. However, from the evidence available it would appear that standards are in line with expectations in art and design and above those expected in history and geography. It was not possible to make a judgement about standards in design technology and music because they were not taught during the inspection and there was insufficient evidence to support judgements on standards. Similarly in physical education, no lessons were seen in Year 1 and Year 2. However, standards in dance in Year 3 to Year 6 are well above expected and pupils achieve very well in swimming, with many pupils exceeding the expected standards (to swim 25 metres).
9. Because fewer than ten pupils took the national tests at the end of Year 2 and Year 6 it is considered inappropriate to include details of their performance.

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

Attendance and punctuality are satisfactory. The attitudes of the pupils are also satisfactory overall and good in the Foundation Stage. The behaviour and spiritual, moral, social and cultural development of the pupils are good. These aspects contribute well to the pupils' learning.

### **Main strengths and weaknesses**

- The school promotes good relationships very well

#### **Commentary**

10. Levels of attendance are average. At the time of the previous inspection attendance was above average. Most pupils come to school on time and most lessons commence promptly.
11. Overall, pupils are interested in their school life and the range of activities the school offers. The school plays its part in stimulating this by trying to make lessons and after school clubs interesting and available to all. Particularly in Year 6, who run the school council, the pupils are beginning to learn about the principles of democracy and take their responsibilities seriously. All pupils and parents spoken to confirmed that there was no bullying in the school.

The pupils are taught in personal and social education and in assemblies to have confidence to report any incidents to an adult and this, they usually do. In addition, all staff take steps to nip potentially difficult situations in the bud.

12. Pupils get on well with each other and also their teachers and this is one of the school's significant strengths. At lunch and playtimes it was evident how well boys and girls mix and also how the older ones look after the infants. The behaviour of the pupils at all levels is now good. This has improved since the previous inspection when behaviour was a key issue. Pupils are proud of their school. They open doors ahead of you and ask how you are. The school is a tidy place and during the inspection no evidence of graffiti or vandalism was witnessed. The school expects high standards of courteousness from its pupils and usually gets it. There have been no exclusions in the past twelve months. The school also manages to instil in most of its pupils a sense of confidence and self-esteem. So much so, that it is often said at the local secondary school, that Longborough pupils stand out by excelling in drama and team games.
13. Overall, pupils' development in spiritual, moral, social and cultural aspects is good. This aspect has improved since the previous inspection when it was a key issue. The pupils have a clear sense of right and wrong enhanced by the school's strong ethos and clear personal and social citizenship programme. One mother emphasised how her daughter in Year 1, relayed to her daily all the rights and wrongs that had gone on at the school during the day. There is a family atmosphere in the school. Although many pupils do not come from the village they all feel part of it when they join in with the local Longborough Morris Dancers and the Cotswold Clean Up. The pupils also have a good knowledge of other cultures. The school has had readings from an Indian author and a Rastafarian poet and a workshop led by a West Indian ex-seaman ballet dancer. In the immediate future there is a visit from an African drum and dance group. The pupils also learn about Judaism and Islam in addition to Christianity.

## Attendance

Levels of attendance are satisfactory.

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

Authorised absence		Unauthorised absence	
School data	5.5	School data	0.0
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

There were no exclusions.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. The curriculum is satisfactory and meets the needs of all pupils including those with special educational needs. It is considerably enriched by a good range of out of school activities and very successfully promotes pupils' interest in sport and the arts. Arrangements for children when they begin school are sound and pupils are cared for very well throughout the school. Links with parents are satisfactory. There are good links with the local community and other schools. There are good arrangements for pupils when they transfer to the next school.

## Teaching and learning

The quality of teaching is satisfactory. Pupils' learning is satisfactory. Assessment of procedures are thorough, but not always well used.

### Main strengths and weaknesses

- Teachers demonstrate very clearly and effectively what they wish their pupils to achieve
- Teachers plan and prepare carefully so that resources are readily to hand
- There are very positive relationships between teachers and pupils who work willingly together because they know that their efforts are always warmly recognised by their teachers and adult helpers
- Teachers do not always make best use of the information they collect from marking children's work and from assessments to set short-term achievable goals for pupils to work towards
- In some lessons opportunities are missed to extend the highest attainers

### Commentary

#### Summary of teaching observed during the inspection in 17 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactor y	Poor	Very Poor
0	2	6	9	0	0	0

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

14. The quality of teaching in the reception class is satisfactory and is appropriately organised to encourage children to work towards the Early Learning Goals for children of this age. The teaching of English is satisfactory and teachers have a secure understanding of how to teach literacy. The teaching of mathematics, numeracy and science is good. In both mathematics and science teachers demonstrate good subject knowledge and organise resources well so that lessons move forward with pace and purpose. A particular strength is the way in which pupils who join the school in Year 3 to Year 6, often with some degree of special educational needs, are successfully encouraged to settle into class routines and achieve well. This is in part due to the warm and supportive way they are encouraged and the way in which their efforts are recognised. All pupils receive good individual support and as a result many pupils make good progress in these subjects and learn well.
15. In the best lessons, teachers demonstrate very dramatically and effectively, for example in dance. They set high standards and leave their pupils in no doubt about what is expected of them. The positive and constructive relationships, which exist between adults and pupils in these lessons, set an expectation that all pupils will give of their best and behave maturely. Both boys and girls take part with equal enthusiasm and achieve very well.
16. Teachers in these very good lessons question well, using their knowledge of the subject to make the lessons interesting and enjoyable for all the pupils. They encourage pupils to think critically and to enjoy learning. For example, when grouping a range of animals by characteristics, the teacher posed a series of challenging quick questions. When an incorrect answer ensued, the teacher was able to cleverly bring out the humour in a pupil's response, suggesting that 'a baboon would not be welcome in your living room', even though the pupil considered it to be a 'friendly' animal.
17. Where the teaching has weaknesses, the teachers do not make best use of the information they collect in English, mathematics and science from their marking of pupils' class work, from national tests, and from other reliable assessments they carry out. This information is not sufficiently well used to inform and provide short-term targets for individual pupils to aim to

achieve in the future and so make better progress. In some lessons, opportunities are missed to set more challenging work for the highest attainers. In these lessons, while the teachers have organised further work for these pupils to complete after they have carried out the original tasks quickly, this new work is often of a similar level of difficulty and these pupils do not learn any more from it. The school identifies opportunities for the highest attainers to be 'challenged' through working with other higher attaining pupils within the groups of schools to which this school belongs. However, this occurs infrequently and these pupils' needs are not always addressed thoroughly on a day-to-day basis.

18. Pupils with special educational needs are taught well. There are very thorough arrangements to identify the needs of these pupils and to plan work to meet these needs. The school utilises a part-time teacher very effectively to carry this out. There are good arrangements for other teachers and helpers to share in the drawing up and following through of individual plans and targets for pupils.
19. Overall pupils' learning is satisfactory and they make the expected progress. In the lessons seen there was no difference in the way boys and girls learnt. Teachers ensure that boys and girls are given equal opportunities to play a full part in their lessons.

### **The curriculum**

The school provides its pupils with a satisfactory curriculum. It enriches pupils' learning by a good range of activities including music, sport, the arts, visits and visitors. The satisfactory accommodation and resources meet the needs of the curriculum.

### **Main strengths and weaknesses**

- The curriculum is enriched by a good range of sporting and other events, visitors and visits
- Curriculum planning does not take sufficient account of the needs of the higher attaining pupils
- Insufficient use if made of pupils' literacy and ICT skills in other subjects

### **Commentary**

20. The curriculum in the Foundation Stage is satisfactory, with all children having equality of access. Children are well prepared for their move into Year 1 and they now have regular access to a secure outdoor play area, which is an improvement since the last inspection.
21. The curriculum is satisfactory for infant and junior pupils and meets all statutory requirements. This is an improvement since the previous inspection when provision for information and communication technology did not meet statutory requirements. All pupils have good access to the curriculum. The provision for pupils with special educational needs is satisfactory and good improvements have been made by the recently appointed co-ordinator. All the requirements of the Code of Practice are met and both pupils and parents are effectively involved in the process. Pupils with special educational needs are identified early on in their time at school and then well supported in the classrooms. As a result they achieve as well as other pupils in their year group. Although teachers are aware of the higher attaining pupils in their classes, on some occasions work provided for them is not sufficiently challenging, which restricts their attainment and achievement.
22. Provision in information and communication technology has improved considerably since the last inspection. The quality and range of resources are much improved due to skilful negotiations and successful bids for funding by the headteacher who is also the co-ordinator.
23. Staff are providing some opportunities for pupils to practise their ICT skills in other subjects but there is room for improvement, because during the inspection computers were not always well used.

24. Pupils have satisfactory opportunities to use their mathematical skills in other subjects of the curriculum. However, opportunities for pupils to practise their literacy skills are not so effective due to the overuse of worksheets, which restricts pupils' achievement.
25. The range of extra-curricular activities is good and enhances the curriculum well. It includes clubs organised by the teaching staff as well as by parents and outside organisations.
26. Staff work very hard to organise many sporting and cultural events to extend pupils' experiences which are taken up very enthusiastically by pupils. The curriculum is considerably enhanced by educational visits. Visitors to the school help further develop pupils' interests and learning, and include the local vicar, musicians, people from different ethnic backgrounds and people who have witnessed historical events such as the Second World War.
27. The school has sufficient teachers and a good number of support staff. The accommodation has improved considerably since the last inspection and infant and junior pupils now have good-sized classrooms and satisfactory outdoor accommodation. Learning resources are satisfactory.

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

The pupils' care, welfare, health and safety are very good. The provision of support, advice and guidance are satisfactory. Relationships between adults and pupils are very good. All of these aspects ensure that the pupils work and play in a caring and safe environment, are thoroughly involved in their lessons, which all contribute well towards the success of the pupils' learning.

### **Main strengths and weaknesses**

- There are very good arrangements to ensure the pupils' care, welfare and health and safety
- Relationships between adults and pupils are very positive

### **Commentary**

28. The pupils' care, welfare and health and safety are very good and have improved since the previous inspection when building work was going on.
29. The school's named child protection person is well trained and has a good liaison with the local social services and all documentation is securely locked away. There are currently no looked after refugee or traveller children.
30. The health and safety person has undertaken a thorough risk assessment. All fire fighting, portable and electrical and physical educational equipment are in date, checked and emergency exercises held every term. Escape routes are accessible and well marked. The school has very clear and effective accident and medicine administration routines and all staff are trained in first aid. Outside professional help is given by the local policeman, who talks about 'stranger danger'. The school nurse discusses health issues.
31. There are satisfactory induction arrangements for the youngest children when they begin school. Effective communication with the pre-school providers enables staff to get to know the children before they start. Children can borrow 'story sacks' to share with parents at home thus effectively establishing the home/school partnership. In addition, meetings are held to inform parents and the headteacher always finds time to show new parents around.
32. Older pupils who join the school in the middle of their primary education settle quickly and happily because of the good pastoral care they receive. Junior pupils say they like having a small number of pupils in the school, the 'family atmosphere' and the warm and supportive way they are treated by their teachers and adult helpers.

33. The school provides satisfactory support, advice and guidance for its pupils, based on monitoring. From reading pupils' returned questionnaires, talking to them and parents and from observation during the inspection, it is clear that each pupil has a good and trusting relationship with one or more adults in the school. However, although the pupils do have academic targets identified for them these are rarely shared with the individual pupils or parents in exercise books. These targets are not used on a day-to-day basis to push the pupils on further.
34. The school has satisfactory procedures to involve pupils through seeking, valuing and acting upon their views. Through the school council and views expressed in assemblies and circle times, the pupils have recently raised money from a Blue Peter cake/tabletop stall sale, suggested hot soup at lunchtimes and received it and asked for new water bottles. In addition, the school's floorball team are trying themselves to arrange coaching at another local school.

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

Links with parents are satisfactory, and links with other schools and the community are good. Both aspects compare well with the previous inspection and contribute positively to the pupils' education.

### **Main strengths and weaknesses**

- There are strong links with other schools, colleges and the community

#### **Commentary**

35. The school provides its parents with satisfactory information. The prospectus and annual governors' report contain all current statutory requirements, including the parents' right to withdraw their child from religious education. However, the existing annual pupils' report does not contain any individual targets, nor does it yet have space for parents or pupils' comments and signatures. Newsletters and events leaflets are regular and informative as are the twice yearly parent evenings. Parents state that they appreciate the very informal open door policy of the school.
36. The contribution of links with parents to pupils learning is good. The school is never short of volunteers to come in and listen to children read, prepare for a play or help at one of the many visits out of school. The many out of school clubs have been set up by parents and teachers and are enthusiastically run by them. For example, one mother runs a very popular video club on Friday. At home parents are very appreciative of the weekly mathematics and spelling/writing sheets, home/reading books, spelling books and termly homework sheets. Many parents make good use of these to help with their children's homework.
37. The school is indebted to its small but hard working and very successful parent friends association, which has raised considerable funds. Last year they purchased a school minibus and are now working towards an activity trail. Events are always well attended by those who live in the village.
38. The school has satisfactory procedures to involve parents and actively seeks, values and acts upon their views. Parents receive occasional questionnaires but most views are expressed directly from parent to teacher or at meetings. It is very much as a result of parents' initiatives that the pupils are now wearing a school uniform. There are good clear procedures to ensure parents' satisfaction and to deal with any concerns and complaints. Parents state that although they are unaware of such procedures, it is extremely rare for there to be a need to go further than the headteacher with any concerns.

39. Links with other schools and colleges are good. The school is part of a local cluster of small village schools, which work closely together over a range of areas. Work experience trainees are always welcomed from local secondary schools as are trainee teachers from Gloucester University. The school's mechanism for transfer to secondary education is caring and efficient. The Year 6 pupils have several taster days such as 'Move and Groove' in physical education and in drama. For example, pupils from Year 6 have recently seen *A Midsummer Night's Dream*. At present all feeder schools are working with one secondary to perform a joint cantata in music. Year 7 teachers, including the special needs co-ordinator, attend final pupil reviews before they go up.
40. The school also has good links with its community. The local vicar takes regular acts of worship, whilst the church is used by pupils for festivals and some art and religious education lessons. Local shops provide prizes for school events such as summer and Christmas fairs. The whole village attends the school's regular barbeques and plays such as the Nativity in church. Cultural events such as the local Morris Dancers and the Gloucester Clean Up are well utilised by the pupils. A local youth club regularly uses the school.

## **LEADERSHIP AND MANAGEMENT**

Overall, the quality of leadership and management is satisfactory. The school is well governed. The school functions smoothly and efficiently and meets all statutory requirements.

### **Main strengths and weaknesses**

- There is a positive and strong sense of commitment amongst staff to working together. Staff morale is high
- The headteacher provides a well-informed and purposeful lead
- The governing body is well led
- The governors have efficient systems in place to evaluate the success of spending decisions and to act effectively as a critical friend of the school
- Not all co-ordinators have had planned opportunities to make first-hand evaluations of teaching and learning in their areas of responsibility

### **Commentary**

41. At the time of the last inspection the leadership and management of the school required some improvement. A key issue related to the delegation of curriculum and day-to-day management responsibilities. Another key issue related to improving the ethos of the school. Now there are satisfactory arrangements in place to involve all teachers in the management of the curriculum. There are also sound arrangements for a member of the teaching staff to take on some broader management responsibilities. These are effectively discharged. Four of the five teachers work on a part-time basis in the school. The headteacher has successfully harnessed their different knowledge, abilities and interests well so that they all contribute effectively to the curriculum. There is a strong sense of purpose and commitment from all the teachers to work and plan together closely and to create and maintain a happy and supportive working atmosphere.
42. However, while teachers now have responsibilities for the co-ordination of subjects, not all have yet had planned opportunities to evaluate at first hand the success of teaching and learning in their subjects.
43. The headteacher has also successfully addressed issues highlighted in the previous inspection report, which related to pupils' behaviour. In this inspection pupils' behaviour was good. Pupils invariably showed courtesy to adults and other pupils.

44. A particular recent success has been the appointment of a new part-time teacher with responsibility for the management of special educational needs. Records are now meticulously maintained and carefully organised. Parents and teachers are appropriately included in the planning for and the evaluation of the good progress these pupils make.
45. The Chair of Governors provides a knowledgeable and pragmatic lead to the governing body. The school is well governed and governors are well aware of the school's strengths and areas for development. They have a good understanding of the long-term strategic needs of the school and plan purposefully and thoroughly to meet them. They are appropriately involved in following through the detailed school development plan. They have well-established procedures to evaluate the success of their spending decisions. They also have a good understanding of how to find best value in these decisions. Governors support the headteacher well and have a good understanding of their role as a critical friend of the school.

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	202,528	Balance from previous year	24,143
Total expenditure	209,229	Balance carried forward to the next	38,904
Expenditure per pupil	4,650		

46. Bearing in mind the overall satisfactory quality of education provided and the standards achieved by the time pupils leave the school at the age of 11, the school gives satisfactory value for money.

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

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

The overall provision for children in the Foundation Stage is satisfactory. The school has maintained the sound provision identified by the last inspection team in March 1998.

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

- The reception children achieve well in the area of their communication, language and literacy
- The teaching of communication, language and literacy is good
- The reception children are well supported by an experienced teaching assistant who works very well with the two class teachers
- In some lessons and activities insufficient opportunities are provided for children to select their own activities and resources

#### **Commentary**

47. At the time of the inspection there were four full-time reception children. They are taught in a class with Year 1 and Year 2 pupils. There are two teachers who share responsibility for the class on a job share basis. An experienced teaching assistant supports the children and teachers every morning and one afternoon a week. The attainment of children on entry to the school varies from year to year with particular weaknesses in children's communication, language and literacy skills. The attainment of the current reception children is similar to that of other four year olds. By the end of the reception year the majority of the children attain the Early Learning Goals in all areas of learning. The children achieve well in their communication, language and literacy development. Their achievement in other areas of learning is satisfactory.
48. Good improvements have been made to the Foundation Stage accommodation since the last inspection. Children now have regular access to a secure outdoor play area. Very good relationships have been established between the reception staff and the children, which mean that children have settled quickly and happily into class routines. The teachers' planning is detailed and staff keep comprehensive assessments of children's achievements, which are used effectively to plan work. However, children who are capable of reaching higher standards often complete exactly the same work as others, which restricts their attainment and achievement.
49. There are occasions when the reception children benefit from working alongside the Year 1 and 2 pupils but their achievement improves considerably when they work in small groups with the teacher or the teaching assistant and when they have opportunity to learn through structured play activities.
50. The teaching is satisfactory overall and has good features. The teachers and the teaching assistant are skilled at promoting children's language development and encourage children to communicate in all the areas of learning. The school works closely with parents to ensure that children have a smooth and happy start to their education. Some lessons are too teacher directed and there are insufficient opportunities for children to learn through structured play activities. In addition resources are often set out for the children and there are few opportunities for them to select and collect their own equipment. The leadership and management of the Foundation Stage are satisfactory.

51. In the area of **personal, social and emotional development**, the children's achievement is satisfactory. The children concentrate well, approach new learning with confidence and share resources sensibly. They have limited opportunities to make choices or decisions about their work, which restricts their independent learning skills. They are well behaved and happy and settled into class routines.
52. The children achieve well in **communication, language and literacy** and the teaching is good. Speaking and listening skills are well developed and staff are skilled at encouraging children to communicate. For example, when sharing the text 'Lazy Ozzie' the teacher skilfully encourages the children to respond to questions about the story. Children have individual reading books, and they take books home regularly. Higher attaining children quickly learn initial sounds, which they are beginning to put together to read and spell simple words. Many opportunities are provided for them to practise reading in class and good parental support ensures that they achieve well in this aspect of their learning. There are many opportunities for children to practise their writing skills ensuring that they achieve well.
53. In **mathematical development**, the children achieve satisfactorily and the quality of teaching and learning is satisfactory. By the end of the reception year the higher attaining children have a sound understanding and knowledge of number and shape. The staff promote children's mathematical language well by teaching number rhymes and songs and by encouraging children to use correct vocabulary when talking about shapes for example.
54. The children's **knowledge and understanding of the world** is secure by the time they start Year 1. Teaching is satisfactory overall and is best when the children can learn through structured play activities and first-hand experiences. For instance they enjoy pretending that they are at a party and compare party food today with that of long ago. On some occasions they do not have enough opportunities to select their own resources when designing and making objects. Religious education is taught and the children gain a satisfactory understanding of belonging to different groups. The children's information and technology skills are satisfactory and they sensibly use the mouse to match rhyming words and pictures such as 'hen' and 'pen'.
55. Children achieve satisfactorily in terms of their **physical development**. No judgement can be made about the quality of teaching as no physical development lessons were observed. The teaching assistant takes the children for short physical development activities both in the hall and outside. Children achieve well in learning to copy body movements such as skipping, jumping and hopping. They are also given good opportunities to devise their own body patterns for others to copy. The children have access to a designated outdoor play area with wheeled vehicles. Children are developing their co-ordination skills well through regular chances to use scissors, brushes and pencils.
56. In the **creative development** area of learning teaching is satisfactory overall and is good when children are provided with a range of activities from which they can make their own choice. The children have opportunities to paint as a group but individual chances to choose to paint a picture are not freely available during the day. The children often use dough for modelling and take part in a satisfactory range of craft activities. However, sometimes the children produce very similar creations because there is not enough choice in the materials that are available. Pupils learn and perform a good range of songs.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **satisfactory**.

#### Main strengths and weaknesses

- Standards are below average in writing by the end of Year 6
- Parents and members of the local community provide good support in hearing pupils read and in mentoring junior pupils' writing
- Assessment information is not used to determine what every year group in the juniors should do to raise standards in writing. There are weaknesses in the way the teachers use the information gained from assessments and these restrict attainment
- Pupils are interested and behave well in lessons
- Pupils do not have sufficient opportunities to use their language and literacy skills in other subjects

#### Commentary

57. Standards attained by pupils in national tests in English at the end of Year 2 and Year 6 have fluctuated considerably since the last inspection. These year-by-year variations are due to the make-up of particular year groups and because the number of pupils taking the tests is very small. In 2003 national tests Year 2 pupils attained well below average results in reading and below average results in writing, whilst Year 6 pupils attained well below average results in English. Year 6 results were particularly low in 2003 because five of the nine pupils taking the tests had special educational needs, which resulted in fewer pupils attaining the expected Level 4. In addition, a significant number of pupils join the school in the juniors, part way through their primary education, because they have experienced considerable learning or emotional difficulties at other schools. Many of these pupils experience difficulty with reading and writing which affects their learning in other areas.
58. The current Year 2 pupils attain average standards in speaking, listening and writing. Pupils' achievement is satisfactory.
59. Year 6 pupils attain average standards in speaking, listening and reading and below average standards in writing. Junior pupils' achievement is also satisfactory given the low starting point of many pupils when they join the school.
60. Year 1 and 2 pupils read, speak clearly and listen well. They enjoy sharing texts with their teachers and answer questions enthusiastically. Teachers are skilled at ensuring that all pupils can take part in discussions by directing questions at specific year groups. These skills are further developed in the Year 3 to Year 6 class as teachers give pupils opportunities to express their opinions in all subjects. Pupils' behaviour is good in lessons.
61. Pupils do better in reading than writing. More able pupils read fluently and give mature explanations about the stories they have read. All pupils are encouraged to take their reading books home to share with their parents, which accelerates their progress. Pupils understand how to tackle unfamiliar words and enjoy discussing characters and plots. Junior pupils have useful reading targets, which help them focus on what they need to do to improve. A dedicated group of parents and local residents provide invaluable support in hearing pupils read. The non-fiction library, although small and situated in the hall, provides a valuable resource for staff and pupils.
62. Infant pupils make satisfactory progress in writing and average and lower attaining pupils' achievement is good as a result of good teaching. Pupils are encouraged to write in a variety

of different forms and to take care with spelling and handwriting. Pupils' work is not always dated which makes tracking progress difficult. Junior pupils make satisfactory progress in writing, as there is a clear focus on developing pupils' spelling and handwriting skills. However, a significant number of pupils experience considerable difficulties when combining accurate spelling, punctuation and neat handwriting into a piece of cohesive writing. The school has detailed assessments of pupils' attainment and achievement but this is not shared with the junior pupils to clearly identify what they need to do to improve their work. Teachers' marking does not consistently tell pupils what they are doing well in writing or how they could improve their work.

63. Teaching is satisfactory overall. Work is planned to match pupils' different ages but on occasions the higher attaining pupils are not challenged to achieve more.
64. The curriculum, leadership and management of the subject are satisfactory. The co-ordinator has some opportunities to look at teaching and learning in the other class. The school ensures that poetry is taught which was a criticism at the time of the previous inspection.

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

65. There are no specific strategies for the development of literacy across the curriculum. In many subjects, such as history, the overuse of worksheets limits pupils' ability to develop and use their writing skills.

## **MATHEMATICS**

Provision in mathematics is **satisfactory** and currently standards are in line with the national average at the end of Year 2 and Year 6. Achievement in Year 1 and Year 2 is satisfactory and in Year 3 to Year 6 pupils achieve well. Standards are the same as they were at the time of the last inspection.

### **Main strengths and weaknesses**

- The highest attaining pupils are not always sufficiently challenged
- Nearly all pupils achieve well in Year 3 to Year 6
- The quality of teaching in Year 3 to Year 6 is good

### **Commentary**

66. Results in the national tests for 11 year olds have fluctuated considerably since 2000 due to the very small numbers of pupils who take these tests annually and to the variation in abilities in each year group. The Year 6 results in 2003 were below schools nationally and well below schools considered to be broadly similar. However, in this small group of pupils a significant number of these pupils had joined the school in Year 3 to Year 6. Of these pupils a higher than average proportion were considered to have some degree of special educational needs. The school met the predicted targets for pupils in these tests (66% reached the expected level, Level 4). The school did not meet its target in respect of the proportion of pupils expected to reach the higher level, Level 5 (22% against a prediction of 33%). From the evidence of this inspection, currently standards in Year 2 and Year 6 are average.
67. The teaching seen during the inspection is good and is a significant strength in Year 3 to Year 6 where pupils, particularly those with some degree of special educational needs are well supported by their teachers and adult helpers. This is because teachers know their pupils very well. Classes are small and teachers are able to give pupils individual attention regularly. This also helps pupils who join the school later than most to settle in well and to make progress. However, while the needs of most pupils are addressed thoroughly, in some lessons teachers miss opportunities to extend the learning of the highest attainers by setting more demanding work. The school has detailed procedures to record pupils' progress and

pupils' strengths and weaknesses are well known to their teachers. However, this information is not consistently well used to identify formally short-term goals for pupils of all abilities to strive to achieve and to share these with pupils and their parents.

68. In the best lessons there are well-organised resources to hand so that lessons begin purposefully and pupils are encouraged successfully to work at a brisk pace. Pupils are reminded regularly to 'think what the question asks' so that they understand the processes they should apply; for example, when learning how to interpret data from a series of graphs. The teachers' secure knowledge of the subject is used well to encourage pupils to describe and contrast the differences in various types of graphical representations. Pupils ask questions skilfully to recognise the importance of identifying a 'mean' and a 'mode' average. Relationships between the teachers and their pupils are warm and as a result pupils respond confidently because they know that their contributions are valued. Pupils are polite and work constructively together.
69. The co-ordinator provides a strong and effective lead. Teachers have a good understanding of the needs of the numeracy strategy, which is taught well. They plan closely together to provide a curriculum, which is well matched to the different ages in the classes.

### **Mathematics across the curriculum**

70. Satisfactory use is made of mathematics across the curriculum, for example in interpreting data in science investigations and in geography.

## **SCIENCE**

Provision in science is **good** in Year 1 and Year 2 and in Year 3 to Year 6. This is the same as at the time of the last inspection.

### **Main strengths and weaknesses**

- Pupils achieve well in Year 3 to Year 6 and reach well above average standards in the national tests for 11 year olds because of the good quality of teaching and curriculum
- New pupils are particularly well supported in science lessons
- The curriculum is well organised
- Pupils have a good understanding of how to conduct investigations and how to interpret the information they have found

### **Commentary**

71. Standards in science are above average by Year 2 and Year 6. This is reflected in the well above average results in the national tests for 11 year olds in 2003 when a well above average proportion of the small group of pupils from the school who took those tests reached the higher level (Level 5). Care should be taken when interpreting this data because of the impact one or two pupils can have on the overall picture. However, since 2000 results in science in the national tests for 11 year olds have been generally above average, although in 2001 they were below most schools. Pupils generally achieve well and reach higher standards because of the careful attention teachers give to ensuring that pupils have a good understanding of what is taught and know how to conduct investigations scientifically.
72. Across the school, from a scrutiny of pupils' work and by talking to pupils it is clear that pupils have a good understanding of how to set out and conduct a fair test. They record their findings carefully. Pupils in Year 1 and Year 2 and in Year 3 to Year 6 have good opportunities to carry out a wide range of investigations. For example, pupils in Year 1 test how two similar candles burn and observe changes which take place. In Year 6, pupils make detailed studies of how light is reflected using mirrors.

73. The quality of teaching is good overall. Teachers have good subject knowledge and use this well in the way they phrase questions to test pupils' understanding of important concepts, for example, the significance of 'zero' when measuring the temperature of water. Relationships are warm and friendly and pupils take turns and share their observations constructively together. A particular strength is the support given to pupils particularly in Year 3 to Year 6 who join the school later than usual and who often have some degree of special educational needs.
74. The subject is well led and resources are well organised and readily available. The co-ordinator has successfully organised a rich curriculum to ensure that all aspects of the subject are covered. However, the school has only recently introduced pupils to how to use sensors to record information and to utilise information and communication technology to express and interpret changes which occur.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- There has been good improvement in resources and staff expertise and confidence
- Pupils' attainment is close to national expectations and is much improved since the time of the last inspection
- Pupils have positive attitudes to ICT, which helps them to make progress
- Insufficient opportunities are provided for pupils to practise their ICT skills in class lessons
- Assessment procedures are not yet fully developed

### **Commentary**

75. By the end of Year 2 and Year 6 pupils' ICT skills are close to national expectations and their achievement is satisfactory.
76. The school has made good progress in addressing the substantial weaknesses in ICT identified in the last report. Good management has identified those areas of weaknesses in teachers' knowledge and understanding and introduced appropriate training and support to improve teaching. The quality and range of resources are much improved due to skilful negotiations and successful funding bids by the co-ordinator.
77. No direct teaching of ICT skills was observed. However Year 5/6 pupils were seen using hand held sensors for the first time as part of their science work and they were also observed using databases in a mathematics lesson. Pupils helped each other sensibly as they worked together at their computers.
78. Year 6 pupils are confident in accessing the Internet for research, using databases and word-processing text. Assessment procedures are currently being revised and are intended to provide a useful overview of coverage and indicate the next step in learning.

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

79. During the inspection teachers made limited use of computers in their classrooms and few pupils, when questioned could explain how they would apply their learning. Pupils do not have enough chances to develop their ICT skills further or contribute to their learning in other subjects and this restricts their attainment.

## HUMANITIES

80. In the humanities, work was sampled in history and geography. No lessons were seen in either subject, it is therefore not possible to form an overall judgement about provision in these subjects. However, there are indications from pupils' work that standards are above those expected in both history and geography. This is the same picture as at the time of the last inspection.
81. In both **history**, and **geography** the curriculum is well organised and managed, so that schemes of work ensure that pupils are taught all aspects of the National Curriculum in these subjects systematically. A particular strength in both history and geography is the good use made of the local area. For example, pupils in Year 3 are able to map where people living in the local area work. They record the monthly variations in temperature in the school. Older pupils in Year 6 use symbols to draw a detailed map of the village. In history, but not in geography, pupils make good use of information and communication technology to find out information, for example, in exploring the 'Longborough History' website. Older pupils in Year 6 are able to draw conclusions about the way of life in Longborough long ago from their observations of inscriptions on tombstones in the churchyard.

## Religious education

The provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- Pupils' positive attitudes, responses and good behaviour in lessons
- Resources have been improved since the last inspection
- Assessment is not used effectively to plan work for different ages and abilities

### Commentary

82. Improvements since the last inspection are satisfactory and include the implementation of the new locally agreed syllabus and the purchase of additional resources. By the end of Year 6 most pupils achieve the expected standard. They have a secure knowledge of a range of religions and begin to recognise similarities and differences.
83. Teachers have a sound knowledge of religious education, which results in pupils having a clear understanding of different world religions and the need to respect others' beliefs. Only one lesson was seen in the infant class in which pupils achieved satisfactorily in understanding what it means to belong to different groups. The teacher made good use of artefacts to show all the different groups to which her son belongs which interested and fascinated the pupils. Behaviour is good and pupils listen attentively to the teacher who is good at encouraging all pupils to communicate their thoughts and ideas. Their achievement is restricted when they are all given the same worksheet to complete regardless of age or ability.
84. Junior pupils learn what it means to be a Christian and various codes of conduct that help people to live together in society.
85. The co-ordinator provides satisfactory leadership. She is keen and enthusiastic and has established good links with the local church. Resources have been improved with the purchase of several books and artefacts. Procedures to assess pupils' attainment and achievement are satisfactory but not used to plan work for different abilities or to extend the higher attainers.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

86. In art and design, design technology, music and physical education few lessons were seen. It is not possible therefore to make a firm judgement about provision in these subjects. In addition to observing some lessons the inspector spoke to co-ordinators about their work, discussed with pupils what they had learnt and looked at pupils' work from last year.
87. **No art and design** lessons were timetabled during the inspection. Scrutiny of available documents and displays indicate that standards are in line with national expectations. Art and design work is effectively linked with other subjects. For instance Year 3 to Year 6 pupils are investigating and drawing Greek patterns and they are making impressive plaster masks portraying Greek gods and goddesses. The use of information and communication technology is underdeveloped. Resources are satisfactory. The school was awarded a silver Arts Mark award in 2003.
88. **Design and technology** was not a focus of this inspection. This year the school has decided to 'block' design and technology lessons later this term to ensure that pupils have adequate time to design and make their products. Junior pupils will be investigating, designing and making bread, monsters and moving toys.
89. Since only one **music** lesson was observed in the infant class and no work was available for scrutiny it is not possible to make secure judgements on the aspects of music such as performing, listening and evaluating. Pupils have opportunities to listen to music as they enter and leave the hall. The quality of singing in assemblies is satisfactory.
90. Resources are satisfactory. The use of information and communication technology is underdeveloped.
91. In **physical education** standards in dance in Year 3 to Year 6 are high. In the lessons seen in this aspect of physical education the teachers' subject knowledge is used to good effect. Pupils have a very clear picture of what is expected of them because the teacher demonstrates very well and expressively how to convey meaning through movement. Pupils have a good understanding of the language of dance, explaining what a motif is and including them in their own performances. A particular strength is the very positive way in which boys and girls co-operate enthusiastically, for example when refining their performance for a dance festival. They work hard to assemble a series of interpretive movements to a high standard.
92. At the time of the last inspection physical education was a strength of the school and it remains so. Standards in swimming are high and there are good opportunities for pupils to take part in a wide range of out of school sports and adventurous activities. For example, they receive tuition in sailing and kayaking as well as the in more usual sports. There are strong links with the local sporting organisations. The overall quality of this provision has resulted in the school receiving a National Gold Activemark Award and in recognition in the national educational press for its efforts as a very small school in this subject.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

93. No lessons were seen in this area of the curriculum so no judgements are made about the overall provision. There is a school council and all pupils have opportunities to express their views about how the school is organised. There are ongoing plans to update the school policy and scheme of work. Personal relationships between adults and pupils are very positive in this small school. This very successfully promotes an ethos where pupils' views are valued and acted upon.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</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>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	4
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
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>4</b>
The governance of the school	3
The leadership of the headteacher	3
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).*