

INSPECTION REPORT

EAST BIERLEY C of E VC FIRST SCHOOL

Bradford

LEA area: Kirklees

Unique reference number: 107719

Headteacher: Mrs I Jordan

Lead inspector: Mr J Morris

Dates of inspection: 23rd – 25th May 2005

Inspection number: 266764

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

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INFORMATION ABOUT THE SCHOOL

Type of school: First School
School category: Voluntary controlled
Age range of pupils: 5 to 9
Gender of pupils: Mixed
Number on roll: 149

School address: South View Road
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Bradford
West Yorkshire
Postcode: BD4 6PH

Telephone number: 01274 335404
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Appropriate authority: Governing body
Name of chair of Mr E Brady
governors:

Date of previous 07/06/1999
inspection:

CHARACTERISTICS OF THE SCHOOL

This is a below average sized school. There is no nursery provision and, at the time of this inspection, there were 14 boys and 16 girls attending the reception class full-time. The children's attainment on entry to the reception class is average. The school's socio-economic context is broadly average. The percentage of pupils known to be eligible for free school meals is below average. The percentage of pupils whose first language is not English is low. The percentage of pupils with special educational needs is below average. These pupils have a range of learning difficulties, including physical disabilities, autistic spectrum disorders and social, emotional and behavioural difficulties. The number of pupils who start or leave school other than at the usual time is very low.

The school has received DfES School Achievement Awards every year they were made, achieved Healthy Schools status in 2004 and met Investors in People standards in 2005. The school is involved in a School Sports Co-ordinators scheme as part of its provision for physical education. The school is successful in its aim to be at the heart of the village community.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23696	Johnny Morris	Lead inspector	Mathematics Information and communication technology Music Physical education
9974	Daljit Singh	Lay inspector	
22046	Jo Jolliffe	Team inspector	English Geography History Personal, social and health education and citizenship Special educational needs
23319	Vince Leary	Team inspector	The Foundation Stage curriculum Science Art and design Design and technology Religious education

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school with some very good features. Academic standards are consistently high and all pupils achieve well in their work and personal development. Teaching and learning are good. Leadership and management are good. The school provides good value for money.

The school's main strengths and weaknesses are:

- The school has a good atmosphere for learning. Pupils' attitudes to school and relationships with adults and each other are very good and they behave well during lessons and at other times.
- All pupils achieve well throughout the school. Consequently standards in Year 4 are high in English, mathematics, science and information and communication technology (ICT).
- The quality of teaching and learning is good throughout the school, because staff have very good subject knowledge and high expectations of work and behaviour and the pupils are enthusiastic and hard working.
- Pupils' progress is slightly impeded because they are not clear about what they need to do next to improve their work.
- The headteacher and deputy headteacher provide good quality leadership and management.
- Subject co-ordinators lead and manage their subjects well. However, they do not have enough opportunities to monitor the quality of teaching in other classes.
- Parents are not always sufficiently involved in their child's education.

Improvement since the last inspection has been good. In relation to the previous key issues for action, there have been very good improvements in the provision in ICT and good improvements to the accommodation. In relation to the minor issues there have been good improvements in the supervision of younger pupils at the end of the school day, the provision of extra-curricular clubs and subject schemes of work and satisfactory improvement in the pupils' cultural development. In addition, high standards have been maintained and the percentage of very good or excellent teaching has increased.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
Reading	A*	A*	A*	A
Writing	A*	A*	A	A
Mathematics	A*	B	A	B

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

A means that the school's results were in the top five per cent across the country.*

Similar schools are those with similar percentages of pupils eligible for free school meals

Achievement is good. Attainment on entry to reception is broadly average. The children in the reception class achieve well and by the end of the year standards are likely to be above average. Standards in Year 2 and Year 4 are consistently high overall. This is because of the good teaching and the pupils' desire to learn and willingness to work hard. The results of national tests in reading, writing and mathematics at the end of Year 2 have been at least above average and often very high every year since 2001. Pupils in Years 1 to 4 achieve well and standards are as follows:

	Year 2	Year 4
English	Well above average	Well above average
Mathematics	Well above average	Well above average
Science	Above average	Well above average
ICT	Above average	Well above average
Religious education	Above Average	Above Average

Pupils' personal qualities are good. Their attitudes to school are very good and their behaviour is good. The pupils' spiritual, moral, social and cultural development is good. Attendance is well above average.

QUALITY OF EDUCATION

The quality of education is good. Teaching and learning are good overall and throughout the school. Lesson observations and examination of pupils' work show that there are no significant variations in the quality of teaching in different classes, or the learning of different groups of pupils, but there are some particularly strong features in some lessons in Years 1 and 3. The range and quality of learning opportunities for pupils are good. The improved provision beyond the school day has a positive impact on the pupils' personal development and learning. The care provided for pupils is good. Relationships between staff and pupils are very good and the formal procedures for pupils' health, safety and welfare are good. There are good opportunities for pupils to take responsibility, such as membership of the school council, but pupils are not given a clear enough idea about what they need to do next to improve their work. Partnership with parents and the community is good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The long-serving headteacher and deputy headteacher are effective in their roles and provide stability and consistency to the work of the school. Staff work together well and the school runs smoothly. The leadership of subject co-ordinators is good overall but more could be done to develop their effectiveness. Governance is satisfactory and all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Many parents have extremely positive views of all aspects of the work of the school. A significant minority of parents expressed concerns to the inspectors about a range of issues, which they had not raised in the school's own survey earlier this year. With regard to these issues, inspectors find that teaching and learning are good or better in all classes; the information provided for parents is good; the school is led and managed well; and all pupils are cared for well. However, the school could be more effective in responding to parents' concerns and in involving them in their children's learning at home. The pupils' views of school are very positive.

IMPROVEMENTS NEEDED

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

- Provide pupils with clear, well-focused targets for their learning.

- Provide more opportunities for subject co-ordinators to monitor the work of colleagues.
- Provide more guidance for parents about how they can help their children with their learning at home.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve well throughout the school. Standards are above average in the Foundation Stage and well above average in Years 2 and 4.

Main strengths and weaknesses

- As a result of consistently good teaching, standards are well above average in English, mathematics, science and ICT in Year 4.
- Pupils achieve well in reception in all of the areas of learning and in Years 1 to 4 in English, mathematics, science and ICT.

Commentary

1. Children's attainment on entry to reception is broadly average. They make good progress in all of the six areas of learning in the Foundation Stage curriculum and nearly all of them are in line to achieve or exceed the standards expected by the time they start in Year 1. This is because of the good teaching and learning, planning and organisation in the reception class.
2. Standards are high and all pupils in Years 1 to 4, including those with special educational needs and the most able, achieve well overall. These judgements are based on the data about the performance of pupils in Year 2 in national tests in reading, writing and mathematics and evidence from lessons, pupils' work and discussions with pupils. The data shows that test results have been at least above average and often very high since 2001, both in comparison with all schools and similar schools. The school's results have improved over time but at a slightly slower rate than they have nationally. This is largely due to the mathematics results in 2003 being lower than other years, although they were still above average. Inspection evidence shows that standards are well above average in reading, writing and mathematics and above average in science, religious education and ICT. They are well above average in reading, writing, mathematics, science and ICT in Year 4.
3. This positive picture of standards and achievement arises predominantly from the good teaching and learning during lessons. Other factors which have a positive impact are the good curriculum, good leadership and management and very good relationships between pupils and adults at all times. There is no significant difference in the achievements of boys and girls and pupils of all abilities make progress at a similar rate.

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

Standards in:	School results	National results
Reading	18.4 (18.4)	15.8 (15.7)
Writing	17.1 (18.9)	14.6 (14.6)
Mathematics	17.7 (17.3)	16.2 (16.3)

There were 28 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

Pupils' attitudes are very good and their behaviour is good. Pupils' spiritual, moral, social and cultural development is good. Attendance is well above the national average and the great majority of pupils are very punctual.

Main strengths and weaknesses

- Attendance is well above average because pupils enjoy school and are well supported by parents.
- Pupils have very good attitudes to work and show respect for each other.
- Pupils' confidence is developed well by the school.

Commentary

4. Pupils' attendance is very good because they enjoy being at school and parents support their attendance. Nevertheless, where needed, the school's intervention to improve attendance is effective. The great majority of pupils are punctual to school and so the day gets off to a good start.
5. Pupils' relationships with one another and adults are very good. They are developing well as confident individuals and they show respect for each other both around the school and during lessons. For example, pupils in Year 4 help care for children in the reception class during wet play-times, and pupils work co-operatively in groups in class. There are good opportunities for pupils to express their knowledge and opinions in many lessons. At times, for instance in Year 1, this is exceptionally well managed by the teacher, so that pupils listen very carefully to one another, and show respect and the capacity to express themselves clearly. Behaviour is good overall, both in lessons and around the school, and at times it is excellent. Teachers use effective, agreed strategies to deal with poor concentration and unacceptable behaviour although these are needed only rarely. Generally, pupils are very attentive in lessons and well behaved. There are no exclusions.
6. Year 4 pupils show growing independence and self-confidence as a result of the support and range of experiences provided by the school. Pupils take part in a range of activities which support their personal development and independence, such as visits to local places of historical interest. They show interest in the locality and in their community and are involved in a range of activities such as the village May Day celebrations, in which they play a key role. Year 4 pupils take responsibility for the playground 'Friendship Stop' and although this is not used consistently enough, the choice to use it is theirs.
7. The school council is well established and plays an important part in the school responding to the views of pupils. Pupils have, therefore, contributed to a number of improvements such as the toilets, which are now very attractively decorated with designs chosen by the children and very well maintained by the premises staff. Pupils also submitted a successful bid to improve their playground.
8. Pupils are given good opportunities for prayer and reflection in assemblies that support their spiritual development. The 'Friendship Stop' provides an opportunity for pupils to think about and help others and the school council discusses issues that concern

different groups of pupils. The headteacher and teaching staff encourage good relationships. Pupils who are new to the school are well cared for by other pupils. There are also good opportunities to develop social skills, for instance, listening to each other, working in groups and taking part in village activities. There are good links with external partners such as the police and health workers who contribute to the pupils' personal, social and health education. A partnership with Hyrstmount School in Batley, where there are a high number of pupils of Asian heritage, is developing well. Opportunities for pupils to e-mail their partners and to visit them at their school are helping them to prepare for life in a multi-cultural society. Pupils have also visited places of worship, for instance a church and a synagogue, and visit other places to enhance their cultural experience such as a farm for rare breeds, Beamish Park and the pantomime. The after-school clubs such as the art club also add to the pupils' social and cultural experience. Class work in music, geography and art helps to develop pupils' cultural awareness. Children in reception make very good progress in their personal, social and emotional development and are on course to exceed the goals children are expected to reach by the end of the Foundation Stage.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	2.5	School data	0.4
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 is good. Teaching and learning are good overall and throughout the school. The curriculum is good and the school provides good experiences beyond the normal school day. The pastoral care provided for pupils is good. The partnership with parents and links with the community are good and links with other schools are satisfactory.

Teaching and learning

Teaching and learning are good. Assessment procedures and use of this information are satisfactory.

Main strengths and weaknesses

- There is a high degree of consistently good teaching and learning in all classes and for all pupils.
- Teachers do not maximise the pupils' involvement in their own learning by setting focused, short-step targets.

Commentary

9. The amount of very good or excellent teaching has increased since the last inspection and no unsatisfactory lessons were seen then or now. The consistency of the teaching across the five classes is a real strength of the school. There are no significant differences in the quality of teaching and learning throughout the school. This judgement is based on all the lesson observations, discussions with pupils and examination of pupils' work. Most significantly, in all classes there is a positive

atmosphere for learning and all pupils are interested and involved in whole-class discussions and individual tasks. However, the very best practice was seen in some of the lessons in Years 1 and 3. These lessons are characterised by very good teacher knowledge of the pupils and curriculum, very high expectations of work and behaviour and very well planned and structured activities delivered with pace and challenge. Literacy, numeracy and science lessons in Year 3 were all judged to be very good because these characteristics were present and ICT was used well. Excellent literacy and numeracy lessons in Year 1 had all these features and a real sense of fun and enjoyment of learning.

10. Teachers and senior staff collect information about what pupils know, understand and can do, particularly in English, mathematics, science and ICT. This is analysed and used well in teachers' planning. However, teachers do not share enough information with pupils so that they have a clear idea about what they need to do next to improve in their work. Similarly, the arrangements for setting and marking homework are satisfactory but some parents are not clear about how they can best help their child with their learning at home.

Summary of teaching observed during the inspection in 23 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	8	7	6	0	0	0

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

The curriculum

The curriculum is good, and particularly strong in English and mathematics. There is a good range of extra-curricular activities and initiatives that boost pupils' skills in sports, arts and their personal development. The school's accommodation is satisfactory and resources are good.

Main strengths and weaknesses

- All pupils benefit equally from a broad and varied curriculum.
- The ICT curriculum has improved significantly and is developing well as a tool for learning in other subjects.
- Learning is enjoyable with many varied opportunities, including visits, visitors and extra-curricular activities which stimulate and motivate the pupils.
- The accommodation is adequate, and has improved, but is a relative weakness.

Commentary

11. The school has improved features of the curriculum that were identified as satisfactory at the time of the previous inspection, whilst also maintaining or improving standards in most subjects. This ensures that, for the majority of pupils, the school continues to meet its aim of providing a broadly based and challenging curriculum. The curriculum is now complemented by combining subjects when appropriate. This linking of subjects motivates the pupils and adds to the effective teaching and learning ethos that pervades the school. Provision for children in reception with particular reference to learning outside has improved since the previous inspection and is now good.
12. The curriculum for ICT is now good. It is enabling pupils to achieve well and makes a strong contribution to the pupils' learning in other subjects. Provision has been significantly strengthened by the installation of several computers in all classrooms and interactive whiteboards in two of them.
13. The school enriches the curriculum well with many varied opportunities. The range of extra-curricular clubs has been extended to include a percussion group, art and craft, keeping fit and drama clubs. Pupils also participate in a range of sports tournaments. In addition, specialist providers such as sports coaches, theatre groups and other outside speakers are used effectively to enhance the curriculum with their expertise. Whenever possible, pupils visit a place of interest to enrich their learning. For instance, pupils in Year 4 went pond dipping at Oakwell Hall to support their investigatory work in science. Parents value the variety of activities offered, because they believe they result in interested children who want to learn. The school provides well for pupils with special educational needs.

14. There is a good match of teachers and support staff to meet the demands of the curriculum. The school has invested wisely in its resources for learning. In every part of the school, teachers have access to a wide range of stimulating and relevant materials. The accommodation has been extended and upgraded with disabled facilities installed. However, some classrooms are cramped and storage space is inadequate. There are inadequate facilities for physical education outside but teachers effectively minimise the impact this has on pupils. The dedicated outside area for the reception age children is limited and difficult to manage and this limits the provision for early years education. It is to the great credit of the staff that lessons are so well organised and harmonious in the space available. The school has addressed the issues raised at the previous inspection.

Care, guidance and support

The school effectively ensures the care, welfare, health and safety of all pupils. It provides good support and guidance for all pupils, based on the effective monitoring of their personal development. The school makes satisfactory arrangements to involve pupils through seeking and acting on their views.

Main strengths and weaknesses

- A good induction programme ensures that young children settle quickly into school life.
- The school is a safe and secure place for the pupils.
- The effective implementation of the school's policies underpins the good support and guidance the pupils receive.
- Pupils are respected and valued as individuals, their views are regularly sought and acted upon and the school promotes their interests well, whatever their circumstances.

Commentary

15. The induction of new pupils is effective. Parents agree that arrangements for children starting school, whether in the reception class or later, help them settle in quickly. Inspection evidence shows that new pupils adapt to school routines well and quickly become members of the school community.
16. Staff are good role models and provide a consistent and caring learning environment which has good standards of discipline and encourages and achieves mutual respect, communication, co-operation and self-discipline. This promotes and develops trusting relationships and helps pupils to learn in a happy, stimulating, safe and secure environment.
17. Staff work effectively with the school council and regularly seek, value and act upon pupils' views. The council makes a significant contribution to the learning, welfare and well-being of the school community. Pupils have a number of innovative ideas. They spoke positively about their involvement in the school's healthy eating programme and how their concerns about the condition of the pupils' toilets led to the school implementing considerable improvements.

Partnership with parents, other schools and the community

Partnerships with parents and the community are good. Partnerships with other schools are satisfactory.

Main strengths and weaknesses

- Parents play an active role in the school and wider community and this enhances the pupils' experiences.
- The annual reports on pupils' progress are good and support an effective partnership between parents and the school.

Commentary

18. Most parents enjoy a productive relationship with the school and this enhances the pupils' learning. They support the school's very good attendance policy, and homework tasks are completed and sent to school on time. Parents are encouraged to come into school and support learning in the classroom or around the school. Some parents and grandparents hear children read, support educational visits and help out in after-school clubs.
19. A small but active group of parents also support the school by working with the Parents and Teachers Association. They host recreational and fund-raising activities for other parents, pupils in the school and the village community. For example, the annual school sports day held at the local cricket club brings together much of the village community. There are positive partnerships with virtually every organised group within the village, and pupils have a great sense of belonging and involvement in school and village life. This helps to celebrate pupils' achievements inside and outside the community. The school has active links with local churches and sports clubs and the middle school that most of the pupils move on to. Further afield there are strong and developing links with a primary school with an ethnically diverse population and representatives of Bradford Bulls Rugby League club have visited the school.
20. The quality of information provided to parents via the pupils' annual reports is good, meets statutory requirements and is written in a style and language which enables parents to easily assess their child's progress and personal development. This line of communication pleases most parents and ensures teachers and parents enjoy a productive and purposeful relationship, which in turn supports pupils' achievements and raises self-esteem.
21. However, this positive picture is not universal. A significant minority of parents raised concerns with inspectors about several aspects of the school's work. There is no evidence to substantiate their concerns about the quality of teaching and learning, the information they are given about their child's progress, the effectiveness of leadership or the standards of care. Inspectors do find that the school could be more effective in responding to parents' concerns and in involving them in their children's learning at home. Although the school has done more than could be reasonably expected to inform parents about the homework policy not all parents are clear about this.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The leadership of the headteacher and other key staff is good. Governance is satisfactory.

Main strengths and weaknesses

- The headteacher and deputy headteacher provide good leadership.
- There is a strong common sense of purpose and good atmosphere for learning in the school and the school is at the heart of the village community.
- Subject leadership is good overall but there are not enough opportunities for co-ordinators to monitor the quality of teaching in other classes.

Commentary

22. The headteacher and deputy headteacher are very experienced and long-serving. They are effective leaders and managers and provide stability and consistency to the work of the school. It is to their credit that the school has consistently achieved high standards for some years and that expectations have remained high. The school development plan is an effective tool for managing change and identifies appropriate priorities and strategies for improvement. There is good teamwork among the small group of teachers, classroom support staff, office staff and premises staff. The school runs smoothly on a day-to-day basis and adults successfully foster a desire for learning in the pupils. The school has a supportive and committed governing body. All statutory requirements are met.
23. All teachers have at least one significant responsibility, as is usually the case in schools of this size. Overall, they understand and carry out their roles well. For example, there have been very good improvements in the provision for ICT. Although most subject co-ordinators look at their colleagues' planning and examples of pupils' work, there are not enough opportunities for them to observe other teachers at work.
24. Financial management is good and firmly based in helping staff achieve the objectives of the good quality school development plan. The figure marked with hash symbol in the table below includes £15,000 credit received at the end of March 2005 related to an error in the management of maternity leave payments.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	390,455	Balance from previous year	18,348
Total expenditure	386,351	Balance carried forward to the next	22,452 #
Expenditure per pupil	2,610		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

25. Provision for children in Foundation Stage is good. There has been good improvement since the last inspection. Almost all children come to the school with some pre-school, playgroup experience. Children enter the reception class with average attainment overall. By the time they enter Year 1 the majority are working above the expected levels in several areas of learning. Children achieve well during their time in the reception class because of good teaching and an interesting, relevant curriculum which meets their particular needs. Notably, there are now good opportunities for teaching and learning outside, as well as inside. The outdoor area, although small, is used well to promote learning in most areas of the curriculum.
26. The induction procedures for children joining the school are very good and greatly appreciated by parents. There is plenty of contact with pre-school groups which helps staff to be aware of specific children's needs. A number of home visits are made by the school staff before the children start school. Also preliminary visits are made to the school by parents and their children. These very good practices result in positive relationships with both parents and children.
27. Teaching and learning in the reception class are consistently good. The class teacher works closely with the nursery nurses and they understand the needs of young children and make learning fun. Children's progress is frequently assessed and the information gathered is used effectively to plan the next step in their learning. Leadership and management are good. There is a clear understanding of how the Foundation Stage curriculum should provide for the learning of young children and this is put into practice effectively.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- There are very positive relationships throughout the reception class.
- There are very good opportunities for children to develop independence and to take responsibility for their actions from a very early age.

Commentary

28. The classroom has a very warm, welcoming atmosphere in which young children feel safe and secure. There are very high expectations of children's attitudes and behaviour and these are very well related to the children's social development. The staff themselves give a very good example of how other people should be treated and this helps the children to appreciate the importance of good behaviour. Children know the class rules and many are developing an understanding of how their actions affect others. Children's independence is developed effectively, as is their ability to work and play alongside others. For instance, in the role play area children played happily together as vets and nurses caring for sick pets. Children play happily with the many stimulating activities in the classrooms and are expected to change activities by

themselves. They learn to tidy away the equipment they have used. Children's confidence develops very rapidly so that, by the time they start in Year 1, many will have achieved the early learning goals for their age and most will have achieved beyond this.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children make good progress and achieve standards which are higher than those expected by the end of reception.
- Good opportunities for speaking help children to communicate confidently.
- Children are encouraged to write from an early stage.
- There is good provision for developing children's reading.

Commentary

29. Children enter the reception with generally average language and communication skills and they are provided with good opportunities to develop them further. Teaching is good, with the teacher and support assistants giving a high priority to extending children's language skills. This ensures children continue to make progress and the majority will exceed the goals they are expected to reach by the end of the reception year.
30. Good routines for speaking and listening are in place right from the start so that children learn how to listen to each other and take turns in speaking. All staff provide many good opportunities for children to talk about their experiences or personal needs. For instance, a group of children in front of a class of very attentive listeners talked about their imaginary visit to a safari park and finding a lost kangaroo. They spoke confidently and clearly. Notably, all staff use questions and discussions effectively to extend children's vocabulary. This results in children being generally confident speakers, who take turns in speaking and listening and communicate easily with adults and each other.
31. A good range of varied activities promotes the development of children's writing well. For example, there are opportunities to write diaries and make notes on a telephone conversation. This approach was effective with the reception children during their role-play in their 'newsroom'. The teacher challenged children to write in other contexts, with good questions such as 'Can you write sentences using the letter 'v'?' One child wrote unaided, 'You put flowers into a vase and then you put them on the window'. Her punctuation, spelling and presentation were of a high order. More formal teaching of handwriting begins at an appropriate stage, so by the time the children enter Year 1, most achieve well in this aspect of their learning.
32. The development of reading skills has a high priority and is supported by parents, some parents visiting the class and helping with reading. Children handle books confidently and have a different sound to learn each week. All children have embarked on a systematic reading scheme and are making good progress with their reading. They listen to stories with interest and concentration and most can retell them accurately. At times, books are provided and effectively displayed to support children's

work in other areas although more could be made of this strategy to extend children's learning in relation to their specific activities or tasks. Children enjoy the opportunities they have to share books with other children and adults.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Good teaching uses a variety of approaches and children achieve well.
- Good practical activities and an emphasis on appropriate mathematical vocabulary support children's learning effectively.

Commentary

33. Teaching is good, with staff making good use of a variety of activities to promote children's mathematical development. There is a good focus on appropriate mathematical language and on understanding through practical experience. Every opportunity is taken to reinforce children's understanding in counting and ordering numbers and, as a result, many children can count in twos and understand the concept of doubling. The frequent singing of number songs also encourages confidence and makes children familiar with number patterns. All this ensures children's learning is good and contributes to the progress they make, so that the majority achieve the goals children are expected to reach by the end of reception and many exceed them.
34. Good displays and use of mathematical phrases, such as 'lighter than', 'heavier than', 'empty' or 'half full', effectively promote children's learning. Children were articulate when explaining the purpose of a bar chart they had made about pets. They correctly identified the more and less popular pets, making good sense of the available information displayed. In practical lessons staff use an interesting range of teaching methods and resources, including ICT, so that children develop a good understanding of all aspects of mathematics. The outdoor area is well resourced to reinforce children's knowledge of shape. Most children are able to name shapes such as squares, triangles, and circles. Mathematical language is woven into everyday activities well and this makes learning very relevant.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children are given a broad range of experiences and achieve well.
- The outdoor area is used very effectively to promote and support children's learning.
- Good use is made of the local area to provide first-hand experiences.

Commentary

35. Teaching and learning are good. The children are provided with a good range of practical opportunities to learn about their world, extending their horizons effectively. The school's outdoor area is a developing resource for encouraging children to use all their senses and to promote their learning about plants and habitats. The staff use it well, representing a good improvement since the previous inspection.
36. Children's interest is engaged through very good displays, including the use of books and pictures to stimulate discussion and support learning. There are many opportunities for independent learning. For instance, children have ownership of a guinea pig. They feed it, groom it and maintain its hutch and are thereby provided with good opportunities to develop their understanding of living things. When working with the computers most children are confident, with good mouse control, and many are able to move the cursor around the screen well. Very good use is made of East Bierley village for children to learn about the world from first hand experiences. For example, they use the local pond for exploring its wide variety of life. The semi-rural environment offers many opportunities for them to explore and investigate. The children are knowledgeable about farm vehicles and animals. A recent visit to a local farm

stimulated a range of writing activities. Through thoughtful and well-planned activities they gain an awareness of other cultures and beliefs. Religious education forms an appropriate element of the curriculum, with an initial focus on children's awareness of themselves developing into an appreciation of the diversity of different faiths and celebrations. Most children achieve the goals they are expected to reach by the end of reception, and many will exceed them.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- There are good opportunities to work with a variety of tools.
- The outdoor areas are used effectively to promote children's learning.
- The hall is used well to develop children's control and co-ordination skills.

Commentary

37. Teaching is good, ensuring children's learning is also good. Children have a good range of opportunities to extend their skills with various tools and equipment in the classroom and these are effective in helping them make progress in developing their hand-eye co-ordination. They are given good opportunities to manipulate small construction toys, for example, through imaginary play, and show a good level of dexterity.
38. Their development in this area of their learning is also promoted outdoors. They have good opportunities to move, ride and balance, and many show a good level of confidence as they steer the bikes, scooters and cars. A good range of equipment is helping children develop an appropriate awareness of space and enabling them to learn to control their own bodies in various situations. This contributes effectively to their learning. Opportunities are sometimes missed at this stage, however, to reinforce children's learning outdoors or to challenge them further. Physical education lessons in the hall are well organised, allowing opportunities for children to explore space, direction, speed and balance for themselves. The majority of children achieve the goals expected of them by the end of reception and most will exceed them.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children enjoy the range of activities provided for them.
- Good opportunities are provided to encourage children to work co-operatively together.

Commentary

39. Teaching in this area of learning is good overall, although it was not possible to observe children working on many occasions. The teacher plans an appropriate range of activities, which stimulate children's imagination. As a result their learning is good and they make good progress towards the goals they are expected to achieve. Some

children will exceed the standards expected for their age by the end of their time in the Foundation Stage.

40. Children experiment with colour mixing when they are painting or printing. They enjoy experimenting with clay, producing a range of animals. They enjoy the role-play opportunities they have, using the 'props' provided to support their play effectively. These stimulate good interaction as children work together in pairs or small groups. Staff provide good opportunities for children to sing simple songs and rhymes and to dance. Children clearly enjoy these activities and enter into them enthusiastically. Children show good concentration as they work at their pictures or models and are proud of their achievements. They relate well to each other during both inside and outside activities.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils' skills in reading and writing are well above average.
- Literacy skills are taught well and pupils are given very good opportunities for developing their writing.
- Pupils are highly motivated and willing to work hard.
- Assessment information is not used to set individual targets for pupils to help them understand exactly how to improve.
- Parents are not involved enough in supporting their children's reading.

Commentary

41. The results of the Year 2 national tests in reading and writing in 2004 were well above average, both nationally and in comparison with similar schools. Inspection evidence shows that standards are well above average in reading and writing in both Year 2 and in Year 4.
42. Pupils in all classes have very good speaking and listening skills. Pupils in Year 1 are particularly articulate and are encouraged, through structured opportunities, to express their views, although in some classes pupils are quieter and participate less. Reading and writing skills are very good. In Year 2, the more able pupils, about a third of the class, are producing independent written work of a very high quality. The features of this high quality work are clear purpose and organisation, very good presentation, excellent use of language and effective use of punctuation. The average ability pupils in Year 2 are able to produce a shorter but interesting, well-presented piece of extended writing using good punctuation. A good example of this is their 'Letter to Grandad'. The less able pupils are working just below the national average and are developing their literacy skills well. Literacy skills continue to develop well throughout Years 3 and 4. By the end of Year 4 pupils write for a wider range of purposes, such as persuasive writing. In one example, 'Zoos are not good places to keep animals', the more able and average ability pupils organised their points logically and used a good range of techniques to add interest to their writing. This is particularly effective in the writing of the more able pupils. All pupils are achieving well, including those with special educational needs in relation to their personal targets.
43. Pupils' reading is well above average and the support given by parents to recognise new words is very helpful. However, the involvement of parents in supporting their children's reading is too narrow and opportunities to engage their active support are missed. Most pupils have access to books which interest them at home. Reading is well taught and pupils' progress is carefully monitored. Reading books are carefully selected and give just the right level of challenge to support and encourage progress. All pupils in Year 4 read with confidence and expression. All pupils achieve well, including those with special educational needs in relation to their individual targets. They are effectively included and supported within classes.

44. Pupils' motivation and willingness to work hard is a major factor in achieving high standards. All of the pupils take great care to present their work well. In Year 1, relationships are particularly good and contribute to the pupils' love of learning. The quality of teaching is good overall. It is never less than satisfactory and it is excellent in Year 1. In the best lessons, teachers create an exciting atmosphere and actively engage pupils in learning by using a range of techniques such as puppets and talking partners. They set a very good pace for the lesson and provide the right amount of challenge and support. In some classes, there is a quieter but hardworking atmosphere in which pupils are well supported in improving their literacy skills. Teaching assistants provide good support for teachers and pupils. Pupils' work is graded against National Curriculum levels and pupils are aware of this.
45. Resources for learning are good although there is limited use of the new library to support independent learning. ICT is used well to help pupils with spellings, grammar and drafting work. Leadership is good, although time is needed for direct monitoring and evaluation of teaching and learning. Assessment data is not yet used to set individual targets to help pupils focus on how they should improve. Although some teachers provide very helpful comments to show pupils how to improve their work, this is not consistent and many pupils could not tell inspectors what their personal targets were. There has been good improvement since the last inspection.

Language and literacy across the curriculum

46. Pupils benefit from a very good range of opportunities to support the development of their literacy skills. In geography, Year 3 pupils have written sentences about life in Chembakolli, India. In geography and history pupils have learned how to take notes and to use headings and sub-headings. In design and technology they use planning sheets and bullet points for lists. In physical education and drama, pupils develop their listening skills and confidence as speakers. Well-chosen worksheets, tailored to pupils' needs, are frequently used to ensure there are sufficient opportunities to use and develop literacy skills.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- All pupils achieve well and standards are consistently high.
- The good teaching promotes a good level of interest in pupils and they learn well.
- Pupils are not clear enough about what they need to do next to improve their work.

Commentary

47. The results of the national tests at the end of Year 2 have been at least above average and at times very high for several years. Inspection evidence is that standards are currently well above average in all year groups. Pupils of different ages have a very good understanding in relation to their abilities. More able pupils in Year 4 have a very good understanding of large numbers and the four rules of computation for their age. A high percentage of pupils is attaining standards above the expected level and very few pupils are below the expected level.

48. Teaching and learning are good overall. There are some very good features. Teachers have very high expectations of work and behaviour and in the best lessons this is characterised by very good relationships and effective use of humour. For example, during an excellent Year 1 lesson pupils' knowledge and understanding of money were very effectively reinforced and extended by activities which were based on real life situations and great fun. This results in pupils who are highly motivated to learn and who consistently make good gains in lessons and over time. All pupils complete very good amounts of work in their exercise books, on commercial workbooks and worksheets, and on the computers. Their presentation skills are good. All work is marked and teachers make positive comments or offer help when pointing out errors. Lessons are planned and delivered well in accordance with the National Numeracy Strategy. Tasks are matched well to different pupils' needs, and in the best lessons there is a very good balance between the level of challenge and availability of individual support when needed. Teachers have good knowledge of what pupils know, understand and can do and use this information well in planning lessons and meeting the different needs of pupils of different abilities, including those with special educational needs. However, they do not share this information with pupils in the form of short step targets. For example, in discussion, several pupils could say what National Curriculum level they were at but not what they had to do next in working towards the next level.
49. Leadership and management are satisfactory. The co-ordinator was on long-term maternity leave at the time of this inspection but made herself available for a discussion. She is knowledgeable and well organised and has successfully overseen good improvements in the provision since the last inspection. Rigorous recording and tracking of pupils' progress has been carried out for the last four years. Although this is very informative for the teachers, it has not been used to set clear targets for pupils.

Mathematics across the curriculum

50. Teachers make good links between mathematics and other subjects. This was readily seen during science lessons, such as when Year 1 pupils were learning about the life cycle of sunflowers and how to use pictograms, and the good use of classroom computers in numeracy lessons to reinforce learning. Pupils' workbooks and teacher displays provide good examples of the use of mathematical skills in geography, history and design and technology.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well and have particularly good scientific knowledge.
- Teaching and learning are good overall with opportunities in most classes for pupils to work independently.
- Assessment is accurate but is not consistently used to match work to pupils' abilities.
- The curriculum is planned well with a strong emphasis on practical investigations.

Commentary

51. Standards are above average in Year 2 and well above average in Year 4. The high standards achieved by Year 4 pupils at the time of the previous inspection have been maintained. The strong emphasis the school places on practical and investigative activities is a key factor in the standards achieved. This was also a significant feature in the previous inspection. Pupils also do well because they have a good understanding of a broad range of topics. Most pupils in Year 4, for example, know what a food chain is and how to construct one. They are aware that taking an organism out of a food chain may result in vital changes in food sources. Pupils in Year 2 closely observe plants and animals in their own and other environments and, as they develop their knowledge and understanding, they learn how they reproduce. Pupils have developed a secure understanding of what is meant by a fair test and confidently make predictions about possible outcomes. This was seen in a Year 3 lesson where pupils carried out tests to find out the permeability of different soils. Through discussion they identified three elements that must be constant, namely the amount of soil, water and time. As a result of rigorously applying good scientific skills the pupils achieve very well in this aspect of science.
52. The quality of teaching and learning is good overall. Teachers give careful explanations of what pupils are to do, so that they are clear about what they are to learn and what is expected of them. There is good management of pupils' behaviour and successful use of praise to encourage pupils' confidence and raise their self-esteem when carrying out investigations. Pupils learn how to carry out and record investigations systematically and this reinforces their good learning. In most classes a great strength in the teaching is the way the teacher involves the pupils in their own learning. Pupils thoroughly enjoy this approach and tackle scientific problems with enthusiasm and success. For instance, pupils in Year 4 were given the task of finding out how some insects walk on water. Through discussions and practical investigations they eventually discovered that liquids act as if covered by a thin membrane. As one pupil concluded, 'I was able to make the staple stand on an invisible skin, called surface tension.' However, opportunities are missed in some classes for pupils to plan and record work in their own way. This results in expecting pupils to complete worksheets rather than planning experiments for themselves.
53. The co-ordinator leads the subject well, with his high quality teaching providing a good role model for colleagues. He has a clear view of main weaknesses in the subject and how they might be tackled. For example, the school is currently working with the local education authority's science advisory team to develop further features of scientific investigations. However, he does not have the opportunity to observe teaching in other classes and so influence the quality of teaching and learning throughout the school. The school has an action plan in place to develop this monitoring role. There are sound procedures to check what pupils have learnt. However, assessment arrangements are not rigorous enough to enable the school to track the progress of pupils towards targets and let them know how to improve their work. A good range of books and equipment support learning well. A developing strength is the use of ICT, where pupils appreciate the contribution made to their learning through the use of interactive whiteboards and virtual experiments.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils acquire good basic ICT skills and make use of them well in other subjects.
- There have been very significant improvements in resources and staff skills since the last inspection.

Commentary

54. Pupils achieve well throughout the school and many achieve very well in Years 3 and 4. Standards are well above average in Year 4 and above average in Year 2. For example, pupils in Year 4 have very good knowledge of the different ways to modify the appearance of text, know how to e-mail and about the history of different ways of communicating, input data accurately and use programs to produce different types of graphs and charts and write quite complex instructions for a programmable device. Pupils in Year 2 make good progress in basic word processing and using computer programs to produce pictorial designs. These standards result from the teachers making good use of the available classroom resources and pupils completing a good amount of work covering the full range of ICT skills included in the National Curriculum programmes of study for Years 1 to 4.
55. Teaching and learning are good throughout the school, with some very good features in Years 3 and 4. Although no specific ICT lessons were seen, this judgement is securely based on the examination of pupils' work, discussions with pupils and teachers and the observed teaching of ICT through other subjects. Teachers effectively assess pupils' knowledge, understanding and skills every school term.
56. Leadership and management are good. The deputy headteacher has successfully addressed the significant weaknesses identified in the previous inspection report. The school now has a good number of computers in all the classrooms and a good range of other resources, which are used well. These include interactive whiteboards in two classrooms, digital cameras, and sensors, traffic lights, a floor turtle and computer programs for control and modelling activities. All teachers and support staff have improved their knowledge and skills through effective training, including input from the local education authority.

Information and communication technology across the curriculum

57. The use and development of ICT skills is planned for well by teachers in a wide range of activities across the curriculum. Classroom computers are used well to enhance pupils' learning, for example, when investigating food chains in science. There are many opportunities for pupils to use modern technology for research in science, geography and history work. Commercial materials are used well to reinforce and assess pupils' mathematical knowledge and skills. In religious education, Year 3 pupils have word processed extensive pieces of writing about Hinduism and Mother Theresa. Spreadsheets and databases are used well by pupils when carrying out investigations in mathematics and science.

HUMANITIES

Religious education was inspected in full and is reported below. Geography and history were sampled.

58. Only one lesson of geography was observed during the inspection. However, displays of work and work in pupils' books show that standards are above average in both **geography** and **history**. Schemes of work are in place and pupils' work is attractively displayed. Pupils express their enjoyment of history and geography. Visits to local places of historical interest enhance pupils' knowledge and increase their interest and motivation to learn. History and geography are used well to develop pupils' literacy skills. There is a good range of resources to support learning.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils have a good knowledge of Christianity.
- Teaching encourages pupils to think and express ideas and feelings about their beliefs.
- The school makes good use of its strong links with the local clergy and occasional visits from other faith groups, which extend pupils' knowledge of different faiths and cultures.
- Assessment procedures are underdeveloped.

Commentary

59. Pupils' attainment by both Year 2 and Year 4 is above the expectations of the locally agreed syllabus and pupils achieve well. This shows good improvement since the previous inspection. Pupils have a thorough knowledge of the Christian faith and can describe, for example, events from the life of Jesus, Christian symbols and what is found in a Christian church. Older pupils refer confidently to stories from the Bible. Younger pupils know an outline of the life of Jesus and give detailed accounts of bible stories. All pupils talk about going to a local church and understand the significance of the font, the pews and the stained glass windows. Older pupils recall the details of a visit to a synagogue and talk confidently about aspects of Judaism and Hinduism.

60. Teaching is good overall. A strong feature of teaching is the way in which teachers use questions effectively to encourage pupils to think about what they were learning. The

effectiveness of this approach was underlined by pupils throughout the school. For instance, pupils in Year 1 talked with interest and sensitivity about the parable of *The Sower*, some pupils understanding well how this parable relates to their own personal development. Pupils in Year 3 discussed the qualities of Mother Teresa of Calcutta. They appreciated her selflessness but stated that they would find it difficult to be so giving themselves. The high quality questioning by the teacher resulted in some reflective and poignant comments, thereby developing the pupils' spiritual and social awareness.

61. Good use is made of the community's clergy, who conduct assemblies on a regular basis and invite pupils to their local church. There are occasional visitors from other faith groups and cultures to the school. For instance, during the inspection a Christian puppet theatre group visited the school. The value of sharing was exemplified in an entertaining and effective way. These and other experiences provided by the school result in an increase in pupils' learning about Christianity and other faiths and understanding about the importance of positive relationships within different communities.
62. Leadership is good. The co-ordinator is committed to developing religious education in the school. She is a good role model and supports and influences staff in the teaching of the subject through advice and providing resources. Her management is satisfactory. She checks teachers' planning. There are only limited opportunities to monitor teaching and learning in the subject, but the headteacher is aware of where the strengths and weaknesses exist. Assessment procedures are currently satisfactory but could usefully be further developed to give teachers a clearer picture of individual pupils' progress.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology, music and physical education were sampled.

63. In **design and technology**, pupils have good skills in making a variety of items such as pop-up cards, buildings and sandwiches. They assemble shelters, ensuring rigidity through well-made brackets. Some designs, such as the mini-beasts made by pupils in Year 4, are imaginative and individualised, an improvement since the previous inspection where there was insufficient scope for pupils to develop their own ideas. Pupils evaluate their work constructively so that they can learn from any mistakes. For instance, pupils in Year 4 produced a wide variety of opinions on their creations. They discussed and wrote about the *design* and *make* aspects of their mini-beasts with impressive realism. For instance, one pupil talked about his difficulties in devising a mechanism to make the head move, 'I used levers but it didn't work, maybe a spring might be better'. This is good practice, resulting in pupils being more self-critical in their appraisals. The subject benefits from good resources which are well organised.
64. In **art and design** the available evidence shows that standards are above average throughout the school, as in the previous inspection. Pupils in Years 1 and 2 develop good skills in painting, as well as appreciating how different colours and textures can be used for effect. They make drawings from observations and develop skills in organising objects for still life drawings. For example, pupils in Year 2 produced good quality pastel drawings through observations and arrangements of various fruits. In other year groups there are strengths in drawing, to communicate ideas about movements in figures, and opportunities for pupils to experience a range of art forms such as weaving, collage work and pottery. Art is well used throughout the school to

complement and heighten interest in other subjects. This is an improvement since the previous inspection. For instance, pupils in Year 4 created an intricate patterned strip incorporating a variety of symmetrical shapes, making very good links to their mathematical work. The school has extended the curriculum provision in recent years by the introduction of an art club. This well-attended club provides pupils with opportunities to consolidate and extend their art skills through experiencing different art forms. A notable feature is the bright and striking displays of pupils' work around the school, producing a stimulating backdrop to learning and a celebration of pupils' achievements.

65. In **music**, a large number of pupils from Years 3 and 4 were briefly observed playing recorders at an above average standard for their age. The session included the pupils showing a good understanding of musical notation which was being extended by the good teaching. ICT was used very well when Year 3 pupils composed short tunes both on paper and using the classroom computer and interactive whiteboard. The standard of whole-school singing in assemblies is above average.
66. In **physical education**, a good Year 1 lesson resulted in pupils making good gains in partner work in a range of floor activities because the teacher had good knowledge, the lesson was well structured and conducted at a good pace and the pupils were highly motivated. Year 4 pupils were seen very briefly practising traditional sword dancing routines, with considerable skill and enthusiasm, for a public performance. This activity contributes significantly to their social and cultural development. Year 4 pupils attend a course of swimming instruction and most can swim the nationally expected 25 metres by the end of Year 6. There are very good opportunities for pupils to participate in after-school clubs and sporting activities. During an observed gym club the pupils' behaviour was excellent and learning was made to be great fun.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship was sampled.

67. The school successfully promotes the pupils' personal development through specific lessons in personal, social and health education and citizenship, and lessons in other subjects at other times. There is a good programme in place to promote and support pupils' personal, social and health education and citizenship. This is based on the local education authority's scheme of work, which the school has found to be very useful. Topics covered include relationships, hygiene, friendships, bullying, drugs, smoking and alcohol. Local health workers and the police make a very useful and appropriate contribution to this programme. As part of the programme the school has achieved the Healthy Schools Award. Specific lessons are timetabled and a very good Year 4 lesson about making decisions and choices was observed. The positive promotion of pupils' personal qualities and their understanding of living in a community pervade the work of the school, during other lessons, assemblies and play-times. There is a school council, which enables pupils to express their views and opinions. This is effective because the school listens to the pupils and uses their views to bring about improvements to school life. This provision is well led and co-ordinated.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
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	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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