

INSPECTION REPORT

ASHFIELD JUNIOR SCHOOL

Workington

LEA area: Cumbria

Unique reference number: 112147

Headteacher: Mrs S Kidd

Lead inspector: Mrs J Clarke
Dates of inspection: 17 – 20 November 2003

Inspection number: 255373
Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior school
School category:	Community
Age range of pupils:	7-11
Gender of pupils:	Mixed
Number on roll;	267
School address:	High Street Workington Cumbria
Postcode:	CA14 4ES
Telephone number:	01900 325256
Fax number:	01900 872786
Appropriate authority:	The governing body
Name of chair of governors:	Mr P O Hagan
Date of previous inspection:	5/11/2001

CHARACTERISTICS OF THE SCHOOL

Ashfield Junior School is a large junior school of 267 pupils. It is located in Workington, a coastal town in Cumbria. The pupils come from the immediate area and further afield. When they start at the school, attainment overall is above average though with a wide range of ability, including an above average number of pupils with statements of their special educational needs (SEN). Some pupils come to this school especially to attend the strategic facility which caters for pupils who have physical and, or medical needs. The percentage of pupils joining the school after Year 3 and leaving it before the end of Year 6 is well above average. This considerably alters the composition of year groups as they pass through the school. All pupils are of white British backgrounds with English as their mother tongue. The socio-economic circumstances of the area are broadly average. Although there is an above average number of pupils with statements of SEN, the overall percentage of pupils with SEN is average. Their needs include autism and physical disabilities.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25509	Mrs J Clarke	Lead inspector	Mathematics, Art and Design, Geography, History, Music and English as an additional language.
13450	Mrs J Madden	Lay inspector	
32834	Mr G Pinder	Team inspector	Science, Information and Communication Technology, Design and Technology Personal, Social and Health Education and Citizenship and Physical Education
15292	Mrs J Pollard	Team inspector	English, Religious Education and Special Educational Needs.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a rapidly improving school that provides a satisfactory standard of education. The very good leadership of the headteacher and the deputy headteacher have been effective in bringing about significant improvements in a short space of time. Governance is good. Satisfactory management systems are in place to enable the school to move forwards effectively. Teaching and learning are good. Achievement is only satisfactory because of past inconsistencies in teaching. The quality of leadership of the headteacher and the commitment of the staff are such now, that the pupils' achievements are well placed to rise. The higher attaining pupils do not at present achieve well enough in English and mathematics. The school is an orderly and purposeful place where the pupils have very good attitudes to their work and behave well. The school provides satisfactory value for money. The school no longer has the serious weaknesses in leadership and management reported in the last inspection.

The school's main strengths and weaknesses are

- Standards are well above average in science. They are above average in music, physical education, personal, social, health education and citizenship.
- The headteacher provides very good educational direction for the school and the governing body provides good support.
- Teaching and learning are good. As a result behaviour in the school is good and the pupils show very good attitudes to their work.
- The school provides very many opportunities for the curriculum to be enriched by visitors to the school, educational visits and a wide range of extra curricular activities.
- Personal development is very well promoted and pupils have an active involvement in the organisation of the school.
- Pupils with special educational needs are included in all aspects of school-life.
- The higher attaining pupils are often not stretched enough in lessons.
- In English and mathematics more could be done to improve the pupils' writing skills and the way the pupils approach the problem solving aspects of mathematics.
- Library facilities are insufficient to enable library skills to be taught effectively.

Overall there has been satisfactory improvement since the last inspection. There has been very good improvement in leadership and management and governance and they are no longer serious weaknesses. Although there has been a significant and rapid improvement, it is too early as yet to see the impact of this improvement in the raising of standards in English and mathematics. The attainment of the higher attaining pupils continues to be an area for development.

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	D	A	D	D
Mathematics	D	B	C	C
Science	A	A	A	A

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average
Similar schools for this school are those schools whose pupils have a similar entitlement to Free school meals.*

Achievement is satisfactory. Standards in the national tests in 2003 were below average in English, average in mathematics and well above average in science. Test results show a significant number of pupils achieved at the higher level in science, whereas in English and mathematics

relatively few pupils achieved at the higher levels. Attainment of the most able pupils in the school is an area for further development.

Pupils' behaviour is good and their attitudes to work are very good. The school makes good provision for the pupils' personal development. Good provision is made for the pupils' spiritual, moral and social development with satisfactory provision for their cultural development. Attendance is satisfactory. Pupils work very hard during lessons and behave well. They willingly take on responsibilities in school and older pupils run successful clubs during lunchtimes for the younger pupils. This is an unusual and a very good feature of the school. They take an active part in the life of the school and take their responsibilities seriously.

QUALITY OF EDUCATION

The quality of education is good because **good teaching** enables the pupils to **learn effectively**. Teachers manage the pupils' behaviour very well in lessons and no time is wasted. At present the teachers do not plan sufficiently challenging work for the higher attaining pupils. An exciting and interesting curriculum enriched with many visits and visitors to the school, enables the pupils to enjoy their learning and make the most of their opportunities. The staff take good care of the pupils and as a result the pupils feel safe and secure and learning is happy and active. Good partnerships with parents enables a productive working atmosphere between home and school.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The recently appointed headteacher and deputy headteacher provide very good leadership for the school. They have worked together very effectively to provide a positive and purposeful educational direction for the school. The headteacher has the energy, drive and commitment to ensure a concerted drive for improvement. The leadership and management of other key staff are good. The governing body provides good direction for the development of the school. The governors have been providing good support to the school. All statutory requirements are met. There are satisfactory systems of management in place. The school is effective in ensuring that all pupils are including in every aspect of its life and work. The school has made considerable strides forward in a relatively short space of time.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have positive views of the school. All parents spoken to said their children were happy to come to school and they wanted to attend. **Pupils also had positive views of the school.** They said that they felt the teachers gave them good help in lessons. They felt confident in asking for help when they needed to. Pupils were especially appreciative of the homework club and the help they received and the positive responses to their suggestions for improving life at school.

IMPROVEMENTS NEEDED

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

- Provide more challenge in lessons for the higher attaining pupils.
- Improve standards in English and mathematics.
- Improve the library.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall achievement is **satisfactory** throughout the school. Achievement is only satisfactory rather than good because teaching and learning has not been consistently good in the past. Standards in science are well above average by the end of Year 6. In physical education, music and personal, social and health education and citizenship standards are above average at the end of Year 6. In English and mathematics standards are average at the end of Year 6. The higher attaining pupils in English and mathematics do not do as well as they do in science and this is an area for improvement.

Main strengths and weaknesses

- Pupils achieve well in science by the end of Year 6.
- Standards could be higher for the higher attaining pupils in English and mathematics.
- In English and mathematics whilst standards are average at the end of Year 6 more could be done to improve the pupils' writing standards and the way the pupils approach the problem solving aspects of mathematics.
- Standards are above average in physical education, music and personal, social and health education and citizenship by the end of Year 6.

Commentary

1. Pupils begin this school in Year 3. They come from a range of schools, with many joining between Years 3 and 6. The attainment of the pupils on entry is above average but includes a wide range of ability. Some pupils come to the school to take advantage of the strategic facility which caters for pupils who have physical and, or medical needs. Many pupils join the school at times other than Year 3. In 2003, 23 per cent of the pupils had left or joined over their junior years. For the current Year 6 mobility is at present 30 per cent. The school has begun to gather detailed information on the attainment of all the pupils so that the teachers can keep a careful track of how the pupils are doing.

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

Standards in:	School results	National results
English	26.3 (28.6)	26.8 (27.0)
Mathematics	26.9 (27.6)	26.8 (26.7)
Science	30.8 (31.0)	28.6 (28.3)

There were 78 pupils in the year group. Figures in brackets are for the previous year

2. This table shows that standards in 2003 were slightly below average in English, just above average in mathematics and well above average in science. Test results show that for this year group a significant number of pupils achieved at the higher level in science, whereas in English and mathematics relatively few pupils achieved at the higher levels. The levels of attainment for the higher attaining pupils is an area for further development for the school. The school caters well for the pupils with SEN, pupils who are part of the strategic facility and average ability pupils. The strength in science has been consistent over time. In 2002 the pupils did well and attained standards that were well above average in English and above average in mathematics. Inspection findings show that for the current Year 6 standards in science are likely to be high whilst standards in English and mathematics are likely to be broadly average.

3. The school has begun to investigate why standards are higher in science. In the recent past some teaching in English and mathematics has not been as strong as it is now. This was the situation reported in the last inspection where teaching and learning were satisfactory in English and mathematics. Teaching in science has been consistently strong. In mathematics in the past the teaching of methods of calculation has not been consistent across the school and this has confused the pupils. This has been a clear focus for improvement and is generally better. The school recognises there is more to do to improve the pupils' abilities to solve problems in mathematics. In English the pupils have had insufficient opportunities to use the skills they have learned in their literacy lessons to write for an extended length of time. There are also insufficient books in the school library to support the development of the pupils' library research skills.
4. Standards are above average in physical education, music and personal, social and health education and citizenship by the end of Year 6. Standards in physical education and music are above average because of the good, enthusiastic, specialist-teaching pupils have available to them. The strength in these subjects is also in part the result of the pupils' commitment to after school activities and to their own enthusiasm. In personal, social and health education and citizenship, standards are above the levels expected because of the commitment that the pupils show to the school, its organisation and the care they show of each other.
5. In information and communication technology (ICT) and religious education (RE) the pupils reach the standards expected at the end of Year 6. This is an improvement in religious education since the last inspection where standards were below the levels expected. The improvement in religious education is the result of the commitment of the school to improvement. However there are insufficient books and artefacts to support the teaching and learning in religious education. In ICT the commitment of the staff to improve teaching and learning in this subject has led to average standards in ICT being maintained.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes are **very good** and their behaviour is **good**. Their spiritual, moral and social development are **good** and cultural development is **satisfactory**. These aspects of the pupils' personal development are **good** overall. Attendance is **satisfactory** and punctuality is **good**.

Main strengths and weaknesses

- Pupils' very good attitudes to learning help them to be interested in school life and to want to learn during lessons.
- Many opportunities are available to help pupils develop confidence; they are able to reflect and take responsibility.
- Pupils' behaviour is good, particularly in whole school assemblies
- Pupils' relationships with adults and their peers are good and they have a good understanding of right and wrong
- Pupils collaborate well in class.
- The school's procedures for encouraging and monitoring punctuality and attendance are good.

Commentary

6. Pupils listen attentively and are very interested in their learning. They respond very well in lessons and carry out the tasks set willingly. Good relationships ensure enjoyment mixed with hard work.
7. Pupils' self awareness develops through the school because there are regular opportunities for reflection and times to think about issues in assemblies such as 'differences', 'sharing' and

‘making things better.’ All of which support the positive attitudes within the school and contribute to spiritual awareness.

8. Pupils respond very well to the opportunities the school provides. Behaviour in and around the school is good. No evidence was seen of any bullying behaviour. The pupils recognise the expectations and strong community ethos of the school that encourages a high level of inclusiveness. The pupils in the strategic facility are fully part of the school and are treated equally and have full access to the curriculum. Pupils willingly take responsibility for and lead some of the school lunchtime clubs, the tuck shop and help in the library with the reading club.
9. Pupils have a good understanding of right and wrong. Staff are good role models who show concern for the individual needs of all pupils. Moral development is taught through stories in assemblies and through circle time where the school ensures that positive messages are encouraged. The pupils appreciate the school council. They say that they can get things talked about and changed. School council members have badges and this promotes self-esteem. The pupils have a good opportunity to take an active part in how the school develops. The pupils are pleased that the school listens to their opinions.
10. Pupils’ social development is also good. Pupils are able to collaborate well in the classes. They have good relationship with adults and this makes the school a safe and secure place for the pupils. Pupils play considerately in the playground. They play with equipment that is well regulated and organised. This is a happy and satisfying time for the pupils without harassment or inappropriate play. Pupils cultural awareness is satisfactory and is enhanced by a number of visits, for example, to local churches, the Quaker meeting house, musical festivals and sports events. There are a range of visitors who come into the school to make the pupils aware of the culturally diverse society. Through lessons such as literacy, history, art and design and music pupils are also made aware of the contributions of others cultures to contemporary society. There is however a lack of appropriate books in the library that supports an awareness of cultural diversity.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	5.3
National data:	5.4

Unauthorised absence	
School data :	0.0
National data:	0.4

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

Pupils are keen to come to school and apart from unavoidable illness the majority have good attendance records. The school keeps a careful check on pupil attendance and seeks improvements.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
Mixed – any other mixed background

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
266	1	0
1	0	0

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

Exclusions

There has been one fixed period exclusion during the last school year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education. Achievement is at present **satisfactory**. Teaching and learning are **good** and achievement is set to rise. The curriculum is **well** organised with **very good** opportunities available to enrich the curriculum. Visitors to the school and visits to the locality all provide first hand experiences for the pupils. Teaching and learning could be better for those higher attaining pupils especially in English and mathematics where they are not stretched enough. The school takes **good** care of the pupils and they feel valued and secure. The pupils behave **well** and have **very good** attitudes to their work, resulting in a buzz of industry.

Teaching and learning

Teaching and learning are **good**. In science it is **very good** and as a result pupils' achievement is **good**. Assessment is **satisfactory** but is not used well to plan challenging activities for the higher attaining pupils.

Main strengths and weaknesses

- Teaching and learning are consistently good throughout the school.
- Teaching is strong in science.
- Teachers do not always plan sufficiently for the higher attaining pupils.
- Teachers manage the pupils very well and no time is wasted in lessons.
- Marking does not always give sufficient guidance for pupils to improve their work.

Commentary

11. Teaching and learning are good throughout the school, with no unsatisfactory lessons observed. This is a good improvement since the last inspection. Achievement is satisfactory. This is because some teaching in the past has not been as strong as it is at present. Achievement, with the new input of good teaching and learning is set to rise. The present good teaching is the result of very effective leadership, which has allowed the teachers to develop and improve their work. The headteacher and deputy headteacher also lead by example, working alongside the staff to ensure that teaching is effective. Inputs from literacy and numeracy consultants have also had a positive impact upon the quality of teaching.
12. The teaching of science is a strength throughout the school. This is because there is a strong focus in developing the pupils' skills of enquiry and investigation. Teachers have good subject knowledge and this makes a good contribution to the strength of learning in science. Often teachers use their specific levels of expertise to deliver high quality lessons for the pupils. This was seen during the inspection in music, physical education and ICT. In music the pupils who are learning to play a musical instrument have expert instruction from specialist teachers. In dance the physical education co-ordinator teaches Year 6 pupils dance. He shares his very good level of expertise with the pupils and because the pupils are so willing to learn and improve they do well. In ICT there is a growing level of expertise, and staff who are more confident and experienced help out others who feel less sure.

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0(0%)	6 (20 %)	16(53 %)	8(27 %)	0(0%)	0(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.

13. Teachers do not always plan sufficiently challenging work for the higher attaining pupils. Pupils are placed in sets according to their ability for English and mathematics and this means that the teachers are able to match and plan the lessons for the abilities of the pupils in the group. However, the teachers then tend to plan lessons for the whole group and do not further match the pupils' tasks to their specific needs. Extension activities are often planned for the pupils who finish early but there is insufficient push for the higher attaining pupils to take their learning on further. The average ability pupils are given well-matched work for their needs and they do well. Lower ability pupils and pupils with SEN and those from the strategic facility are often taught in smaller groups and this means that they have good levels of help with their work. Often their activities are more practically based and this gives them good help with their learning.
14. Teachers have good relationships with the pupils and take good care of them. The secure relationships enable good behaviour throughout the school. Teachers do not have to waste any time in lessons monitoring behaviour. This is because they insist on high standards of behaviour and the result is that the pupils have very good attitudes to their work and achievement is rising. Boys and girls work happily together and are often seen collaborating well in lessons. The teachers are careful to engage the interests of the boys in the class and visual and practical sessions show good attention to the needs of the boys. The pupils say that they find lessons interesting and that the teachers are good at explaining what they have to do.
15. Less well developed is the pupils' understanding of what they have to do next to improve. They have group targets to work towards but as yet they are not firmly embedded in the pupils' expectations of their learning. Marking of pupils' work is supportive but does not always give the pupils clear guidance about what they need to do next to improve further. As a result the pupils do not always see the relevance of their lessons to their own personal development.

The curriculum

The curriculum has **good** breadth and balance and the school provides interesting and relevant work for the pupils. There are **very good** opportunities for enrichment both within and beyond the school day. Accommodation and resources are **satisfactory** overall. There are insufficient books in the school library to enable the pupils to develop their research skills.

Main strengths and weaknesses

- Teachers plan a wide range of interesting and relevant lessons for the pupils.
- Pupils with SEN are well catered for.
- The school makes very good use of educational visits, visitors and the community to enrich the curriculum.
- There is a very good range of sporting, musical and other activities outside the school day.
- More able pupils are not given sufficiently challenging work in some lessons.
- There are very good links with secondary schools.
- Provision for personal, social and health education and citizenship is good.
- There are insufficient resources in the library.

Commentary

16. Teachers plan a good range of work for their classes and build in meaningful links between subjects. Statutory requirements are met in all subject areas. Pupils are involved and interested in their work and so they learn well. There has been good improvement in the opportunities available for the pupils since the last inspection.

17. Pupils with SEN and those from the strategic facility are well provided for. They have individual education plans with clear targets identifying their specific needs, which are shared with parents and the pupils themselves. They are helped in class by their teachers and support staff who know the pupils well and have a positive impact on their learning. The achievement of these pupils is satisfactory.
18. Educational visits are used very effectively to enrich the curriculum throughout the school. For example, Year 6 pupils have visited Workington to study land use, local businesses, wind turbines and recreational areas. There are regular residential visits each year such as outdoor and adventurous activities at Ambleside and Derwentwater. In addition visitors to the school extend and enliven the pupils' studies.
19. There is now a very good range of clubs and activities for pupils outside the school day. A strong feature is that the older pupils organise and run many of these activities themselves (with the help of a teacher) for younger ones, such as a dance group at lunchtime, also football, games and reading clubs. Music features strongly with steel drums, recorders, guitar and a very good large choir enthusiastically led by the headteacher. Sports matches, swimming and orienteering events promote participation and are enthusiastically supported.
20. All pupils are included in all aspects of the curriculum. However, those who are more able are not provided with work, which is sufficiently challenging in some subjects. Classes are now grouped by ability for English and mathematics which helps teachers provide appropriately matched work for the pupils. However, there are insufficient opportunities for the most able to extend their knowledge, skills and understanding.
21. Older pupils are prepared very well for the transition to secondary school. There are numerous opportunities for visits and interchange of staff, as for example on special mathematics and science days. Links with the adjacent secondary school are particularly strong with many initiatives to smooth the move for pupils. An example is the sharing of transitional individual education plans for pupils with SEN. These ensure that comprehensive information is passed, discussed and understood, enabling the secondary school to respond immediately to the specific SEN of pupils.
22. Pupils have regular opportunities to discuss and reflect on important issues, which affect their own and others' lives. Pupils discuss issues such as keeping safe, personal feelings and making decisions over difficult issues. These lessons are effective in building confidence and helping pupils learn to co-operate and consider the different views of other pupils. There is also appropriate sex education for older pupils, including work about alcohol and drugs misuse.
23. Accommodation in the school is spacious, and there have been recent good improvements such as painting drab brickwork and refurbishing the pupils' toilets. The school has a good number of teachers and support staff to enable the curriculum to be effectively developed. Resources for teaching are good in some areas such as physical education and science, and satisfactory in most others. However the school library does not currently have enough books to support pupils' learning nor are there sufficient books and artefacts to support the pupils' learning in religious education.

Care, guidance and support

The school provides **good** care, guidance and support for pupils. Pupils' care, welfare, health and safety are **good**. There is **satisfactory** support, advice and guidance for pupils, based on monitoring. Very good opportunities are created for pupils to express their views and they are quickly implemented by the school.

Main strengths and weaknesses

- Staff have a very clear understanding of every pupil's personal and academic qualities.
- The school makes great efforts to consult and involve pupils as it moves forward.
- Induction arrangements for pupils moving into the school ensure a happy and calm transition.
- There is a supportive ethos for those pupils with SEN and the vigilant staff have a good understanding of child protection procedures.

Commentary

24. Teachers have a very good knowledge of pupils' needs. As a result pupils say they feel supported and confident in asking for help when necessary. Pupils were especially appreciative of the homework club and the opportunity it provides for one to one assistance.
25. The school is highly successful in seeking and acting on pupils' views. Pupils are delighted with the positive response to their very sensible and thoughtful suggestions for improving life at the school.
26. The induction of pupils into the school ensures they are familiar with the school and the teachers before they arrive. Those that start this school part way through their junior years are given every help to settle quickly into the life and work of the school. Parents spoken to during the inspection commented on how happy their children were in the school and how keen to attend. Parents of pupils with SEN are happy that their children are fully integrated into the life of the school.
27. Pupils are well supervised in and around the school. There are few accidents and the school has analysed these to ensure there is no recurring pattern. The school provides numerous opportunities for pupils to look at health and safety in the wider context of the community and is vigilant about pupils' dietary requirements. Child protection is a matter for all staff and procedures are fully in place.

Partnership with parents, other schools and the community

The school has **very good** partnerships with parents, other schools and the community. There are **effective** links with parents. Links with the local community have **very good** features. The quality of the partnership the school has with other schools and colleges is **very good**.

Main strengths and weaknesses

- The school provides parents with regular information on life in the school and their children's progress and seeks their views to help shape the school's planning.
- Links with the community are very good and widen pupils' horizons. Parents are very supportive of the school through the Friends of the School organisation.
- Partnerships with other schools contributes well to the quality of pupils' education.

Commentary

28. The school provides a wealth of information for parents on the day-to-day life of the school and keeps parents well informed about the progress of their children. Parents help the school educate and provide resources for their children through their activities in and around the school. The school has now begun to consult parents about their views and to act on them as well as involving parents with the individual education plans of pupils with SEN.
29. The school has very considerable links with the local community and makes very productive use of the high quality facilities available. There are numerous opportunities for pupils to take part in local festivals and artistic endeavours, which develop their self-confidence and expand their

vision. The Friends of the School association has been able to capitalise on the considerable local support for the school to boost their fund raising.

30. There is a wide range of relationships with other local schools and colleges. This has enabled the school for example, to expand the curriculum and develop staff's ability to support pupils with SEN. Pupils take part in a very wide range of sporting leagues and competitions with other schools and are provided with the opportunity to expand their musical ability in partnership with the main secondary feeder school. The transition of pupils is supported by these informal links and the more formal links provide by lessons and visits to the secondary schools as well as visits by teachers to the school. The school is also widely involved with the training of teachers in association with the training facility on the site.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are good. The headteacher and deputy headteacher provide **very good** leadership for the school. The leadership and management of other key staff are **good**. The governing body provide **good** direction for the development of the school. There are **satisfactory** systems of management in the school. The school is **effective** in ensuring that all pupils are included in every aspect of the life and work of the school.

Main strengths and weaknesses

- In a short space of time the headteacher and deputy headteacher have worked very effectively to provide a positive and purposeful educational direction for the school.
- The management systems in the school are at present satisfactory.
- The governing body continues to give good support to the school.
- The headteacher has demonstrated a very clear commitment to school improvement and self-evaluation. There are satisfactory systems in place in the school to monitor pupils' achievements.
- All staff work hard to include all pupils in every aspect of the life and work of the school.

Commentary

31. In a short space of time the headteacher and deputy headteacher have worked very effectively to provide a positive and purposeful educational direction for the school. This is a very good improvement since the previous full inspection when the school had serious weaknesses in its leadership and governance. After that inspection the recently appointed deputy headteacher began to bring about improvement. She worked hard to introduce structure and systems into the school day. Another important priority was to raise staff morale. The staff were ready and willing to embrace new ideas and responded positively to effective and purposeful leadership. When the new headteacher arrived she quickly empowered the staff to fulfil their leadership and management responsibilities. She ensured a very clear educational direction for the school and led a concerted drive for improvement. The headteacher has given the staff the utmost support in their own drive for professional development. She leads by example, is highly visible, energetic and has a regular teaching commitment. Her ability to create an effective and efficient team is evident. The school has made considerable strides forward in a relatively short space of time.
32. The management systems in the school are at present satisfactory. Many of the systems in the school are newly in place and have yet to have time to embed themselves into the life and work of the school. Nevertheless the commitment to improvement in the school is clear. The staff in the key co-ordinator roles of English and mathematics know where improvements need to be made and have made a good start in this task. In science, the co-ordinator has been very effective and this is shown in consistently high standards, with achievement in this subject being very high. The senior management team are now clear about their roles and responsibilities, they have regular meetings with the headteacher and feel that communication is very good. The

staff agree that communication is now good. They know that the school is improving and respond readily to the aspirations of the headteacher. There is now a clear framework for improvement and a shared understanding of progress.

33. The governing body has been providing good support to the school. This is a good improvement since the last inspection where governance was unsatisfactory. The chair of governors has worked diligently to help the school to move forward. He has been very active and clear in his support of the deputy and headteacher and has worked tirelessly in the school. He has ensured that key appointments especially those of the deputy headteacher and then the headteacher were exactly right for the school. The chair of finance keeps a careful track of the school budget and has a good overview of the school's finances. All statutory requirements are met.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	592298	Balance from previous year	29970
Total expenditure	600326	Balance carried forward to the next	21942
Expenditure per pupil	2106		

34. The headteacher has demonstrated a very clear commitment to school improvement and self-evaluation. She has tracked the achievements of the pupils in each year group. This has led to purposeful discussions about the curriculum and where improvements could be made. There are satisfactory systems in place in the school to monitor pupils' achievements and these have indicated to the school that the higher attaining pupils do not do well enough in English and mathematics. This is being addressed by the school well. Performance management is now in place and staff have targets to work towards.

35. All staff work hard to include all pupils in every aspect of the life and work of the school. Inclusion of all the pupils is a very strong feature of the work of the school.

THE STRATEGIC FACILITY

Provision for the pupils in the strategic facility is **good**.

Main strengths and weaknesses

- Pupils are well integrated into the school.
- The school is very welcoming and caring to the pupils.
- Support staff work very conscientiously with the pupils.

Commentary

36. The strategic facility caters for pupils who have physical and, or medical needs. The local education authority provides the funding for the pupils and also partly funds the salary of the SEN co-ordinator. In addition the school receives funding that pays for the SEN support staff. The school is fully accessible and has the necessary medical facilities that ensure pupils' needs are met with sensitivity and dignity. This system works well.

37. Currently there are four pupils who have entered the school through the strategic facility and they are all very well integrated into the classes. Minor adjustments have been made to class seating arrangements so that a wheelchair user is fully part of all the class activities. The support staff who work with the pupils are very committed and they have a positive impact on pupils' learning. The school is very positive about the strategic facility and is very welcoming to pupils who have SEN.

38. The school has good links with the local secondary school because there is good communication between the two schools through teacher and pupil visits. Pupils' transition from primary to secondary education is a positive experience.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision for English is **satisfactory**.

Main strengths and weaknesses

- Higher attainers need more planned challenge.
- Pupils' attitudes are good and they have many opportunities to express their ideas.
- There are insufficient library books and this limits the development of pupils' library skills and independent research.
- The school is working hard to improve writing but extended writing lacks specific timetabled time.
- Teaching and learning are overall good.

Commentary

39. Standards in English overall are in line with the national average at the end of Year 6. This is similar to the last inspection. Achievement is satisfactory. The school makes good provision for pupils with SEN who are effectively supported and achieve satisfactorily. However, higher attaining pupils are not specifically planned for and are frequently insufficiently challenged in lessons. This is an area for further development.
40. Pupils' attitudes are at least good with some instances of very good work attitudes apparent, particularly when lessons are well planned and cater for all the pupils' capabilities. Pupils collaborate very well with each other and take responsibility for their own work. Pupils speaking and listening skills are overall satisfactory with some pupils being confident and articulate when responding in classroom discussions. There are regular opportunities to develop these skills. Most pupils are willing to talk about their work and volunteer information about what they are doing and about school activities in general. They express themselves appropriately and some do this very well. Some pupils have 'talking partners' and this provides further opportunities to discuss and share their work activities with each other.
41. Reading standards are average, with the higher attaining pupils reading fluently with understanding and expression. Teaching of reading is very thorough, following the published literacy programmes. There are regular times for pupils to read with adults, in groups as 'guided readers' or to read on their own. Pupils' reading is heard by the teacher once a week for the younger pupils and as appropriate with the older pupils. Pupils are able to borrow books and are well supported in their reading at home. Pupils are interested and confident about reading. However, because of the lack of books in the library and listening and reading centres in the classrooms, pupils' library and independent research skills are unsatisfactory overall. They do however know that books in the library are arranged in a specific order and that ICT is used to record their loans.
42. Standards in writing have been an area for improvement and the staff have worked well together to develop writing throughout the school. Parents have also been involved. Effective checking of pupils' work enables the teachers to set the pupils' targets. Sentence construction is a current target and this is clearly reflected in lessons. However there is no dedicated time on the timetable for extended writing, for pupils to develop the specific skills they learn during their literacy hour and to experience the pleasure of writing at length. Handwriting has also been a school focus. Although some presentation is average, there are some pupils who present their work well with carefully formed letters. Overall, lessons are clearly and conscientiously planned and give pupils a systematic and thorough knowledge of the literacy curriculum.

43. The quality of teaching seen during the inspection was good overall. Marking varies across the school. Only some gives specific advice to pupils. Pupils are valued; all are well included and this creates positive relationships between the pupils and adults. It results in good working relationships between the pupils. There is good, positive leadership. There is also a clear direction given to the teaching of English and the detailed analysis of the weaker areas shows a determination to raise standards.

Language and literacy across the curriculum

44. Pupils have good opportunities to develop their writing skills in other subjects across the curriculum. There are good opportunities in science for pupils to use their speaking skills in oral explanation and discussion. Throughout the school opportunities are made to develop pupils' literacy skills.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching and learning throughout the school are now good.
- The higher attaining pupils could do more.
- Pupils are not confident when they are using their number skills to solve problems.
- Pupils try hard in lessons and work happily together.
- Marking of pupils work does not always tell them what they need to do next to improve.

Commentary

45. Standards in mathematics by the end of Year 6 are average. Achievement is at present satisfactory because of the impact of the unsettled recent past in the school. This is a rapidly improving picture and teaching and learning throughout the school are now good. This is because of the very good leadership of the headteacher, which is giving the staff encouragement and training to move forwards. As a result, teaching and learning are good and staff are working effectively together. In the past there have been inconsistencies in teaching in the school with members of staff teaching different methods of calculations. This has led to the pupils being uncertain how to work things out. These issues are now being resolved and there is a greater consistency in the way mathematics is taught throughout the school and as a result achievement is improving.

46. However there are still areas for further development in the teaching of mathematics. Teachers planning is satisfactory but it does not always indicate clearly what the pupils of different abilities will do during lessons. Often pupils do the same tasks and it is clear that the higher attaining pupils could do more. Extension work is often planned for the pupils who finish the allocated tasks and this is designed to take these pupils on. Lessons are brisk in pace, interesting and planned clearly to the requirements of the National Numeracy strategy.

47. Pupils are not secure in using their number skills to solve problems. Reasoning skills and the development of thinking about problems and solving them is also an area identified by the co-ordinator for further development. The co-ordinator has a good grasp of the strengths of each year group and the specific areas they need to develop. As a result of careful checking of how the pupils are performing she has built up a good level of understanding. Key to the promising development of this subject is the enthusiasm of staff and their determination to improve.

48. Pupils try hard in lessons, they are confident and work hard. Younger pupils respond to teaching that is aided by practical materials and has a visual impact upon them. This approach is especially appreciated by the boys. Pupils work well together, mixed gender groups work happily and sensibly together, sharing equipment and working out problems in a productive way.
49. Teachers consistently mark the pupils work and celebrate their success. Less well developed is the way that the teachers mark the pupils' work to show them how they might improve.

Mathematics across the curriculum

50. There is satisfactory use of mathematics in other subjects. For example in science pupils record their findings using graphs and charts. In history the pupils use timelines to help them to develop a sense of chronology. In geography the pupils use co-ordinates when working with maps and they make accurate measurements when drawing plans.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Pupils consistently achieve well in the national tests.
- Teaching and learning are very good.
- The co-ordinator leads and manages the subject very effectively.
- Work in science helps pupils to develop skills in other subjects.

Commentary

51. Pupils' attainment at the end of Year 6 is well above the average for schools nationally. When many enter school their understanding of science is already better than the national average for their age, and as a result of the very good teaching they make good progress and achieve well.
52. Teachers have good subject knowledge in science. They have high expectations of pupils and provide opportunities for them to work responsibly and independently. As a result pupils are often engrossed in their work and co-operate well together. In all the lessons seen during the inspection there was a strong focus on first hand investigation, predicting and testing ideas. Pupils develop their skills such as observation, estimation and measurement. For example, a group of pupils with SEN in Year 3 concentrated hard on pouring exactly 80 millilitres of water into a graduated container, adding and removing water until it was just right. Lessons all had a good pace and discussions helped pupils to develop their understanding of how to make a test fair. Marking of pupils' work in science is supportive, pointing out misconceptions and appreciating effort and success.
53. The subject is very effectively led and managed by the co-ordinator. She checks planning, monitors colleagues' lessons and supports with feedback and advice. Each unit of work is evaluated on completion. Pupils' understanding is checked and the outcomes are used to make adjustments to planning and to focus revision work prior to taking national tests in Year 6. This leads to continuous improvement in pupils' learning.
54. There has been good progress since the last inspection, the school successfully maintaining its high standards. Teachers have made efforts to enable pupils to record more of their own work in their own words. The reports they write in their science books help to develop their literacy skills. Pupils also practise mathematics skills such as estimating measuring and recording data in graphs, with some tables of results and graphs produced using the computer.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**

Main strengths and weaknesses

- Standards are at the levels expected by the end of Year 6
- The computer suite is used well to help pupils learn ICT skills.
- The computer suite is not arranged in the best way to support teaching.
- Teaching and learning are satisfactory overall.
- Some teachers are not sufficiently familiar with the software their classes use.

Commentary

55. By the end of Year 6 standards of work are at the levels expected of pupils of their age. The range of work in ICT is generally satisfactory, following comprehensive planning. All pupils, including those with SEN, make steady progress throughout the school. Pupils in Year 3 enter text and graphics to report on their visit to Florence Mine. Year 5 pupils use the digital camera to take pictures of themselves and add biographical notes. They also use more complex software such as databases. By Year 6 pupils are confidently using a search engine to obtain information from the Internet, and they can copy pictures and text into their own documents. Since the last inspection standards have remained average and pupils' achievement satisfactory. Some improvements have been made with implementing national planning and the equipment continues to be upgraded. Progress overall is satisfactory.
56. The computer suite is timetabled effectively so that all classes have weekly sessions using the equipment. There is an arrangement for teachers who are more confident with ICT to take other groups, and this works well. The equipment has been recently upgraded for broadband connection to the Internet, and an interactive whiteboard has been provided. At the time of the inspection staff were awaiting training in the use of the new equipment. The suite is also used by classes to support literacy and numeracy lessons.
57. The computer suite is a valuable resource with a good quantity of computers. However, it is difficult to teach larger groups because of the close spacing of the machines. In addition the seating does not support pupils' backs.
58. Most of the teaching and learning seen during the inspection was satisfactory, with one very good lesson. In the satisfactory lessons, pupils learn new skills with the software and learn to use correct vocabulary to describe processes. In the best lesson pupils were challenged with more difficult processes, there was a brisk pace with timed activities. Pupils whose skills were more developed were able to move ahead at their own speed. Pupils are willing to help each other with difficulties so that they lose no time.
59. Many teachers have attended courses to develop their own ICT skills, and the level of expertise is generally good. However, because some are now working with different year groups than previously, they are not as confident with the programs their new classes use, and this is at present limiting the pupils' learning. The school is at an early stage of developing an assessment scheme, and clear information about individual pupils' abilities is not yet available. The co-ordinator has a satisfactory grasp of the issues for development.

Information and communication technology across the curriculum

60. In addition to the computer suite, each classroom also has one or more computers available. These are used in a variety of ways for word processing, research for topics and to practise mathematics skills. The use of this equipment varies from class to class, some teachers using it effectively, others less so. The way in which skills in ICT are used to support other curriculum

areas is satisfactory overall across the school. For example, pupils in Year 5 measured the growth of seeds over time and entered the data into a spreadsheet program. From this they produced graphs which helped their understanding of science, and also the data handling aspects of mathematics.

HUMANITIES

In humanities work was sampled in **geography** and **history** with only one lesson observed in geography. It is therefore not possible to form an overall judgement about provision in these subjects. Observations of work on display and in pupils' books indicates that standards are broadly average.

61. In **geography** the pupils have many opportunities to develop their geographical skills and understanding through investigation. The pupils have a good curriculum made relevant by the use of field trips. These develop the pupil's skills and understanding. For example, the pupils have been on a coach tour of Workington studying carefully the land use around this busy town. The pupils were asked to consider why people felt it was easy to shop at Dunmail Park and to think about the use and effect the wind turbines have upon the locality. The pupils have many opportunities to use maps, draw plans and investigate different places. In the Year 5 lesson observed, the pupils were very keen and enthusiastic as they searched diligently through their atlases. They were interested in their learning and the information they gathered led to some useful geographical discussions about boundaries and different geographical features.
62. In **history** the pupils have a rich curriculum enlivened by many visitors who come to the school to talk to them. In Year 6 a 'Victorian toymaster' visited the pupils with a number of Victorian toys to show the pupils and to describe how children in the past played with them. A Roman centurion came to the school to visit the Year 4 pupils. He described in vivid detail all about his life and work as a Roman soldier. The pupils were enthralled by his visit and sat spellbound as he showed them his weapons and talked about his battlefield experiences. He brought a wide range of artefacts for the pupils to see and handle and in this way the whole period of history the pupils were studying, came to life. The teachers take great care to develop the pupil's historical understanding systematically. The use of timelines enables the pupils to develop a clear sense of chronology. Pupils appreciate that the way people lived has changed over time.

Religious education.

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils' achievements are satisfactory and good improvements have been made since the last inspection
- Pupils' attitudes to their work are good.
- The curriculum is well organised and well interpreted.
- There are insufficient artefacts to support teaching and learning.

Commentary

63. The previous inspection found standards in religious education to be below average by the end of Year 6. Standards are now average and this is a good improvement since the last inspection. Achievements are satisfactory overall, including for those pupils with SEN who are well included in the lessons.
64. Pupils behave well during the lessons and are responsive. They are well informed about Bible stories and they are able to discuss prayer through Christianity and Judaism, heaven and the messages given through parables.

65. Teaching and learning in lessons are good. Teaching and learning are good because the pace and approach to the lesson meets the needs of all pupils and especially the pupils with SEN. A display of the Shabbat and work undertaken by the pupils shows that their achievements are satisfactory. Year 5 pupils were very attentive when listening to the story of the Prodigal Son. Their work on an alternative ending for the story showed their good use of imagination. They had a good understanding of the complexities of the story and used their literacy skills well. In a Year 6 lesson where teaching was good, the lesson was well organised and managed. The pupils learnt about heaven and quality time with Jesus. This learning was in response to a visit by the local vicar. Thinking time was well used following the story and the pupils responded well to having the opportunity to sit quietly and consider their own thoughts. Group work was particularly well managed. Pupils wrote down their own ideas of heaven and shared these with another group, extending their speaking and writing skills. Overall learning was good and the pupils enjoyed the activities.
66. Insufficient artefacts and books relating to religious education, including Bibles, limit pupils' experiences and research in the subject. Assessment for the subject is underdeveloped but the effective co-ordinator has this in hand.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

In **art and design** and **design and technology** work was sampled and discussions held with pupils. Only one lesson was observed in art and design and as a result there is insufficient evidence to make an overall judgement about provision. In music and physical education, lessons were observed and discussions held with staff and pupils and so judgements have been made.

67. In art and design there is a good curriculum which allows the pupils to develop their artistic ideas and work with a range of different media. The work the pupils produce is displayed well by staff in the school. This gives the pupils pleasure and shows them how well the staff value the good quality work they produce. The pupils are familiar with the work of many different kinds of artists and this contributes well to the pupils' cultural development. Pupils in Year 5 have been studying the different abstract works of Kandinsky and produced work in his style using paint, pastels and a programme on the computer. The pupils enjoy their work in art and design and enthusiastically discuss the merits of the work on display. Observational drawing is strong throughout the school with some good quality drawings in Year 4. The pupils particularly enjoyed their sessions on pavement art and photographs showed the pupils working busily.
68. In **design and technology** expectations of pupils are clear and the elements of generating and developing designs, selecting materials, using tools and evaluating products are all taught. Designing and making activities occur throughout the school. For example in Year 4 pupils study different purses. They describe how they investigate collections of purses, learn to sew with different stitches, make patterns and cut out shapes, and decorate the finished product.

MUSIC

Provision in music is **good**.

Main strengths and weaknesses

- Pupils' achievements are good because of the skilled teaching they receive.
- The pupils really enjoy their singing and the quality in the school is good.
- Pupils learn to play a range of tuned musical instruments.
- Pupils are enthusiastic about the shows that they put on.

Commentary

69. Pupils achieve well in their music lessons and standards are above the level expected by the end of Year 6. The pupils have lessons taught by music specialists and this has a positive impact upon their learning. Music lessons cover all aspects of the music curriculum including musical notation, composition and appreciation. The pupils enjoy playing musical instruments. In a Year 3 music lesson observed, the pupils played different musical phrases in four groups. This demanded a high level of concentration from the pupils. They had to keep to their own part and ignore the other groups. They did well with their music making and the overall effect was good. In this very demanding lesson the pupils achieved well because of the expertise of the teacher and the high level of demand he placed upon them.
70. In a Year 6 lesson the pupils listened carefully to the lyrics of a number of songs and worked out from the lyrics the underlying theme and story they told. In this way the pupils were able to give plausible suggestions with supporting evidence from the songs. In this lesson the brisk pace, high level of challenge and opportunities for the pupils to develop their thoughts and ideas, allowed all to make good progress in their learning.
71. During assemblies and choir practices it is clear that the pupils really enjoy their singing. The pupils sing solos, in parts and together, they hold their parts well and make a lovely sound. The pupils are prepared to work hard with their singing and pay good attention to the headteacher, working hard to improve their music.
72. Many of the pupils are learning to play tuned musical instruments and they play in the school assemblies for all to hear. One group of violinists who have not been playing for long were accompanied in the assembly by the Head of Music from the local high school and they showed that in a short space of time they have achieved well. Other instrumentalists have lessons in school and show commendable attitudes in learning to play musical instruments.
73. The school has recently begun to put on musical shows in the local theatre and all the pupils look forwards to these occasions. They provide an immense excitement in the school with the parents commenting on the quality of the shows produced.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Standards in physical education are above the levels expected by the end of Year 6.
- Pupils achieve well because teaching and learning are good.
- There is a good variety of work including games, dance, swimming, athletics, gymnastics and outdoor activities.
- There is a good range of extra curricular activities.
- Leadership in physical education is good.

Commentary

74. Pupils achieve well. Standards in physical education are above those expected by the end of Year 6. A wide range of games is taught including rugby, rounders, hockey, cricket, tennis and netball. Football is popular and pupils develop their skills effectively. Swimming lessons are provided for Years 4, 5 and 6. Most pupils swim 25 metres by the end of these lessons and many far exceed this.
75. During the inspection two dance lessons were observed. Teaching and learning was good in both lessons. The pupils were all fully involved and concentrated hard, including disabled pupils,

well supported by a teaching assistant. Pupils in Year 3, sequence their movements with obvious enjoyment, whilst older pupils in Year 6 built longer more complex sequences. They discussed and developed the quality of their work. A good feature of the lessons was the way the teachers involved themselves in demonstrating how to make dance outcomes better. Pupils were correctly dressed for physical education and lessons included warm up and cool down activities to avoid injuries.

76. Lessons are supplemented by extra curricular activities and games matches with other schools. Football clubs are very popular and there are currently clubs for rugby, netball and dance. Parents assist at some of these clubs. When pupils attend residential visits they take part in activities such as orienteering and canoeing. Pupils are given opportunities to celebrate their work in physical education in assemblies and the school welcomes the pupils showing their personal skills from relevant community activities.
77. A new scheme of work is being introduced through the school. The curriculum leader has attended an extended training course on management of physical education and is energetic in leading the subject.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- The pupils have opportunities to consider values such as sensitivity and determination.
- Pupils are encouraged to make informed choices in their work and play.
- A healthy lifestyle is promoted within the school.

Commentary

78. The school reinforces very good social attitudes. The word 'Ashfield' is displayed with the initial letters stressing values such as achieving, sensitivity, inclusiveness, learning and determination, and staff work hard to promote these values. Whole school assemblies deal with issues like sharing, and celebrating differences between people. Pupils have valuable experiences of other cultures. For example, some pupils visited a Buddhist monastery and a visiting cricketer talked about his home country, India.
79. Classes all have special times in lessons in which pupils are encouraged to make informed choices and develop confidence and responsibility. Each class has a representative on the School Council, which has real responsibility for making decisions and planning whole school targets. These are displayed publicly. Council members must report back to their classes and pupils know that their representative can raise issues for everyone. This models the democratic process very well.
80. There is a programme of sex education and instructions about the dangers of alcohol and drug misuse. Science lessons also deal with issues of healthy lifestyle. Teachers are careful to stress personal safety whenever there is risk, such as with hot materials in science lessons or spending time warming up before physical exercise.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

