

INSPECTION REPORT

ALL SAINTS C of E PRIMARY SCHOOL

Alrewas, Burton-on-Trent

LEA area: Staffordshire

Unique reference number: 124231

Headteacher: Mr J Gray

Lead inspector: Mr J Williams
Dates of inspection: 8th – 10th December 2003

Inspection number: 255321
Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll;	238

School address:	Furlong Close Alrewas Burton-on-Trent
Postcode:	DE 13 7EF

Telephone number:	01283 790174
Fax number:	01283 790174

Appropriate authority:	Governing body
Name of chair of governors:	Susan Durrant

Date of previous inspection:	27/04/1998
-------------------------------------	-------------------

CHARACTERISTICS OF THE SCHOOL

All Saints is a C of E controlled primary school located in the village of Alrewas, midway between Burton-on-Trent and Lichfield. It educates pupils aged from four to 11. Currently there are 240 pupils on roll. The number of pupils is gradually rising. There were 174 full time pupils, at the time of the last inspection. No pupil is at an early stage of learning English. The vast majority of pupils are from white British backgrounds. Pupils' attainment at entry is broadly average although many children start school with below average personal, social and communication skills. A very small minority of around three per cent are from ethnic minority groups. Approximately seven per cent of the pupils are entitled to free school meals, which is below the national average. Twenty-four pupils (10 per cent) are identified as having special educational needs, which is below the national average. Their needs range from moderate learning difficulties to multi-sensory impairment. Three pupils (1.3 per cent) have statements of special educational need. This is broadly average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22516	John Williams	Lead inspector	Mathematics, art and design, design and technology, music, physical education.
12536	Sylvia Bullerwell	Lay inspector	
23196	Sue Chesters	Team inspector	Foundation Stage, English as an additional language, science, information and communication technology.
22291	Keith Saltfleet	Team inspector	Special educational needs, English, citizenship, geography and history.

The inspection contractor was:

CHASE RUSSELL LIMITED

**WINNINGTON HALL
WINNINGTON
NORTHWICH
CHESHIRE
CW8 4DU**

Any concerns or complaints about the inspection or the report should be made initially to the contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	16
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	26

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very effective** school with many strengths and few weaknesses. It gives **very good** value for money. Achievement is very good. Behaviour is very good. Personal development is very good and attendance is well above average.

The school's main strengths and weaknesses are:

- Standards in English, mathematics and science are above average by Year 6.
- It is very well led and managed by the headteacher, senior management team, subject leaders and governors.
- The quality of teaching and learning are very good, which results in pupils achieving very well.
- It has a good curriculum although the school has identified that more emphasis could be placed on the non-core subjects and on links between subjects.
- The school does not have a formal policy for identifying and addressing the needs of its gifted and talented pupils.

The school has addressed very effectively the issues raised at the last inspection and has continued to improve its provision very successfully.

STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			Similar schools
	2001	2002	2003	2003
English	A	A*	A	A
mathematics	A	A	A	A
science	A*	A*	A	A

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

Achievement is **very good**. Overall, children start school with average levels of attainment for their age. However, there is a wide spread of ability and many children start school with slightly below average personal and communication skills. They achieve very well in the Foundation Stage, so that the majority are close to reaching the goals that children are expected to reach by the end of reception. About one third are likely to exceed the goals set in all areas of learning.

Pupils continue to achieve very well in Years 1 and 2 and reach above average standards overall in reading, writing and mathematics by the end of Year 2. Pupils in Years 3 – 6 continue to achieve very well and by the end of Year 6 reach above average standards in English, mathematics and science. The table above shows that in the national tests in 2003, results were well above average in all three subjects compared both with national results and those of similar schools.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are **very good**. Pupils behave very well in lessons and at play. They show very good respect for other people's feelings and beliefs. Relationships are very good. Attendance is well above average.

QUALITY OF EDUCATION

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

The quality of teaching and learning are **very good**. Teachers have very good subject knowledge and understand the needs of their pupils very well. They plan lessons meticulously and challenge pupils very effectively. This enables pupils to learn very successfully. Relationships are very good. All staff work very well together and are a very strong team. All have high expectations of their pupils. Teachers use assessment very effectively to track pupils' achievements and to monitor their progress.

The school provides a **good** curriculum. Provision for personal, social and health education and citizenship is very good. In recent years there has been a high focus on literacy and numeracy and the school has identified the need to raise the status of non-core subjects and improve links between subjects.

LEADERSHIP AND MANAGEMENT

The governance, leadership and management of the school are **very good**. The school has a very good headteacher who has a very clear vision for the future of the school. This vision is shared by staff and governors all of whom support the headteacher very effectively in managing the work of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The vast majority of parents are pleased with the school and support it well. The pupils say that they like their school very much and are very happy to be there.

IMPROVEMENTS NEEDED

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

- Raise the status of the non-core subjects and develop links between subjects.
- Identify more formally pupils who are especially gifted and talented and cater for their needs.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are **good** and pupils achieve **very well**. Children in the Foundation Stage achieve very well and the majority is likely to achieve the expected goals set for each area of learning. In Years 1 to 6 pupils continue to achieve very well and reach above average standards overall.

Main strengths and weaknesses

- In 2003, pupils' results in national tests for 11-year-olds were well above average, when compared with all schools and with those in similar contexts.
- Most pupils begin school with average levels of attainment. They achieve very well and reach above average standards in English, mathematics and science by the time they leave the school in Year 6.
- Pupils achieve very well in other subjects but the school has identified that better links between subjects would increase pupils' knowledge and skills even more.
- There is no formal system for identifying and providing suitable opportunities for the pupils who have special gifts or talents.

Commentary

1. The results for six-year-olds in 2003 national tests were above average in reading and mathematics. They were well above average in writing. When these results are compared with those of similar schools they are average in reading and mathematics and above average in writing. The results for the Year 6 pupils were well above national average in English, mathematics and science. These results were also well above average when compared with similar schools.

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

Standards in:	School results	National results
reading	16.6 (16.1)	15.7 (15.8)
writing	16.0 (15.5)	14.6 (14.4)
mathematics	17.1 (16.6)	16.3 (16.5)

There were 34 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	28.7 (30.3)	26.8 (27.0)
mathematics	28.5 (29.9)	26.8 (26.7)
science	30.1 (31.7)	28.6 (28.3)

There were 31 pupils in the year group. Figures in brackets are for the previous year

2. Children start school with average levels of attainment overall. There is a wide range of ability but many children have below average personal, social and emotional and communication, language and literacy skills. They achieve very well in the Foundation Stage¹ in all areas of

¹ There are six areas of learning in the Foundation Stage; personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development. There are average goals set in each of these areas which it is expected children will reach by the time they start Year 1.

learning. By Year 1, the majority of pupils are likely to reach the goals set for each area of learning. About one third are on course to exceed those goals.

3. Pupils throughout the school achieve very well. Consequently, standards continue to rise. By the end of Year 2, pupils reach above average standards in English and mathematics and average standards in science. By the end of Year 6, pupils reach above average standards in English, mathematics and science. They do this because of the
 - high expectations that all staff have that pupils will be successful
 - very good quality teaching which results in very good learning
 - very good assessment systems which enable teachers to devise challenging targets for all pupils
 - very good leadership of the subject co-ordinators who identify the needs of pupils and manage improvement very well.

Thus, pupils move from average standards to above average standards by the time they leave the school in Year 6.

4. However, the school has identified that pupils could achieve even higher standards in non-core² subjects if better links were made between subjects. To address this teachers are beginning to plan more:
 - practical activities where pupils can explore and investigate problems set for them, particularly in subjects such as science
 - opportunities for pupils to use and apply their literacy, numeracy and information and communication technology skills in other subjects.
5. One of the strengths of the school is that it enables all groups of pupils to achieve very well. It is firmly committed to its philosophy of including all pupils, whatever their gender, ability or cultural background. Consequently, all pupils receive the support that they need to succeed. However, although the school recognises its gifted and talented pupils and provides a variety of challenges for them, there is not a formal system of identifying and monitoring their success. Pupils, who have been identified as having special educational needs, are well supported in their learning by teachers and the very high quality support staff. This enables them to achieve at levels commensurate with those of pupils of similar abilities.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and relationships are **very good**. Their level of attendance is **well above average** and there have been no exclusions in the last year. Pupils' spiritual, moral and social development is **very good** and their cultural development is **good**, therefore pupils' personal development is **very good**, overall. Most elements of this aspect are better than reported at the last inspection.

Main strengths and weaknesses

- Pupils' level of attendance is well above average and contributes to their good achievement.
- Relationships between everyone in school are very good and create a positive learning environment.
- The ethos of the school supports pupils' personal development very well.

Commentary

6. Pupils of all ages, including those with special educational needs, enjoy being at school with their friends and teachers, confirming parents' positive views of the school. Pupils take full

² Non-core subjects are: art and design, design and technology, geography, information and communication technology, history, music, physical education and religious education.

advantage of what the school offers them. They are keen to learn and are highly motivated by staff who make lessons 'fun and interesting'. Their very good attendance means pupils are continually building on what they know as they do not miss lessons unless they are ill. Extra-curricular activities are also very popular and well attended by pupils of all ages.

7. Relationships in school are very good. They are based on mutual respect, modelled very well by all adults in school. The teachers' high expectations of attitude and effort and the very effective use of praise promotes very effectively the very good relationships. Pupils are encouraged from when they first join the school to work sensibly together, have respect for themselves and others, to behave very well and become self disciplined. The boys and girls in Year 5 exemplified the quality of relationships during a physical education lesson, when they were practising country dancing. When asked to take their partners they did so quickly without fuss or embarrassment, and behaved sensibly and courteously throughout the session.
8. When children start school in the Foundation Stage many have under-developed social and personal skills. They achieve very well in their first terms in school and, by the time they move to Year 1, the vast majority of children are likely to reach, and about one third to exceed, the goals set for this area of learning. This is due to the very good encouragement that the school gives to all children and the positive way in which it promotes the idea of working together.
9. Pupils' very good personal development is underpinned by the caring ethos and Christian values the school promotes. The very good quality of assemblies and personal, social and health education lessons positively influences pupils' decision making. Pupils put what they learn into action and the result is a happy, caring community where pupils show empathy with others. They have a very good understanding of right and wrong, show respect for people, property and the environment and contribute thoughtfully to the school and wider community. For example, the pupils of the gardening club work with their teacher to plant up tubs to enhance the outside 'quiet area', and Year 6 pupils volunteer to bake and sell 'Cookies for Childline' at the Christmas Fayre.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	3.7	School data:	0.0
National data:	5.4	National data:	0.4

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

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
Asian or Asian British – Indian
Asian or Asian British – Pakistani

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
226	0	0
3	0	0
3	0	0
4	0	0
2	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **very good**. The school has a good curriculum. It includes most groups of pupils very successfully which ensures that the vast majority achieve very well. However, it has no formal policy for identifying and addressing the needs of gifted and talented pupils. The school cares for its pupils very well and has good relationships with parents.

Teaching and learning

The quality of teaching and learning are **very good**. Pupils achieve very well. As a result standards continue to rise. The systems used to track pupils' achievements are **very good**. There has been good improvement since the last inspection.

Main strengths and weaknesses

- Teachers have very high expectations.
- All staff work together very effectively as a strong team.
- Teachers have very good planning and assessment procedures.
- There is a good marking policy but it is not yet fully and consistently used.

Commentary

Summary of teaching observed during the inspection in [number] lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	11	11	1	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

10. Teachers have very high expectations that all pupils will achieve very well. Pupils understand this and work hard in lessons. As a result, they achieve very well. Teachers also expect high standards of behaviour. They use the behaviour management policy consistently and effectively. This ensures that pupils' behaviour in lessons is constantly very good.
11. Relationships between adults are very good. All staff are very good role models for the pupils. Consequently, pupils respect staff and are eager to do their best for them. All staff work very well together. They make a very strong team. This enables them to give constant and valuable support to all pupils. Hence, pupils feel valued and secure as they learn.
12. Teachers plan very well and have very good quality systems for assessing and tracking how well pupils are achieving. There is a good marking policy which enables teachers to give pupils clear guidance on how to improve. From the information gathered, teachers set targets for individuals and most groups of pupils. The targets set for other groups successfully challenge pupils. This means that these pupils are fully included and fully engaged in lessons. All pupils, whatever their ability or background, feel valued and learn rapidly. However, the marking policy is not yet fully nor consistently embedded throughout the school. Occasionally, particularly in English, targets set for pupils are not precise enough.

The curriculum

The school provides a **good** curriculum, which enables pupils to achieve very well through a broad range of opportunities, which interest them. The school does not have a policy for identifying formally those pupils with specific gifts or talents. A varied programme of popular extra curricular activities, visits and visitors to the school complements this. The quality of the school's accommodation is **satisfactory** and resources for learning are **good** overall.

Main strengths and weaknesses

- The curriculum is broad and balanced although links between subjects are under-developed.
- Provision for pupils with special educational needs is good.
- Provision for pupils' personal and social and health education is very good.
- All pupils have equality of access and opportunity.
- The range of opportunities for pupils taking part in sports, the arts and other activities are good.

Commentary

13. The quality of the curriculum is good overall and shows clear improvements from the time of the last inspection. Schemes of work are now in place for all subjects, often based on national guidelines covering all the programmes of study of the National Curriculum. Both literacy and numeracy are taught well using the appropriate framework strategies. Teachers can now plan their lessons more effectively ensuring that work is planned so that pupils build on their experiences in all subjects as they move through the school. All this being said there is still room for further improvement. More opportunities should be made by teachers when they plan lessons to increase the depth of pupils' knowledge, skills and understanding by making more links with other subjects, particularly information and communication technology and the other non-core subjects.
14. The school has an inclusive approach, typified by very good equality of access and opportunity; for example, girls play football and boys netball. Teachers are developing their awareness of pupils' varied learning styles using strategies and resources to ensure success. Provision for pupils with special educational needs is good. Pupils are well looked after with classroom support linked to need. Individual education plans are in place ensuring that work is focussed and relevant. As a result they share the very good achievement of their classmates.
15. The provision of extra curricular activities is good. Care is taken to include the youngest pupils and they are provided with activities designed to appeal specifically to them. The school has a growing reputation for sport and the performing arts, providing pupils with additional opportunities to recognise and develop their talents. For example, they take part in choral festivals at Lichfield, and are regularly successful when competing against other schools on the sports field. There is very good provision for pupils' personal, social and health education, and citizenship with a strong emphasis on raising pupils' self-esteem and as a result pupils achieve very well. The scheme of work covers all aspects of the programmes of study including sex education and awareness of drugs. Currently pupils are working with the Parents, Teachers and Friends Association (PTFA) in designing an adventure playground and in recycling paper. The school's house system gives pupils in Year 2 and the Key Stage 2 classes the ideal forum to air their views and influence school life. There are strong links with John Taylor High School to which almost all Year 6 pupils transfer and as a result they are well prepared for the next stage of their education.
16. The school's accommodation, although limited in some respects, is satisfactory. Classrooms are of an adequate size for the current roll but space is becoming an issue as the numbers in each year group increases. Resources overall are good. They are used well and contribute effectively to pupils' learning. There is a good number of well qualified support staff. They are deployed very effectively and contribute very successfully to the work of the school.

Care, guidance and support

The school **effectively** ensures pupils' care, welfare, health and safety. Staff provide **very good** support and guidance for pupils based on the monitoring of their achievements and personal development. The school gives pupils a **good** level of involvement in its work and development.

Main strengths and weaknesses

- Very good support and guidance
- Pupils' involvement in the school community is good.

Commentary

17. The school gives very good support and guidance for pupils' personal development through the very good provision for their spiritual, moral, social and cultural education which results in their very good attitudes, behaviour and relationships. This has improved even further since the last inspection. Pastoral care is based on teachers' very good knowledge of their pupils through the very good relationships and trust that exists between staff and pupils; the effective partnership the school has with parents and the close links with church and the community. The monitoring and very good assessment procedures are used very well to set targets, differentiate work and support pupils in lessons to raise their achievement, although the school has not yet formally identified any pupils who are gifted or talented. Pupils feel challenged in lessons and are confident that teachers will help them when they have difficulties.
18. Pupils say they are encouraged to play an active part within the school community. They know their opinions matter and they feel valued by staff. They contribute to school and class rules. They review their targets with staff and discuss how they can improve. They suggest how best to raise money for 'Children in Need' and this year organised a 'Stars in their Eyes' contest. The 'house points system' rewards pupils for their success in maintaining high standards of attitude, behaviour and effort. The school council, which has representatives from Year 2 to Year 6 is helping to formulate the planning of the adventure playground area for the junior pupils. Pupils in Year 6 produce their own newsletter and include items such as 'an interview with the reading buddies'.

Partnership with parents, other schools and the community

The school has **good** links with parents and other schools. There are **very good** links with the community.

Main strengths and weaknesses

- Parents receive very good quality information about the school and its work.
- Consultation and communication with parents is good.
- Very good community links.

Commentary

19. Most parents are happy with all areas of the school and its work. The information they receive has improved since the last inspection and is now effective in keeping them informed about policies, procedures, the curriculum and events in the school calendar through the well presented school prospectus, weekly newsletters, e-mails and the school's website. The booklets introduced for each year group are particularly useful for parents as they include the class timetable, the yearly calendar, relevant information about the curriculum for the year and a letter from the teacher.

20. The school has consulted parents using questionnaires and although the percentage return was fairly low the results show high levels of satisfaction with what the school is providing for their children. Homework diaries and pupils reading records are used for daily communication, if necessary, about how parents can support the school's work through homework. Parents meet with teachers three times a year to review their children's progress and discuss targets. The annual written reports are of good quality and include targets for improvement in English and mathematics. Induction procedures are good and parents feel children settle very quickly when they start school.
21. The community make very good use of the school premises with various children and adult groups meeting regularly after school hours, such as Brownies, Guides, keep fit and karate. The after school club, held until 6pm each night for up to 32 pupils, is appreciated by parents who work. The church holds joint activities with school and the vicar regularly takes school assemblies. Local businesses make donations to the PTFA's raffles and events, which raise substantial amounts of money for the pupils' benefit. A dozen local old age pensioners eat meals with the children every fortnight encouraging contact between different age groups in the community. The school also uses the community to support pupils learning, such as the geography field trip to the River Trent, cultural visits to the theatre and different places of worship and the Year 6 residential visit.

LEADERSHIP AND MANAGEMENT

The school is **very well** led and managed. Leadership, management and governance are **very good**.

Main strengths and weaknesses

- The headteacher provides the school with very good leadership.
- Governors offer the school very effective support.
- The school has very effective systems of strategic planning which support its very good management structures.

Commentary

22. The headteacher gives the school clear and incisive leadership. In his quiet manner, he has a very clear vision for the future development of the school. This involves high aspirations for each and every child. He has successfully shared his philosophy with staff and governors and the result is a very high commitment to success from the whole school community. He is fully involved in teaching and thus teaching and other staff are offered full support in their quest to improve their performance, and to develop as professionals. The headteacher has been very successful in evaluating the school's performance and then developing strategies to bring about improvement. He motivates and delegates well and staff grow in confidence. The whole staff are united in their desire to provide equality of opportunity for all and the headteacher has made sure that inclusion is very high in the school's priorities.
23. Provision for pupils with special educational needs is good. All pupils are involved in all aspects of the curriculum. Individual education plans are in place with a manageable number of targets. These are reviewed termly and parents' contributions are welcomed. All teachers have copies to use in their short term planning. The recently appointed co-ordinator has a background in special educational needs and has already put in place a comprehensive policy and guidelines for teachers, as well as reviewing all individual education plans. Good use is made of the Local Education Authority's special educational needs support service, particularly in the identification of and formal assessment of pupils. Pupils are given good support in the classroom by teaching assistants who in turn are well guided by the teacher with whom they work. The school does not have a register of its gifted and talented pupils. It has recognised this should be put in place as soon as possible.

24. Governors make a major contribution to the success of the school by offering strong and very knowledgeable support. Many governors are very experienced. They are fully committed to making this school increasingly successful and share the headteacher's ambitions in this. There is a full committee structure. Committees meet regularly and are well trained. Governors are fully involved in strategic planning and formulating policies. They meet their statutory duties and responsibilities. They make the most of the very good quality information the school makes available to them in reaching their decisions. They are pro-active, many visit the school on a regular basis and governors, therefore, know well the relative strengths and weakness of the school. This helps them to fulfil the role of critical friend very effectively.
25. Management is very effective. The deputy head and senior staff are actively involved in helping the school fulfil its vision and strategic objectives. The school analyses available performance data rigorously. This gives managers a clear insight into pupils' progress. It seeks constantly to evaluate the school's performance and find ways to improve. Performance management systems are good. Clear targets for improvement are set and this is effective in bringing about improvement. Training is clearly linked to this process. New members of staff are provided with sensitive and supportive induction arrangements. The management is very keen to support and retain successful staff and pay attention to the workload and effective deployment of staff. Teaching assistants are regarded as being particularly vital in supporting the work of teachers and their deployment is managed very well. Systems of financial and resource management are strong. Regular monitoring of the school's expenditure is carefully carried out. The principles of best value, therefore, are central to the school's management and use of resources.
26. The school has very effective systems of day-to-day management which enable it to run very smoothly. Particularly effective are the office staff who are efficient and offer good support to the headteacher and classroom staff. Managers work very hard to ensure that the school's current difficulties with limited accommodation do not detract from its determination to provide high quality education.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	552,800	Balance from previous year	35,260
Total expenditure	547,455	Balance carried forward to the next	5,345
Expenditure per pupil	2,281		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

27. The provision for the children in the Foundation Stage is very good. Children enter the reception unit part time in the term in which they are four. There are two classes which cover the reception age group. One, the reception class, has two groups by the summer term. The other class is for older reception and Year 1. The groupings for the two classes are sorted by date of birth which means that the approximate age range, from the eldest child in each group to the youngest, is nine months. Hence, the children, who have birthdays in the first half of the first term of the academic year, are in the reception/Year 1 class and the youngest children with June and July birthdays are in the 'pre-reception' group in the reception class. Staff and children move between the two classes regularly. This gives good continuity between the two classes and ensures that children have regular opportunities to work with others of similar ability. At the time of the inspection, there were 19 pupils in the reception/Year 1 class and 21 in the reception class.
28. The majority of children start school with average levels of attainment. However, there is a wide range of ability and many children start school with below average personal, social and emotional and communication, language and literacy skills. Children achieve very well in their first terms in school and, by the end of the Foundation Stage, most are on course to reach the goals set in all areas of learning and about one third are likely to exceed them.
29. Leadership of the Foundation Stage is very good. Each area of learning is managed very well. Staff track very carefully what children know and do. They use this information very successfully to plan activities which challenge all groups of children and to ensure that the curriculum is adjusted to meet all of the children's needs. This supports very effectively the very good learning which takes place. Planning is very good, particularly in the reception/Year 1 class. Here, teachers very carefully link the planning for the Foundation Stage areas of learning to the National Curriculum programmes of study. This results in staff successfully providing children with challenging and interesting activities.
30. The quality of teaching and learning is very good in all areas of learning. Relationships are very good and all staff work together as a vibrant team. This enables the children to achieve very well because staff:
- have high expectations for their success and base activities very effectively on children's previous experiences
 - set appropriately challenging tasks enabling children to build up their skills, knowledge and understanding in all areas of learning
 - plan activities very effectively so that all children are fully included and have equal access to all lessons.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Staff are very good role models.
- They teach children to become independent.
- They support all children very well so that they are secure and happy while they learn.

Commentary

31. Many children do not have good social skills when they start school and do not mix well with other children. Because staff work very effectively as a team and relationships are very good,

children settle quickly into school routines. They begin to relate very well to adults and to each other and they learn very successfully in a friendly and secure atmosphere. Staff encourage children to take part in all activities and work alongside them supporting their learning. Thus, children achieve very well and learn rapidly. Children learn good manners because they have very good role models. Staff teach the children to become independent and make good decisions. They play and work together well, engaging particularly well in role play in 'Snowman's Land'. Thus, children become confident and begin to take responsibility for their own actions. The majority are likely to reach the goals set, by the time they move to Year 1, and about one third may well exceed them.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Staff lead by example.
- They provide interesting and challenging activities which promote very good learning.

Commentary

32. Many children start school with below average communication skills. Staff work hard to encourage children to talk in sentences and to teach them the vocabulary that they need to explain their ideas clearly. They do this through activities such as retelling stories. For example, the younger reception children used a good role-play session to enact and retell the story of 'The Snowman'. They all knew the story well and thoroughly enjoyed the opportunity to take part in and enjoy being the audience for the performance. At these times staff encourage children to talk, to listen to each other and to take turns in discussions. Hence, by the time children start Year 1, about one third are likely to exceed, and most are on course to reach, the goals set for this area of learning.
33. Because children feel comfortable as they learn, they are prepared to 'have a go' at reading and writing. Staff provide activities which challenge children successfully. They do this because they know and understand the needs of each child very well. Thus, children learn rapidly. They soon learn to respect books and understand that words convey meaning. Many write their names and most enjoy mark making, which leads into tracing or copying words and sentences. Children develop their language skills through role play. Staff join them in these sessions and talk as they enact living and working in the 'cold winter world of snowmen'. Children enjoy these sessions and are eager to use their imaginations. These activities greatly enhance learning.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Staff plan very good mathematical activities which engage children's interest and enable them to achieve very well.

Commentary

34. Teachers encourage children to feel confident with numbers, shapes and colours. Consequently, when they work with staff on guided mathematical activities, they achieve very well. Most count to at least ten and begin to recognise and write numbers. Wherever possible, staff link activities to other areas of learning. For example, children sing songs, such as 'one

snowman came out to play' and learn rhymes to reinforce their number work. This means that they achieve very well and the majority are on course to reach and, about one third possibly exceed, the goals set by the time they move to Year 1.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD, PHYSICAL DEVELOPMENT AND CREATIVE DEVELOPMENT

Provision in these areas of learning is **very good**.

35. Not enough sessions were observed in these areas of learning to comment on them individually. The planning for all of the areas is meticulous and shows very good understanding of the children's needs. Thus, activities match children's needs closely and the sessions flow from one activity to the next seamlessly. Teachers build on the work from one area of learning and transfer the skills children learn to other areas. For example, children built on the work they had done about 'The Snowman' in language sessions to demonstrate moving like a snowman in a physical development session. They jumped, turned and marched to the music. They enjoyed themselves immensely and learning was greatly enhanced because of the staff's involvement and enthusiasm. Classroom displays show that a good range of work has been accomplished during the term. Children are proud of the work that they have done. Children achieve very well, as they do in other areas of learning, and move towards the goals set for the end of the Foundation Stage. It is likely that the majority of pupils will reach these goals by the start of Year 1 and about one third will exceed them, as is predicted for the other areas of learning.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- By the end of Years 2 and 6, pupils achieve very well and attain above average standards.
- A high proportion of pupils, particularly at Year 6, attain a higher level representing well above average achievement.
- Pupils are confident speakers and listeners.
- The quality of teaching and learning has improved since the last inspection and is consistently good.
- The co-ordinator manages the subject well.
- Although there are links with other subjects, these should be further developed.
- More precise targets should be set for groups and individuals so they are clear what they need to do next in order to improve.

Commentary

36. The work in pupils' books and lessons shows that most pupils are on course to reach standards above those expected for their ages by the end of Years 2 and 6. Pupils with special educational needs achieve very well because they are well supported and every effort is made by staff to raise their attainment by carefully planned work, support and encouragement. The school is working to raise the achievement of higher attaining pupils in reading, particularly at Year 2 and there is evidence that this is happening because:
- the range of books available has been extended to encourage breadth in reading
 - pupils read aloud more frequently
 - middle and higher attaining pupils can change their books more often.

37. Pupils are quick to talk about their love of books and how they enjoy taking their books home and reading to their parents or an older brother or sister. Pupils in Year 1 leave the reception class ready to read and further develop their working phonic knowledge and sight vocabulary. They read simple texts aloud and recognise familiar words easily and accurately whilst more able pupils are reading more difficult material. All pupils in Year 2 read with confidence. Higher attaining pupils read with accuracy and fluency and talk about books they enjoy. Average attaining pupils are less accurate in their reading but have sound book knowledge. All groups have a sound grasp of letter sounds and most are confident in using the contents in a book to help them find information.
38. By the time they reach Year 6 most pupils are keen to talk about books and understand the different styles authors use to catch their interest. *'My favourite is Roald Dahl because the stories are so funny.'* They are self-motivated and independent readers who are beginning to understand that what they are reading is not always straightforward and that sometimes they have to read between the lines. For example, a character described in the story of 'The Peppermint Pig' *'...as solid as a little rock.'* meant that it was *'he was chubby'*. All pupils are developing a range of research skills. They find information using the contents and index, know that a glossary can be helpful and use skimming and scanning techniques in their research.
39. By the end of Year 2, most pupils are writing stories with properly organised sentences and simple structure. Teachers give pupils practice in different types of writing; for example, retelling fairy-tales, and writing instructions. Their writing shows clear development and higher attaining pupils are putting together some interesting descriptive phrases. The spelling of the most commonly used words is usually accurate. A significant number of pupils are already confident to join their writing.
40. In the Key Stage 2 classes, most pupils are developing a sound understanding of vocabulary, grammar, spelling and punctuation. Their writing is well structured and they use different styles according to their purpose. When drafting sentences for her colour poem a Year 4 pupil wrote, *'Blue is a ballerina who is twinkling and turning.'* Higher attaining pupils in Year 6 write imaginative and complex sentences showing a good understanding of the use of English. For instance *'Scarlet was, to be precise, content, he had eaten his fill at last night's banquets and was now preparing to settle down for a little nap when he heard a shot outside his den.'* Also the impact of short sentences. *'He was angry.'* Handwriting is joined and legible. From looking at their books, it is evident that pupils enjoy writing.
41. The quality of speaking and listening in nearly all lessons is good. Pupils' attainment mirrors this and shows an improvement since the last inspection. Throughout the school, pupils' attainment is above average. This is because:
 - teachers plan opportunities for pupils to develop these skills
 - pupils' developing oracy skills are regularly assessed.
42. Their developing confidence in speech gets a further boost through taking part in school productions. Discussions in subjects such as personal and social and health education make further important contributions to the effective development of speaking and listening skills. The co-ordinator has identified the need to further develop opportunities for drama.
43. The quality of teaching and learning is consistently good with a good proportion of very good. Features that typify this are:
 - work is planned using the framework of the National Literacy Strategy
 - learning objectives are clearly identified and shared with pupils so they know what they will learn
 - teachers have good subject knowledge and are enthusiastic, and this rubs off on their pupils and so they work hard
 - marking of pupils' written work is informative, especially for the older pupils and tells them what they need to do next in order to improve
 - teaching assistants and other helpers make a valuable contribution giving pupils, particularly those with special educational needs, access to work at their own level.

44. Procedures for monitoring pupils' attainment and progress as they move through the school are in place. Information from standardised tests and statutory and non-statutory assessment tasks and tests gives useful information for setting group targets and tracking pupils' progress. The next step is to use this information more effectively by providing all pupils with more precise targets for improvement and to set them an appropriately high level of challenge.
45. Since the last inspection the subject co-ordination role has become well established and with the co-ordinator showing good leadership and management. Through careful monitoring she has a clear view of standards, and also what needs to be improved.

Language and literacy across the curriculum

46. Teachers plan their lessons identifying opportunities to link subjects together. However, there is still room for improving these links so they make a greater contribution to raising the standard of pupils' non-fiction writing skills. Where they are linked well pupils use their language and literacy skills effectively in other subjects; for example, Year 4 pupils writing about life on board the Tudor warship Mary Rose, and Year 6 pupils recording their investigation of the flow of the River Trent.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- All pupils achieve very well because of the very good teaching they receive.
- The school analyses its performance data very well. This has provided clear targets for improvement both in investigative mathematics and in problem solving.

Commentary

47. By the end of Year 2, the number of pupils attaining the nationally expected level 2 is average. However, a large number of pupils exceed this standard and attain the higher level 3. As the majority of pupils start school with average levels of attainment, this represents very good achievement. Although the results are not yet validated, Year 6 pupils in the 2003 national tests reached levels that were well above average. Some ninety per cent of pupils reached the expected standard. Thirty five per cent achieved higher levels. Overall, pupils make good progress and achieve very well because the school provides well for them and because the quality of teaching and of learning is very good. Pupils with special educational needs achieve as well as their classmates because staff support them very effectively and because work is carefully matched to their needs. There is no significant difference between the attainments of boys and of girls.
48. The quality of teaching and of learning is very good and results in pupils achieving very well. In all lessons seen teaching was at least good. In two, it was very good and in one lesson it was excellent. In very good lessons, teachers plan activities which allow pupils to work practically. They teach pupils the vocabulary that they need to explain their working strategies. This was seen in an excellent Year 2 lesson about fractions. The teacher took pains to teach the correct vocabulary and made the activities lively and interesting. She was rewarded by an excellent response from her pupils leading to excellent learning. Teachers plan and use very good quality support materials to enhance pupils' understanding. In a Year 6 lesson, to help pupils to calculate the area of right angled triangles, the teacher used a good range of charts and aids to develop pupils' understanding of the process involved. Pupils signalled their achievement of the lesson objective enthusiastically. The interactive white board is also being used with increased effectiveness.

49. Teachers use assessment very well and think carefully about what pupils need in order to make progress. They evaluate their lessons and efficiently record pupils' achievements. This tells them what to teach in the next lesson. It works particularly well because the teaching staff and learning support assistants work in close harmony. This good teamwork is a strong feature of mathematics lessons.
50. Since the last inspection, the school has worked hard to raise attainment. It has successfully implemented the National Numeracy Strategy and this has helped to improve pupils' performance, particularly with their mental strategies. Standards have risen steadily, in line with the national trend, with a good recent improvement in Years 1 and 2. By analysing the school's assessment data the school has identified areas for development, for instance, accurately obtaining information from charts. The school plans to further develop its use of the information gained from tracking pupils in order to point out any pupils who are not performing well.

Mathematics across the curriculum

51. Teachers plan good opportunities for pupils to use their mathematical skills as tools in other subjects, such as science. There is evidence of calculations and measurement being used in craftwork. Mathematics lessons take place in the information and communication technology suite, so that pupils can use computers to enhance their mathematical skills.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards by Year 6 are above average.
- The curriculum is good.
- The quality of teaching and learning is very good.
- The subject is very well led.

Commentary

52. Pupils reach at least average standards by the end of Year 2, and above average standards by Year 6. Pupils achieve very well and standards have been maintained since the last inspection. The school is focussing on offering more opportunities for pupils to design and carry out their own investigations as a way of developing scientific thinking. As a result, teachers plan more practical and investigative opportunities into lessons. This is already beginning to impact positively on standards, which continue to rise.
53. It is evident, from a thorough scrutiny of pupils' work and from the small sample of lessons seen, that teaching is very good and results in very good learning. This is because of the very good:
- systems of assessment in place which means that teachers know exactly what pupils can do
 - planning which indicates what different groups of pupils are to learn
 - evaluation of lessons whereby teachers monitor what pupils have achieved
 - range of teaching strategies which, for the most part, means that pupils are actively involved in experimenting and investigating.
54. Teachers design innovative methods for pupils to record their work. This enables pupils to concentrate on the scientific concept being studied rather turning recording into a 'writing lesson'. This considerably aids learning. Teachers also have very high expectations of their

pupils, both in behaviour and performance. This they transmit to the pupils and it motivates them. All pupils are included very well in lessons.

55. The coordinator, who is very proactive, keeps the curriculum under constant review. She is supportive of her colleagues and liaises with them. At present the curriculum is based on nationally recommended guidelines supplemented with a published scheme. Curriculum planning is sharply focused on developing key skills and raising standards. The subject leader has prepared an action plan, the focus of which is to raise the importance of investigative learning so that there is a consistent approach throughout the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- By Year 2 pupils reach above average standards.
- Teaching and learning are very good which means pupils achieve very well.
- The subject is very well led.
- Teachers plan well for the use ICT in other subjects. The school has recognised that there could be more and broader use made of ICT throughout the school.

Commentary

56. By Year 2, standards are above average. By Year 6, standards are average. However, pupils' skills are improving rapidly and it is likely that progress will accelerate so that the current Year 5 will reach above average standards by the time they leave the school in Year 6. In recent years, since the completion of the computer suite, there has been rapid improvement in ICT provision. However, there has not been enough time with the improved facilities for the Year 6 pupils to have acquired all the skills necessary to take them to above average standards. Since the last inspection, standards and provision have improved significantly throughout the school.
57. It is evident, from pupils' work in books and on display and from the small sample of lessons seen, that teaching is very good and results in very good learning. Consequently, pupils achieve very well. This is because of the very good:
- way in which teachers teach ICT skills
 - use teachers make of the ICT suite to allow pupils to practise their skills
 - expectations teachers have that pupils will perform and behave well.
58. The excellent teaching in a Year 2 lesson, enabled pupils to make very rapid progress and achieve very well. This was because the teacher's very good subject knowledge enabled her to set up a series of mathematical problems for pupils to solve. She explained very clearly, using an interactive white board, what it was that she wanted the pupils to achieve. In the ICT suite, she demonstrated how to use the 'fill' and 'colour' facility and what the tool bar symbols and signs meant. The pupils thoroughly enjoyed the activity and achieved very well. They all managed to fill correctly parts of shapes corresponding to a given fraction. This lesson successfully combined work from a previous mathematics lesson with computer skills and enabled outstanding learning to take place. It demonstrated, too, how carefully teachers plan their lessons in ICT so that skills are not taught in isolation but have meaning for pupils. This contributes effectively to pupils' overall very good achievement.
59. The subject is very well led. The coordinator monitors the subject very efficiently and evaluates its impact very effectively in order to ensure standards continue to rise. She is very supportive of colleagues and guides and advises them whenever appropriate. She has a clear vision for the future of the subject and has prepared an action plan giving details of how ICT can be developed to support other subjects.

Information and communication technology across the curriculum

60. ICT is already used well across the curriculum. Computers are used to support learning in other subjects, such as English, art and geography. For example, in Year 3, pupils changed font sizes, colours and styles to make their poems more interesting visually. Year 5 pupils designed a shop, using a design program to produce a floor plan. However, the school has identified this as an area for development and is working on ways to enable pupils to use their ICT skill more to support work in other subjects.

HUMANITIES

Geography and history

61. Insufficient work was seen to form overall judgements about provision in geography and history. However, by sampling pupils' work, it is clear that at the end of Year 2 and Year 6 standards are at the levels expected and pupils' achievement is at least satisfactory. The deficiencies in provision identified at the last inspection have been fully addressed. Useful schemes of work are now in place for both subjects and these allow teachers to plan lessons in more detail and ensure that pupils' knowledge, skills and understanding are built on steadily, as they move through the school. Visits out of school enrich both subjects. For example, pupils responded very enthusiastically and worked productively following up their fieldwork study of the River Trent. In Key Stage 2 classes, both subjects make a good contribution to developing pupils' literacy skills.
62. The co-ordinator manages both subjects well. She works hard and has a clear focus on raising standards. In both subjects, formal assessment is being developed. Pupils use CD-ROMs and the Internet for research. However, other links with information and communication technology, particularly simulations, are under-developed.

Religious education (RE)

Provision in religious education is **good**.

Main strengths and weaknesses

- The subject is very well linked to personal, social and health education.
- It supports very successfully pupils' personal development, particularly their spiritual and moral development.

Commentary

63. No lessons were seen. However, analysis of the available work, the displays around school and talking to pupils, indicates that achievement is very good throughout the school. The school places good emphasis on RE. It permeates school life and contributes greatly to the school's ethos. It features particularly strongly in subjects such as personal, social and health education where subjects discussed link very closely to the RE themes and topics. It is very well supported by the stimulating and refreshing daily acts of collective worship. These links very successfully enrich pupils' personal development and greatly enhance their very good spiritual and moral understanding. The subject is very well led. The co-ordinator monitors all aspects of the subject very carefully and evaluates how it impacts on pupils' achievements.
64. Pupils begin to link religious issues to everyday life through their work on topics such as 'belonging' and saying 'sorry'. The main focus of the curriculum is Christianity and pupils learn about Christian symbols and celebrations. They study the Bible and know and retell many stories, such as those of Moses and Noah. They also learn about celebrations in other faiths, such as Hanukah and Dwali. Learning is greatly enhanced by visits and visitors. For example,

when Year 5 pupils studied the story of the Good Samaritan they interviewed a visitor from the Samaritans who told them about the work that this group does today. Pupils enjoy their work and talk readily about what they have learned.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology, music and physical education (PE)

65. Insufficient work was seen to form overall judgements about provision in these subjects. Only a few lessons were seen in art and design, design and technology, music and physical education. However, inspectors spoke to subject leaders about their work in managing these subjects. They also spoke to pupils about the work that they had done and looked closely at completed work in books and on display.
66. It is evident that **art and design and design and technology** play an important role in the curriculum of the school. One art and design lesson and two lessons in design and technology were observed during the inspection. In art and design, pupils are increasingly encouraged to choose from a wide range of media for their work. Skills are taught progressively and well. Year 4 pupils, for instance, used photographs taken on the school's digital camera. They lengthened or broadened them by cutting and reforming them. This successfully developed their understanding of form and perspective. In design and technology lessons pupils follow a programme designed to develop their proficiency in a series of skills. They learn to use tools and to use a range of materials. Thus pupils, with the enthusiastic support of staff, made Christmas cards and decorations using a wide variety of materials. Thoughtfully produced and attractive displays of pupils' artwork, and models, are to be seen around school and they considerably enhance the school environment. Pupils speak with genuine pride at seeing their work displayed.
67. **Music** plays a very important part in the life of the school. It is used particularly well to set the mood for worship time, where pupils sing tunefully to a very good guitar accompaniment. Lessons are well planned. Provision for music is enhanced by purchasing the services of an additional teacher who teaches each class ensuring that all National Curriculum requirements are met. Provision is also considerably enhanced by a number of extra curricular opportunities such as brass, woodwind and strings tuition and pupils also have the opportunity to sing in the school's very successful choir.
68. Only two **physical education** lessons were observed. However, it is evident that teachers plan their lessons very carefully, have a good range of tasks for the pupils and know exactly what they want them to achieve. Lessons are planned with good regard to health and safety and pupils understand the benefits to health of regular exercise. Good levels of enthusiasm are evident in pupils' attitudes. They are very keen to attend the very wide range sports activities that are provided for them at lunchtime and after school. These enhance the physical education curriculum and provide opportunities for those pupils who show promise to develop their skills. Sports and games are prominent in the life of the school and are very popular with the pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The provision is **very good**

Commentary

69. Citizenship is not taught as a separate subject but as part of personal, social and health education and through other subjects such as geography. The scheme of work covers all aspects of the programmes of study including sex education and awareness of drugs. Regular

assessments are made to monitor pupils' progress. As a result of this positive provision, pupils develop confidence and responsibility and make the most of their abilities. All round relationships are very good. In the one lesson observed the quality of teaching was very good. The teacher used good questioning skills to develop pupils' understanding for the need for rules when living in a community. The school's house system helps pupils to develop a sense of democracy. Currently pupils are working with the PTFA in designing an adventure playground and in recycling paper. The coordinator manages the subject well and is working hard for the school to achieve Eco School status and the Healthy school's Award.

70. The school is piloting the Young Enterprise Primary Programme and this is successfully improving pupils' knowledge about citizenship. For example, during an excellent Year 3 geography lesson, pupils were learning about local communities, the role of government and why we need to pay taxes. They gained excellent understanding of what makes a community and the importance of government services such as, police and hospitals, and how each member of a community contributes to funding these.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

