

# INSPECTION REPORT

## **EMBERTON FIRST SCHOOL**

Olney

LEA area: Milton Keynes

Unique reference number: 110226

Headteacher: Mrs Elsa Steel

Lead inspector: Mrs E W D Gill

Dates of inspection: 31<sup>st</sup> January – 1<sup>st</sup> February 2005

Inspection number: 266796

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 category: Community  
Age range of pupils: 4 – 8 years  
Gender of pupils: Mixed  
Number on roll: 31

School address: Olney Road  
Emberton  
Olney  
Buckinghamshire  
Postcode: MK46 5BX

Telephone number: 01234 711518  
Fax number: 01234 711518

Appropriate authority: Governing body  
Name of chair of Mrs Helen Knight  
governors:

Date of previous February 1999  
inspection:

## **CHARACTERISTICS OF THE SCHOOL**

Emberton First School is a very small school that caters for pupils up to the age of eight years. The social circumstances of the families whose children attend the school are more favourable than the national picture and the proportion of pupils eligible for free school meals is below the national average. There are no pupils from ethnic minority backgrounds. The proportion of pupils with special educational needs is below average but the needs of those pupils are significant in learning and behavioural difficulties. There are no pupils with a statement of special educational needs. The school has experienced a high percentage of pupils leaving and joining the school other than at the usual times for a variety of reasons, such as moving house. All of the incoming pupils have moved into Year 2. The school gained an Achievement Award in 2002 in recognition of high standards. In 2003 the school gained a Healthy Schools Award. When pupils join the school they are generally of above average attainment but this varies from year to year.

## INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team |                |                | Subject responsibilities  |
|--------------------------------|----------------|----------------|---|
| 17766                          | Eira Gill      | Lead inspector | English, science, information and communication technology, art and design, PSHE and citizenship, special educational needs |
| 9079                           | Ann Moss       | Lay inspector  |   |
| 27225                          | Anna Sketchley | Team inspector | Foundation Stage, mathematics, music and physical education   |

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Emberton First is a **very effective** school where standards are high and pupils achieve very well. It is very well led by the headteacher and governing body. Despite the high percentage of pupils joining the school in Year 1 last year, very effective management has ensured that standards have remained above average. The school provides very good value for money.

The school's main strengths and weaknesses are:

- Very good teaching and learning lead to very good achievement.
- The school provides a very good, enriched curriculum.
- Provision for the pupils' personal development is very good and results in very good behaviour and very positive attitudes.
- All staff know the pupils very well and provide very good care for them.
- Links with parents are excellent and contribute to the very good relationships and ethos of the school.

Very good improvement has been made since the last inspection in February, 1999 when the school was judged to be giving satisfactory value for money. All of the issues and weaknesses identified in that inspection have been tackled successfully, strengths have been maintained and further significant improvements made. The higher attaining pupils are now achieving well, resources that were described as poor are now good, and child protection procedures are securely in place. The excellent methods used to improve and maintain high standards in writing have been very successful, and improved provision for information and communication technology (ICT) has resulted in higher standards. The learning environment, both indoor and outdoor, has been enhanced considerably and the school is now well known in the wider locality through displays in Milton Keynes library and articles written by pupils and staff in local newspapers.

### STANDARDS ACHIEVED

| Results in National Curriculum tests at the end of Year 2, compared with: | all schools |           |           | similar schools |
|---|-------------|-----------|-----------|-----------------|
|   | Year 2002   | Year 2003 | Year 2004 | Year 2004       |
| reading   | A           | C         | A*        | A*              |
| writing   | A           | A         | A*        | A*              |
| mathematics   | A           | D         | A*        | A*              |

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average  
Similar schools are those with similar percentages of pupils eligible for free school meals*

**Achievement is very good, overall, for all pupils.** The school's performance in the national tests taken by Year 2 pupils in English and mathematics last year was very high, with results in the highest five per cent nationally of all schools. Care must be taken when comparing year to year results because the very small numbers of pupils who take the national tests mean that the performance of one pupil can alter results considerably. Nevertheless, over the last four years, the school's overall improvement has been above

the national trend. In work seen during the inspection, standards in English and mathematics are above average in Year 2, where attainment on entry for this particular group of pupils was average. In Year 3, standards in English, mathematics, science, ICT, religious education, and personal, social and health education are well above average and pupils are achieving well. Children in the reception class achieve well; most are likely to exceed the expected goals by the end of the reception year in all areas of learning. The sustained level of progress evident in the work of all pupils, including those with special educational needs, leads to very good achievement overall by the end of Year 3.

**Pupils' personal qualities**, including their spiritual, moral, social and cultural development, are **very good** overall. Pupils' attitudes to work and their behaviour are very good. Attendance and punctuality are good.

## **QUALITY OF EDUCATION**

The school provides a **very good** quality of education. **Teaching and learning** are **very good** for all pupils with very effective teamwork between teachers and assistants, and this enhances the learning of all pupils considerably. Innovative methods of teaching writing are used across the curriculum and the very good use of interactive whiteboards (IWBs) by all teachers ensures that pupils' interest and concentration are sharply focused at the beginning of lessons. It is very evident that the use of IWBs moves pupils' learning forward quickly. The curriculum is very good and pupils experience a wide range of activities beyond the normal school day. Very effective use of specialist teachers enriches the curriculum in writing, art and design, music and physical education. Accommodation is satisfactory although restricting for PE lessons; resources are good. A very good standard of care helps all pupils to feel very secure and links with parents are excellent. The school has developed very good links with other small schools that contribute to the very good curriculum, and the school is at the centre of the village community.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management** are **very good**. The leadership of the headteacher is very good and she is supported well by the teachers in this very small school. Management is very good. Governors are very effective; they give very good support to the headteacher, work closely with the school and ensure that all legal requirements are met.

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

Parents are extremely satisfied. They are very supportive and were unanimous in their views given before the inspection that the school is very successful, particularly in attaining high standards, in the care of their children and the leadership. The pupils are very happy. They know they have to work hard and are trusted to do things on their own.

## **IMPROVEMENTS NEEDED**

There are no significant areas for improvement.

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

### **STANDARDS ACHIEVED BY PUPILS**

*The school is divided into two classes:  
Reception aged children and Year 1 pupils in one class  
Year 2 and Year 3 pupils in the other*

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

*Achievement is a measure of how well pupils are doing, taking their progress and their capability into account.*

Year 2 pupils, from an average attainment on entry, are attaining above average standards in speaking and listening, reading, writing and mathematics. Their achievement is good. Year 3 pupils have maintained high standards in English and mathematics. The pupils' sustained good progress over time leads to very good achievement overall.

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

- The achievement of all pupils, including those with special educational needs, is very good.
- The excellent focus on writing has resulted in pupils maintaining high standards since the last inspection.
- There has been a significant improvement in pupils' achievement in ICT.

#### **Commentary**

1. When children join the school in the reception year their attainment is usually above average, and this was the case for the current year group. Several pupils are already attaining the expectations of the early learning goals, most are likely to exceed the expectations by the end of the year, and several are likely to far exceed them. This represents high standards and good achievement, and is a result of very good teaching and a very good curriculum. There was not enough evidence to judge pupils' achievement in the knowledge and understanding of the world area of learning.
2. The school's performance in the 2004 national tests taken by Year 2 pupils in English and mathematics was very high, with results in the highest five per cent nationally of all schools. Teacher assessments in science were at a similar level. Caution, however, needs to be used when comparing the performance of Emberton with other schools because of the very small number of pupils. Nevertheless, over the last four years, data shows that improvement has been above the national trend and this is a more reliable comparison in a very small school.
3. In the current Year 2, standards are above average in English, mathematics, science, ICT and religious education, and well above average in personal, social and health education (PSHE). Higher attaining pupils do well and this is good improvement from the last inspection. This is because the school has developed very good teaching strategies that challenge pupils of all abilities. Achievement is good when the pupils' average attainment on entry into Year 1 is considered. In Year 3, standards are high in English, mathematics and PSHE. In science, art and design, ICT, religious education, singing and games standards are also well above average for this age group.

Achievement is good. Pupils with special educational needs make very good progress because they are given very effective support, and their achievement is very good. A few reach standards that are expected nationally. The sustained good progress of all pupils in all subjects leads to very good achievement overall by the time pupils leave the school in Year 3.

4. There are several factors that contribute to this very good performance. The very good subject knowledge of the teaching staff and their willingness to share their considerable joint expertise has been one of the major reasons that standards have remained high over a number of years. All the teachers have contact with, or influence the teaching of the pupils in Years 2 and 3. The pupils achieve particularly well in writing due to the excellent methods used. The initiative and energy of the headteacher in providing very good resources in ICT has had a considerable impact on raising standards. All the teachers, despite an initial lack of confidence, use the interactive whiteboards (IWBs) very effectively in lessons to aid pupils' understanding. In addition, the pupils' very good personal qualities and their very good behaviour contribute significantly to their overall very good achievement.

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

Pupils have very positive attitudes to their work and their behaviour is very good. Attendance levels and punctuality are good. Pupils' personal development, including their spiritual, social and cultural development, is very good overall.

### **Main strengths and weaknesses**

- Relationships between pupils, and between pupils and adults, are very good and contribute to the very good ethos of the school.
- Spiritual, social and moral aspects of the pupils' development are fostered very well; much more is now being done to encourage an appreciation of cultural diversity.

### **Commentary**

5. From their early days in reception children come to school eager to learn. They have good listening skills and with the very good guidance they receive, the children settle in quickly and enjoy getting involved in all the interesting activities. They learn equally well through work and play; they share resources and are very happy to try new skills. Their behaviour is very good. Most are likely to exceed the expectations of the early learning goals in the personal, social and emotional area of learning.
6. The pupils are very interested in their lessons and respond thoughtfully and enthusiastically when questioned, and when asked to carry out specific tasks. As a result of very good teaching, they are very confident, diligent pupils and enjoy their work. Pupils of all levels of ability, including those with special educational needs, have the opportunity to achieve well in all lessons and they take a particular pride in presenting their work very well. All pupils take part in the full range of activities the school offers. Attendance levels are above average and punctuality is good. The parents are fully aware of the school's expectations when their children are absent and work well with the school to promote good attendance.

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

| Authorised absence |     |
|--------------------|-----|
| School data        | 4.7 |
| National data      | 5.4 |

| Unauthorised absence |     |
|----------------------|-----|
| School data          | 0.0 |
| National data        | 0.5 |

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

7. The school sets very high expectations for pupils' behaviour and standards are very good throughout the school. All the pupils agree and discuss the class rules. They are fully aware of the high standards expected and insisted upon by all staff. The very caring ethos of the school results in pupils knowing right from wrong and showing consideration for others. They play together very harmoniously and there are no signs of aggressive behaviour. Any instances of inappropriate behaviour are dealt with quickly and efficiently. There were no exclusions last year.
8. There are plenty of opportunities for the pupils to become independent and they willingly take on a range of responsibilities. These include setting up the computers ready for lessons and helping generally in classrooms and the playground. Pupils take their responsibilities of living in a community very seriously. They co-operate very well when raising funds for others less fortunate than themselves. The school is very successful in promoting very good relationships and, as a result, the pupils have developed high self-esteem. Teachers and all other staff treat pupils of all abilities fairly and give them every opportunity to make very good progress in their lessons.
9. Very good use of the IWBs, lessons in art and design, and experimenting with scientific resources encourage pupils to react positively, very often in a spiritual way, to the world around them. Well-planned assemblies encourage pupils' participation and ensure that they are happy to share their feelings, for example, about how unkind people can be to each other. Pupils work and play very harmoniously and work very effectively in groups. In circle time, pupils are encouraged to express their feelings about the different experiences of individuals within the group. They learn to respect the feelings of others and how to become valued members of the school community. Pupils of all abilities are very well integrated into the life of the school. Pupils visit a variety of places locally; they participate in music festivals, in the bi-annual street fair, visit older friends in the community and have a very good understanding of their local and national culture. They are now being made much more aware of the different cultures that make up contemporary British society.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is very good. Teaching and learning are very good. The school provides a very good enriched curriculum. Provision for pupils' care and welfare is very good; guidance and support are good. There are excellent links with parents and very good links with the community. Educational links with other schools and colleges are very good.

### **Teaching and learning**

Teaching and learning are very good, and assessment is good.

### **Main strengths and weaknesses**

- Writing is taught exceptionally well and this leads to very good achievement.
- Teachers' management and control of the pupils are excellent and no time is wasted.
- A high percentage of the teachers are subject specialists and, as a result, pupils have every opportunity to attain high standards in areas such as writing and art and design.
- The use of teaching assistants is excellent and this leads pupils with special educational needs achieving very well.

## Commentary

10. The reception aged children are taught very well alongside the Year 1 pupils. The ratio of children to adults is very favourable and the teacher's use of time to ensure that the children receive an appropriate curriculum is very effective. High expectations and very good planning ensure that all the children make very good progress. The use of homework is very good, and parents are given every opportunity to find out how and what their children are learning; they contribute effectively to their children's progress, particularly with their reading skills. Teamwork between teachers and other adults is very effective and is a key factor in the children's good achievement. Tracking of their progress is very good.
11. The quality of teaching and learning is very good overall in Years 1 to 3. Teachers' expectations of higher attaining pupils were low in the last inspection and improvement has been very good. A high focus of school improvement has been to ensure that teachers use probing questions to move pupils of all abilities forward in their learning. This was very evident in most lessons observed.

### **Summary of teaching observed during the inspection in 22 lessons**

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 2         | 13        | 6    | 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 insist on high standards of behaviour and very few lessons are interrupted. As a result, pupils produce a lot of high level work in a short space of time. However, this is also the result of very high expectations and the very good and, sometimes, excellent methods teachers use to aid the pupils' learning. Pupils respond with enthusiasm and energy to the interesting tasks they are given and their written work in English, history and religious education is outstanding. Since the last inspection, the teaching of writing has made very good improvement. Very effective strategies are used to ensure that all pupils move forward quickly in their learning. Teachers use resources very effectively, particularly the IWBs, to develop pupils' skills and knowledge very well.
13. The use of teaching assistants who work with all pupils, and particularly those with special educational needs, is excellent. Assistants are very well prepared for lessons and understand very well their role in helping pupils with learning tasks. Often they work with pupils on computer programs that reflect similar teaching points to the lesson. On occasions, pupils with behavioural problems are withdrawn by assistants to work quietly. Learning is very effective and pupils make very good progress. Parents observed helping in the school were very helpful and had a very clear understanding of their role in the pupils' learning.

14. There is a high level of specialist subject knowledge among the teachers, and the leadership of the school ensures that this knowledge is used efficiently and effectively to move the school forward using innovative methods, for example, to maintain high standards in writing and to improve standards in art and design as well as in ICT. In addition, the use of visiting specialist teachers has improved standards in physical education and music.
15. Assessment procedures are good overall. They are very good in English and mathematics and good in science and ICT. In other subjects, assessment is mainly through day-to-day questioning of the pupils. Nevertheless, the very good questioning skills of the teachers are very effective in finding out what their pupils need to learn next in all subjects. Marking procedures are very good and the pupils are given guidance on how they can improve their work. In addition, in this very small school, all staff know the pupils very well and ensure that their monitoring of the pupils' academic progress contributes to the very good achievement.

### **The curriculum**

The curriculum is very good. Opportunities for enrichment activities both during and outside the school day are very good. Accommodation is satisfactory and resources are good.

### **Main strengths and weaknesses**

- Very effective planning and organization create very good links between subjects.
- Specialist teachers contribute significantly to the well enriched curriculum.
- Very good resources for ICT have raised pupils' achievement.
- Provision for pupils with special educational needs is very good.

### **Commentary**

16. The curriculum is very broad and balanced and meets statutory requirements for all its pupils, and religious education is taught in accordance with the new Milton Keynes Agreed Syllabus. The Foundation Stage (reception) children are taught alongside Year 1 pupils and their curriculum is relevant to their needs. In addition, there is flexibility for the children to benefit from some aspects of the Year 1 curriculum and this has an impact on their very good learning. Children have access to an interesting range of resources and activities, including water, sand and outdoor wheeled toys, despite the limits of the accommodation.
17. Planning for the long term has recently been reviewed by the leadership to bring more relevance and imagination to the pupils' learning by, for example, ensuring that meaningful links are made between subjects such as English, history and art and design. This is very good improvement since the last inspection and has raised standards in those subjects. This very small school uses all possible avenues to enrich the curriculum. The school is an active partner within the local small schools group and shares resources that benefit all pupils. Visiting artists and authors as well as a local historian and other visitors have provided exciting learning opportunities for the pupils. The two specialist art teachers on the staff and an 'artist in residence' have provided enriching experiences in art and design that have widened the pupils' knowledge and improved their skills. The curriculum for music and for PE has improved and standards raised as a result of the specialist teachers who visit weekly. Extra-curricular activities,

particularly in sport, are offered each term and have had an impact on raising standards in PE.

18. Taking part in the local music festival with middle school pupils has enriched the music curriculum for the Year 3 pupils and has also enabled them to get to know older pupils. This participation has contributed to the pupils' personal development very well by giving them opportunities to perform on stage. A very effective programme of work has been put into place in order to develop the pupils' personal, social and health curriculum, which is taught as a discrete subject throughout the school. Provision is very good.
19. The school is very aware of how important it is to ensure that gifted and talented pupils are given every opportunity to experience more challenging tasks, and younger pupils were observed moving into lessons with older pupils on occasions. Provision is very good for pupils with special educational needs and they are supported very effectively by well trained, sensitive and caring assistants.
20. Very good improvement has been made in the provision of resources across the curriculum. Resources generally are good, and in ICT they are very good. The use of IWBs has improved the quality of teaching and learning. The accommodation is satisfactory and the school uses all available rooms with imagination and efficiency. Nevertheless, there is no hall and this is limiting for PE lessons and for lunch arrangements. The school uses the community hall and school field for PE.

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

The school makes very good provision for ensuring pupils' care, welfare, health and safety. It provides pupils with good support and guidance and involves them well in its work and development.

### **Main strengths and weaknesses**

- Pupils feel very secure and work in a healthy, safe and clean environment.
- There are systematic and well-managed assessment procedures that track the pupils' progress and personal development.

### **Commentary**

21. Very good arrangements and good liaison with the local 'toddler group' ensure that children settle happily into school. Induction procedures are very clear and all parents are encouraged to come into school with their children and settle them down. Monitoring of the children's well-being and academic achievement is very good. Pupils who start school at times other than the usual admission times are made to feel very welcome and settle down quickly. Parents commented that they are always welcomed into the school by a smiling face. The school provides a very warm and happy environment that is conducive to very good learning. Very close attention is paid to health and safety issues by the leadership and governors. Pupils' healthy and safe living is promoted through the Healthy Schools initiative and through very good personal, social and health education lessons. Child protection procedures are very good and this is good improvement from the last inspection when it was a key issue. Designated members of staff are fully up to date in aspects of first aid, and risk assessments are undertaken very regularly.

22. Procedures for monitoring and supporting the academic progress and personal development of pupils with special educational needs are very good. Information is used appropriately to produce attainable and challenging targets in carefully written individual education plans and these contribute to the very good progress of the pupils. All teachers have copies to ensure they are giving pupils opportunities to meet the targets. Teachers ensure that all pupils are given praise for their hard work and, in addition, on Fridays, they are given special mention in the achievement assembly if they have made a special effort to work hard.
23. Assessment procedures for tracking and improving all pupils' academic progress are very good in English and mathematics, and good in science and ICT. In other subjects, formal assessment is at an early stage. During lessons, it was very clear that teachers assess pupils constantly through very good questioning techniques that are effective in moving the pupils forward in their learning. In this very small school, teachers and assistants know pupils and their families very well, and this contributes significantly to the pupils' personal guidance and development. Each pupil has an individual tracking file.
24. The pupils are encouraged to raise any concerns they may have at any time with staff and, in particular during circle times, the staff are very skilled in helping pupils to talk about worries or to air any ideas they may have about improving the school. The views of pupils are sought regularly, for example, recently about their ideas on the new climbing area, and pupils said that their ideas are acted upon. All parents who attended the meeting before the inspection and completed the questionnaire said their children like school very much and they are very well cared for.

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

Partnership with parents is excellent. Links with the community and other schools and colleges are very good.

### **Main strengths and weaknesses**

- All parents are extremely supportive of the school and think very highly of the headteacher.
- Parents support their children's learning very effectively.
- Very good links with the community and other schools and colleges contribute to the pupils' very good achievement and personal development.

### **Commentary**

25. Parents feel very comfortable about approaching the school with any concerns. They say their children are encouraged to be mature and appreciate the very good range of extra-curricular activities provided. They value the school's very caring attitudes and know that all staff expect their children to work hard and achieve well. Parents are very well informed through the prospectus and regular newsletters. The school's website is very welcoming to prospective parents. Helpful information is sent home each term on the areas of the curriculum that will be covered and parents also receive very good information about their children's progress through consultation evenings and annual reports. Parents make a very good contribution to their children's learning by attending training sessions provided by the school, for example in ICT, and support their children

very well with their homework. This very good support contributes to the pupils' very good achievement.

26. The Friends of Emberton First School Association is a very active and enthusiastic group of parents who have raised substantial amounts of money. This extremely helpful support has been used, for example, to fund visits and visitors, all of which contribute very highly to the pupils' learning.
27. At the meeting before the inspection, parents of pupils with special educational needs voiced their complete satisfaction with the information they receive from the school about their children's progress. The quality of information produced by the school to inform and consult all parents is very good and they are given opportunities to be involved in both the drawing up of individual education plans and in the review processes.
28. The very good links with the community include a strong link with the local church. A monthly newsletter is circulated by the governors to the village through the parish magazine and the vicar and local lay preacher are fairly frequent visitors to the school. The school regularly participates in many local events such as the Olney Fiesta, the local street fair and Mayday celebrations. The wider community is also used as an education resource and, for example, pupils visit the museums and the local discovery centre. Pupils have first hand experiences on these visits, such as dressing up in historical costumes, and these opportunities contribute well to their very good learning. The pupils' work has been displayed in the library at Milton Keynes and good links are made with the library to promote reading.
29. The leadership of the school has been instrumental in ensuring that the very good links with other local small schools support pupils very well in their learning, particularly in activities outside the normal school day. In addition, the links provide valuable staff development opportunities for the teachers. The school hosts students from the local university for their initial teacher training and very good links with the local middle school help the pupils to make a smooth and happy transition.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are very good. The leadership of the headteacher is very good and she is well supported by all the teachers. Management is very good. The work of the governing body is very good.

### **Main strengths and weaknesses**

- The sense of purpose and clarity of vision of the headteacher are very good.
- Management systems are very flexible and able to cope with the unexpected in this very small school.
- Governors provide very good support for the school.

### **Commentary**

30. The headteacher's determined leadership ensures that teachers, assistants and governors work together effectively towards the targets in the improvement plan. This now covers a three year period and cost implications are clear; this is an improvement since the last inspection. The headteacher's innovative planning and initiatives have

been very successful because of very good teamwork and a whole school approach. Her curriculum leadership and teaching are very good. This is particularly evident in the improvement of provision for the ICT curriculum. The initiatives in ICT have created great interest from local schools and the school has been influential in sharing its success. The initiatives have also significantly raised standards in the subject from a low base.

31. Since her appointment three years ago, the headteacher has empowered the whole school staff. The teachers now have a budget to manage the subjects they lead as well as time to monitor provision in the classrooms. Through a good management structure, the headteacher has ensured that different subjects are prioritised in turn for improvement. This ensures that the very few teachers are not overburdened with a myriad of responsibilities. Very good systems are in place to track the progress of all pupils in English and mathematics and in helping staff to make use of assessment data to inform their practice. These systems have proved to be very effective in helping the headteacher to ensure that the pupils entering the school in Year 2 have made good progress. Their good progress in two or three terms is very evident from the records. There is a total commitment from all staff to equality of access to the full curriculum and very good procedures are in place to meet the needs of all pupils.
32. The leadership and management of special educational needs, which are undertaken by the headteacher, are very good. Her communication with other members of staff, monitoring of the work of the special needs assistants and liaison with other professionals are very thorough. There is a consistent approach to the support for the pupils and this helps them to achieve very well. The governor representative meets the manager once a term to discuss pupils on the register and their progress.
33. Governors are very well informed and have a very good understanding of the school's strengths and areas for development. Governors have a wide range of professional expertise that is highly valued by the headteacher and contributes to the effectiveness of the school. They give very effective support to the school and are prepared to challenge proposals until convinced of their viability. Governors take part in drawing up the school improvement plan and evaluate its progress at their meetings. Statutory duties are fulfilled very well and this is an improvement from the last inspection. Through regular monitoring visits, they ensure that they keep up to date with how well the school is performing. Governors are very active in helping the headteacher to promote the school and regular articles appear in the local papers relating the school's successes.

**Financial information for the year April 2003 to March 2004**

| Income and expenditure (£) |         | Balances (£)                        |        |
|----------------------------|---------|-------------------------------------|--------|
| Total income               | 151,229 | Balance from previous year          | 37,608 |
| Total expenditure          | 147,932 | Balance carried forward to the next | 40,905 |
| Expenditure per pupil      | 4,257   |                                     |        |

34. Budget setting and monitoring have been complicated by large amounts of capital income for building work not being spent within the financial year. In addition, the Finance Committee is aware of the need to budget ahead for routine maintenance and this can be very expensive in an old building. Financial management and financial control are very good. The governors and headteacher have targeted considerable

amounts of money to improve resources and staffing and these are already having a very positive effect on standards and the quality of teaching and support.

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

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

35. Provision for children in the Foundation Stage is very good. All children attend full time. When they entered the school, their attainment was above average. The children are taught in the same class as the Year 1 pupils but numbers are very small and the children are not disadvantaged in any way. The leadership of the Foundation Stage is very good. The children are included in Year 1 activities but given every opportunity to explore and initiate their own learning. Assessment is very good; individual profiles for each child are comprehensive and show very clearly what the children can do and what they are expected to learn next. The use of assistants is excellent and contributes to the good achievement of all the children, including those with special educational needs. The Foundation Stage was not judged in the last inspection.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

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

- Teaching and learning are very good.
- Adults are very good role models for the children.
- There are high expectations of good behaviour.
- There is a strong family ethos.

#### **Commentary**

36. Very good teaching and learning ensure that the very effective routines and calm beginnings to each day encourage the children to be ready to learn right from the start. The adults are very good role models; they are patient, friendly and welcoming to the children and their parents, and have high expectations of good behaviour at all times. Class rules are displayed and used by the adults to reinforce what is required. The children's personal, social and emotional development is significantly enhanced by the strong family ethos and very good induction procedures, and children settle into school very quickly. The assemblies provide a good vehicle for the children to learn how to care for each other. Very good opportunities are provided for learning how to play, co-operate and share during both work and playtime, especially when playing with large toys. Healthy eating is encouraged and the children enjoy their fruit snacks. All children achieve well in this area of learning; most children are likely to exceed the expectations of the early learning goals by the end of the reception year and several will far exceed them.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

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

- Teaching and learning are very good.
- Opportunities for speaking and listening are very good.
- Early writing skills are promoted very well.
- Children's vocabulary is very well developed.

## Commentary

37. Opportunities for the children to develop their speaking and listening skills pervade all the learning activities. They are engaged in meaningful talk through the skilful intervention of adults and are helped to explain their answers. When they were sharing a story book, for example, children were encouraged to explain how they know what the title is. Their early writing skills are significantly enhanced by the very good teaching. A taped musical program was used to enable them to form their letters correctly and they made very good progress. As a result of excellent teaching methods and very high expectations, a few children were able to think of words to describe snow such as crunchy and freezing and, with help, had a go at writing them. The children achieve well in this area of learning and are likely to exceed the expectations of the early learning goals by the end of the reception year. Several will far exceed the expectations.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

### Main strengths and weaknesses

- Teaching and learning are very good.
- There are very good opportunities for children to develop their counting skills and to develop a mathematical vocabulary.

## Commentary

38. There are many opportunities for the children to learn to count and children make very good progress. The children were given good support when they worked with Year 1 pupils, counting forwards and backwards to twenty together. Most counted to ten confidently and some used this knowledge to begin to solve simple addition and subtraction problems. Excellent use of the IWB gained their full attention as they learned about 'more than' when counting the coins on a spider's legs. They practised matching numbers to coins by throwing large dice and used real money to buy groceries in the 'shop'. The very good teaching through practical activities and good resources ensures that children learn very well. Their achievement is good. Most children will exceed the expectations of the early learning goals in this area of learning by the end of the reception year and several will exceed them.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

39. Very few observations could be made in this area of learning. Children were observed learning very well about the world around them through investigating different types of materials for making an umbrella for 'Teddy' to keep off the rain. This small group work was stimulating and rich in vocabulary and scientific concepts, and the children achieved well. Planned outdoor exploration on Wednesday afternoons in all weathers also makes a significant contribution to the children's learning. Children were also observed developing their computer skills.

## PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

## **Main strengths and weaknesses**

- Teaching and learning are very good.
- There are many opportunities for children to practise their physical skills.
- The outside area is used well to promote control skills.

## **Commentary**

40. During creative activities, the children are encouraged to use a variety of tools, such as paintbrushes, scissors, pens and pencils. Through very good teaching and learning, they developed their small muscle skills very well when they made models of penguins with paper, card, glue and paint. They helped to make and manipulate play dough for modeling. In the outdoor area, the children were very confident using wheeled toys. All were able to steer and use pedals confidently, showing very good control and awareness of others and the space around them. During a movement lesson, children showed that they can dress and undress without assistance. They followed the instructions on the tape very well, moved freely with confidence, and demonstrated considerable control and co-ordination. Several children are already meeting the early learning goals in this area of learning and most will exceed the expectations of the early learning goals by the end of the reception year. Achievement is good.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **very good**.

## **Main strengths and weaknesses**

- Teaching and learning are very good.
- Very good links are made with other areas of learning.

## **Commentary**

41. There are good opportunities for the children to learn how to sing. They enjoyed taking part in action songs and made a good start at memorizing words. In the role play corner, very good resources ensured that the children enjoyed pretending to be characters from a story book. These activities contribute effectively to their very good speaking and listening skills. Teaching and learning are very good in this area of learning and during a mathematics session, the children were given the opportunity to use the dressing up clothes to pretend to go shopping with real money. In addition, the well organized activities of sticking, painting and making play dough assist the children's physical development. During their movement lesson, the children pretended to be toys in a toyshop and showed their considerable ability to move creatively to music. Achievement is good and most of the children will exceed the expectations of the early learning goals in this area of learning by the end of the reception year.

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

### **ENGLISH**

Provision in English is **very good**.

## **Main strengths and weaknesses**

- Pupils achieve very well in all aspects of English.
- Teaching and learning of writing are very good, and often excellent.
- Work is very well planned to meet the needs of all pupils.
- There is very good use of literacy skills in other subjects.

## **Commentary**

42. Pupils' results in the Year 2 national tests in 2004 in reading and writing were in the highest five per cent nationally, with more than three-quarters of the pupils attaining at the higher Level 3. Higher attaining pupils have achieved well since the last inspection and this is very good improvement. In the current Year 2, standards in reading and writing are above average and this is good achievement from an average entry into Year 1. Standards in speaking and listening throughout the school are high and most pupils speak clearly and confidently in a wide range of situations. Teachers give pupils many opportunities to develop speaking skills in lessons and in more informal sessions, such as role-play and hot-seating. In Year 3, standards are high in all aspects of English, and particularly in writing. Achievement of pupils, including those with special educational needs, is good. The sustained level of progress evident in the work of all pupils, including those with special educational needs, leads to very good achievement overall by the end of Year 3.
43. The quality of teaching and learning is very good overall. Reading skills are taught very effectively throughout the school and a significant amount of money has been devoted to buying books to support the English curriculum. This is good improvement from the last inspection, when they were considered to be poor. All pupils have reading diaries: they have opportunities to read texts in other subjects and information downloaded from the Internet. Parent helpers are frequently in school hearing individual pupils read. Pupils in Years 2 and 3 have developed very good reading strategies and know how to find information in non-fiction books very quickly.
44. Since the last inspection the teaching of writing has improved significantly and is now very good overall. As a result of the subject manager's excellent subject knowledge and ongoing training for other staff, methods of teaching have broadened and include very focused and successful strategies, including:
- Writing is taught in dedicated lessons.
  - Writing is often stimulated by first hand experiences such as visits to local places of interest and visitors.
  - Role-play experiences like taking part in a Roman banquet help pupils to write from their own experiences.
  - Pupils are given prompts to ensure they know what good writing is in different genres.
  - Very specific teaching of the features of different genres is included in lessons.
  - The pupils are introduced to new vocabulary appropriate to the theme of the writing task.
  - Pupils are given smallish pieces of paper to jot down their words and sentences in order to avoid worrying about making mistakes.
45. Most teachers have very high expectations and guide pupils into becoming very competent writers. Teachers' use of IWBs is very effective and pupils with special

educational needs are supported very well by the assistants. Most pupils in Year 2 and all of the Year 3 pupils use connectives with ease; their writing flows, they begin sentences with words that grab the reader's attention, finish their stories with well rounded sentences and write very creatively in a wide range of genres. Pupils show very good skills at non-chronological writing, particularly in Year 3. They use speech marks, question marks and exclamation marks appropriately and can write in the past tense accurately. In a lesson for Year 1 pupils, excellent methods and questioning skills were used to guide pupils into writing a poem together about snow and ice. Pupils' learning was excellent; they were able to think of appropriate words and to use their very good word processing skills the next day to print out their poems with borders of penguins. Leadership and management of the curriculum are excellent. There is a very useful, moderated portfolio of writing in separate genre sections all annotated by the teachers. Assessment is very good. Resources are good.

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

46. The skills that the pupils learn in English are used very effectively in other subjects. In religious education, pupils write in several genres, for example writing Jesus' diary, using bullet points, writing instructions and invitations. Pupils use computers competently to write letters and to produce poems and stories as well as poster designs. In history, literacy skills are used to write about role-play events and visits to local places of interest.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Teaching is very good overall and leads to very good achievement.
- Higher attaining pupils are challenged well by very good questioning techniques.
- The IWBs are used very effectively.

### **Commentary**

47. Last year, pupils' results in end of Year 2 national tests were in the highest five per cent nationally with two-thirds of the pupils attaining at the higher Level 3. This was very good improvement from the previous year but the number of pupils who take the national tests is very small and comparisons are insecure. Standards in the current Year 2 in mathematics are above average and this is good achievement from an average entry into Year 1. Standards in Year 3 are high and achievement is good. Pupils with special educational needs in all year groups achieve well due to the very good support they receive from well trained and sensitive assistants. Sustained good progress for all pupils throughout the school leads to very good overall achievement.
48. The quality of teaching and learning has improved and is very good. Subject knowledge is very good and the teachers' insistence on pupils using subject specific language increases their understanding and confidence in the subject. Teachers' low expectations of higher attaining pupils were an issue in the last inspection, and there has been very good improvement. Particular attention has been given by the leadership to ensure that teachers use probing questions so that pupils develop a

secure understanding of different aspect of mathematics. Teachers show excellent management and control; pupils have a good understanding of what is expected of them through the targets displayed on their work tables. The very good use of IWBs grips the pupils' attention and, in one very good lesson, they were very keen to participate and demonstrate their own very good skills using the whiteboard. All the Year 3 pupils were able to describe features of shapes and demonstrate their understanding of reflective symmetry with confidence.

49. Leadership and management of mathematics are very good. The size of the school lends itself to daily opportunities for teachers to share their knowledge about pupils' progress and to celebrate their successes. Very good tracking and assessment procedures inform teachers about the next stage in learning for individual pupils. Time is set aside for monitoring teaching and learning. Resources are good.

### **Mathematics across the curriculum**

50. Numeracy skills are used well across the curriculum. Good opportunities were given in science when pupils created tables to show the results of their experiments as well as graphs to demonstrate data they collected. In design and technology, the pupils used their estimating and measuring skills to make winding mechanisms for their working models of nursery rhyme characters as well as investigating three-dimensional packaging. In ICT, pupils collected and explained information from a database they designed. In art and design very clear links were made between religious education and Islamic symmetrical patterns.

### **SCIENCE**

*One lesson only was timetabled for science during the inspection and the subject has been sampled.*

51. Teachers' assessments in the 2004 national tests show that standards in science in Year 2 were in the highest five per cent nationally. This is very good improvement from the last inspection, when higher attaining pupils were not being given the opportunity to attain above average standards. The work scrutiny showed that current standards for Year 2 pupils are not as high but pupils are likely to attain at least above average standards by the end of the school year. The work in the Year 3 pupils' books shows they are likely to attain well above average standards by the time they leave school. Very good coverage of the curriculum was evident for this stage of the school year.
52. Very good teaching and very high expectations were observed in a Year 1 lesson when pupils learned about waterproof materials. Their speaking and listening skills moved on well when the teacher asked pupils to talk to each other about what they knew already about waterproof materials. Pupils were asked to predict which materials they thought would be best at keeping water off their heads. The pupils showed confidence selecting the materials for their experiment and quickly began to make predictions, sticking small pieces of materials in their books and writing appropriate comments. When a pupil was asked which she thought would be the most waterproof, she replied, 'This one because it is plasticky'. Pupils' achievement in the lesson was very good.

### **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

## **Main strengths and weaknesses**

- Pupils have very good attitudes to learning and the pace of learning is very good.
- Teaching is very good.
- Resources are very good and have helped to improve pupils' achievement.

## **Commentary**

53. Standards are above average in Year 2 and well above average in Year 3. Pupils of all abilities have made very good progress since the relatively recent provision of more appropriate and good quality resources for ICT. Pupils' achievement is very good and their learning is enhanced significantly by being able to continue practising their skills at home. Improvement since the last inspection has been very good.
54. Teaching and learning are very good and pupils have excellent attitudes to learning. Older pupils are very secure and confident in their skills; they set up all the computers for the teachers in the morning and quickly log on and get on with their tasks. The management of the pupils is excellent. In the lesson observed for the older pupils, very good teaching using the IWB resulted in confident pupils achieving very well in using their previous knowledge of how to interrogate databases. Very high expectations and very good use of probing questions ensured that pupils were keeping up with teaching points of how to interrogate fields. The teacher's subject knowledge was excellent and pupils used subject specific vocabulary effortlessly. Pupils with special educational needs were helped by the student teacher effectively.
55. Resources for ICT have improved very significantly. There are now sufficient computers in the two classrooms for pupils to work in pairs, plus two IWBs that are used very effectively by all teachers, and aid pupils' understanding significantly. Leadership of the school has been responsible for this turnaround of the ICT curriculum and has invested heavily, with the total support of the governors and parents, in very good equipment. The school uses ICT for several purposes efficiently, including a useful website, the special educational needs program, finances and keeping in touch with governors and local newspapers by email.
56. Leadership and management of the subject are excellent. Training for the teachers and assistants has been very effective, particularly when, for a few teachers, the use of IWBs and laptops in their teaching repertoire was a fairly new experience. The manager is very proactive in ensuring that the school is equipped well, both in resources and teacher knowledge. Due to her efforts, the school has just been awarded a grant to finance the release of teachers to attend local network training 'to improve teaching and learning using ICT'. Assessment is good on a day-to-day basis and a start has been made on a more formal assessment system.

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

57. The pupils' good use of word processing skills was evident in the work scrutiny in different subjects. Posters designed to market the school, produced by the pupils, combined text and graphics. In English, letters were written to a visitor to the school who had gone to India as a volunteer. Links with mathematics are made in ICT lessons when databases are constructed. Use of the Internet to support learning and download

information is evident. Pupils with special educational needs are well supported with specific programs that help them make good progress in literacy and numeracy skills.

## **HUMANITIES**

*Religious education was inspected in full and is reported below. Geography and history were not inspected.*

### **Religious education**

Provision in religious education is **very good**.

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

- Teaching and learning are very good overall.
- The creative use of resources brings the subject alive.
- Pupils' recorded work is of a high standard and literacy skills are particularly well used.

#### **Commentary**

58. Standards are well above those expected by the locally agreed syllabus by the end of Year 3 and this is good improvement since the last inspection. Most of the Year 2 pupils are working well within standards expected by the end of Year 3. They have a very good recall of major Christian festivals such as Christmas and Easter and know and can retell stories associated with the life of Christ. Even the youngest pupils expressed their feelings well, using what they know about Christianity to inform how they should behave towards others, showing that they learn from religion as well as about it. They discussed with confidence aspects of other faiths, for example, the celebrations of Diwali and Hanukka. The recorded work of the older pupils is of a high standard. Their books showed evidence of a significant quantity of work which was presented with care. Pupils' literacy skills are used very effectively in diaries, reports, stories and notes, all in their own words, and this reflects very innovative teaching and very good subject knowledge. Their achievement is very good.
59. Teaching and learning are very good overall throughout the school.

### Example of outstanding practice

'Excellent use of resources in Year 1 ensured pupils' high achievement.

Very good use of the IWB in an excellent lesson captured the pupils' attention immediately. The story of the Good Samaritan was used as an example of the stories that Jesus told. The meaning of the story was cleverly reinforced for them as they played percussion instruments in the dramatic retelling of the story. The pupils' confident use of instruments to identify specific characters and parts of the story helped them to anticipate events. Excellent organization, methods and use of resources in this lesson contributed to the pupils' excellent achievement. They were able to recall the story and could explain why and how the Samaritan made the attacked man feel so much better both physically and spiritually.

60. Leadership of the subject is very good and the curriculum has recently benefited from a review due to the new locally agreed syllabus. Assemblies are very well planned to ensure pupils' participation in the mainly Christian based stories that are used. At the end of each assembly, pupils answer the question, 'What have we learned today?' Very good links with the church and vicar also contribute effectively to the pupils' knowledge and understanding in the subject. Resources are good but there are not enough artefacts for the pupils to handle. These are occasionally brought to the school by visitors and this enriches the religious education curriculum. There are no formal assessment procedures but the very good day-to-day questioning techniques ensure that teachers know exactly how the pupils are achieving in lessons.

### CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

*Art and design, music and physical education were sampled. Design and technology was not inspected.*

61. In the one lesson observed in **art and design**, Year 2 and Year 3 pupils showed at least above average skills. Very good use of the IWB quickly ensured the pupils' total attention. High level questioning using subject specific language ensured pupils' very good understanding of how mosaics were created by artists in the Roman era. Pupils were very interested and absorbed in learning how artists created the depth of colour and the curving lines of the finished mosaic. Year 2 pupils showed unusually high levels of confidence when interacting with the whiteboard, and drew around the individual tesserae to show the shapes and patterns. Very good organization by the teacher and a fast pace resulted in Year 3 pupils making clay pots ready to decorate with mosaics at a later date. Year 2 pupils made two-dimensional mosaics, cutting out squares from sticky coloured paper. Most pupils showed they are competent and confident using these materials creatively.
62. The scrutiny of work showed a very good range of work and a creative and individual approach to the teaching of art and design in the school. One teacher is a specialist in art and exhibits her own work. The pupils have had very good opportunities to experience all strands of the art and design curriculum and, last year, an 'artist in residence' helped them create imposing and impressive sculptures inspired by the work of Andy Warhol that were later exhibited in the local art gallery. Very good links with history were evident both in lessons and in the art displayed around the school.
63. Only one lesson was observed in **music**, when a visiting music specialist taught the pupils how to recognize repeating patterns in music. Observation by the class teacher provided very good professional training. Teaching was very good and standards were above average; this is an improvement since the last inspection. Pupils have good opportunities to sing in their class groups, in assemblies and in school productions. They were observed practising a new song and learned the words by heart very easily.

They sing tunefully and with expression, enjoying the strong round sound they make. Pupils join in the local music festival for schools and Year 3 pupils learn to play the recorder as part of their curriculum.

64. In the one games lesson observed in **physical education**, Year 2 and 3 pupils demonstrated above average skills for their age. Teaching and learning were very good. The use of a specialist teacher significantly enriches the curriculum and is likely to raise standards further in the future. A very enthusiastic, professional approach and a fast pace ensured that pupils participated to the full, worked very hard and achieved well throughout the lesson. Pupils were highly motivated and increasingly challenged by the tasks set, and are beginning to understand the effect of exercise on their bodies.

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

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

### **Main strengths and weaknesses**

- Teaching is very good overall with high expectations.
- The curriculum is very well planned.
- The subject makes a very good contribution to the care of the pupils and their personal development.

### **Commentary**

65. The standards attained by the pupils in both classes are well above average. Achievement is very good. The younger pupils are developing confidence in expressing their own views when they sit in a circle with their teacher. When encouraged to think hard about difficult issues such as feeling lonely in the playground, the pupils can think of solutions and how to make their friends happy. The older pupils are very thoughtful. They share their worries, such as if their grandparents are ill and what might happen to them. A few pupils in this age group showed an ability to express their concerns about world issues, for example, poverty in third world countries.
66. The quality of teaching and learning is very good. Teachers' very good subject knowledge ensured that pupils were given every opportunity to express their opinions and to suggest changes to their own environment, such as the school playground. There was clear evidence of higher level questioning skills being used to encourage the pupils to make thoughtful responses: the subject contributes significantly to pupils' speaking and listening skills. Methods used in both classes to ensure contributions from all the pupils were very effective and resulted in most pupils participating.
67. Leadership of this subject is very good. Very good planning ensures that the pupils are able to see the relevance of the topics they discuss to their own lives in school and at home. Assemblies contribute well to the subject. In addition, the very good ethos of the school promotes the pupils' confidence in their own ability. The work undertaken by the school to attain the Healthy Schools Award has resulted in the pupils improving their knowledge and understanding about what constitutes a healthy lifestyle. Assessment is informal and teachers' very good questioning skills ensure they know exactly what improvement individual pupils are making in their personal skills and what they need to learn next.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

| <i>Inspection judgement</i>   | <i>Grade</i> |
|---|--------------|
| <b>The overall effectiveness of the school</b>                        | <b>2</b>     |
| 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            |
| <b>Overall standards achieved</b>                                     | <b>2</b>     |
| Pupils' achievement   | 2            |
| <b>Pupils' attitudes, values and other personal qualities (ethos)</b> | <b>2</b>     |
| Attendance  | 3            |
| Attitudes   | 2            |
| Behaviour, including the extent of exclusions                         | 2            |
| Pupils' spiritual, moral, social and cultural development             | 2            |
| <b>The quality of education provided by the school</b>                | <b>2</b>     |
| The quality of teaching   | 2            |
| How well pupils learn   | 2            |
| The quality of assessment   | 3            |
| How well the curriculum meets pupils needs                            | 2            |
| Enrichment of the curriculum, including out-of-school activities      | 2            |
| Accommodation and resources   | 4            |
| Pupils' care, welfare, health and safety                              | 2            |
| Support, advice and guidance for pupils                               | 3            |
| How well the school seeks and acts on pupils' views                   | 3            |
| The effectiveness of the school's links with parents                  | 1            |
| The quality of the school's links with the community                  | 2            |
| The school's links with other schools and colleges                    | 2            |
| <b>The leadership and management of the school</b>                    | <b>2</b>     |
| The governance of the school  | 2            |
| The leadership of the headteacher                                     | 2            |
| The leadership of other key staff                                     | 3            |
| 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).*