

INSPECTION REPORT

St Giles-on-the-Heath Primary School

St Giles-on-the-Heath, Launceston

LEA area: Devon

Unique reference number: 113165

Headteacher: Mrs H Torvell

Lead inspector: Mr Stephen Dennett

Dates of inspection: 15th to 17th March 2004

Inspection number: 264859

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll;	77
School address:	St Giles-on-the-Heath Launceston Cornwall
Postcode:	PL15 9SD
Telephone number:	01566 772191
Fax number:	01566 777718
Appropriate authority:	Governing body
Name of chair of governors:	Mrs S Trusler
Date of previous inspection:	08/06/1998

CHARACTERISTICS OF THE SCHOOL

St Giles-on-the-Heath is a small rural primary school on the Devon/Cornwall border providing full-time education for 77 pupils aged four to 11 years. It serves the village of St Giles-on-the-Heath and surrounding farms and hamlets. There are currently 40 boys and 37 girls on the school's roll. At the time of the inspection, there were 12 children in the reception class. A private playgroup meets on the school premises, but not all children have pre-school experience. Children are admitted to the reception class in September and January, many attending part time for an initial period. The social and economic circumstances of the area are relatively disadvantaged, due mainly to the effects of the foot and mouth outbreak in recent years. However, the number of pupils claiming free school meals is below the national average. All pupils come from a White British background and none of them speak English as an additional language. Around 16 per cent of pupils have been identified as having a wide range of special needs including moderate and specific learning difficulties, social, emotional and behavioural problems and speech and communication disorders. The proportion of pupils who have Statements of Special Educational Needs is above line with the national average. Children's levels of attainment on entry to the school vary from year-to-year, but are below average overall and children's literacy skills are well below average. The school experiences above average pupil mobility, with a significant number of pupils joining or leaving the school at times other than the beginning of reception or the end of Year 6. These factors, along with the small year groups, means that statistical results from national tests are not reliable indicators of the school's actual performance. The school currently has Investors in People status and is investigating the possibility of joining the 'Healthy Schools' project.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
13712	Stephen Dennett	Lead inspector	Mathematics Science Information and communication technology (ICT) Art and design Design and technology Physical education Personal, social and health education
11564	Jean Mckay	Lay inspector	
18498	Denise Morris	Team inspector	English Religious education History Geography Music Foundation Stage ¹ Special educational needs

The inspection contractor was:

Altecq Education
102 Bath Road
Cheltenham
Gloucestershire
GL33 7JX

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¹ The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **effective** school, which has made a very good level of improvement since its last inspection. Standards are above average overall and pupils' levels of achievement are good. Both the quality of teaching and learning are good. The leadership of the school by the headteacher is very good. The school provides **good** value for money.

The school's main strengths and weaknesses are:

- Standards observed during the inspection were above average overall.
- The leadership and management of the school are effective.
- The school provides a good quality of education for its pupils.
- There are very good opportunities for the enrichment of pupils' education.
- The school's provision for pupils' personal, social and health education is unsatisfactory.
- Inclusion in the school is very good.
- Pupils have very good relationships with each other and with adults in the school.
- Provision for outdoor play at the Foundation Stage is unsatisfactory.

The school has made a **very good** level of improvement since its last inspection. There has been a very thorough review of the curriculum and the overall quality is now good. Provision for extra-curricular activities and enrichment is very good. The school has a good improvement plan, which has been implemented effectively and this has led to the significant improvements noted in this report. There has also been a very good improvement in the systems for assessing pupils' work and teachers now make effective use of the information gathered. Finally, important improvements have been made in the provision for information and communication technology (ICT) and standards in the subject are rising rapidly.

STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

The above table shows that in the 2003 national tests at the end of Year 6, standards were in line with the national average in English. In mathematics and science, standards were well above the national average. Standards were well below those found in similar schools in English. In mathematics, standards were above those found in similar schools and in science, well above. Standards improved between 2002 and 2003 in science, but declined in English and mathematics. The school experiences above average pupil mobility, with a significant number of pupils joining or leaving the school at times other than the beginning of reception or the end of Year 6. These factors, along with the small year groups, means that statistical results from national tests are not reliable indicators of the school's actual performance.

Pupils' achievement is **good** overall. At the Foundation Stage, children's achievement is good overall and they are making good progress. However, due to their low attainment on entry to the school, they are unlikely to reach the goals children are expected to reach by the end of reception, except in their physical development. In the **infants**, pupils' achievement is **good**, although current overall standards are in line those expected at the end of Year 2. Standards are below average in writing

and average in reading and mathematics. Pupils' achievement in the **juniors** is **good** and current standards are above average overall at the end of Year 6. Standards are average in English, but above average in mathematics and science.

Attendance is **very good** and punctuality is good. Pupils have **positive** attitudes to school and behaviour is **good**. Pupils' **spiritual, moral, social and cultural development** is **good**.

QUALITY OF EDUCATION

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

Teaching and learning are both **good**. Teachers have good subject knowledge, which they use well to ensure that pupils learn effectively. Planning is very good. Most pupils demonstrate high levels of concentration and this has a positive effect on the progress they make. Pupils with special educational needs make good progress. Systems for assessment are good and the information gathered is used effectively to adjust planning and set targets for further improvement. Teaching in the Foundation Stage is good.

The **curriculum** meets the needs of pupils well. The school provides many very good opportunities for enriching the curriculum. Staffing and resources are good and the accommodation is satisfactory overall. However, there is no secure area for outdoor play for children at the Foundation Stage. There are **good** procedures for pupils' **care, welfare, health and safety**. Pupils are well looked after and relationships between pupils and teachers are very good throughout the school. The involvement of pupils in the work of the school is satisfactory. **Links with parents** are **very good** and parents play a very active part in the life of the school. The school provides high quality information, which is appreciated by all concerned. **Links with the community** and **with other schools** are **very good**.

LEADERSHIP AND MANAGEMENT

Leadership and management are both **good** overall. The headteacher provides very good leadership and has a clear educational direction to the work of the school. She is well supported by the staff and receives satisfactory support from the governing body. **Governance** is **satisfactory** and all statutory requirements are met. All staff make a good contribution to the management of the school, and this is having a positive effect on pupils' learning. There is a sharp focus on raising standards and improving provision. The financial management and day-to-day running of the school are both very good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have **positive** views of the school. They say that they are kept very well informed and think the school management deals quickly with comments and complaints.

Pupils also have **positive** views of school. They enjoy coming to school and are fully engrossed in their work. Pupils enjoy the extra-curricular activities, especially sport.

IMPROVEMENTS NEEDED

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

- Improve the planning and provision for pupils' person, social and health education.
- Provide children at the Foundation Stage with a safe outdoor play area.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards are **above average** overall. Pupils' levels of achievement are **good**.

Main strengths and weaknesses

- Standards are above average in science at the end of Year 2 and Year 6.
- Standards in mathematics are above average at the end of Year 6.
- Standards in English are below average at the end of Year 2.
- Standards are below expectations overall at the Foundation Stage.
- Pupils' achievement is good throughout the school.
- Pupils with special educational needs achieve well.

Commentary

1. Children enter the Foundation Stage with levels of attainment that are generally below average, although this varies from year to year. Levels of attainment in language and literacy are well below average. Due to good teaching, children are achieving well, although they are unlikely to reach the early learning goals² for children at the end of reception, except in their physical development.

Standards at the end of the Foundation Stage

Standards in relation to the early learning goals by the end of reception in:	
Personal, social and emotional development	Unsatisfactory
Communication, language and literacy	Poor
Mathematical development	Unsatisfactory
Knowledge and understanding of the world	Unsatisfactory
Physical development	Satisfactory
Creative development	Unsatisfactory

Inspectors make judgements in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor.

2. There are only a few pupils in each year group and this means that the results of national tests are not statistically reliable and can vary considerably from year to year. However, in general, over the last four years standards have been mostly below average in aspects of English and average in mathematics at the end of Year 2, and this is supported by the inspectors' observations. These standards represent good achievement overall for these pupils, since they start Year 1 with standards which are generally below average.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	15.3 (15.4)	15.7 (15.8)
Writing	14.7 (13.9)	14.6 (14.4)
Mathematics	17.3 (17.0)	16.3 (16.5)

² These are expectations for most children to reach by the end of the foundation stage. They refer mainly to achievements children make in connection with communication, language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development.

There were 7 pupils in the year group. Figures in brackets are for the previous year

3. Standards in English over the past four years have been broadly average at the end of Year 6. In mathematics and science they have been generally above average. These standards represent good achievement overall for these pupils, as standards are below average in English and average in mathematics at the end of Year 2. Inspection findings confirm these results. Good leadership and management have resulted in improvements in teaching, which in turn has led to good level of achievement throughout the school.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	26.5 (29.4)	26.8 (26.9)
Mathematics	28.5 (29.4)	26.8 (26.9)
Science	31.0 (31.0)	28.6 (28.5)

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

4. Standards in music are well above expectations at the end of Year 2 and Year 6, and pupils' achievement is very good throughout the school. In physical education, standards are above expectations at the end of Year 6 and pupils' achievement is good. No lessons were seen in the infants, so it is not possible to make a judgment about standards. Standards in information and communication technology (ICT) are in line with expectations at the end of Year 2 and Year 6. However, due to the good progress being made from a previous low level of attainment, pupils' achievement is good throughout the school. Standards in religious education meet the requirements of the locally agreed syllabus and achievement is satisfactory at the end of Year 2 and Year 6. History, geography, art and design and design and technology were briefly sampled. Standards in history, geography and design and technology appear to be in line with expectations. Standards in art and design appear to be above expectations.
5. Pupils with special educational needs achieve well throughout the school and are effectively supported by teachers and learning assistants. Pupils with Statements of Special Educational Needs have tasks that are well matched to their abilities and this enables them to make good progress. The school has identified a few pupils who are very able and these pupils are given challenging and interesting work. They consequently achieve well.

Pupils' attitudes, values and other personal qualities

The personal development of pupils is **good** overall. Pupils have **good** attitudes to school and most behave **well** at all times. The spiritual, moral, social and cultural development of pupils is **good** overall. Attendance is **very good** and punctuality is **good**.

Main strengths and weaknesses

- Pupils have positive attitudes and are keen to learn.
- Behaviour is good in lessons and at playtimes.
- Relationships in school are very good.
- There is a very positive ethos throughout the school.
- Pupils' moral, social and cultural development is good.
- Opportunities are missed to develop pupils' spiritual awareness.

Commentary

6. Pupils enjoy coming to school. Teachers have high expectations and a positive attitude, which pupils appreciate. This contributes significantly to pupils' good behaviour and the quality of

learning. Pupils have positive views of the school and think that it is a happy place to learn. Behaviour is good in lessons and around the school. There are very good systems for ensuring that the school is free from bullying, racism and other forms of harassment. Relationships between pupils themselves, and between pupils and adults, are very good. All these factors have a positive effect on the progress pupils make and the standards they achieve. The overall ethos of the school is very positive.

7. Pupils' moral development is good. Religious education lessons, collective worship and assemblies are used effectively to teach pupils principles of right and wrong. Pupils demonstrate that they understand these principles well in their daily interactions with each other and their teachers. Pupils' social development is good overall. Pupils' personal, social and emotional development is below expectations when they enter Year 1, but they make good progress as they move through the school. The school has a good 'family atmosphere' and this has a positive effect on the way pupils behave. However, provision is largely informal and the progress pupils make is largely due to the overall good quality of teaching, rather than a conscious plan for pupils' social development. Older pupils recognise well the responsibility of living in a community and support younger pupils when playing in the playground, for example. However, there is no school council at present and the oldest pupils do not have regular opportunities for taking responsibilities in the running of the school.
8. Pupils' cultural development is good. The school has developed a 'Passport' scheme, which enables pupils to go on 'virtual journeys' to different places around the world. They have studied places such as Japan, African villages and Italy. As a consequence, pupils have a lively awareness of other cultures and show great interest in people from other countries. Through their work in art and design and music, pupils also have a good grasp of their own culture. They have done work in the style of a number of artists and listen to music by composers such as J S Bach when coming into assemblies.
9. Pupils' spiritual development is satisfactory overall. There is no systematic development of pupils' self-knowledge and spiritual awareness, although opportunities for prayer and quiet reflection are offered in collective worship. Religious education lessons concentrate more on developing pupils' social and moral awareness, rather than developing their respect for the feelings and beliefs of others. There is a weakness in the overall planning for pupils personal, social and health education and, as a result, opportunities are missed for teachers to develop pupils' spiritual awareness in lessons other than religious education.

Attendance

10. Attendance is very good and 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 mainly good at the beginning of the school day, and a prompt and efficient start is made to lessons.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.2	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 in the previous school year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. Teaching and learning are both **good**. The curriculum is **good**. The support, care and guidance of pupils are also **good**.

Teaching and learning

The overall quality of teaching is **good**. The quality of pupils' learning is also **good**. Assessment is **good**.

Main strengths and weaknesses

- Teachers' planning is effective.
- The management of pupils' behaviour is good.
- Teachers are good at engaging pupils' interest.
- Teachers have high expectations and challenge pupils to do their best.
- Assessment is thorough and constructive.
- Pupils have a good capacity to work independently and collaboratively.

Commentary

Summary of teaching observed during the inspection in 19 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	14	2	0	0	0

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

11. Teaching and learning at the Foundation Stage are both good. Teachers have good command of the areas of learning for children under five and use this knowledge effectively to ensure that children make good progress in their acquisition of key skills. Planning is good and this ensures that learning tasks are well matched to children's needs. Teachers encourage children to do their best and provide a wide range of interesting activities. As a result, children apply themselves enthusiastically to their work and their rates of learning are good.
12. The quality of teaching in the infants and juniors is good overall, with a small number of very good lessons being seen. Planning is effective and clearly identifies what pupils need to learn in each lesson. As teachers share this information with pupils, the majority have a good grasp of what they need to do to improve their work. Teachers have high expectations of pupils' behaviour and this ensures that in nearly all lessons behaviour is good and pupils learn effectively. Teachers have secure subject knowledge and make effective use of questioning to ensure that pupils make good progress in their acquisition of knowledge, understanding and key skills. The teaching methods used are imaginative and quickly engage pupils' attention and interest. The teaching of English is good throughout the school. Mathematics is also taught well. In all lessons, teachers work hard, and to good effect to include all pupils. Good support is offered to pupils with special educational needs to enable them to make the best of the opportunities offered to them.
13. Pupils have positive attitudes to learning and work hard. Levels of concentration in most lessons are good. Teachers are constantly challenging pupils to do their best and provide the most able with stimulating extension work. Pupils work together well and encourage each other with positive comments. They also work well independently and are developing good research skills. All teachers take effective steps to ensure that all pupils, including those with special

educational needs, have full access to the curriculum. Good use is made of support teachers and assistants to ensure that pupils with special education needs learn well.

14. The school has good systems for assessing pupils' progress and effective use is made of the information gathered. Lessons are evaluated in the light of pupils' progress and adjustments made where necessary to ensure that all pupils learn at a good rate. Analysis of national tests and other information is thorough and the school uses this information effectively. Pupils have a good understanding of what they need to do to improve through the constructive and helpful marking of their work by teachers. In addition, most teachers share with pupils what they have to learn and this is reviewed at the end of lessons. Pupils also carry out their own self-assessments well.

The curriculum

The overall quality of the curriculum is **good**. There are **very good** opportunities for the enrichment. The accommodation is **satisfactory** and resources are **good**.

Main strengths and weaknesses

- Provision for history and ICT has improved significantly since the previous inspection.
- Resources meet the needs of pupils well.
- There is not outdoor play space for the reception class.
- Inclusion is very good.

Commentary

15. The curriculum meets pupils' needs well and prepares them effectively for the next stage of their education. It is broad and balanced, and meets all statutory requirements for the National Curriculum and religious education. Planning is thorough and indicates good continuity, so that pupils' learning builds successfully on previous skills. This represents good improvement since the previous inspection.
16. Enrichment activities are very good, particularly the wide range of sporting clubs, which are very well attended. Pupils have the opportunity to join in football, netball, basketball, as well as some cooking and musical activities, after school and during lunchtimes. These have a positive effect on social development and relationships. Enrichment within the curriculum is good, for example, pupils in Years 3 to 6 have two opportunities to go on a residential visit. In all year groups, pupils are offered trips to various locations, including to London and Plymouth, to experience life in a city environment and compare it with their own. Involvement in the arts and music is good and the extensive artwork on display shows how pupils value the work of various artists. There has been a good improvement in the provision for ICT since the previous inspection. The subjects is now planned appropriately and taught well across the school. Because of this standards are improving
17. Resources meet the needs of the curriculum and of pupils well. They are particularly good in the core subjects of English, mathematics and science, and also in ICT. Good resources are a key feature of lessons and ensure that all pupils are kept fully engaged and enjoy their activities. Good resources are having a positive effect on learning.
18. The accommodation at the school has improved since the previous inspection and is now satisfactory overall. Some good new classroom bases have been established and a hall space for physical education. These are positive features. However, the temporary accommodation for the reception class has several weaknesses. It lacks space and outdoor access, and there is no outdoor play area to promote independence and choice or to improve physical skills. This is a weakness in provision for the youngest children.

19. The school is very inclusive. The curriculum provided for pupils with special educational needs is good and they are actively encouraged to take part in all opportunities. They are very well supported in lessons, receive worthwhile experiences and achieve well.

Care, guidance and support

There are **good** procedures for ensuring pupils' care, welfare, health and safety. It provides pupils with **good** support and guidance. The involvement of pupils in the work of the school is **satisfactory**.

Main strengths and weaknesses

- There are very good induction arrangements for young children entering the school.
- There is very secure support, care and guidance, based on the good monitoring.
- The school has a very good ethos.

Commentary

20. Induction arrangements are very good, and ensure that children settle happily into the reception. Many children enter the school through the pre-school group, which meets on the school site. The close relationship with the school ensures that information is provided for home visits, and that many opportunities are given for children to visit the school, including using the school hall and playground.
21. Procedures for ensuring child protection are good and are carried out in accordance with local practice. Staff are supported well by outside agencies who regularly visit the school. A large number of parents spoken to during the inspection were keen to say how much they appreciated the very good care and guidance that their children receive. The school believes that this small environment means that each pupil 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.
22. The care of pupils is at the heart of the school's very good ethos, and is monitored well by all adults in the school. Parents spoken to during the inspection said they would have no hesitation in approaching the school if they had a problem. Teachers work sensitively and very conscientiously to meet the needs of all pupils in their care, especially those with special educational needs. Teaching assistants show considerable skill, sensitivity and patience as they guide and support individuals or groups of pupils. The organised and caring approach of all staff results in the school being a well-ordered community where good behaviour is successfully promoted. Pupils spoken to during the inspection were able to say they could talk with confidence to any adult in the school. They also said that they had not encountered bullying in the school, but knew who they could approach if such an instance arose. Seeking pupils' views and involving them in the work of the school is at an early stage, but is satisfactory overall.

Partnership with parents, other schools and the community

The school has **very good** and effective links with parents and the community. The school also has **very good** links with other schools.

Main strengths and weaknesses

- There is a very strong Parent Teacher Association
- The very good links with the community help to enrich the curriculum and make pupils aware of their own culture.

Commentary

23. Parents make a very good contribution to their children's learning by providing help in the classroom, and on trips and visits. Parents also raise significant funds for the school through the Parent Teacher Association, and their recent contribution of over £6,000 towards the proposed new playground area is very much appreciated by the school.
24. The school's relationship with the parents is one of true partnership. There is an openness between parents and the school which has grown since the previous inspection. Parents spoken to during the inspection said they felt confident in approaching the school with any suggestions or complaints. The strength of this link with parents makes a very positive impact on relationships within the whole school community. There is a very strong feeling of family, which was echoed by the comments of pupils spoken to during the inspection. Parents feel that their children are encouraged to be mature and responsible, and they also appreciate the good range of extra-curricular activities.
25. There are very good links with the community including strong links with both local churches. Pupils recently held a 'mock wedding' in the local parish church, which is also used for Harvest Festivals, Carol Services and other religious occasions. All pupils take part in the annual village fair and the area is used for curriculum subjects such as geography and art. Many members of the community help in school, for example, in classes, and with the environmental garden, and a large donation from a national bank was used towards the creation of this garden. The school is also proud of being able to help members of the local community to update their computer skills. Pupils have visited local places of interest such as the Eden Project and Tate St Ives, but have also benefited from visits to France and London. All these activities have had a positive effect on the standards pupils achieve and the quality of education provided.

LEADERSHIP AND MANAGEMENT

The governance of the school is **satisfactory** overall. The leadership of the headteacher is **very good**. The leadership of other key staff is **good**. Management is **good**.

Main strengths and weaknesses

- The headteacher has a very clear vision for the future of the school.
- The commitment to inclusion and equal opportunities is very good.
- The monitoring of performance data and taking positive action is very good.
- The governing body is just beginning to help shape the direction of the school and to challenge senior managers.
- Approaches to financial management are very good.

Commentary

26. A very good strategic plan has been developed which highlights key areas for improvement, reflecting this vision and high aspirations. Very effective teams have been created so that, in all areas of the school, staff are clear about their roles and work hard to achieve their aims. Because of this, good improvements are noted across the school in many curriculum areas. The headteacher manages and monitors curriculum provision very well. This has led to a good range of learning opportunities that meets the needs and abilities of pupils very effectively. The headteacher is ably supported by the strong staff team.
27. There is very good commitment to inclusion in all areas of the school. This ensures equality of opportunity in all activities so that the needs of individual pupils are very well met. Those pupils with special educational needs, and those who are gifted and talented, have very good access to learning that is tailored well to their abilities. Performance data from annual tests is very well monitored by the headteacher. This has resulted in a clear awareness of the strengths and weaknesses in standards, and in procedures to improve standards, particularly in literacy.

28. The governing body is supportive of the school leadership and is just beginning to question decision making processes, but, as yet, does not always become fully enough involved in shaping the vision and direction of the school. However, the governing body fulfils its statutory duties well. Approaches to financial management are very good. The very clear finance policy leads to very good procedures and secure management. Spending decisions are carefully linked to the school development plan and are regularly monitored to ensure that the impact of spending is positive. Day-to-day finances are very well managed. The recent audit report is being acted upon, and new software to further improve management is being rightly introduced.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	255,753
Total expenditure	255,595
Expenditure per pupil	3,319

Balances (£)	
Balance from previous year	5,146
Balance carried forward to the next	5,304

29. The school has identified a number of aids to the further raising of standards. Firstly, the positive attitudes of pupils, staff, parents and governors greatly help in moving the school forward. The effective use of assessment and the setting of clear targets for improvement have raised standards. Good use has been made of national strategies for literacy and this is having a positive effect on pupils' achievement. Finally, the small class sizes mean that pupils receive close attention and support. The school has also identified two barriers to the raising of standards. The lack of local nursery provision means that many children do not have adequate preparation for their start at school. Secondly, there is a probability that the school will revert to a single infants' class next year, which will make it difficult for the school to effectively cater for the youngest children.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**.

30. There are currently 12 children in the reception class. Since the beginning of this term, the reception class has been in a separate class taught by a temporary teacher. This is due to an increase in the number of children in this age group. The current temporary classroom is small, and lacks sufficient space and outdoor access for reception age children. When they enter the reception class, some children have had previous play-group experience, but the lack of local nursery provision means that many children are not fully ready for school. The curriculum offered in the reception class is good and is securely based on the early learning goals for children of this age. Children's progress is well monitored and assessed in all areas. Leadership and management of the Foundation Stage are good. There is a clear overview of the provision and an awareness of the weaknesses in provision for physical development.

Personal, social and emotional development

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

Main strengths and weaknesses

- Children achieve well.
- Induction procedures are very good.

Commentary

31. Because of good teaching and planning, children make good progress and their achievement is consequently good. However, due to the low levels of attainment when they enter the school, the majority of pupils do not reach the early learning goals for children of this age by the time they enter Year 1. The very good induction procedures ensure that children are happy to come to school and already know many other children and staff. Children are encouraged to show curiosity and investigate many things. They quickly learned to develop their confidence as they talked to the whole class about their experiences. Children quickly learn to share resources and toys. They behave well in class and around the school.

Communication, language and literacy

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

Main strengths and weaknesses

- Children have poor literacy skills when they enter the school.
- Children achieve well in this area of learning.
- The development of early writing is good.
- Provision for speaking and listening is good.

Commentary

32. As a result of good teaching, children make good progress in their learning and achieve well in communication, language and literacy. Children's literacy skills are well below average when they enter the school, especially in speaking. Although they make good progress, standards for the majority are still well below those expected by the time they enter Year 1. Children are making good progress in the development of early writing skills. The teacher models writing well, so that children understand how letters are formed. They follow her carefully and hold

their pencils correctly to trace over the letters and shapes. They also make shapes with their fingers in the air. By the end of the year, they are beginning to record their ideas with pictures or words. Provision for speaking is also good. Because of good teaching, children quickly gain confidence in talking and offering opinions. They are encouraged to talk freely about their views and ask questions of each other.

Mathematical development

Provision in mathematical development is **good**.

Main strengths and weaknesses

- A good range of activities are planned to develop children's mathematical skills.
- Children lack confidence in counting aloud and in using the language of number.

Commentary

33. Teaching and learning are both good overall and achievement is good. Teachers encourage children to count and use numbers on a daily basis. However, children lack confidence and their limited speaking and communication skills have an impact on their ability to count orally and have the confidence to try to answer number questions. Children play number games regularly and are beginning to count to five and beyond, with a few higher attaining children counting beyond ten. Good questioning encourages children to think carefully about their numbers, but a significant minority remain below expected levels by the end of the reception year.

Knowledge and understanding of the world

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

Main strengths and weaknesses

- Children achieve well in this area of learning.
- Some exciting activities promote curiosity about the world around children.

Commentary

34. Children achieve well in the development of their knowledge and understanding of the world around them. This is because good teaching leads to some exciting activities that keep children interested and learning is good. High levels of enjoyment were evident as children investigated a guinea pig, asking and answering questions and comparing it to their own pets. There is good evidence of children investigating the clothes worn by people from other countries and from different cultures. They showed enjoyment in dressing up and an awareness of the differences. However, by the time they enter Year 1, the majority have still not reached the early learning goals for reception children.

Physical development

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Children achieve well in some aspects of physical development.
- The outdoor accommodation for this area of learning is unsatisfactory.

Commentary

35. Teaching and learning are satisfactory overall. Children enjoy all forms of physical activity and are confident in their movements. They have broadly average skills on entry to the reception

class, but due to lack of appropriate outdoor space and resources, such as a climbing frame and covered play area, their achievement remains satisfactory. The majority have reached the early learning goals by the time they enter Year 1. The quality of teaching is satisfactory overall. There are too few choices offered to promote independence in learning, consequently children do not make as much progress as they could in physical development, particularly large-scale physical activities such as climbing, balancing and sliding. In small-scale physical development, progress is better. Children are encouraged to develop their hand and finger control through many good table-top games and activities.

Creative development

Provision in creative development is **good**.

Main strengths and weaknesses

- A good range of rich activities is planned in this area of learning.

Commentary

36. Examples of children's work show that they are developing good awareness of colour, texture and three-dimensional art, as well as a range of musical activities. Teaching and learning are both good overall. Work on display ranges from tie-and-dye materials, dyed using vegetable dyes, collage-type work, using very imaginative mixed media, and examples of work based on ethnic garments. As a result of good teaching, children's work shows a good level of achievement. However, the majority of children will not achieve the early learning goals by the end of the reception year.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils make good progress in English and achieve well in their time at the school.
- The quality of teaching is good, leading to good learning and some exciting activities.
- The National Literacy Strategy has been effectively implemented.
- Leadership is good.
- Literacy skills are used well in other subjects.

Commentary

37. Standards have generally been below average at the end of Year 2 and average at the end of Year 6. Inspection findings confirm these standards. Pupils' achievement is judged to be good overall, as pupils enter Year 1 with standards, which are well below average.
38. When pupils enter Year 1, they have underdeveloped skills in speaking and writing in particular. During their time in Years 1 and 2, they make good progress and achievement is good. However, standards are still below expected standards in writing, although in speaking and in reading, standards are broadly average. Good levels of staffing in lessons ensure that all pupils have the support that they need. Pupils' confidence in speaking and reading is increased, by reading their own work out to others in the class. They are encouraged to comment positively on each other's work, and offer advice on improvements. Because of this, relationships in the class are good, younger pupils benefit from the role models of older ones, and pupils develop a pride in their written work, and a confidence in reading aloud.

39. Pupils continue to make good progress throughout Years 3 to 6. They benefit from the good implementation of the literacy strategy. Teachers are skilled at teaching pupils to enjoy literature, poetry and plays. Effective demonstrations and examples are given to help pupils develop their own style and extend their vocabulary. For example, in Year 6, pupils were enabled to write their own poems about cats well, because the teacher focused carefully in the initial session on the vocabulary, characteristics and attributes of a wide variety of cats. Pupils linked their work to the poem *The Amulet* by the poet Ted Hughes, and were able to brainstorm in pairs to share ideas well, successfully writing poems in his style. By the time they reach the end of Year 6, the good progress they have made across the school leads to standards that are in line with averages in speaking, listening, reading and writing.
40. Teachers have good command of the subject and lessons are well organised to meet the needs and abilities of all the pupils. This has a positive effect of the progress pupils make in their learning. Effective use of support staff leads to full inclusion. Individual literacy targets for pupils with special educational needs, lead to small steps of progress that ensure they achieve well. Working styles encourage pupils to talk together about their work, share ideas and improve their creativity in writing, so that there is good evidence, particularly in the older classes, of narrative and non-narrative writing. Because assessment of learning in English is good, teachers know how well pupils are doing. This leads to good progression because teachers are able to build on pupils' prior skills, reinforce these and teach new ones. The National Literacy Strategy is effective in helping teachers to plan content that is appropriate, and which helps pupils to make consistent improvements in their speaking, reading and writing skills. Lesson planning is closely linked to the literacy objectives and ensures that pupils are challenged and their understanding of literature is fostered.
41. Leadership and management are good. Lessons and planning are regularly monitored so that strengths and weaknesses can be quickly identified. The results of the standardised tests are regularly analysed to ensure that any weak areas can be addressed. The co-ordinator provides a good role model for staff and pupils in the promotion of enjoyment in reading and writing. The good, new library area was used effectively during the inspection, and good links have been established with parents through home-school reading diaries, which are used very well. There has been a satisfactory level of improvement since the previous inspection.

Language and literacy across the curriculum

42. Pupils make effective use of their literacy skills in other subjects of the curriculum, and teachers foster speaking, reading and writing well in many lessons. A good example of this was seen in music. Pupils in Years 4, 5 and 6 wrote a poem as an impetus for a composition on a theme, such as *the jungle* or *the seaside*. This led to good collaboration, discussion and use of writing skills. In history, pupils were observed using information sheets to solve problems, scanning and finding specific answers to written questions about ancient Egypt. There is good evidence of some extended writing in geography and descriptive pieces in science, which help to improve and consolidate literacy skills.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are good in Years 3 to 6.
- Leadership is good.
- Effective use is made of assessment information to set targets for improvement.
- Pupils have very positive attitudes to the subject.

Commentary

43. Standards have generally been above average at the end of Year 2 and well above average at the end of Year 6. Inspection findings generally confirm these good results, although standards at the end of Year 6 are currently above average rather than well above average. Overall, standards are higher than they were at the time of the previous inspection, especially in the junior classes.
44. Children's levels of attainment in mathematics are below average when they enter the school and still below at the beginning of Year 1. They make good progress in the infants and current standards at the end of Year 2 are broadly in line with the national average, although there are a number of pupils whose achievement is well above this level. As a consequence, pupils' achievement in the infants is good overall. Pupils have satisfactory mental skills and are developing a good grasp of basic numeracy. Standards in space, shape and measure are satisfactory. Pupils continue to make good progress in the juniors and standards are above average at the end of Year 6. Pupils' achievement is good. Older pupils have good calculation skills and are making use of these in other aspects of the subject. Pupils have a good grasp of probability and have well developed data handling skills.
45. The quality of teaching and learning is good overall. In lessons teachers use questions skilfully to encourage and challenge pupils and to show the variety of approaches children could use to solve the same problem. Good planning ensures that all pupils have full access to the activities offered. The learning support assistants are used effectively to support less able pupils and those with special educational needs. The work pupils are expected to do is well matched to their needs. Throughout the school, pupils described how much they enjoy their mathematical work and tackling the problems and challenges they are set. They respond so well because lessons are presented in a lively way. Behaviour is always at least good and, in the juniors, it is very good. This has a positive effect on pupils' learning. Nearly all pupils are good independent learners and co-operate well in small groups. This has a significant positive effect on their ability to learn and the variety of tasks that the teachers can set. Homework is linked well to work undertaken in class. There are good systems for analysing and tracking pupils' progress in the subject and the information gathered is used effectively to ensure pupils know what they need to do to improve their work. Teacher's marking is used effectively to correct pupils' work and to set them targets for improvement.
46. The leadership and management of the subject are good. The co-ordinator provides teachers with effective guidance for their planning, which is based on national guidelines. This results in effective lesson planning for the subject, which in turn has a positive impact on standards. There is a well-balanced curriculum, which is accessible to all pupils. There are good resources for the subject and this has a positive effect on the standards pupils' achieve. Overall provision has improved since the previous inspection.

Mathematics throughout the curriculum

47. The use of numeracy across the curriculum is good and has a positive effect on the standards pupils achieve. For example, pupils use graphs and tables and measure accurately in science. Teachers make effective links between subjects and there are examples of numerical skills being used systematically and effectively in science, design and technology and geography.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are above average at the end of Year 2 and Year 6.
- Pupils' achievement is good throughout the school.
- Teaching and learning are both good.
- Teachers have good subject knowledge.
- Good use is made of assessment information.

- The subject manager provides good leadership for the subject.
- There has been a good level of improvement since the previous inspection.

Commentary

48. Standards have generally been above average at the end of Year 6. Teachers' assessments at the end of Year 2 indicate that standards have been generally well above average. Inspection findings generally confirm these results, although at the moment, standards at the end of Year 2 are not as high as in past years. Overall, standards are now higher than at the time of the previous inspection.
49. Standards are currently above average at the end of Year 2. Pupils' achievement is good overall. They have a good grasp of the concept of answering scientific questions by carrying out investigations. They also know that materials have different properties and can sort materials into different groups using this information. Pupils have a good grasp of physical processes and can deduce physical 'laws', such as 'the greater the force, the greater the reaction'. At the end of Year 6, standards are currently above average overall and pupils' achievement is good. Pupils have a good grasp of the 'scientific method' and carry out investigations with accuracy and attention to detail. More able pupils are able to design their own investigations in order to find answers to scientific questions. However, standards of presentation and handwriting are not as good as they should be and often do not do justice to pupils' actual understanding of scientific concepts. Pupils have a good knowledge and understanding of the solar system and have well developed research skills, which they use effectively to gather information and produce data sheets. They have a well-developed scientific vocabulary, which they use effectively when discussing the subject.
50. The quality of teaching and learning are both good. Teachers plan interesting lessons and ensure that the tasks given to pupils match their abilities well. This ensures that all pupils have access to the curriculum. Pupils take part in lessons with enthusiasm and demonstrate good self-study skills. They are good independent learners and conduct investigations carefully, giving due attention to health and safety issues. Behaviour is consistently good. Teachers have good subject knowledge and this has a positive effect on pupils' progress. Teachers also make good use of questioning to extend pupils' knowledge and understanding. Assessment systems are well developed and teachers make good use of the information gathered. Regular assessments show teachers what pupils have learned and what they need to do next to improve their understanding. Good use is made of marking overall and this helps pupils to have a good understanding of how they can improve their work.
51. The leadership and management of the subject are both good. The co-ordinator has a clear vision for the subject and has produced a good action plan to improve standards, based on a detailed analysis of national test results. This analysis showed that standards in investigative science were not as high as they should be. As a result, there has been a focus on this aspect of the subject and standards have risen. The subject is well resourced and this has a positive impact on standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- Pupils' achievement is good.
- Pupils have positive attitudes to the subject and behaviour in lessons is good.
- Both teaching and learning are good.
- The leadership and management of the subject are good.
- The use of ICT to support pupils' learning is inconsistent and is not used sufficiently in some subjects.

Commentary

52. Standards at the end of Year 2 are in line with expectations, and pupils are now achieving well. Pupils talk with enthusiasm about their use of ICT, both at home and at school. They use graphics programs effectively to illustrate their work. Pupils have good word processing skills, and successfully combine text and graphics to produce information sheets. They use computers effectively to produce pictures and add text to explain what the pictures are about. Standards at the end of Year 6 are also in line with expectations, but as a result of recent good progress from a low base, pupils' achievement is now good. Pupils have good text processing skills, which they use well to produce information booklets, for example. Older pupils are developing their presentation skills well. They combine visual effects, text and pictures to create multimedia presentations. Nearly all pupils have good basic computing skills and use the keyboard, mouse and the 'Windows' operating system effectively.
53. Teachers plan interesting and imaginative lessons, which engage pupils well. Pupils are enthusiastic about ICT and enjoy using computers and other equipment in their work. Behaviour is good and pupils treat equipment with care. Teachers have good subject knowledge and expertise, and make good use of questioning to extend pupils' skills, knowledge and understanding. Teachers have taken the time and effort to enable pupils to work well independently, and this is having a very positive effect on the progress they are now making. Good use of teaching assistants and volunteers means that all pupils, including those with special educational needs, have full access to the curriculum. Assessment systems are in an early stage of development, but are beginning to provide teachers with good information about pupils' progress and achievements.
54. The co-ordinator's expertise has raised the profile of ICT throughout the school and this has had a positive effect on teachers' confidence and expertise. The co-ordinator has spent considerable time and effort on improving hardware resources, which are now greatly improved and having a positive effect on raising standards. There has been a very good level of improvement since the previous inspection.

Information and communication technology across the curriculum

55. The use pupils make of their ICT skills in other subjects, is satisfactory overall and has a satisfactory effect on the standards they achieve. Pupils make good use of their text processing skills to write poems, stories and accounts in history. However, the use of ICT to support pupils' learning is inconsistent and varies from class-to-class and subject-to-subject. Insufficient use is made of pupils' text processing skills in literacy, for example. Some teachers place insufficient emphasis on the use of ICT in the planning for some subjects.

HUMANITIES

56. Only one lesson of **history** was seen during the inspection. Discussions with staff and scrutiny of pupils' work indicate that statutory requirements for the subject are fully met. The planned curriculum contributes well to pupils' understanding of earlier cultures and societies. There has been a good level of improvement since the previous inspection, when requirements were not fully met. Discussion with pupils indicates that standards are likely to be in line with those expected, and that they enjoy the subject. A group of Year 6 pupils showed high levels of enthusiasm about their study of the Egyptians, remembering many details and fact.
57. No lessons of **geography** were seen during the inspection. However, discussions with staff and scrutiny of pupils' work indicate that statutory requirements for the subject are fully met and that many valuable and enriching activities are planned for pupils across the school. The curriculum contributes well to pupils' cultural experiences. Evidence suggests that standards are probably in line with those expected by the end of Years 2 and 6.

Religious education

Provision in religious education is **satisfactory**.

There are no significant strengths and weakness.

Commentary

58. Pupils achieve standards, which meet the requirements of the locally agreed syllabus for religious education. They benefit from some good teaching that focuses successfully on personal and social issues. In the one lesson observed in Years 3 and 4, pupils were required to think about how people in different cultures have their own special symbols and celebrations. They were able to discuss effectively the differences in clothes and customs of the Muslim, Jewish and Sikh faiths. They showed appropriate understanding of the differences and contributed freely to the discussions.
59. Teaching and learning are satisfactory overall, with a varied range of opportunities for pupils to learn about other faiths and cultures and to develop their personal and social skills. Pupils have opportunities to talk about their feelings, and share their worries and concerns. They are also able to discuss how religious signs and symbols help people to 'belong' and feel secure. This has a positive effect on their personal and social development.
60. The leadership and management of the subject is satisfactory overall. There is a clear overview of provision and an awareness of how well pupils are doing and this is now having a positive effect on the standards pupils achieve. Improvement since the previous inspection is satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

61. No lessons were seen in **art and design** and it is not possible to give a judgment for overall provision. However, it appears from the scrutiny of pupils' work and conversations with them, that standards are likely to be above the expected level at the end of Years 2 and 6. Pupils have a wide experience of different media and both their two-dimensional and three-dimensional work is of a high quality. The subject makes a good contribution to pupils' cultural development through the study of various artists and designers.
62. **Design and technology** was not a focus of the inspection and no lessons were seen in the subject. However, from the scrutiny of pupils' work and discussions with them about it, standards appear to be in line with the expected level at the end of Years 2 and 6. Pupils have satisfactory designing and making skills. They construct a variety of mechanisms, such as winches and test the relative strengths of various structures. Older pupils have produced picture frames that demonstrate a high quality of finish. Resources for the subject are good.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- Pupils achieve very well in music lessons.
- The quality of teaching is very good.
- A good, broad range of activities promotes enjoyment in learning.
- Leadership is good.

Commentary

63. Pupils' achievement is very good throughout the school. This is because of the very good provision and the very good teaching that they receive. By Year 2, pupils sing in tune and play simple instruments to a rhythm. They show high levels of enjoyment as they sing and work very hard to achieve their aims. Pupils recognise and explore the ways sounds can be combined and used expressively. They sing with expression and in tune. Some pupils improvise repeated patterns and combine different effects, showing an awareness of the way in which these effects interact. Older children in the juniors also achieve very well. They develop 'soundscapes' from poems they had previously written. Pupils work in small groups, discussing, practising and revising their tunes, until they feel satisfied with the results. They write their own scores, using them to perform to others. Pupils offer each other advice and constructive comments so that further improvements can be made. They achieve very well as they perform with confidence, showing good awareness of the parts others are playing. Higher achieving pupils make subtle adjustments to their own parts in a group performance. They improvise and compose in different styles, using instruments as appropriate.
64. The quality of teaching is very good. High quality expertise enables pupils to benefit from listening and following guidance. Lessons are very well managed. For example, the teacher used four different rooms for the four groups in Years 4, 5 and 6, to practise. He moved rapidly from room to room monitoring pupils' progress and offer support where necessary. Pupils valued the guidance offered and acted upon it, resulting in the very good achievement that was evident by the end of the lesson.
65. The subject is well led and managed. It is effectively organised to maximise the expertise of the teacher. Good use is made of the available space and resources to improve pupils' skills. The curriculum is good. It is varied and exciting and offers opportunities for all the elements of the subject to be covered. Pupils gain experience through singing, playing, composing, performing and appraising. A well-attended recorder club also enhances musical expertise and enjoyment. There has been a good level of improvement since the previous inspection.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Standards are good in the junior classes.
- The leadership and management of the subject are good.
- A good level of improvement has been made since the previous inspection.

Commentary

66. No lessons were observed in the infant class, so it is not possible to make a judgement about standards at the end of Year 2. At the end of Year 6, pupils attain good standards. They make good progress in lessons and their achievement is good. Young junior pupils perform a sequence of dance movements by using different parts of their body when moving in different directions. In hockey, pupils respond keenly to the purposeful and well-planned activities. They work in pairs and small groups and achieve good control of the stick and ball as they move in different directions and their passing skills are developing well. School records indicate that standards in swimming are good and nearly all pupils can swim 25 metres by the time they leave.
67. Teaching in the juniors is good and teachers provide good role models and provide effective demonstrations that encourage pupils to achieve real improvements in their work. Lessons are clearly and carefully planned to ensure that pupils make progress in developing essential skills.

Teachers build into their lessons regular opportunities for pupils to evaluate their performance, which helps pupils appreciate what they have to do to improve.

68. The leadership and management of physical education are good. There is an effective scheme of work, which helps teachers to plan effective lessons. Good use is made of sports coaches to raise standards in games and a wide range of after school clubs has also increased provision in the subject. The release of the hall from being a teaching space has led to improved standards in dance and gymnastics. Overall, there has been good improvement in provision since the previous inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **unsatisfactory**.

Main strengths and weaknesses

- Standards are satisfactory overall.
- Teaching and learning are both satisfactory overall.
- Pupils response to the opportunities offered is good.
- Assessment is unsatisfactory.
- Planning is unsatisfactory.
- The management of the subject is unsatisfactory.
- There are insufficient resources to support learning.

Commentary

69. Pupils' achievement is satisfactory overall. The major contribution to pupils' personal and social education comes from their studies in religious education. Pupils are able to discuss common sayings and relate these to signs and symbols used in religion. Some pupils are able to discuss their feelings well, relating this to their own beliefs. English and art also play a role in developing in positive ways, pupils' personal and social perceptions. Science lessons make a positive contribution to pupils' health education. In this subject, pupils write accounts of what constitutes healthy eating, for example. The school is planning to take part in the 'Healthy Schools' programme. Pupils cover important aspects of the human body and its changes, as well as the dangers of drug use and misuse. Incidental opportunities occur in other subjects, but there is a lack of consistency and continuity to this input. Other opportunities to develop pupils' personal skills occur in assemblies. Overall, standards are satisfactory, but progress is erratic and pupils' achievement varies from class-to-class and year-to-year.
70. Teachers know their pupils well and take suitable opportunities in lessons to develop their social skills. In addition, in subjects such as science, there is good coverage of aspects of physical development and a healthy diet, for example. Pupils respond positively to the opportunities offered and older pupils demonstrate mature attitudes towards adults. Relationships throughout the school are good. However, teachers do not plan systematically to promote pupils' personal, social and health education and this aspect of teaching is unsatisfactory. Also, there are no formal assessment procedures, so teachers have no information on which to develop pupils' knowledge, understanding and skills.
71. The overall management of the subject is unsatisfactory. There is no scheme of work to guide teachers in their planning or to ensure the progressive development of pupils' learning as they move through the school. Insufficient opportunities are offered for pupils to discuss matters of importance to them and to develop their powers of self-expression. There are insufficient resources for the teaching of the subject, although there are some helpful books on subjects related to pupils' personal, social and health education in the school library.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

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

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	2
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).

