

INSPECTION REPORT

**DURLEY CHURCH OF ENGLAND VOLUNTARY
CONTROLLED PRIMARY SCHOOL**

Durley

LEA area: Hampshire

Unique reference number: 116283

Headteacher: Mrs Kirstie Baines

Lead inspector: Jayne Clemence

Dates of inspection: 4 - 6 July 2005

Inspection number: 266761

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary Controlled
Age range of pupils: 4 – 11 years
Gender of pupils: Mixed
Number on roll: 110

School address: Durley Brook Road
Durley
Southampton
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Telephone number: 01489 860207
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Appropriate authority: The governing body
Name of chair of governors: Mrs Jane Paul

Date of previous inspection: March 1999

CHARACTERISTICS OF THE SCHOOL

Durley Primary School is a small voluntary controlled Church of England school situated in a village near Southampton. There are 110 pupils aged between four and 11 years. The children's attainment on entry is average overall, and they come from a broad mix of social backgrounds. Pupils travel from the immediate and wider area, and the school is very popular and heavily oversubscribed. The vast majority of pupils are from a white British background, with a small minority from other heritages. There are no pupils with English as an additional language. The proportion of pupils with special educational needs is below average, and there is a minority of pupils with a Statement of Special Educational Needs. The range of special needs include moderate, specific, physical and emotional and behavioural needs. The proportion of pupils known to be eligible for free school meals is low, and the number of pupils who join the school other than at the usual times is high, particularly between Years 3 and 6. The school has been subject to major building works and refurbishment to improve the premises for an extended period of time.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22629	Jayne Clemence	Lead inspector	Foundation Stage, mathematics, information and communication technology (ICT), personal, social and health education, citizenship
14214	Jill Smith	Lay inspector	
20230	Jenny Clayphan	Team inspector	English, science, religious education, special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Durley Primary School provides a **very good** standard of education, with excellent aspects to its work. Pupils reach high standards in many areas because of the very effective teaching and learning. The headteacher's excellent leadership gives clarity, vision and purpose with a strong drive for raising standards further. The school is underpinned by very effective management strategies that enable staff and pupils to work very effectively. The school provides very good value for money. Resources, staff and time are used very efficiently so that pupils, including those with special educational needs, make very good progress over time.

The school's main strengths and weaknesses are:

- Standards are well above average in English, science and ICT by the end of Year 6; a high proportion of the teaching is very good and has a very strong impact on learning.
- Very good assessment procedures ensure that the pupils' achievements are tracked rigorously, and their rate of progress monitored closely.
- The headteacher's excellent leadership sets very high expectations and there is a constant drive for improvement; the senior teacher is a very strong role model for other staff.
- Standards in mathematics in Years 3-6 for a minority of higher attainers, whilst above average, have not been as high as those in English, science and ICT.
- The curriculum is highly effective, making coherent links between subjects such as literacy, numeracy and ICT; pupils learn more readily in other subjects because of their secure basic skills.
- Excellent relationships between pupils and adults, and excellent links with parents mean there is a strong partnership between home and school to the overall benefit of the pupils.
- There are excellent arrangements for the pupils' care, welfare and well-being in order to maximise their learning.

Improvements since the previous inspection have been very good. The school has systematically addressed all areas identified in the previous report, and has made sustained improvements in many aspects of its work. Areas previously judged as good are now more often very good or excellent. The school is striving to reach high standards and is moving from strength to strength.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	D	A	A	C
Mathematics	C	A*	C	A
Science	B	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.*

Achievement is very good overall by the end of Year 2 in reading, writing, mathematics and science. By the end of Year 6, achievement is good in mathematics and very good in English and science. In science, by the end of Year 6, compared to similar schools, pupils in the 2004 national tests reached standards in the top five per cent nationally. Standards are above average in the current Year 6 in mathematics, and well above average in English, ICT and science. Pupils with special educational needs achieve very well because they are identified swiftly and supported very effectively. Children's achievements are good in the Foundation Stage. Most children exceed the goals they are expected to reach by the end of reception, and achieve well from their starting points. Standards vary widely between the year groups due to their variable size, proportion of special educational needs and high mobility. More than one third of the pupils join the school at different times between Years 3 and 6. Pupils achieve very well in the basic skills of literacy, numeracy and ICT. These skills enable them to access other subjects more readily. There is a relative weakness for higher attainers in mathematics, as fewer pupils reached the higher level (Level 5) than in English and science in Year 6 in 2004 and 2005. The school has evaluated rigorously this issue, and has appropriate measures in place for the necessary improvements to be made.

Pupils' personal qualities, attitudes and behaviour are very good. Their spiritual, moral, social and cultural development is very good overall, and attendance is very good.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. Teaching and learning are very good overall. The high proportion of very good teaching is having a very positive impact on the pupils' learning. Teaching and learning in the Foundation Stage is good, with some very good features. Teaching assistants make a very positive contribution to the pupils' learning as they have a sharp focus on their learning. The curriculum is very good overall, and there is an excellent range of additional activities that extend the pupils' learning further. Links with the community and other schools are excellent and productive, and help the school extend its own contacts and resources. The attention to pupils' care, welfare, health and safety is excellent. There are excellent working relationships between parents and staff that greatly benefit the pupils.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher has established a very positive culture whereby staff and pupils have high expectations of themselves, set within a supportive, yet challenging, atmosphere. The school is buzzing with learning, and there are high aspirations for pupils to reach and surpass their goals. Staff are ambitious for the pupils to succeed, and keen to find ways to improve their own professional practice. Management is very good, and there are systematic strategies for monitoring standards, teaching and learning. The senior teacher is a very strong role model in her own professional practice. Subject leaders understand clearly their roles and the priorities for further improvement. The school has a realistic assessment of itself, with no sense of complacency. The headteacher has a well known phrase that 'there is an intolerance of mediocrity', which sets the tone for high expectations across the school. The governing body is highly effective in its work. It has very strong leadership. Governors ensure that all statutory requirements are fully met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils express a high degree of satisfaction. Parents appreciate all aspects of school life and recognise the high quality education their children receive. The inspection confirmed their views. The school is held in high regard locally, and is regularly oversubscribed. Pupils enjoy coming to school, and feel their views are taken seriously and acted upon.

IMPROVEMENTS NEEDED

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

- Raise standards further in mathematics for higher attaining pupils in Years 3-6.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects.

Pupils' achievements are very good overall. Children in the Foundation Stage achieve well. The achievement of higher attainers is very good in almost all areas. Pupils with special educational needs achieve very well.

Main strengths and weaknesses

- Pupils achieve very well in the basic skills of literacy, numeracy and ICT; they practise and improve these skills widely; there has been significant improvement in pupils' writing skills.
- Higher attaining pupils are challenged rigorously in many areas and their thinking skills developed continuously; there is a relative weakness in mathematics for higher attainers in Years 3-6.
- Achievement for pupils with special educational needs is very good because of early identification of their needs and very effective support.
- Standards in speaking, listening, reading and writing are well above average by the end of Years 2 and 6; pupils are encouraged to use these skills extensively.
- Children in the Foundation Stage achieve well; they develop excellent relationships with adults from an early age.

Commentary

1. Standards are well above average when compared with schools nationally. Pupils' achievements are very good in basic skills of speaking and listening, reading, writing, numeracy and ICT. Many pupils reach the higher level in writing by the end of Year 2, and these skills are built upon systematically as they move through Years 3-6. The leadership and management have rigorous and robust strategies for maintaining and improving standards, which are proving very effective.

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

Standards in:	School results	National results
Reading	16.3 (16.3)	15.8 (15.7)
Writing	15.8 (15.1)	14.6 (14.6)
Mathematics	17.1 (17.3)	16.2 (16.3)

There were 18 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	28.4 (28.3)	26.9 (26.8)
Mathematics	27.7 (30.3)	27.0 (26.8)
Science	30.2 (33.0)	28.6 (28.6)

There were 17 pupils in the year group. Figures in brackets are for the previous year

2. A high proportion of the pupils by the end of Year 2 reach the higher level (Level 3) in reading, writing, mathematics and science. There is a similar picture by the end of Year 6 where many pupils reach the higher level (Level 5) in English and science, although relatively few pupils have reached the higher level in mathematics. The school had already identified this issue as a priority, and is taking rigorous action to address this relative weakness by establishing regular mathematical challenges for higher attainers, and a more focused emphasis upon their individual needs, with work of a higher order. In science, in Year 2 in 2004, pupils reached standards that were very high and in the top five per cent nationally. In Year 6, pupils reached standards that were also in the top five per cent nationally when compared to similar schools. The strong and systematic emphasis on scientific enquiry and investigations give pupils many rich experiences to explore, use their scientific knowledge and extend their scientific vocabulary.
3. Pupils with special educational needs are identified very early on in their school life. This means that they have support in developing their basic skills as soon as possible. As a result, many pupils have caught up to levels that are at least average by the time they leave the school.
4. There are very effective strategies for developing the pupils' basic skills in reading, writing, speaking, listening, numeracy and ICT. Pupils are supported very effectively, and challenged to use those skills in a wide variety of settings throughout the school day. This means they are constantly developing those skills in real life and practical situations. All these strategies are used consistently and there is an obvious and direct impact on standards and achievement. The very effective management of the school day means that time is used very purposefully from the time pupils arrive. Pupils are helped to learn new spellings, access the computer or use the library, whilst others may be found reading to an adult. This is all happening before the start of the first lesson. The 'work circus', whereby half an hour after break in the morning is used to regroup pupils according to their specific levels of need in the basic skills, ensures that work is tailored more precisely for their needs. The regular enrichment group for writing in Years 3-6 is having an obvious and positive impact on the quality of pupils' writing as they are challenged to use a rich range of vocabulary for a variety of purposes. This approach, together with creative organisation of trips and visits, adds to the overall quality of provision for higher attainers, and gifted and talented pupils.
5. Children in the Foundation Stage have a secure and positive start to school life because the atmosphere for learning is overwhelmingly positive. Most children by the end of reception reach all the Early Learning Goals, and a significant proportion exceeds them.
6. There have been very good improvements in standards and pupils' achievements since the last inspection, and the school is sustaining this position. The headteacher has a strong drive for raising standards further and there is no sense of complacency in this quest. There is a strong emphasis upon including all pupils regardless of their individual differences or backgrounds. Parents are very pleased with the standards reached in the school, and the pupils are proud of their achievements.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Pupils' personal development, including their spiritual, moral, social and cultural development, is very good. Pupils' attendance and punctuality are very good.

Main strengths and weaknesses

- Pupils' great enthusiasm for learning creates a very positive atmosphere and contributes greatly to the high standard of work seen.
- Adults promote excellent relationships with pupils; pupils thoroughly enjoy the time they spend at school.
- Pupils attend very regularly and few are late; they make the most of their time at school.

Commentary

7. The previous inspection found that pupils had good attitudes to learning and that they behaved well. Over the intervening six years, this positive situation has improved further. Pupils' behaviour during lessons and at other times is usually very good, and often excellent. They are very proud of their school and particularly appreciate the strong sense of community. Pupils like their teachers and say that they want their school "to be the best it can be". Children in the reception class are equally enthusiastic and these very positive attitudes help pupils of all ages to make good progress in their learning and personal development. They are on course to reach and exceed the goals in personal and social development they are expected to reach by the end of reception.
8. The school is keen to develop pupils' confidence and to develop their sense of self-worth. It meets these aims very effectively and this helps pupils to assume their rightful place as useful, productive members of society. Pupils are sensible, polite and very fair-minded, and there have been no exclusions over the last year. They want to succeed in everything they do and feel that anything is possible. They are enthusiastic and successful participants in local and national competitions. For example, some of their plays have been broadcast on local radio and they recently won a minibus for the school.
9. At the heart of this school's success is the excellent teamwork of the staff who provide very good examples of how pupils should behave. Pupils respond very well and considering each other's needs and feelings quickly becomes second nature. Carefully planned assemblies allow pupils to consider spiritual and moral issues, and to develop their own values and beliefs. Themes such as the 'Journey of Life' encourage pupils to reflect upon non-material values such as the importance of special people and special places. Pupils respond very well and clearly understand what it takes to live within a harmonious community. There are plenty of opportunities for responsibility and younger pupils enjoy acting as 'helping hands' within the classroom. Older pupils act as table monitors at lunchtime and also help to run the school council. Pupils respect and understand the major world cultures and faiths. For example, pupils recently celebrated a Caribbean Day and Years 5 and 6 have made Buddhist Mandala quilts. These and other activities are helping pupils prepare for life in a multicultural society.
10. Attendance was satisfactory at the time of the previous inspection, but there has been a steady improvement over the last four years. Attendance is now very good and the overwhelming majority of pupils arrive in good time at the start of the school day. Procedures for monitoring attendance are rigorous and the school adheres closely to national guidelines when authorising absence. Most of the parents do not book family holidays during the school term and there have been no unauthorised absences or exclusions during the most recent school year.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.4	School data	0
National data	5.1	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education for pupils is very good. The curriculum is very good and the headteacher and staff ensure excellent care overall. Links with parents are excellent and there are excellent links with other schools and colleges, and the local community.

Teaching and learning

Teaching and learning are very good overall, and good in the Foundation Stage. Assessment procedures are very good.

Main strengths and weaknesses

- The high proportion of very good teaching is having a significant impact on learning, standards and achievement.
- Teamwork amongst adults is excellent and seamless; teaching assistants make a very positive contribution to the pupils' learning.
- Teaching in mathematics for higher attainers in Years 3-6 has not always challenged them as rigorously as in other subjects.
- Pupils understand their learning goals and develop a genuine love of learning; they continually strive to meet and surpass their own targets.

Commentary

11. During the inspection, a high proportion of teaching observed was very good. More than two-thirds of the teaching was very good or excellent. Teaching and learning are underpinned by very effective assessment strategies, and there is much useful information gathered to inform future planning. Excellent teaching, for example, in science in Years 1/2 was characterised by lively and challenging investigations, many practical opportunities to explore scientific principles further and excellent use of resources, giving pupils first-hand experience that helps them remember their learning more readily. There is very effective teaching and learning in Years 1/2, and 5/6, with features of excellence. The job share, whereby two teachers share the teaching in Years 1/2 make a dynamic team, and pupils have a high level of consistency and challenge to their learning as a matter of course. The mixed age classes throughout the school are planned for very effectively, and pupils of all ages and Year groups benefit as a result. Higher attaining pupils in Year 1, for example, are challenged and gain from pupils in Year 2, and lower attainers in Year 2 benefit from learning and revision with pupils in Year 1.

Summary of teaching observed during the inspection in twenty lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	11	5	1	0	0	0

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

12. Teachers and teaching assistants work seamlessly to the overall benefit of the pupils' learning. All staff contribute towards planning lessons, and everyone understands what is happening. Teaching assistants are deployed very efficiently, and use their initiative extensively for the overall benefit of the pupils. Teaching and learning in the Foundation Stage is good, and occasionally very good. In some instances where teaching is good and not very good, routines for the children to listen to adults and one another are not always established securely enough. Occasionally elsewhere the difference between good and very good teaching is the level of challenge and pace to the lessons. Teaching and learning has gone from strength to strength since the previous inspection. There is an energetic and enthusiastic team of teachers and

teaching assistants working closely together with consistency and clarity to the overall benefit of the pupils. The headteacher ensures that staff are constantly improving their professional skills in order to maximise learning for the pupils.

13. There has been a relative weakness in learning mathematics for higher attainers in Years 3-6 that has been identified and prioritised by the school itself for further improvement. The school has evaluated and analysed the reasons for this, and considers that in its quest to raise standards in English, reading, writing and science, it did not keep a close enough eye on standards in mathematics for higher attainers. The headteacher, subject leader and staff are taking robust action to address this issue.
14. Pupils with special educational needs are very well known by their teachers. Individual education plans are very detailed and have appropriate targets. Teachers' planning often includes tasks that are closely related to targets. Support assistants have been very well trained and are well briefed before lessons. Their hard work and valuable support ensure that pupils keep up with the main gist of teaching in whole-class situations and work with very good understanding at their tasks. All this enables pupils with special educational needs to learn very effectively.
15. Pupils are very involved in setting their own targets for learning, for example, in English and mathematics. They understand what they must do in order to improve further, and teachers include them regularly in assessing how well they are doing. This means that pupils are eager to reach their targets and many are ambitious to exceed them. The excellent links with parents in this area of the school's work has an excellent impact on learning, as parents too understand what their children are learning, and in particular understand clearly the most up-to-date targets.
16. There has been very good improvement in teaching and learning since the last inspection, with a far higher proportion of very good and excellent teaching reported, and any unsatisfactory teaching eradicated.

The curriculum

The school provides a very good curriculum that is broad, balanced and meets statutory requirements. It is enhanced by an excellent range of extra-curricular activities. Resources and accommodation are very good.

Main strengths and weaknesses

- Excellent enrichment of the curriculum provides a wealth of learning experiences for pupils.
- Provision for pupils with special physical and educational needs is very good and there are high levels of opportunity for all pupils.
- Teaching assistants provide highly skilled support throughout the day.
- Preparation for the later stages of education is excellent, ensuring pupils are thoroughly well prepared and confident to move on.
- The buildings, grounds and resources make a very valuable contribution to pupils' learning.

Commentary

17. The curriculum for children in the reception year is very good, with a wide variety of

activities that interest young children and extend their learning very well. The curriculum in Years 1 to 6 covers all the subjects required by the National Curriculum and in addition provides systematic opportunities for pupils to practise and improve their literacy, numeracy and information and communication technology skills throughout the day. Pupils in Years 3,4,5 and 6 also have a lesson of French conversation each week. Imaginative planning of the timetable ensures that odd moments are used to maximum effect to promote pupils' reading and spelling skills. The curriculum includes all pupils very successfully regardless of their individual differences or backgrounds. Pupils themselves say how much they enjoy school and the activities available to them.

18. The school works very hard to provide an education that fits the needs of all its pupils. Teachers plan activities that are at appropriate levels and relevant to the targets in pupils' individual education plans. Pupils with special physical and educational needs are supported very well and are fully involved in all school activities. Support staff receive specialist training, which enables them to give skilled help where it is needed most. The careful grouping of pupils ensures that they have maximum opportunity to work at appropriate levels that challenge but do not overwhelm them.
19. There is an excellent range of extra-curricular activities, including football, netball and rugby. Cross-country runs are followed by breakfast in school, and 35 pupils receive tennis coaching from a Wimbledon coach. There are also drama, gardening, French and craft clubs. While not all clubs are open to everyone, everyone in school can belong to at least one and they are immensely popular. In addition, the school organises a wide range of visits to the theatre and local places of interest, and pupils in Years 3-6 take part in a residential trip. These all provide enriching experiences that are valuable in widening pupils' horizons and building their social and emotional skills.
20. Preparation for pupils to move from one stage of their education to the next is excellent. They move seamlessly from class to class and are known very well by all adults. The excellent links with secondary schools and the transition work that pupils do during the summer term ensure that they have high levels of confidence about moving on and extremely good knowledge of what to expect.
21. There are sufficient teachers and teaching assistants to meet the needs of the curriculum. The accommodation is spacious, pleasant and colourful. The grounds are large and include a pond and wildlife area. These are all very valuable in widening the pupils' learning opportunities. Resources are very good and are used very effectively.

Care, guidance and support

Arrangements to ensure pupils' care, welfare, health and safety are excellent. The school provides very good support, advice and guidance, and involves pupils exceptionally well in its work and development.

Main strengths and weaknesses

- Adults know pupils exceptionally well and the standard of care provided is very high.
- The school strongly encourages pupils to voice their opinions and acts upon them whenever it can.
- Teachers provide clear educational guidance and this helps pupils to make very good progress in their work.
- Excellent induction procedures ensure that incoming pupils are gradually and sensitively introduced to the school's routines.

Commentary

22. The previous inspection found numerous strengths in pupils' care, guidance and support, and these have since improved further. During discussions, pupils say that they feel very well looked after and parents who attended the pre-inspection meeting wholeheartedly agree. Inspectors think their confidence is very well placed; teachers are committed to pupils' welfare and they do everything they can to ensure that pupils' time in school is happy and safe. Comprehensive first aid and medical procedures ensure that pupils are exceptionally well looked after. All members of staff regularly receive training on child protection procedures and they are fully aware of their individual responsibilities. Health and safety is given the highest priority and risk assessment procedures are very thorough. Well-qualified governors are closely involved and day-to-day procedures are efficient and very well organised.
23. The school council meets every week or so and it provides an excellent and highly effective forum within which pupils are able to make their views known. Pupils really feel that their views count and they are very involved in the decision making process. For example, pupils were behind the successful reintroduction of the 'ideas boxes' and use these to make comments and suggestions. Pupils also use these boxes to draw attention to particular issues, for example, incidents of bullying. The school responds rigorously to pupils' suggestions and it often incorporates their ideas into future plans. Pupils have helped to revise the school rules and have chosen some of the play equipment that is used during break and lunchtimes.
24. Members of staff monitor pupils' personal development closely and are well placed to spot any emerging difficulties at an early stage. Procedures for assessing pupils' academic progress are very thorough and teachers make constructive use of the information obtained. Pupils say they know exactly how well they are doing in their work and are clear about the next steps they should take in order to improve. The school also provides a very good level of care for pupils with special educational needs. Teachers liaise closely with parents and this helps to ensure that all pupils receive the care and support they need.
25. Parents speak highly of the school's induction procedures and inspectors agree with their very positive views. During the term before they join the school, children who are due to enter the reception class are invited to attend one session a week. They can bring a parent or other adult along for reassurance and they are gradually eased into school routines. This gentle introduction puts these young children in a very good position to make strong progress from the moment they arrive. Links with the receiving secondary school are also very good and it hosts a summer school for nominated Year 6 pupils. Over a two-week period, vulnerable pupils are able to meet each other and get to know their new surroundings well before the start of the autumn term. This additional support helps to put them in a more positive frame of mind when they join their secondary school at the start of the autumn term.

Partnership with parents, other schools and the community

Links with parents, the community and other schools and colleges are excellent.

Main strengths and weaknesses

- Parents are very pleased with the school and there is little they would like to change.
- Parents ensure that their children attend very regularly and they provide excellent support for their children's learning.
- Excellent links with the community and other schools promote pupils' educational and personal development very well.
- Parents receive comprehensive information about the curriculum and the progress their children are making.

Commentary

26. Links with parents were very good at the time of the previous inspection and these have strengthened further during the intervening six years. Links between home and school are now quite exceptional and the strong mutual support helps pupils to make very good progress in their work. The school provides outstanding support for parents who are facing particular difficulties and puts them in touch with specialist agencies as and when the need arises. Over half the parents returned their pre-inspection questionnaire and analysis of their responses shows that they are very pleased with all areas of the school's work. They feel very well informed and particularly appreciate being able to speak to members of staff during the regular 'parents café'. Parents who attended the meeting expressed equally positive views; this school enjoys an excellent reputation and inspectors agree that it is richly deserved.
27. Parents are very interested in their children's education and do their very best to help in any way they can. They provide excellent practical support and ensure that their children attend very regularly. Most of the parents abide by the school's wishes and avoid booking holidays during the school term. Pupils arrive on time and in a very good frame of mind for learning. Their prompt and very regular attendance helps them to make rapid progress and they work at a standard that is well above average. The parents and carers of pupils with special educational needs have very good opportunities to comment on and be involved in the writing of plans to aid their children's learning.
28. This school lies at the heart of the local community and they provide each other with strong mutual support. The school association is active and parents and the local community provide very good support for the various fund-raising and social activities. Significant sums of money are raised to provide, for example, additional learning resources and play equipment. A wide range of visitors contributes to school life and representatives from local organisations, including churches, come in to speak to pupils during assembly. Pupils visit a nearby nursing home and there is a very strong sense of local identity. For example, the school minibus is made available to the community and funds raised help to pay the running costs. The additional income also enables the pupils to undertake a wider range of day trips and residential visits; these opportunities help pupils to develop their self-confidence and broaden their range of experience.
29. Links with the receiving secondary school are close and pupils are very well prepared for the move at the end of Year 6. There are extensive curricular links and teachers dovetail their planning in order to maximise continuity as pupils move into Year 7. For example, teachers from the secondary school visit during the summer term to get to know the pupils and to teach English, mathematics and French lessons.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. Management strategies for raising standards are very effective. The headteacher's leadership is excellent and there is a very strong team of staff with key responsibilities, including the senior teacher. The governance of the school is very effective and all statutory requirements are fully met.

Main strengths and weaknesses

- The headteacher's excellent leadership sets high expectations for continuous improvement; there are excellent arrangements for developing the professional skills of all staff.
- The senior teacher is a very strong role model for others to follow; leaders for Years 1-2, and 3-6 make a very strong leadership team.
- There is an excellent team spirit, where everyone works towards common goals to maximise the pupils' learning.

- All subject leaders understand clearly the priorities for raising standards further.
- The governors make a very positive contribution; they hold the school to account rigorously for its work.

Commentary

30. The headteacher sets high standards for pupils and staff, where everyone is encouraged to do their best within a supportive, yet challenging atmosphere. There are excellent arrangements for all staff, regardless of their roles, to have professional training and development opportunities. Some teaching assistants are following courses to extend their skills, whilst in other instances, teachers are following specific areas of professional interest, for example, children's writing, which is having an excellent impact on standards of writing for higher attaining pupils. The headteacher takes great care to reflect on the most appropriate training opportunities for staff, based on their current skills, professional hopes, and the needs of the school. This approach makes for a dynamic and ever-improving staff, keen to develop their own professional practice as a matter of course, and impact more effectively on the pupils' learning. There are rigorous procedures for evaluating the school's work and reflecting on what is working well, and identifying areas for further development. The pupils' learning, standards and achievement are uppermost priorities. Strengths from the last inspection have been sustained and in many areas developed further, whilst areas that were good have become very good or excellent.
31. Senior staff, including leaders for Years 1-2 and 3-6, make a very strong and united team. They have diverse skills that are used very effectively for the overall benefit of the pupils. The senior teacher makes a very strong contribution to the leadership and management of the school, and provides a very strong role model for others to follow in their own professional practice. The Foundation Stage is led effectively, and there are clear priorities for its future development.
32. There is an excellent team spirit, where everyone is willing to help one another, and find ways to support the pupils further in their learning. There is a very strong emphasis on including all pupils regardless of their individual differences or backgrounds. Roles and responsibilities are clear, and staff work co-operatively for the best interests of the pupils. Time, resources and staff are used very efficiently. Staff with additional responsibilities, for example, subject leaders, understand clearly the priorities and strategies for further improvement. Leadership for pupils with special educational needs is very good and ensures that support staff are inspired and very well motivated. Management is also very good. Pupils' individual education plans are very detailed with appropriate targets. The close attention to pupils' attainment of their targets helps them to move up and off the special educational needs list.
33. The school, with a relatively small staff, is organised very effectively, whereby teachers are organised into teams for planning and are able to share their skills and expertise more widely. This means that more is achieved in less time, thus reducing the burden of work on everyone and assisting in the quest for a better balance between work and the rest of life.
34. The governing body is very effective in its work and very ably led by the chair of governors. The governors have wide ranging and relevant skills including finance, health, education, business, community backgrounds. These are used most productively to support the school, extend its contacts, and understand the issues. The governors achieve a fine balance between supporting the school and challenging its

work. Governors visit regularly, and make their own assessments of the quality of education in order to have an independent and objective view themselves. They hold the school to account rigorously for its work, and are not afraid to ask difficult and challenging questions when they feel it is appropriate. They have shown considerable tenacity and determination in their quest to improve the school's accommodation. Governors have followed through building and refurbishment work with impressive results to the overall quality of accommodation and facilities for the pupils.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	385,430	Balance from previous year	22,233
Total expenditure	391,546	Balance carried forward to the next	16,117
Expenditure per pupil	3,729		

The balance carried forward has been allocated prudently for the purposes of building and refurbishment work.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

35. The provision for children in the Foundation Stage is good. Leadership and management are effective and the improvements since the last inspection have been good. Almost all children reach the goals expected for their age, by the end of reception, and many exceed them in communication, language and literacy, mathematical development, personal and social development, knowledge and understanding and creative development. There was insufficient evidence to report in full on the Early Learning Goals for physical development. Children start school with skills that are broadly expected for their age. They achieve well because of the quality of the curriculum, and the good teaching and learning in all areas. The Foundation Stage assessment procedures are very thorough and provide a comprehensive overview of what the children achieve day to day and over time.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are encouraged from an early age to take responsibility, work together and show consideration for one another.
- There are many good opportunities for children to express their ideas, and talk with confidence to one another and adults.
- On a minority of occasions, routines are not securely established, and learning time is lost.
- The positive atmosphere for learning, and excellent relationships so that everyone is valued and the children's self-esteem grows steadily.

Commentary

36. Children develop a love of school life and have good opportunities to take responsibility. They achieve well in their personal, social and emotional development due to the good teaching and learning that takes place. They exceed the Early Learning Goals expected for their age. There are daily tasks that children carry out, and these are changed regularly so that everyone has a turn. Children are enthusiastic and willing helpers, and keen to play their part. There are excellent relationships between children and adults that mean they are ready to have a go, try new activities and are not afraid to make mistakes.
37. Children have daily opportunities to speak to one another and adults about their ideas. This means they are well prepared to take part in a wide range of activities with confidence. Occasionally children have not established secure enough routines for listening to the adult or one another, and this, in turn, means they lose time for learning.

38. The atmosphere for learning is overwhelmingly positive. The teacher and teaching assistants look constantly to encourage and support the children in everything they do. Teaching assistants work seamlessly with the teacher and, as a result, children have much focused and purposeful support throughout the day.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- There is a systematic emphasis on developing communication skills; children speak with growing confidence and use an increasingly wide vocabulary.
- The very good approach to teaching handwriting means that children learn rapidly to write, beginning to form 'joined up' letters.
- Activities are organised efficiently and effectively whereby the children's literacy skills are develop in everyday situations.

Commentary

39. Children learn to use an increasingly wide range of words to describe their learning. Children achieve well in their communication, language and literacy skills because teaching and learning are good. Children exceed the Early Learning Goals expected for their age.
40. There is a systematic approach in teaching handwriting whereby children learn to form letters and patterns that help them towards joining up their writing. The adults take great care with their own writing for children, and give good models for them to follow.
41. The teacher and teaching assistants are very creative in their use and development of resources. The role-play area is currently transformed into a beach and seaside area, whereby children explore their surroundings, use new language to describe their activities and imagine how the various objects would be used. This gives them a rich and varied first-hand experience that develops further their language and communication.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children have many opportunities to use their number skills practically and purposefully throughout the day.
- There is a wide range of resources, used effectively to assist the children in their mathematical understanding.

Commentary

42. In lessons, there are good links between activities that help children apply their number skills to everyday situations. Teaching and learning are good and children achieve well in their mathematical development. Children exceed the Early Learning Goals expected for their age. Children at any time during the day may be helped to count objects in the role-play area, notice how many legs there are on a minibeast, or notice patterns and symmetry on butterflies chalked on the playground. They are helped regularly to count how many of them are at school, noting the number, if any, of absent children.
43. The mathematical resources are well organised to maximise the children's learning. Children have a good range of mathematical experiences that help them explore and learn new mathematical facts. The Foundation Stage classroom has many areas

where children can count and notice numbers written formally and used purposefully. There are many references to number around the room that help the children further in their use and application of numeracy skills.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- There is a good emphasis on helping children to think and apply their knowledge.
- There are creative links across the curriculum to help children make sense of their learning.
- Very good use is made of the resources for helping children understand the world around them.

Commentary

44. The Foundation Stage curriculum makes creative links with other areas of the curriculum. Teaching and learning are good and children achieve well in their knowledge and understanding of the world. They exceed the Early Learning Goals expected for their age in knowledge and understanding of the world. Children are helped to develop creative skills such as painting, modelling and designing, whilst at the same time learning about minibeasts and living things in the environmental area of the school. In other instances, children whilst working in the role-play area are also learning about different weather, temperatures and locations for holidays.
45. There are wide ranging and high quality resources that have been collected and developed over time. They are interesting, colourful and designed to add interest to the children's learning. Resources are very well organised and very efficiently managed so that the children can access them readily, thus increasing their levels of independent learning. In one area of the room during the inspection, there were magnifying glasses, minibeasts and recently dug earth, and children were seen regularly examining the soil, and discussing their observations with one another. In another example, children had been involved in designing a playground area, learning how to make joins using different materials and, therefore understanding more fully how playground equipment moves.

PHYSICAL DEVELOPMENT

It was not possible to make an overall judgement of provision and standards, although the planning for this area is detailed and comprehensive for the children's wide ranging needs.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children are encouraged successfully to use their imagination in a wide variety of ways through carefully planned activities.

- The curriculum is planned creatively to make useful links that add meaning to the children's learning.

Commentary

46. The classroom is organised creatively and encourages the children to take an interest in the world around them, and make useful links with their learning. Children achieve well in their creative development and the teaching and learning are good. They exceed the Early Learning Goals expected for their age in creative development. The role-play area is thoroughly well developed and creates a bright and stimulating area for children to use and explore. This, in turn, helps develop their imagination, and in the process, children use an increasing range of vocabulary. The role-play area is thoroughly well developed and creates a bright and stimulating area for children to use and explore. This, in turn, helps develop their creative ideas.
47. The role-play corner created at the time of the inspection was thoroughly well organised and carefully constructed. It represented a beach, and had many carefully chosen resources, including flip-flops, snorkel, armbands, and jelly fish (plastic!). In addition, there were buckets, spades and hanging fish and ribbons to depict the water. These activities were being used with great delight and enjoyment by children at different times, and their creative development extended at the same time. In addition, the children's communication, literacy and language were also increasing visibly.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is **very good**.

Main strengths and weaknesses

- The quality of teaching is very good and pupils achieve very well over time.
- The school makes very good use of assessment data to set clear targets for improvement for all pupils.
- Standards in reading are well above average at the end of Years 2 and 6.
- Opportunities to develop writing skills across the curriculum are excellent.

Commentary

48. In the national tests for pupils at the end of Year 2 in 2004, the school's results were well above the national average in reading and writing, and it is likely that this year's results will be at a similar level. The picture in Year 6 is similar this year and it is probable that pupils' results will be far above the national average.
49. The school has put several measures in place that contribute to the success of the curriculum. Spare moments of the day are used to develop pupils' reading and spelling skills, and writing is practised in other subjects through excellent opportunities for pupils to write in a wealth of different genres including recounts, diaries, letters and lists. In addition, both national and school tests are analysed and pupils receive individual targets that are regularly checked and updated. This ensures that all pupils' achievement is very good throughout the school. The very good quality of support provided by teaching assistants for pupils with special educational needs is enabling

these pupils to achieve as well as their classmates.

50. Standards in speaking and listening are well above average by the end of Years 2 and 6. Nearly all pupils are confident, expressive and articulate in their speech by the end of Year 2. They listen attentively to what others say and show careful thought when expressing their ideas, using a varied vocabulary and complex sentences. By the end of Year 6, the very great majority of pupils listen and reflect deeply when answering questions. Their replies are mature and articulate and they are confident to ask questions when they want further clarification.
51. The well above average standards in reading and the enduring interest that pupils show in books is a strength of the school. Provision for pupils' reading development throughout the school includes regular times during the day when the teacher reads to the class. This enables pupils to hear texts that they might not choose themselves and the enlargement of these passages during literacy lessons helps them to comprehend difficult concepts and to enter into characters' lives and experiences. For example, following a passage from 'Bad Dreams' by Anne Fine, pupils in the Years 5/6 class tried to decide how far and when it would be right to interfere in order to help people. There is also a dedicated reading session each day when some pupils make their own choice of what to read from a very good range of suitable books while others read to their teacher as part of a group. Very good opportunities are provided for pupils to read with expression, predict forthcoming events sensibly and use a variety of strategies that ensure they comprehend fully what they are reading. Pupils throughout the school are expected to continue their reading at home and they usually do. This is very good improvement since the last inspection.
52. Standards in writing are high and this marks a significant improvement since the last inspection. Many pupils in Year 2 write flowing sentences with correct punctuation and are starting to use interesting adjectives. For example, pupils described armbands as 'smooth and slippery particularly when wet!'. Pupils write in a joined script and their work is usually neatly presented. By the end of Year 6, pupils are accustomed to write for different audiences through book reviews, persuasive writing, formal and informal letters or play scripts. They use complex sentences with ease and enhance their imaginative writing through the use of interesting and extensive vocabulary. Pupils with special educational needs are very well supported and this enables them to achieve very well. The school lays constant emphasis on correct spelling and standards are usually good.
53. Teaching is very good in the Years 1/2 and Years 5/6 classes. Good features are echoed throughout the school. Planning is detailed and reflects pupils' individual targets, which ensures that they work at suitable levels and remain confident and interested. Teachers are very clear about what they want pupils to learn, and sessions are usually very well structured. Teaching is lively and interesting so pupils are constantly intrigued and have high levels of concentration. Teachers' feedback is thorough in lessons and their marking includes clear and, often detailed, help on how to improve so pupils are able to move forward. Very good use is made of interactive whiteboards to enhance pupils' learning.
54. The subject is very well led and managed. The recent emphasis on reading and the increased opportunities for writing in other subjects are a result of analysis of very good assessment data. Pupils' progress is tracked rigorously through their targets and additional help is given through booster groups and the very good support for pupils with special educational needs.

Language and literacy across the curriculum

55. Pupils are given a wealth of very good opportunities to develop and use their literacy skills across the curriculum and this enriches both their literacy ability and their knowledge and enjoyment of other subjects. There are very good opportunities for pupils to use information and communication technology to develop literacy skills.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well overall; pupils achieve very well in Years 1 and 2 because of the very good teaching and learning.
- There are very good links between mathematics and other subjects of the curriculum.
- A minority of higher attainers in Years 3-6 are not always challenged systematically to reach the higher level.

Commentary

56. Standards in mathematics are well above average in Years 1 and 2, and above average in Years 3-6. The school has rightly identified that a minority of higher attaining pupils could be achieving more. There are rigorous and robust strategies in place to address this relative weakness, including focused support, challenging tasks to extend the thinking skills of higher attainers and problem solving activities to extend their mathematical understanding further.
57. Standards in Years 1 and 2 are well above average and pupils achieve very well because of very effective and sometimes excellent teaching. Teaching and learning are good overall and very good, with excellent features in Years 1, 2, 5 and 6. Characteristics of the most effective teaching include high expectations, challenging questions, work that is matched meticulously to the pupils' wide ranging needs, and very efficient endings to lessons that summarise and revise the key learning points. The teachers plan very carefully to ensure that there are links between mathematics and other subjects of the curriculum. In science, for example, there are numerous opportunities for pupils to measure, count, and record numerical data for the purposes of investigations. In ICT, pupils record mathematical data and present their findings in graph form.
58. Leadership and management of the subject are good. The subject leader for mathematics has been appointed relatively recently, and has a clear grasp of the priorities and areas for further development. There is a clear plan of action to raise standards further, with a sharp focus on higher attaining pupils. The senior management and subject leader have analysed this relative weakness in an open and straightforward manner, and consider there has been less attention to the issue in the past than in other areas of English, science and ICT.
59. There have been good improvements since the last inspection, when standards were not so high, and less good and very good teaching was reported.

Mathematics across the curriculum

60. Mathematics is used very effectively across other subjects of the curriculum. There are wide ranging opportunities where pupils have to use their mathematical knowledge and skills. In science, pupils use tables to record the results of their investigations. In ICT, there are many opportunities for pupils to use their numeracy skills. Teachers' planning includes regular reference to numeracy across the curriculum. It is, therefore, uppermost in day-to-day planning and provision for the pupils.

SCIENCE

Provision for science is **very good**.

Main strengths and weaknesses

- Very good teaching and learning have sustained high standards and very good achievement.
- There is highly effective development of pupils' investigative skills.
- There are very good opportunities for pupils to develop their speaking and listening skills and their numeracy, writing and information and communication technology skills in science

Commentary

61. At the time of the last inspection standards were judged as well below expected levels at the end of Year 2. Teacher assessments now indicate that the number of pupils who attain above the expected levels is very high. Standards at the end of Year 6 were judged as well above average, and national tests indicate that now they are very high when compared to similar schools. Scrutiny of work and lesson observations confirm that pupils show very good understanding of all the topics they have met, that they have a deep and extensive knowledge and that they are used to think and reason clearly. For example, pupils in Year 2 showed an extensive knowledge of pond life and were able to use simple branching databases to classify and extend their knowledge further. This represents very good improvement over the past few years.
62. Teaching during the inspection was very good and excellent. Overall, teaching in science is very good in sustaining high standards and very good achievement over time. Samples of pupils' work indicate that high quality teaching has been maintained throughout the school during the year. Lessons are planned very carefully and learning objectives are shared with pupils so they know exactly what they are going to do. There is very good emphasis on scientific investigation and findings are recorded clearly by older pupils. Activities are interesting and intrigue pupils so that they concentrate hard and achieve very well. For example, in a lesson with pupils in Year 5, they discussed the problem of heat loss from the model of a huddle of penguins, predicted what it might be over a period of time and recorded this using coloured lines on a graph. The use of technical vocabulary and the constant input of challenging questions by the teacher helped pupils to channel their thoughts clearly. Information and communication technology was then used effectively to check how accurate their estimates had been. Teachers use both time and resources well so that pupils extend their knowledge steadily and quickly. Pupils in Year 2 at the school pond used keys to identify hitherto unknown creatures and photographed them with the digital camera for further discussion later. Support assistants ensure that pupils with special educational

needs are fully involved in all activities and achieve as well as their peers.

63. The very recently appointed subject leader has made a sound start in her role. Leadership and management of the subject are sound, and securely focused on maintaining high standards. The senior management has been very effective in ensuring that high standards have been maintained during the transition time and changeover in subject leadership this year. Assessment has become more thorough since the last inspection and its use is now very good. The emphasis on pupils doing their own investigations creates a lively approach to the subject, and very good use is made of pupils' literacy, numeracy and ICT skills in lessons. The school pond in the wildlife area is used very well to promote scientific enquiry outside the classroom.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **very good**.

Main strengths and weaknesses

- Standards in ICT are well above average, and pupils achieve very well.
- There are numerous opportunities for pupils' ICT skills to be used across other subjects of the curriculum; this extends their skills further.
- ICT resources are very well used for teaching and have a very positive impact on the pupils' learning.

Commentary

64. Throughout the school, standards in ICT are well above average, and pupils achieve very well over time. There is a very good emphasis on ICT and it is used systematically across many subjects of the curriculum. ICT is planned carefully as an integral part of lessons across many subjects. Pupils have wide ranging opportunities throughout the day to practise and use their ICT skills. This ensures they have confidence and use the ICT resources independently. Teachers use the ICT equipment for teaching purposes as a matter of course, and in many cases, there is an ICT component to the lesson for pupils.
65. All teachers use the digital whiteboards appropriately and to very good effect. Pupils are very familiar with using the interactive whiteboard themselves to demonstrate their learning, and to record their answers electronically. Pupils use the computers and computer suite regularly to research information, plan their work and record their findings. There are wide ranging programs for pupils to use that have been chosen carefully by staff and matched closely to pupil's individual needs.
66. The very good teaching is having a very positive impact on pupils' learning. Teachers and teaching assistants are very secure and confident in their use of ICT and are able to guide the pupils efficiently and effectively. Assessment is very good, and pupils' achievements are tracked closely from the time they start school to when they leave. Pupils have a wide variety of work that is saved and marked to show their achievements over time. There is strong evidence that shows very good progress over time, as pupils have developed a wide repertoire of ICT skills that are transferable in a variety of everyday situations.

67. There is very good leadership and management of the subject that has ensured it has moved from strength to strength since the last inspection. There has been excellent progress since that time.

Information and communication technology across the curriculum

68. ICT is very well used across the curriculum. Teachers' planning makes systematic reference to the use of ICT wherever possible, and there is often an ICT component in lessons. The ICT suite is a resource in regular use for pupils, as they may be researching information for science, editing their work in English, or recording their findings from an investigation in science as part of a scientific enquiry.

HUMANITIES

Religious education was inspected in full. History and geography were not inspected.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- RE is taught systematically and many pupils achieve well.
- The subject is well led and managed; the curriculum is relevant to the pupils' interests.

Commentary

69. Scrutiny of work in religious education throughout the school and discussion with pupils in Years 2 and 6 indicate that pupils have good access to the curriculum and that standards are above expected levels at the end of Years 2 and 6. Teaching and learning are good overall. Teachers are secure and established in their own knowledge of RE, and teach the subject well. Pupils learn effectively as a result. They are interested and keen to voice their opinions and respect those of others in discussions. They recognise that many people have different views to their own and realise there are many different religious beliefs other than those that underpin Christianity.
70. The school follows the locally agreed syllabus for religious education, which ensures that pupils have a good knowledge of other faiths before they leave the school. In Years 5/6 very good use of the interactive whiteboard clarified pupils' understanding of ceremonies that mark different stages of life, and enabled them to learn new facts about the ways in which different faiths celebrate each stage. In discussion, pupils in Year 2 showed very good knowledge of stories from the 'Bible'. Pupils are sensitive and aware of others' views, faiths and religious beliefs. The school's strong faith based principles make a very good contribution to pupils' religious knowledge. Pupils develop a strong sense and awareness of the spiritual dimension of life through RE.
71. The subject is well led and managed by experienced and knowledgeable staff. Resources are good and readily available for pupils. There are, for example, useful resource boxes and artefacts for the different faiths that are in regular use across the school. The curriculum has been developed effectively and pupils' skills are developed systematically. There has been sustained and good improvement since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology, music and physical education were not inspected.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education and citizenship were sampled.

72. The school's very positive atmosphere for learning ensures that every individual matters, and their personal and social skills given careful consideration. Pupils learn from an early age that they are respected, and that their views are taken seriously. Pupils' PSHE skills are developed widely, for example, through including and involving them in all areas of school life. The atmosphere for learning creates a genuine sense of family and harmony throughout the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
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	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	2
Pupils' care, welfare, health and safety	1
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	1
The school's links with other schools and colleges	1
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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