

**INSPECTION UNDER SECTION 9 OF THE
EDUCATION (SCHOOLS) ACT 1992**

**BLACKMINSTER MIDDLE SCHOOL
STATION ROAD
SOUTH LITTLETON
EVESHAM
WORCS WR11 5TG**

School number: 918 / 4408

Date of inspection: 31 October - 4 November 1994

By

Mr R. D. Westwood

Registered Inspector: T11299

Date: 5 December 1994

Local OFSTED control number: 918/S4/000922

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Introduction

This inspection was carried out under Section 9 of the Education (Schools) Act 1992. Its purpose was to report on:

- the educational standards achieved in the school;
- the quality of education provided by the school;
- whether the financial resources available to the school are managed efficiently;

and

- the spiritual, moral, social and cultural development of pupils at the school.

The findings of the inspection will contribute to the annual report of Her Majesty's Chief Inspector of Schools to the Secretary of State for Education.

Basic information about the school

1. Name of school:	Blackminster Middle
Type of school:	Middle School (deemed secondary)
Status:	County Maintained
Age range of pupils:	10 to 13 years
Headteacher:	Mr T Hodgkinson
Address of school:	Station Road South Littleton Evesham Worcs WR11 5TG
Telephone:	0586 830311
Name and address of appropriate authority:	Governing Body
Local authority area:	Hereford and Worcester
Department for Education School Number:	918 / 4408
Registered Inspector:	Mr R. D. Westwood
Dates of inspection:	31 October - 4 November 1994

Intake of pupils and the area served by the school

- 2 The school is situated in the Vale of Evesham and in a ward with broadly average socio-economic indicators in relation to national statistics. Pupils are drawn mainly from seven first schools, of varying size, in the vale. The proportion of 8.6% of pupils eligible for free school meals can be compared with the L.E.A. and national averages for middle schools of 12.0% and 17.2% respectively. Roughly two thirds of children are from families indigenous to the Vale of Evesham who originally made their livelihoods from the land. HMP Long Lartin is within the catchment area and approximately one seventh of the schools' pupils are from prison officers' families. The school has 11 pupils with statements of special educational need, 10 of whom spend one hour per day in the school's separately staffed unit for children with specific learning difficulties. Standardised tests which pupils take on joining the school indicate that the intake covers the full and normal ability range.

School data and indicators

3 Number of pupils in each year group

	Boys	Girls	Total
Year 5			
Year 6	60	47	107
Year 7	60	47	107
Year 8	56	55	111
Total	176	149	325

Special educational needs

Number of pupils having statements of special educational needs: 11

Free school meals

Percentage of pupils eligible for free school meals: 8.6

Teachers and classes

Full-time equivalent teachers: 16

Pupil to teacher ratio: 20:1

Contact ratio: 83%

Average teaching group size in Years 6 - 8: 24.28

Teaching time per week

	Hours	Minutes
Key Stage 2	25	20
Key Stage 3	25	20

Pupil attendance

Percentage attendance figures for each year group for the Governors' Annual Report to parents and for the third week of the term prior to the term of the inspection.

Year	Annual Report 1991-92	Third week in the term prior to the term of the inspection		
	Unauthorised absence	Actual attendance	Authorised absence	Unauthorised absence
Year 5				
Year 6		93.30%	6.7%	0
Year 7		90.55%	9.45%	0
Year 8		93.58%	6.42%	0
overall		92.47%	7.53%	0

Number of exclusions in the last 12 months

Year	Temporary		Indefinite		Permanent		Ethnic minority groups	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Year 5	0	0	0	0	0	0	0	0
Year 6	0	0	0	0	0	0	0	0
Year 7	0	0	0	0	0	0	0	0
Year 8	1	0	0	0	0	0	0	0

Total exclusions: 1

Financial information

Income (£)

	Last full financial year	Current financial year
Balance brought forward	58723	* 68015
Recurrent income; e.g. formula funding, annual maintenance grant, fees	483629	504623
Other grants, allocations or special purpose grants	34503	7637
Other income managed by the school, including lettings and funds raised	8903	3761
Total	585758	584036

Expenditure (£)

	Last full financial year	Budget allocation for current year
Teaching staff	425024	414673
Other staff	22250	25040
Educational resources:	27506	27417
Premises costs	26695	68756
Other costs	16268	13430
Total	517743	549316

* includes £25000 deferred for building programme.

Expenditure per pupil: £1564 £1690

Expenditure per pupil on educational resources: £ 83 £ 84

Record of the evidence base of the inspection

4. The inspection team consisted of 14 inspectors who were in school for the whole or part of the week. During the week, 137 lessons, 13 registration sessions, 10 whole school and form assemblies, and a range of extra-curricular activities were inspected. All full time teachers were seen teaching at least once and most several times. Planned discussions were held with 15 members of staff and with 3 governors, including the chair of the governing body. Inspectors looked at the written work of many pupils. All the

available written work of a representative sample of 6 pupils from each year group was inspected. Planned discussions were held with these pupils and informal discussions with many more. A large amount of documentation provided by the school was analysed both before and during the inspection. The Registered Inspector held a meeting attended by over 20 parents two weeks before the inspection. The team considered about 130 responses from parents to a questionnaire about their opinions of the school.

Main Findings

5. Standards of achievement are generally sound with strengths in a number of curriculum areas, most notably science. Basic skills of literacy and information technology are well developed; overall standards of achievement in mathematics are unsatisfactory for many pupils, although work related to number and measurement skills is generally accurate and at an appropriate level.
6. Taken overall the quality of education which the school provides is sound. The curriculum is broad and balanced and in line with the requirements of the National Curriculum. Pupils are enthusiastic learners who respond well to teaching which is generally of sound quality. The quality of curriculum planning varies and is a contributory factor to some underachievement in mathematics and physical education. Policy in relation to assessment is not implemented consistently.
7. The school's resources have been carefully managed by the headteacher and governors through a period of falling rolls and budgetary contraction. Leadership by the headteacher in this respect has been strong. Procedures for monitoring and evaluation are at best informal, however, and the quality of provision should be assessed more effectively on an internal basis. The need for monitoring should be recognised at the planning stage.
8. The school gives high priority to, and is very effective in, promoting pupils' social and moral development. Pupils respect each other, and their teachers, and possess a good attitude to school and their work. Cultural development is enhanced particularly through a study of Christianity and other major religions in religious education (RE) and by a range of extra-curricular activities and school visits. More consideration should be given, however, to pupils' spiritual development across the curriculum and in acts of collective worship.
9. The behaviour of pupils is very good; teachers are perceived as fair and consistent in matters of discipline and there is a happy and friendly atmosphere throughout the school.

Key issues for action

10. To improve further the standards of work and the learning of pupils the headteacher and staff should:
 - develop a well balanced and resourced scheme of work for mathematics in order that pupils' achievements in that subject will improve;
 - ensure that school and subject development plans include provision for monitoring and evaluation, identifying responsibility and specifying criteria by which performance can be assessed;
 - ensure compliance with statutory requirements in relation to collective worship;
 - resolve the health and safety issue raised in relation to changing room accommodation.

Standards and quality

Standards of achievement

11. Pupils' standards of achievement, in relation to their capabilities, were satisfactory in 51% of lessons seen and good in a further 30%. At Key Stage 2 (Year 6), pupils' achievements were sound or better in relation to their capability in 85% of lessons and at Key Stage 3 (Years 7 and 8) in 76%.
12. In all years, pupils' achievements were at or above national age related expectations in 79% of lessons. This is an appropriate reflection of the range of ability of pupils in the school. There are no results from National Curriculum assessments or tests yet available to enable other comparisons for pupils of this age group.
13. Standards in English are generally sound; pupils' reading skills develop well and standards of spelling, handwriting and presentation are generally good. There is, however, insufficient opportunity for pupils to redraft, correct and develop important pieces of work. In mathematics there is evidence of considerable underachievement as pupils practise skills but do not make required gains in knowledge or understanding. In science, standards are almost always satisfactory and often good; pupils' scientific knowledge develops alongside their investigative skills.
14. In other curriculum areas, standards are generally sound and particularly so in art, information technology, French, music and religious education. In physical education, standards are unsatisfactory at Key Stage 3.
15. Pupils are generally able to read with accuracy, fluency, and understanding. In French pupils read aloud with attention to expression and pronunciation; there is evidence of reading for pleasure in the subject in Key Stage 3 amongst the more able. In religious education pupils with special needs show a willingness to read, and most pupils are able to cope with reading difficult conceptual material in history in Key Stage 3. They extract information from texts accurately and selectively and show signs of being able to apply what they have read. English gives a sound lead in developing reading; pupils are encouraged to reflect upon their choice of reading material and paired reading supports the less capable readers. But here, as in other subjects, there is too much dependence upon worksheets and too little emphasis upon reading as an element in enquiry.
16. Writing is less well organised across the school and there is a need for a whole school approach. Pupils' writing skills are sound and the best writers have a clear overall vision of their writing which is evident in consistent sense and tone. Spelling, handwriting and presentation are generally sound across all subjects. The range of writing tasks is limited and pupils do not have sufficient experience in writing for different purposes or different audiences. Year 6 pupils are producing a project on Ancient Egypt which is to be written for younger children, but there is little evidence of guidance on how to write for them. Occasional evidence of re-drafting suggests some misunderstanding of its purpose: too often it involves little more than writing out the rough version neatly with correction of spelling mistakes.
17. Pupils' listening skills are generally good across all subjects with pupils prepared to listen carefully to each other as well as to the teacher. Speaking is more variable. In French, music and art speaking is purposeful and pupils are confident in speaking in pairs and in class, initiating and sustaining conversations and using good descriptive and specialist vocabulary appropriately. Opportunities for paired or collaborative group discussion are not so common in other subjects including English where responses are mainly directed to the teacher. In religious education, history and geography pupils answer questions clearly, and with maturity of thought, with occasional opportunities for explanation and comparison.
18. Numeracy skills are sound and pupils are able to make use of these in subject areas other than mathematics. In science pupils show well developed skills of measurement and estimation; they are able to calculate accurately and to create and make use of line graphs and bar charts.
19. Pupils' information technology (IT) skills develop soundly in their core IT lessons. The schools' computer resources are concentrated in the main computer room, though pupils are able to use a

computer and sensors in the science laboratory for logging data produced in their experiments. Pupils' IT achievements in other subject areas are limited at present, though the potential for further development is evident.

Quality of learning

20. The quality of learning was sound or better in 84% of lessons observed and good in over half of these. Pupils are generally well motivated and respond positively to questions from their teacher. When challenged they are able to develop an argument imaginatively and coherently.
21. The quality of class discussion was particularly high in a number of lessons. In a history lesson one pupil was able to argue powerfully justifying his view of street life in ancient Rome; pupils' oral contributions in science were particularly strong and they showed the ability to evaluate each others' ideas and to draw conclusions from graphical and numerical data.
22. Pupils' behaviour in lessons is generally very good, they work with a sense of purpose and make good use of the time available. Only when set an unchallenging or repetitive exercise did pupils tend to drift off task or chatter; these occasions were relatively few.
23. On many occasions pupils demonstrated considerable flexibility in their methods of working. They are able to work productively in small groups, listening closely to each other's contributions and to instructions from their teacher. Levels of mutual co-operation are generally high and lessons are organised with a minimum of fuss.

Efficiency of the school

24. Governors and headteacher work closely and effectively when deploying the school budget and in anticipating the overall figure which the LEA's funding formula will define. Once the various headings have been agreed the headteacher consults staff in some detail over allocation of funds to the different subject areas. This is done without any tangible link to the school development plan but in such a way as to achieve some consensus among staff concerned.
25. The allocation of responsibility to staff is generally sound and in line with their levels of subject expertise. However, the allocation of line management responsibilities to senior staff does not support the practice of internal review and should be re-examined. The generally satisfactory use which the school makes of its resources could be improved if objectives and responsibilities were made clearer at the planning stage and subsequent performance more effectively reviewed.
26. Systems for financial control within the school are good and are efficiently and properly implemented; the most recent auditor's report was very positive in this respect.
27. The school offers sound value for money in terms of the quality of education which it provides.

Pupils' personal development and behaviour

Pupils' spiritual, moral, social and cultural development

28. The school gives a high priority to the development of positive social and moral values and good behaviour, and is successful in developing an ethos which encourages these. The quality of relationships between pupils and staff and among the pupils themselves is very good. Pupils respect each other, and their teachers, and possess a good attitude to school and their work. An important factor in maintaining

this positive atmosphere is the attention given by teachers to individuals and the way in which they respond to pupils' needs in a supportive manner.

29. Whole school assemblies take place on three days each week and class assemblies on the remaining two days. Pupils enjoy the presentation assemblies which are opportunities for the whole community to celebrate the achievements of individuals. On one day a hymn practice takes place and pupils sing with great enthusiasm; however, the religious or moral content of these occasions is minimal. A range of speakers, normally local clergy, lead an act of collective worship and the one observed during the inspection made a valuable contribution to pupils' spiritual development. In all assemblies pupils are well behaved, they listen attentively and respond appropriately. The class assemblies revealed a variety of practice and in several there was no attempt to deal with religious, spiritual or moral issues. The school should review its current practice and seek to ensure that it complies with statutory requirements on collective worship.
30. In RE, particularly, a helpful contribution is made to pupils' cultural development through the study of Christianity and other major religions found in this country; some of the themes selected for study support pupils' understanding of moral concerns. In a limited number of RE lessons some opportunities for pupil reflection are created. However, more consideration should be given to pupils' spiritual development across the curriculum and in acts of collective worship.
31. A number of teachers take time to display pupils' work as a celebration of pupil achievement and this has a beneficial impact on the appearance of classrooms and provides positive encouragement to pupils.
32. There is a well planned personal, social and health education (PSHE) programme for pupils and a good range of extra-curricular activities including clubs for science, art, information technology (IT), cookery, pottery, orchestra and a variety of team sports. The school also devotes a good deal of attention to collecting funds for its two main charities, last year raising £1000 for them: this sum represents a notable achievement for a school of this size.

Behaviour and discipline

33. The behaviour of the pupils is very good. The school has an appropriate policy on behaviour and discipline in which reference is made to bullying. No aggressive behaviour was observed and there was a happy, friendly atmosphere throughout the school. Relatively few instances of poor behaviour in lessons were observed and pupils generally work with a considerable sense of purpose. At lunch-times pupils make serious and responsible use of the computer room and school library, requiring little supervision.
34. Personal record cards and pupil contracts called "Highlight" and "Shout", are occasionally used to assist in disciplinary control. There has only been one temporary exclusion and no permanent exclusions in the last 12 months. Pupils feel that their teachers are fair and consistent in applying discipline. The PSHE programme encourages pupils to develop a caring attitude towards others.
35. There is a prefect system for the support of behaviour and disciplinary policies. Referral by prefects is very rare, indicating a good level of self-discipline among the pupils. The children understand the codes of conduct expected of them and generally conform.

Attendance

36. The school maintains proper and sound records of attendance. Registration is carried out formally and accurately every morning and afternoon, fully in accordance with statutory requirements. All absence is satisfactorily followed up, using the services of the Education Welfare Officer where necessary. Authorised absence for the school averages 7.53% over the previous 12 months and no unauthorised absence is recorded over that period. Pupils are generally punctual for registrations and lessons.

Subjects of the curriculum and other curricular provision

English

37. The standards of achievement in English in relation to both national expectations and pupils' abilities are mainly sound or better at Key Stages 2 and 3. Standards in speaking and listening are generally sound across the ability range and most pupils listen attentively and respond with clarity and confidence. There are many competent readers and pupils of all abilities are encouraged to read and reflect upon an appropriate range of reading material, including writing produced by other pupils. Less able readers in both Key Stages are supported by a 'paired reading' strategy. Standards of spelling, handwriting and presentation are generally good and the "Writers' Workshop" is well established in both Key Stages. There are examples of good writing and standards are generally sound. However, the processes of drafting and redrafting are widely misunderstood; opportunities to shape, structure and refine throughout the writing process, would enhance the quality of pupils' writing in both Key Stages.
38. The quality of learning across both Key Stages ranges from good to poor, with the majority sound or good. In some lessons, where there is a preponderance of teacher talk, it is difficult to perceive individual pupils' learning. Where learning is poor, there is an unacceptable level of off-task behaviour and, on occasions, tasks set limit the extent to which pupils can demonstrate enquiry skills, find information or use resources. Where good learning occurs, pupils are attentive, well motivated and respond positively to the teacher and the task, with resulting effective collaboration and a confident approach to both oral and written work.
39. In both Key Stages the quality of teaching is generally sound and often good. Where teaching is good, there is evidence of detailed planning and the lesson is well managed with pace and challenge well suited to the needs and abilities within the group. Organisational strategies support pupils' learning and effective questioning reinforces and extends their thinking. Where practice is poor, tasks are insufficiently varied or purposeful and the lessons lack pace or structure.
40. Although the marking of pupils' work is generally thorough, undue emphasis is placed on presentation. There are inconsistencies in the standards applied to assessing pupils' work within and across Key Stages. It is difficult to find and recognise the progression in pupils' learning from the records completed for each Attainment Target and the pupils' written work. Non-specialist teachers would benefit from more detailed guidance on marking and regular opportunities to moderate their assessments of pupils' work.
41. Teachers of English have reference to a subject handbook which relates to National Curriculum programmes of study but does not set out a teaching programme for English, term by term, across the school. There is some good quality planning by individual teachers which could, beneficially, be shared in such a document.

Mathematics

42. At both Key Stages pupils achieve at a level corresponding to their ability in half of their lessons. In these lessons the tasks set are appropriate and pupils make gains in knowledge, skills and understanding. At all levels pupils are able to demonstrate achievement in number work and to apply measurement skills. Standards of achievement in relation to national expectations are sound in half of the lessons at Key Stage 2. At Key Stage 3 they are more variable; in slightly less than half the lessons pupils achieve national expectations. In those lessons where pupils are underachieving it is generally due to the undemanding nature of the tasks set or the inappropriateness of the resources used.
43. Learning in mathematics is sound or better in approximately two-thirds of lessons. Relationships are good and pupils' attitudes to learning are positive; they are keen to do well. In conversation the majority of pupils are able to talk confidently about their work and, when given the opportunity, pupils respond well to whole class oral work. Classroom routines are well established and the presentation of pupils'

work is generally of a good standard. Pupils work hard, although they do not always find their tasks challenging. In many lessons pupils have few opportunities to develop their mathematical thinking or to work on more open-ended questions. On too many occasions, pupils' learning is restricted to very defined tasks and to practising previously learnt skills. This applies particularly to much of the number work undertaken.

44. The quality of teaching is sound in slightly less than half the lessons. In general, lessons are well prepared, well ordered and clear instructions are given. Teachers rely heavily on the published schemes used in the school; the inappropriateness of most of them does little to aid the quality of teaching. In the better lessons objectives are clear and are shared with pupils. In a number of lessons discussions, often on an individual basis, help clarify pupils' understanding. However, in many lessons work is planned at too low a level and the tasks set do not challenge the majority of pupils within the group.
45. Currently, it is not possible for the school to show that it is fully meeting statutory requirements in mathematics. There is no scheme of work. The published schemes used by the school in mathematics are, for the most part, inappropriate. They also offer a poor match to the content and approach of the National Curriculum. In addition, resources for pupils with special needs are limited and do not support their learning needs adequately. The mathematics co-ordinator, newly appointed this term, has recognised these deficiencies and has set about remedying them. These factors coupled with the lack of subject confidence of many of the staff teaching mathematics are significantly affecting the quality of teaching and, consequently, pupils' learning.
46. Mathematics is taught by a large team of staff, most of whom are non-specialists. Opportunities for the co-ordinator to influence and support their work are limited. Formal meetings take place on a half-termly basis, although informal meetings occur far more frequently. More opportunities need to be provided for staff to meet and plan together formally.
47. In order to improve the quality of teaching and learning in mathematics urgent attention should be given to: developing a scheme of work which matches National Curriculum requirements and which ensures all aspects of mathematics are adequately covered and balanced; reviewing the texts currently available with a view to replacing them with more appropriate material and considering the ways in which the co-ordinator can most effectively support the team of staff teaching mathematics.

Science

48. Standards of achievement were satisfactory or better in all of the Key Stage 2 lessons seen and in nearly all of the lessons at Key Stage 3. The quality of contributions made by pupils to discussions, the responses given to questions, and the standards of presentation are good. Pupils are developing their investigative skills to an appropriate level, and in addition to being able to discuss their approaches and their findings, can account for causes and effects in a scientific way. Systematic development of skills in this way enables the school successfully to enter a number of pupils each year for the British Association for the Advancement of Science Young Investigator's (BAYS) bronze and silver awards.
49. The quality of learning is satisfactory or better in nearly all lessons. That pupils enjoy their science lessons is evident by their enthusiastic contribution to discussions and their sense of purpose. They are well behaved and waste very little time. They can work independently of the teacher on individual tasks and on paired or small group tasks in a collaborative way.
50. A variety of open ended tasks enable the more able pupils to maximise their potential. Pupils are able to research ideas using resources from the school and public libraries and produce short projects which are often used as part of school displays. Appropriate lesson structure, balanced use of supportive work sheets and open-ended tasks enable pupils with learning difficulties to make good contribution to lessons.
51. In nearly all lessons the quality of teaching is satisfactory or better. The confidence and competence of teachers in their management of lessons is good. Teachers establish clear aims and have consistent expectations of pupil behaviour and standards of work. Classes are well organised and the tasks set are, in general, clear and

appropriate to the age and ability of pupils. Good use is made of open questioning to gauge pupils' knowledge and understanding of scientific concepts.

52. Appropriate attention is paid to health and safety issues. Some use is made of information technology in science but this needs to be extended to provide pupils with a wider experience of data handling.
53. Praise and encouragement is evident in most lessons and pupils often receive useful feedback. Pupils' work is marked regularly and the comments made are encouraging and generally helpful to pupils in planning ways of improving their work. The presentation of pupils' work is good across the ability range in all years. Statutory requirements of the National Curriculum are being fully met.

Technology

(a) Design and technology

54. Overall, the majority of pupils are achieving the national expectations for their age, but a significant number of pupils in Key Stage 3 are not achieving appropriate levels of attainment for their ability. Pupils are able to research, investigate and generate ideas but their analytical, planning and evaluative skills are less well developed. Pupils are able to communicate ideas through discussion but their drawing and modelling skills are variable. Manufacturing skills are developing soundly across the Key Stages. Pupils are beginning to develop technological awareness, a specialist vocabulary and an appreciation of design in everyday use, but their knowledge is limited in some areas.
55. The quality of learning is good, with the majority of pupils having positive attitudes. They are responsive and co-operative and can work collaboratively and independently. They show an interest and curiosity and are prepared to persevere in their design activities. Pupils are able to select appropriate materials and tools, and use them safely and confidently to produce a varied range of products.
56. The quality of teaching is good at Key Stage 2 but more variable at Key Stage 3. Lessons are well prepared and taught with confidence. Adequate attention is given to the teaching of specialist skills through a range of material areas although more emphasis on generic processes is required. Most lessons are contextualised, structured and conducted at a lively pace. However, more effective differentiation strategies and higher teacher expectations are required, in some lessons, to challenge pupils and enhance standards.
57. The curriculum is reasonably broad and balanced, but documentation, organisation and planning require some enhancement to ensure that the National Curriculum programmes of study are secure and that continuity and progression are more effectively addressed. A range of recording systems are in place. The department acknowledges the need for more effective assessment systems that are integral to curriculum planning and have a greater impact informing pupils of their progress. A more rigorous approach to the marking of on-going project work is also required.
58. Resources are well managed, maintained and organised to encourage pupils' independent access. However, some resource enhancement is required, particularly in construction control, textiles, computer software and the range and quality of books across the department. Display is effectively used to create a visually stimulating learning environment and to celebrate children's work.

(b) Information Technology

59. In both Key Stages 2 and 3, pupils' achievements are at or above national expectations related to age. They quickly become confident in the use of the school's computer network and gain experience using a suitable range of text and graphic processing systems. Their ability to learn new systems is good.

60. Pupils' achievements are equally good, in both Key Stages, when judged in relation to their own ability. They work with commitment and on a range of tasks which contain appropriate challenges for pupils with a wide range of abilities.
61. The quality of learning in IT is generally good. At both Key Stages, pupils work confidently and are quick to organise themselves to make best use of the facilities available. The quality of teaching for the core IT lessons is also good, lessons are well organised with clear objectives and effective support and intervention when pupils are working at computers.
62. At present pupils' use of computers and IT is largely confined to their core IT lessons. There is a need for this to develop in other subject areas so that they can appreciate the wider uses and effects of computers and information technology.

History

63. The substantial majority of pupils achieve standards in history consistent with national expectations, but performance is better in Key Stage 3 than in Key Stage 2. Similarly in Key Stage 3 standards judged against pupil abilities are sound or high in most lessons, but there is some underachievement in Key Stage 2. This is largely the consequence of excessive emphasis upon the learning of factual information. Even so, pupils are able to find, select and organize information at a level appropriate to their age and abilities and take pride in the presentation of their work. There is, however, little evidence of pupils' understanding of concepts of change or causation or of their developing skills in handling historical sources. In Key Stage 3 pupils recognize that there are different versions of the past and have some understanding of why this is so. The more capable are able to offer explanations and they show a sound capacity to identify features of sources. Their skills in source analysis and in combining information from different types of sources are not strong and this needs further attention.
64. The quality of learning is sound or better in three-quarters of lessons and good in half of the lessons seen in Key Stage 3. All pupils display positive attitudes to their work and derive considerable enjoyment from it. In Key Stage 2 pupils make steady gains in knowledge, but little in understanding or in skills in using sources. In Key Stage 3 progress is consistent and pupils show a developing ability to make judgements based on evidence. Oral work is better than written. Pupils co-operate well in their learning, but need further opportunities for collaborative activities.
65. Most of the teaching is well directed, challenges pupils in their skills and understandings, and teaches that history is a subject involving interpretation of events and sources in which pupils can make their own judgements based on evidence. The effectiveness of the teaching would be greater if there were a closer relationship between the purposes of individual lessons and the activities in which pupils engage following the teacher's introduction. Too little emphasis is placed at present on the provision of opportunities for extended reading or writing and there is little evidence of the pupils' ability to produce historical narrative of either a descriptive or an analytical kind.
66. The subject is well led with very good support for non-specialist teachers being provided by the co-ordinator. Statutory requirements are being fully met in this subject area.

Geography

67. Standards of achievement in geography across both Key Stages are of a sound average when judged against national expectations and they are appropriate to pupil abilities. Skills in using maps and atlases are well developed, though in Year 6 the varying previous experience of pupils means that standards are a little uneven across the year group and within individual classes. Pupils in Key Stage 3 have a good grasp of scale and are able to extract information from a variety of charts and thematic maps, though skills in interpretation of maps and synthesizing information from a variety of sources are displayed only by the most able with any degree of facility. Pupils' knowledge is sound and they recall and use information about their local area in Key Stage 2, and about regions of France in Year 8, effectively. However, in Year 8, pupils' understanding of physical and human processes and of the relationship

between the physical and human features of a region is not very well established. Most have a reasonable facility in engaging in teacher-led enquiry activities and use geographical terminology appropriately.

68. Pupils make sound progress throughout their course and are generally confident and competent learners with very positive attitudes. Learning skills in the subject are variable: most are able to discipline themselves to work privately and purposefully, but pupils rarely initiate questions of their own and they are dependent on detailed instructions or worksheets from the teacher to organize their learning. Opportunities need to be provided more consistently for them to learn how to ask geographical questions, seek out the answers from a variety of sources and present their findings in ways which they determine for themselves. Fieldwork also needs to be incorporated in the scheme of work.
69. The quality of teaching is sound in a high proportion of lessons and, at its best, it is challenging, very encouraging of progress and enables pupils to see relationships between skills and places and between themes and places. There is a little inconsistency: work is reasonably well matched to pupils' abilities, but it does not, by and large, extend the learning of the most able pupils very far.
70. The co-ordinator provides good leadership and the scheme of work which she has prepared has a positive influence on the teaching of non-specialists and ensures that, for the most part, there are sound standards of teaching and learning. As yet, however, there is little formal monitoring and evaluation of work in the subject.

Modern foreign languages

71. An effective start is made in Year 6 and many pupils at Key Stage 3 achieve above the national expectation at levels which are high for their abilities. Listening and reading comprehension skills are developing well; pupils can summarise the gist of a conversation and deduce the meaning of a few new words in familiar contexts. Confidence in speaking and writing a sequence of phrases from memory is a strength. However, progression for the least able pupils is not always achieved; objectives need to be targeted more clearly in the scheme of work and in some lesson plans. More prompt materials are needed to support these pupils.
72. The quality of learning at both Key Stages 2 and 3 is almost always sound and most often good. Motivation and participation are good; pupils display high levels of concentration, initiative and confidence. These qualities are fostered by opportunities for pupils to select and use a good range of resources and equipment for independent work on tasks they have chosen from a carousel.
73. Effective teaching is provided in this subject with strengths lying in reinforcement of new language through a sequence of varied and well paced activities. Some lessons are effectively conducted entirely in French though use of the target language by pupils for classroom communication is less developed. Visual aids are frequently and effectively used to focus attention and prompt speaking.
74. Statutory requirements are met and the introduction of the National Curriculum programmes of study is currently well advanced.
75. Assessment and recording arrangements are satisfactory. Criteria for setting are good, encompassing performance in all Attainment Targets. The department should now find ways to guide pupils into more self-assessment and target setting for improvement. Reports to parents describe achievement in vague terms.
76. Attractive displays and labels around the areas where French is taught draw attention to key language in current topics. Language needed for classroom communication is less extensively prompted.
77. Although helpful written advice is provided, the subject adviser has only limited opportunities to offer direct support and advice to other teachers of this subject.

Art

78. Standards of achievement in art are never less than satisfactory at either Key Stage. In general, pupils achieve higher standards at Key Stage 2, particularly in relation to ability. At Key Stage 3, achievement is consistently satisfactory in relation to both national expectation and ability with few pupils achieving results that are markedly above or below the norms.
79. Art and technology are timetabled together for each year group. This gives good opportunities for collaborative work and creates smaller teaching groups as two classes are divided between three staff and are taught in rotation to cover the components of both subjects. Since pupils study art in discrete blocks of time, aspects of their learning lack continuity and are at times unsatisfactorily compressed. There are not enough opportunities for pupils to sustain the development of themes or techniques and the progression of skills, understanding and knowledge is less secure within and across the Key Stages than is appropriate. This is more evident at Key Stage 3. Though there is commendable breadth, there is insufficient depth to the art curriculum.
80. Pupils explore the elements of art through an impressive range of media and materials. They work in both 2D and 3D art forms, including some experience of ceramics, photography and sculpture. They benefit from the positive emphasis on drawing from observation but more attention should be given to developing work from imagination and memory.
81. Pupils respond with interest and enthusiasm to art lessons. Levels of concentration are good. They demonstrate an understanding of the design process and use tools and materials competently. There is a growing awareness of a specialist vocabulary and a willingness to talk about art with increasing expressiveness.
82. The quality of teaching is generally good, occasionally very good, and always satisfactory. Overall, standards are higher at Key Stage 2 than at Key Stage 3. Lessons are carefully prepared to develop a well organised sequence of activities. There is a very good rapport between teacher and pupils and there is a supportive atmosphere in the studio. Lessons proceed at a good pace but, particularly at Key Stage 3, a greater emphasis on challenge and expectation is needed.
83. A good balance is achieved in teaching to both attainment targets: pupils are regularly encouraged to study the work of artists and artistic traditions and to make connections with their own work. The quality of some work on display, based on Hockney and Rodin, demonstrates the value of this approach. Pupils' overall knowledge and understanding of art history and culture will benefit from the continued development of related resources, particularly slides and reproductions in various sizes.
84. Pupils are beginning to use sketchbooks as a learning tool but this aspect of their art education currently receives insufficient attention: their use in research and recording needs more structure and emphasis if they are to make valuable contribution to both class and homework.

Music

85. At Key Stage 2, achievement in music in relation to age is in line with national expectations. Most pupils have an appropriate level of knowledge of percussion instruments although they are at an early stage in group composing activities. At Key Stage 2 pupils' achievements in music are sound in relation to their abilities. The majority of pupils have a good capability in performing.
86. At Key Stage 3, achievement in music is commensurate with age expectations. Most pupils have a sound knowledge of basic musical elements and terms, and are able to follow different types of score. Generally approaches to group composing are sound. At Key Stage 3, taking account of abilities, the standard of achievement in music is average. All pupils show a basic level of competence in score reading. In the year 8 lessons, one or two groups make quite fast progress with the preparation of their performances.

87. At Key Stage 2 the quality of learning is consistently good. Pupils are enthusiastic and are prepared to work together in their groups. There are some good instances of pupil-interaction musically. Pupils are beginning to evaluate their composing work.
88. The quality of learning in music at Key Stage 3 is generally good. Pupils are very well behaved and attentive and are keen to follow a score. Many pupils contribute well to lessons with intelligent answers and questions. They are co-operative and enjoy the tasks set. Where group social interaction is good pupils are keen to volunteer their musical skills. In the year 8 classes, pupils are articulate and clear about their objectives and are keen to try out different musical approaches.
89. The quality of teaching in music at Key Stage 2 is good. The teaching is lively and musically focused. Pace is generally good. There is evidence of good planning with appropriate resources being made available.
90. The quality of teaching in music at Key Stage 3 is sound. The lessons are well prepared and plenty of varied material is available. The emphasis on both original composition and performance is sound. Teaching is purposeful and characterised by good subject knowledge.
91. The department's schemes of work are thorough and well produced, and cover the requirements of the National Curriculum. There is a good mix of theoretical and practical work.

Physical education

92. Standards at Key Stage 2 are sound with most pupils achieving levels commensurate with their age and ability. At Key Stage 3, standards are generally not satisfactory and there is significant underachievement. In lessons where objectives were clearly communicated and work challenging, pupils acquired a firm base of knowledge and a sound grasp of movement and games play principles. Where standards were unsatisfactory, the work presented was narrow and insufficiently challenging. For example in games, pupils demonstrated low level skills with limited success and were unable to transfer these into a games context without the appropriate knowledge and understanding of attack and defensive tactics. The rotational teaching arrangements employed for whole year teaching groups make it difficult for teachers to get to know their pupils and for individual pupils' progress to be fully monitored.
93. In the majority of lessons the quality of learning is sound or better. Pupils respond with high levels of motivation and make obvious progress. In some Key Stage 3 lessons, however, too much of the learning is closely directed by the teachers and the nature and range of many of the tasks provide little scope for pupils to show initiative and creativity. Although statutory requirements for this subject are being met, there is generally insufficient emphasis on pupils' involvement in planning and evaluating.
94. The quality of teaching at Key Stage 2 is sound or better. At Key Stage 3 it is variable and frequently unsound. In good lessons, teachers combined sound subject knowledge that enabled pupils to plan and evaluate as well as perform. Where standards were less than satisfactory, lesson pace was slow and weak subject knowledge allied with low teacher expectation. There is a need to ensure that non-specialist teachers of PE have a greater understanding of the implications of the National Curriculum with respect to PE.
95. The shower and changing areas present health and safety hazards and require urgent attention.
96. The regular extra-curricular activities focus predominantly on games, but with open access to pupils of all abilities. These activities are popular, though more boys than girls take part.

Religious education

97. Standards of achievement in RE are consistent with national expectations in both Key Stages. In relation to pupils' abilities standards are appropriate at Key Stage 2 and range from appropriate to high at Key Stage 3. Pupils were able to articulate their views on moral issues, such as the nature of friendship, and

recalled the message underlying a recent assembly on the nature of the gospels, and appreciated how it applied to the work which they were undertaking. Pupils in a Year 6 class discussed and reflected upon the meaning of important religious concepts such as God and prayer. In Key Stage 3 pupils are developing an understanding of Christianity and Judaism. For example, in a Year 7 class pupils are able to recall accurately the parable of the Prodigal Son and apply its inner meaning to their own situations. In a Year 8 class pupils were developing a good grasp of important aspects of Judaism and appreciated the ways it affects believers' daily lives. Pupils speak clearly, listen attentively to their peers and teachers and produce thoughtful written work.

98. The quality of learning, in Key Stage 2, is most generally sound and occasionally some good features are exhibited. In Key Stage 3, in several lessons, learning was good and in none was it less than sound. In all lessons pupils' attitudes are positive, they are well motivated and keen to answer questions. In Key Stage 2, although pupils are developing good listening and speaking skills, they are not fully acquiring subject-specific understanding because of the nature of some of the themes that are studied which, as in the case of friendship, have a minimal religious content. In Key Stage 3 pupils are gaining a good grasp of Judaism and the diversity of practice within the faith. Pupils are able to recall considerable detail from previous work covered and draw upon their own experience as well as identifying the religious element in a story.
99. The quality of teaching is generally sound in Key Stage 2 and ranges from good to sound in Key Stage 3. Lessons are usually well planned, objectives are clear and teachers are able to draw pupils into discussions which are carried out in an atmosphere of thoughtful reflection. In some lessons attempts are made to match work to the different abilities and more demanding tasks are set for the able pupils.
100. Provision for religious education fully complies with current statutory requirements. The quality of learning resources currently available is unsatisfactory, being limited in both quantity and range.

Factors contributing to these findings

Quality of teaching

101. The quality of teaching was sound or better in 80% of lessons observed and good in just over half of these. The best lessons are characterised by clear aims and tasks which are well structured, offering appropriate degrees of challenge to pupils. In these lessons teacher questioning is used skilfully to encourage response from pupils; where repetition is necessary it is used purposefully to reinforce understanding.
102. Good quality teaching was seen at times in all subject areas but most consistently in art, information technology, French, music, religious education, science and technology.
103. Almost all of the lessons observed were well ordered and characterised by good quality teacher-pupil relationships.
104. Where teaching was unsatisfactory this was occasionally due to pupils being over-directed to a degree where their task offered little challenge. At other times teachers working outside their areas of specialism had structured a task in a way which did not meet the learning needs of their pupils.

Assessment, recording and reporting

105. The school's assessment, recording and reporting policy aims to offer practical information and guidelines. As it stands, it provides limited practical guidance to staff and consequent upon this, in some curriculum areas, there is little evidence that assessment is used to influence the subsequent planning of pupils' work.

106. A marking stamp forms the basis of the school's assessment policy but its use is neither apparent nor consistent within all curriculum areas. Marking, though regular, is variable in the extent to which it helps pupils plan for improvements in their work.
107. Standardised testing procedures are clearly set out with scores used to assign pupils to sets, gauge the specific needs of pupils, and to inform receiving high schools.
108. A programme to establish subject portfolios is underway and some progress has been made in English, design and technology, and IT. Moderation of pupils' work, however, is not well advanced and is an area in need of development.
109. Involvement of pupils in their own assessment is variable but could be extended to support further achievement. In IT, for example, pupils make use of a diary which serves as a record of coverage and attainment. The emphasis on pupil-assessment is more on attitudes, effort and working styles than on progress and attainment. Good use is made of homework diaries to link home and school.
110. A variety of recording systems are in place which chiefly record topics covered, and, in only some subjects, pupils' attainment. In design and technology, there are skill experience records and individual pupil records of achievement. There are well established liaison procedures in place involving schools within the pyramid.
111. Parents' evenings are held twice a year and a full subject report is issued annually. Comments made by teachers on Annual Reports to Parents rely more on general comments about behaviour, attitudes and presentation skills at the expense of information about specific abilities and progress within the subject.
112. To be more effective, manageable and purposeful, the present policy on assessment, recording and reporting should be reviewed.

The curriculum

Quality and range of the curriculum

113. The quality of the curriculum, in terms of breadth and balance, is generally satisfactory at both Key Stages. French is taught to all pupils throughout the school. However, the time allocation for core IT needs to be augmented by pupils' experience in other subject areas.
114. In some areas, such as PE and mathematics, the curriculum is imbalanced and insufficient attention is paid to some aspects of the programmes of study. Although mathematics is taught for a reasonable amount of time at both Key Stages it is not possible, without a well defined scheme of work, for the school to demonstrate that it is meeting its statutory requirements in this subject.
115. Those teachers who are subject advisers are responsible for producing a subject policy and for supplying advice and support to colleagues. Formal subject meetings are held infrequently during directed time. The school should consider creating a more regular timetable of meetings for curriculum support and allow the subject advisers more opportunity to support non-specialists who teach across a variety of subject areas.
116. Liaison within the local pyramid of schools is good, there being well established links with feeder and high schools in many curriculum areas. Subject advisers in some subjects, such as French, meet frequently and have collaborated on adopting a common course book.
117. Documentation exists in support of all subject areas with the exception of mathematics. This ranges from departmental handbooks, such as those in English and Special Needs, which offer some strategies and document resources and sources of information for staff, to detailed schemes of work, such as those in history and geography, which detail subject content and activities week by week throughout both Key Stages. However, for many subjects, the curriculum as documented does not currently contain sufficient

detail of activities, objectives and strategies to be a practical guide and support to teachers or to demonstrate progression and continuity in curriculum coverage.

118. Progression in learning and quality of teaching and learning in some areas of the curriculum are affected by the timetable dependence upon 38 minute periods. For example, in geography, history and English, teachers find it difficult to balance their own rehearsal of previous work and introduction to the lesson, with pupil activity. This has the effect that work is rarely finished in lesson time and has to be carried over or finished for homework.
119. A homework timetable exists but is not always adhered to; homework diaries are kept by pupils but the range and quality of the work set is varied across subjects and Key Stages. In very many cases this involves finishing off work started in lessons. Where extended homework projects are set, pupils are not always sufficiently clear how to allocate their time or structure their work.
120. Classes are mostly organised on a mixed ability basis although pupils are setted for English and mathematics throughout the school.
121. The curriculum is enhanced through a range of clubs, teams and educational visits. The outdoor education week for year 7 provides an appropriate and valuable extension to PE work for all pupils. The school is aware that there is a need to develop visits as fieldwork, with more attention to the development of field skills to support history and geography.

Equality of opportunity

122. Many of the school's schemes of work include a statement of policy on equal opportunities and this is consistently interpreted within the curriculum. There are no barriers in relation to access to the curriculum through gender, race, ability or social circumstance. Considerable and successful efforts are made to ensure that pupils from the Specific Learning Difficulty Unit (SPLD) have full access to all subjects which the school offers.

Provision for pupils with special educational needs

123. Provision is made for pupils with a range of special educational needs (SEN) though there are some areas where this does not fully meet the needs of pupils at each end of the ability range.
124. Procedures are in place to identify pupils who require extra support in literacy; these pupils are placed in a small set which is taught by the Special Needs Adviser. In mathematics pupils with special educational needs are also taught in small sets. The mathematics resources for these sets are inappropriate, work planned is at too low a level and there is little evidence of progression.
125. All subject areas include in their scheme of work, or handbook, a policy statement in relation to SEN though often with insufficient guidance for its implementation.
126. In subjects such as science, French, music and RE, where support for pupils with special educational needs was observed to be satisfactory or better, lesson structure, the balanced use of supportive work and the open-ended tasks, enabled pupils to make a relevant contribution to the lesson and achieve at an appropriate level.
127. Handbooks exist which acknowledge the staged implementation of the SEN Code of Practice and offer general guidance to staff and information about both the SPLD and SEN provision; these also detail resources. The SPLD handbook includes confidential information for staff about pupils' learning needs and offers some strategies for supporting these pupils. There is no written policy for pupils of higher ability although this is clearly stated as a priority within the school's development plan.
128. The school has on register eleven pupils with Statements of Special Educational Need. There are no disapplications from the National Curriculum. Ten of the statemented pupils are supported through an

SPLD unit funded by the LEA; the unit teacher provides effective support through individual withdrawal and in-lesson support and through the production of work programmes for individual pupils.

Management and administration

129. The aims of the school are expressed in rather general non-specific terms in the hand-book for staff and, in the formal sense, they have become isolated from the planning process. There is strong consensus among staff, however, in relation to behavioural standards and the importance of good quality relationships between teachers and pupils. There is thus a set of unexplicit shared aims which do strongly influence current practice. There exists, at senior staff and governor level, a further aim to minimise the disruptive effect of falling rolls which are due largely to the effects of demographic change; this difficult problem has been addressed with some success.
130. The governing body has been diligent in fulfilling its legal responsibilities and has worked productively with the headteacher to lead the school through a period which has seen a significant contraction in the overall budget. Leadership has also been provided by other senior staff in relation to the responsibilities allocated to them although they do not operate together as a senior management team in the conventional sense.
131. The school development plan in its current form is not a document which aids planning at either the development or implementation stage. Though it does outline several areas in which the school seeks to improve its provision it does not elaborate precisely what steps are to be taken, and by whom, nor analyse potential resource implications. Some thought should be given to the production of a plan which gives more support to medium and long term curriculum planning with clear allocation of responsibilities to particular members of staff.
132. Management of the school on a day to day level is good with high quality administrative support provided by non-teaching staff. Parents find communication with the school during working hours good and comment favourably on quickness of response to telephone queries.
133. The school does not have appropriate procedures for the evaluation of its work and this has contributed to problems in at least one subject area. Governors and senior staff should consider ways in which evaluation of work in different areas can become more systematic to ensure that high standards can be achieved and maintained.

Resources and their management

Teaching and non-teaching staff

134. The pupil to teacher ratio of 20:1 is close to the national and local averages for middle-deemed secondary schools. The teaching staff is stable and experienced and shows strong commitment to the work of the school. The match of teachers' qualifications and experience to their responsibility varies in some curriculum areas. Job descriptions are available for all staff.
135. There are no non-teaching staff employed to give support in curriculum areas, but two special support assistants provide in-class assistance to pupils with specific needs. Areas such as science and design and technology would benefit from some non-teaching support, thus releasing time that teachers currently spend, on ancillary duties, for planning, marking and monitoring.
136. Appraisal arrangements are in place but teachers' professional development needs are not adequately identified through this process. Formal means need to be developed for incorporating the targets resulting from the appraisal process into the school development plan.
137. There is little evidence of the impact of in-service training (INSET) for staff in some curriculum areas. Though the school has a good record of releasing staff to attend INSET; there continues to be a need for

information and advice gained from training activities to be disseminated more widely among the staff as a whole.

138. The school benefits considerably from the effectiveness of its administrative support staff and is well served by a series of visiting specialists.

Resources for learning

139. Resources to support pupils' learning are satisfactory in most subject areas and good in some. Recent expenditure on computer equipment and text books for French has considerably enhanced provision in these areas. The school library is currently a developing resource, having benefited from re-cataloguing and the jettisoning of some out of date material it, however, is left with stock levels which are relatively low. Both the library and computer network room are available to teachers and pupils for substantial parts of the week.
140. Resources for learning are currently unsatisfactory in the subject areas of RE and mathematics. In RE the finance allocated by the school is low and currently available resources do not meet the needs of the locally agreed syllabus for RE. In mathematics, though resources are available in sufficient quantity, they are not appropriate for the needs of many children and urgently need improving.

Accommodation

141. The school occupies a ruraly situated 14 acre site with buildings which are extensive in relation to the numbers of pupils on roll. Though structurally sound and generally well cared for, there is a marked contrast between those areas of the school which have benefited from a recent refurbishment and those which remain in near original condition. A further phase of the refurbishment is due to begin shortly. The school buildings and grounds are kept commendably litter and graffiti free.
142. Teaching areas are mostly of a size and condition conducive to learning and good use is made of display space. Specialist facilities are generally sufficient to meet curriculum needs though the practice of time-tabling all pupils in a particular year simultaneously for physical education results in inefficient use of the gymnasium. The condition of the changing rooms for boys and girls currently gives cause for some concern; these are vulnerable to accidental entry from outside, lack privacy, and peeling paint and fungal growth in the shower areas currently constitute a hazard to health and safety.

Pupils' welfare and guidance

143. The school provides a secure learning environment for its pupils. Form teachers have a key role in relation to individual pupil's welfare and they are effectively organised by the Key Stage co-ordinators. Staff are well guided by the staff handbook and other relevant policy documents which are sound, consistent and practical.
144. There is a prevailing sense of order which is supported by good teacher-pupil relationships. Teachers have a clear understanding of, and accord high importance to, procedures for dealing with pupils' welfare and guidance.
145. All pupils experience a personal and social education programme as part of their weekly timetable and this has well developed components dealing with health education and sex education. Partly as a result of this programme a high standard of pastoral care exists in all years.
146. Procedures to be followed when children become ill or are injured are clearly set out in the staff handbook and extend to those necessary when children are taken out on visits.

Links with parents, agencies and other institutions

147. Links with parents are made difficult by the rather widespread area which the school serves; in recognition of this the governors have deliberately and successfully attempted to ensure that each of the villages in the catchment area is represented by at least one governor. Most parents are represented at parents' evenings and some also visit the school to watch sporting events such as football matches. Two parents assist in the school library once a week. The school's relations with parents are generally good. There is no PTA as such but a "Supporters Association" exists for the purpose of fund-raising. Approximately £3000 was raised last year.
148. The local pyramid of schools is well established and Blackminster staff work hard to maintain close ties with their feeder schools. Visits are made to all the feeder first schools prior to the transfer process. The new entrants and parents are invited to Blackminster in the summer term prior to entry. The Key Stage 2 co-ordinator also ensures feedback to the feeder schools on pupil progress. Arrangements for induction of new pupils in to the SPLD centre are painstakingly thorough. A common pupil record now exists across the first and middle schools of the pyramid, thus making curriculum transition and pupil evaluation easier. Links with the receiving high schools are also well established.
149. Large numbers of pupils engage in a wide variety of out of school visits and residential activities. All trips taken are well planned and the feedback on their effectiveness is extremely positive. At harvest festival worthwhile visits are made by Blackminster pupils to the local children's home.
150. There are developing links with the local Training and Enterprise Council. This year a number of students on work experience will visit Blackminster whilst some teachers have spent time in local industry. The school currently has 3 student teachers on placement from Warwick University.