

INSPECTION REPORT

ASHLEWORTH C of E (VC) PRIMARY SCHOOL

Ashleworth, Gloucester

LEA area: Gloucestershire

Unique reference number: 115663

Headteacher: Mrs B Schaaf

Lead inspector: RWG Thelwell

Dates of inspection: 1st – 3rd December 2003

Inspection number: 255374

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

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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:	48
School address:	Ashleworth C of E (VC) Primary School The Green Ashleworth Gloucester
Postcode:	GL19 4HT
Telephone number:	01452 700340
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs M Bailey
Date of previous inspection:	28 th – 30 th April 1998

CHARACTERISTICS OF THE SCHOOL

The school is set in the heart of the village of Ashleworth, six miles north of Gloucester. At present 48 pupils are on roll; this includes two children in reception. Whilst pupils are drawn from a cross-section of society, they come, in the main, from owner-occupied homes. Most children attend pre-school settings before joining school at the start of the school year in which they become five. Attainment on entry is assessed as being in line with that expected for children of this age. There are three classes, with an average size of 16. Each caters for pupils from more than one year group. The proportion of pupils identified as having special educational needs (SEN) is, at 13 per cent, broadly average. One pupil has a statement of SEN allocated under the terms of the DfES Code of Practice¹. All pupils have English as their first language. The school received consecutive 'School Achievement Awards' in 2002 and 2003 for standards achieved by pupils in statutory end of year assessments.

Although only a few pupils join and leave the school each year, with such small year groups even a small number of pupils can have a significant impact on performance profiles, particularly between Years 2 and 6. Such was the case for pupils in Year 6 assessed in 2003. As such, comparison with similar schools is made against schools with a similar eligibility of free school meals.

¹ The Department for Education and Skills' Code of Practice gives practical advice to schools about their responsibilities to ensure that all pupil who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20977	Mr RWG Thelwell	Lead inspector	Areas of learning for children in the Foundation Stage, Mathematics, Science, Geography, History, Physical education, Religious education.
9847	Mrs F Hurd	Lay inspector	
32366	Mrs J Buttriss	Team inspector	Special educational needs, English, Information and communication technology, Art and design, Design and technology, Music, Personal, social and health education.
20893	Mr D Curtis	Team inspector	

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school that serves its pupils and community well. Under the very good leadership of the headteacher, staff and governors have established a very positive and caring ethos that results in pupils achieving well in their academic and personal development. The school gives good value for money.

The school's main strengths and weaknesses are:

- The school's commitment to inclusion results in good provision for all pupils irrespective of their stages of learning, their behavioural or sensory needs.
- Standards for pupils currently in Years 2 and 6 are above average in English, mathematics, science and information and communication technology (ICT). Performance in design and technology (DT) is well above nationally expected levels. Pupils in Year 6 attain well in French.
- The quality of handwriting of older pupils is variable and leaves room for improvement.
- Effective teaching throughout the school results in pupils' very positive attitudes to learning.
- Pupils benefit from a good curriculum enhanced by an extensive range of visits and out-of-class activities.
- The school's very good care, guidance and support of pupils are built on strong and effective links made with parents and carers.
- Whilst leadership and management of the school are good overall, the school improvement plan does not focus sufficiently on how the success of initiatives will be evaluated.

Since the school was last inspected in 1998 improvement has been very good. A rise in standards resulted in the school gaining consecutive 'School Achievement Awards' in 2002 and 2003. The quality of teaching, which is now monitored regularly, has improved significantly, and gains have been made in pupils' behaviour and attitudes. All issues identified in the last inspection report have been addressed, and improvements have been made to accommodation and resources. The role of subject co-ordinators has been developed significantly, as has the quality and use of assessment. Rates of attendance are much improved and are now very good.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	B	C	C
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
As fewer than 80% of pupils have appropriate assessment data relating to the previous key stage, comparisons with similar schools is based on eligibility for free school meals within the range of more than 8% and up to 20%.*

Whilst care should be taken in comparing results from year to year when the size of year groups is small, overall results are noteworthy. This is particularly so in science where all pupils assessed in 2003 reached the nationally expected levels, and when comparison with similar schools showed results to be very high ~ consistent with the top 5 per cent of schools nationally. Assessment results for pupils at the end of Year 2 in 2003 showed standards in reading, writing and mathematics to be well above national averages. When compared with similar schools, results were very high in reading and mathematics, and well above average in writing.

Pupils achieve well overall. Children currently in reception achieve well. They are on course to reach the officially recommended goals in each area of learning before the end of their reception year. Pupils now in Years 2 and 6 achieve well to reach standards that are above average in English,

mathematics, science, ICT and design and technology. In French, pupils achieve well to exceed levels expected for their age. Performance in other subjects inspected met expected levels. The good achievement of pupils, ranging from those with SEN to high achievers, is attributable to good teaching and effective support from support assistants and specialist visiting support staff.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are good. Pupils have very good attitudes towards learning, and behave very well in and around school. They get on very well with each other and the adults with whom they work. Rates of attendance are well above average.

QUALITY OF EDUCATION

The school provides a good quality of education for its pupils. Teaching is good overall with very good features. During the inspection, teaching of reception children was consistently good. Particular strengths were observed in the teaching of literacy, numeracy, science and ICT. Teachers have very good subject knowledge and high expectations of pupils. Thorough planning results in work that is well matched to pupils' stages of learning. Pupils benefit from a good curriculum that is enriched by an extensive range of visits and out-of-class activities. The school gives pupils very good care and guidance. The school's very effective links with parents and nearby schools make a strong contribution to pupils' learning. Community links are good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The school is given very good leadership by the headteacher, who with very good support from the staff, has established a culture of evaluation and improvement. Management is effective, with subject co-ordinators playing a full part in monitoring the quality of teaching and learning. Governors carry out their duties well and are involved fully in strategic and financial planning. They ensure all statutory requirements are met, and that all pupils have equal access to the curriculum and associated resources. **The governance of the school is good.**

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views of the school. They value the strong relationships teachers develop with pupils. They consider pupils are taught well and make good progress. Parents are particularly pleased with the accessibility of staff, and the good quality information they receive from the school. Pupils enjoy school and the work given them. They feel they are known well, valued and supported in all they do.

IMPROVEMENTS NEEDED

In the context of the school's many strengths, the most important things the school should do to improve are:

- Raise the overall quality of handwriting of older pupils by ensuring all perform consistently to the standards of which they are capable.
- Ensure the school improvement plan indicates clearly the criteria that will be used to evaluate success of priorities and initiatives.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are above average in English, mathematics and science. When taking into account the average proportion of pupils with special educational needs (SEN) this represents **good achievement**.

Main strengths and weaknesses

- Standards for pupils currently in Years 2 and 6 are above average in English, mathematics and science.
- Across the school, attainment in ICT is above nationally expected levels.
- Attainment in design and technology is well above that expected for seven and eleven year olds.
- Standards in French are above average for pupils now in Year 6.
- In handwriting, older pupils do not always perform at the levels of which they are capable.
- Pupils with SEN, and those who are more able, achieve well.

Commentary

1. In recent years, nearly all children have reached the required levels in each area of learning by the end of reception. This represents satisfactory achievement when taking into account attainment on entry was similar to that expected for this age. However, it should be noted that the number in each year group is very small, and as such, even a small number of pupils joining or leaving can have a marked effect on the performance profile of each year group. Similarly, caution is needed when making comparisons of assessment results on a year-to-year basis, as the performance of each pupil has a disproportionate impact on statistics.

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

Standards in:	School results	National results
Reading	17.9 (17.3)	15.7 (15.8)
Writing	16.5 (16.1)	14.6 (14.4)
Mathematics	18.5 (19.0)	16.3 (16.5)

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

2. Results in 2003 for seven year olds show standards of the previous two years have been maintained, with performance in reading, writing and mathematics well above national averages. This represents very good achievement. All pupils reached the levels expected for their age in reading, writing, mathematics and science. When compared with similar schools (based on eligibility for free school meals), results in reading and mathematics were comparable with the top five per cent of schools nationally. Standards in writing were well above those of similar schools.

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

Standards in:	School results	National results
English	27.0 (28.1)	26.8 (27.0)
Mathematics	29.0 (30.3)	26.8 (26.7)
Science	31.0 (30.8)	28.6 (28.3)

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

3. Results for eleven year olds in 2003 for English, although matching the average of all schools nationally, were lower than the previous year. However, as stated earlier, year-to-year comparisons involving small year groups should be treated with caution. Standards in mathematics and science were well above average. As such, they reflected those of the previous two years. Overall, pupils achieved well. When comparing performance with similar schools, results were average in English and well above average in mathematics. In science, results were very high ~ comparable with the top five per cent of schools nationally.

4. The few children now in reception make good progress and achieve well. Inspection evidence indicates they are on course to reach the recommended levels for each area of learning before the end of their reception year. Following a review of statutory assessments, it was decided that in order to raise standards further, the school would give a greater emphasis to improving the quality of pupils' writing, together with investigative activities in mathematics. Lesson observations, together with a review of pupils' work, confirm these foci to have been successful in terms of pupil performance.

5. Standards for the small number of pupils now in Years 2 and 6 (three and seven respectively), are above average in English, mathematics and science. This represents good achievement. However, there is room for improvement in the quality of handwriting of older pupils as they do not always perform at the standards of which they are capable. Standards across the school exceed nationally expected levels in ICT, and pupils apply their computer skills well to aid learning in other subjects. In religious education, attainment meets the requirements of the locally agreed syllabus. Levels of attainment for seven and eleven year olds in design and technology are well above those expected for their ages. In French, pupils in Year 6 surpass age-related levels of performance. Standards in other subjects inspected are in line with expected levels. Pupils who have SEN attain standards appropriate for their age, abilities and personal circumstances. They achieve well and make good progress because of the good support from teachers and learning support assistants.

6. The school surpassed the targets set by the local authority for the proportions to reach the expected levels in literacy and numeracy in 2003. Whilst the targets for 2004 are challenging, they are attainable, and the school's very positive attitude to raising standards should ensure pupils will achieve their full potential.

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes to school and behave very well. They form very good relationships with staff and each other. Pupils' moral and social development is very good, and their spiritual and cultural development is good. Attendance is very good.

Main strengths and weaknesses

- Pupils really like school and enjoy all the activities it offers them.
- Relationships between all members of the school community are very good.
- The school strongly promotes charitable activities, and pupils know they will be supported when they want to organise anything of this kind.
- Staff have high expectations of pupils' behaviour and treat children with courtesy, consideration and respect.

Commentary

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.3

Unauthorised absence	
School data	0.1

National data	5.4
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National data	0.4
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The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

7. Attendance in 2002 - 3 was well above national averages. Most pupils arrive punctually and the minority whose attendance or punctuality causes concern are reported to the education welfare service. Registers are meticulously kept and parents and carers are conscientious about reporting reasons for absence.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
No ethnic group recorded

No of pupils on roll
46
2

Number of fixed period exclusions	Number of permanent exclusions
0	0
0	0

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

8. In this small school, it is unnecessary to make formal arrangements for pupils to take responsibility: it simply happens as part of daily life. Pupils expect to help their peers and their teachers and do so cheerfully and without hesitation. They are noticeably confident and articulate, and are excellent ambassadors for their school. During the inspection, their behaviour was never less than good, often very good, and sometimes excellent. There is a very strong 'family' feeling about the school: older pupils look after younger ones at lunch and in the playground, and really welcome opportunities to work together on special occasions like 'Japan Day'. Pupils were emphatic that bullying and harassment simply do not happen, and that staff will help them sort out any personal disagreements. Although all classes use regular 'circle times' as a means of discussing social and moral issues, the school lives up to its ethos of care, respect and responsibility on a daily basis. It ensures that pupils have opportunities to learn about cultures and faiths other than their own, whilst ensuring that they gain a good understanding of Western traditions in art, music, religion and literature.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is good. Teaching is good overall with very good features. Strengths are noted in reception, and in the teaching of literacy, numeracy and science. Assessment of pupils' achievements is good. The curriculum is good and is enriched by an extensive range of visits and out-of-class activities. Provision for pupils with SEN is good. The school takes very good care of its pupils. Partnership with parents is very good. Good links are maintained with the wider community. Those made with other schools, particularly those primary schools within the local 'cluster group', are very good.

Teaching and learning

Teaching and learning are good with very good features. Strengths are in the teaching of literacy, numeracy and science, and of children in reception. The quality of teaching has improved significantly since the last inspection. Assessment is good.

Main strengths and weaknesses

- The small number of pupils in each class benefits the quality of teaching and learning.
- Children in reception are taught well.
- The key skills of literacy and numeracy, together with science, are taught well.
- Teachers' very good subject knowledge, together with thorough planning results in lessons that meet the needs of all pupils ranging from those with SEN to high achievers.

- Homework is used well to support learning.
- Assessment is good overall; marking is very good.

Commentary

Summary of teaching observed during the inspection in 16 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	9	1	0	0	0

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

9. When last inspected the school had two classes. Although the number of pupils on roll has remained the same, the school has since created a third class that, as well as reducing considerably class sizes, enables teachers to focus on pupils with a closer range of ages and levels of attainment. As a result, significant gains have been made in the quality of teaching and learning.

10. The teaching of children in reception is consistently good. Good knowledge and understanding of the needs of this age group were reflected in the preparation and delivery of lessons, and in the careful monitoring of children's performance. Very detailed planning, based on recommended Early Learning Goals, covers all required areas of learning for children of this age. Children are provided with a good range of interesting activities with an appropriate balance between teacher directed activities and those children choose themselves. As such, much learning is gained through play, with adults often working alongside children to explain, question and enthuse. In lessons observed, many opportunities were created to develop and extend children's language; they were a marked feature of the good practice observed.

11. Teachers make very effective use of the National Strategies for Literacy and Numeracy to plan lessons that are both interesting and challenging. Nearly all lessons observed were good or better. All teachers focus well on pupils' speaking and listening skills. Questioning is used well to elicit pupils' understanding and to develop vocabulary and use of language. Pupils' reading books are closely matched to their abilities, and pupils are given good opportunities to develop writing skills in other subjects. In mathematics, interesting activities, allied to clear explanations, reinforce pupils' understanding of concepts taught. A particularly effective element of numeracy lessons is the emphasis placed on pupils having to explain how they arrived at their answers. Teaching of science, in which the majority of lessons observed were very good, resulted in pupils carrying out a variety of investigations that enable them to use their developing skills of scientific enquiry to good advantage, and learn well.

12. Thorough planning, underpinned by teachers' very good subject knowledge, ensures lessons meet the different learning needs of pupils in each class, and contributes significantly to the good achievement noted. Learning support assistants contribute well to pupils' learning and work in close partnership with teachers who ensure all persons working with pupils have a clear understanding of lesson objectives, methods and resources to be used. In all lessons observed, learning objectives were explained clearly at the outset, ensuring pupils knew what was expected of them. At all times teachers had high expectations of pupils in terms of performance and behaviour.

13. Pupils with SEN are taught well, and, in keeping with the inclusive nature of the school, are included fully in all activities. Well focused learning opportunities are provided both in the classroom and in withdrawal sessions; such support allows pupils to meet targets in their individual education plans. Teachers provide equally well for higher attaining pupils who are given tasks well matched to their stages of learning. This marks an improvement on the last inspection that reported instances of such pupils underachieving because tasks given them were not sufficiently challenging. Contrary to the responses given in the parents' pre-Ofsted inspection questionnaire, homework is used effectively to support pupils' learning. It is set regularly and is used to reinforce key skills taught in lessons, provide opportunities for research, and extend knowledge and understanding.

14. Information gained from the school's good procedures to assess what pupils know and can do is used effectively to track and measure pupil progress, modify curriculum provision, and set targets for learning. The oral feedback given to pupils in class, together with marking of work in pupils' books, is very good. Teachers take much care to record appreciation of effort and ensure pupils have a clear understanding of how they can improve.

The curriculum

The curriculum is **good**.

Main strengths and weaknesses

- The curriculum is broad and well balanced.
- French is taught as part of the curriculum for pupils in Years 5 and 6.
- The curriculum is enriched by an extensive and varied range of visits and visitors, together with a good range of out-of-class activities.
- There are very good links across subjects which make pupils' learning meaningful.
- Provision for pupils with special educational needs, and those who are high achievers, is good.
- Although the school's accommodation is limited, staff make very good use of the space available, together with that gained by the use of village facilities.

Commentary

15. The curriculum meets statutory requirements and all pupils are fully included regardless of their stages of learning, behavioural or sensory needs. French is taught as part of the curriculum for pupils in Years 5 and 6. Teachers make effective use of national strategies for teaching literacy and numeracy, together with a comprehensive range of schemes of work that are adapted for use in mixed-age classes. Such schemes help ensure the systematic development of pupils' knowledge, skills and understanding as they move through the school. The resulting planning is both thorough and detailed, and incorporates good provision for assessing what pupils know and can do. Links made between subjects are very good, and, across the curriculum, ICT is used to good advantage to enhance learning. There is good provision for personal, social and health education, including aspects of citizenship, sex and relationships education, and attention to alcohol and drug misuse.

16. A good range of visits and visitors enhances the curriculum, and parents provide additional support for some activities. The provision the school makes for lunchtime and after school clubs is very effective in the further development of pupils' skills and interests. The school day provides all pupils with good opportunities to show initiative and take responsibility. 'Activity days', such as the forthcoming 'Science Day' are usually held once per term. Such events provide further good cross-curricular opportunities.

17. The school complies fully with the requirements of the Code of Practice for pupils with special educational needs and provision is good. Individual education plans are clear, realistic and achievable. Experienced teaching assistants provide good support for such pupils, both in class and at times, out of class, when pupils are withdrawn for specific tuition. The school provides equally well for higher attaining pupils across the curriculum.

18. The school has maintained good links with pre-school settings from which reception children come. The satisfactory links maintained with the several secondary schools to which most pupils move on to allow for transfer between schools to be smooth and trouble free.

19. Within the teaching staff there is a good balance of experience and expertise and a high level of teamwork. Although accommodation within the school is limited, staff make very good use of all available space and use the nearby village hall and village green for a range of physical activities. The school is kept clean and tidy. The library is sited centrally within the school enabling good access for pupils in Years 3 to 6. Children in reception, together with pupils in Years 1 and 2 have their own appropriate selection of library books. This is an improvement on the previous inspection.

Provision of resources across the curriculum is satisfactory overall, and the school makes good use of loans of books and artefacts from the library and museum services. Further resources are held and shared between the local 'cluster group' of schools. A further improvement made since the last inspection, is that children in reception now have regular, well planned provision for outdoor structured play activities together with an appropriate range of resources.

Care, guidance and support

Provision for pupils' care, guidance and support is very good overall. Provision for health and safety, and the provision of support and guidance are both very good. Arrangements to involve pupils through seeking and acting on their views are good.

Main strengths and weaknesses

- Pupils are confident that they have a good and trusting relationship with at least one adult in the school, who can be relied on for support and help with problems.
- Staff really know their pupils (and their families) and do their best to provide each child with the support and guidance they need.
- Induction arrangements for new pupils are very good and much appreciated by both parents and pupils.
- When individual pupils raise concerns with the staff, they are taken seriously and given a quick response.
- However, the small size of the school means that it has not felt the need to have a school council: thus pupils do not have any recognised forum where they can raise concerns or make suggestions.

Commentary

20. The school has greatly improved its provision to ensure health and safety since the last inspection. Risk assessments are routinely carried out for the main school premises as well as the village green and the hall where pupils do sport. All electrical and physical education equipment is tested annually, and the governors have very good procedures in place to deal with any unexpected problems. The qualified first aider is a former nurse. The child protection liaison officer is fully trained, and all staff received training in this area recently. Risk assessments are carried out before any offsite or residential visits. Appropriate security arrangements are in place to ensure the safety of staff and pupils, although the bisection of the site by a right of way presents difficulties. The small number of pupils means that staff can offer individually tailored support and guidance, and teachers work closely with parents to help pupils achieve their full potential both personally and academically. Pupils know the staff have their welfare at heart, and enjoy contributing to the smooth running of the school.

Partnership with parents, other schools and the community

The school's partnership with parents is very good overall, as are its links with neighbouring primary schools. Links with the local community are good.

Main strengths and weaknesses

- All parents who returned the pre-inspection questionnaires consider their children enjoy school and make good progress. They all believe teaching is good, that teachers have high expectations of their pupils, and that arrangements for induction are very good.
- Very few parents expressed any concerns about the school, and the headteacher has had very few complaints to deal with in recent years.
- Parents are strongly encouraged to get involved with the school in any way possible, and they can raise concerns with staff very easily.

- The school and its cluster group partners make very good use of each other's expertise, facilities and resources.
- The school plays an important role in village life, and its fundraising events are well attended by villagers and parents.

Commentary

21. Most parents and carers work full time, and very few are able to offer help in school hours. However, helpers for special events such as 'Arts Day' or offsite visits can always be found, and parents regularly help with swimming lessons and transport to sporting events. Parents respond well when asked for particular resources or useful contacts, and the homework set gets done. The fundraising and social events organised by the Friends' Association are very well supported. Parents are provided with very good information on events through the newsletters and the school website, and with detailed curriculum information. The prospectus and governors reports are of satisfactory quality. Annual reports include targets and show teachers' good knowledge of their pupils. Pupils transfer to several different secondary schools, and the school ensures that the transition is as painless and well managed as possible. Many villagers supported the school's fight against closure some years ago, and its activities are prominently featured in the parish magazine and advertised in the village shop. Pupils sing carols around the village at Christmas and always run stalls at the summer fair. Links with the parish church are particularly close, and the vicar is a regular visitor.

22. The school makes very good use of its beautiful, immediate environment to support learning across the curriculum. It compensates well for limited resources and facilities by its close relationship with neighbouring small schools, and provides expertise and support to others in turn.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. The leadership of the headteacher is **very good**. The management and governance of the school are both **good**.

Main strengths and weaknesses

- The headteacher provides caring, supportive and well focused leadership.
- The headteacher has developed a very effective team of teachers who work together very well.
- Subject co-ordinators are very effective in leading and managing areas of the curriculum for which they are responsible.
- Management and provision for pupils with SEN are good.
- The school has a culture of self-evaluation.
- The school improvement plan does not focus in sufficient detail on how the success of priorities will be evaluated.
- Governors play a full and active part in the management of the school.
- The school's finances are managed well.

Commentary

23. The headteacher gives very good leadership. She sets a very clear direction for the school's development, based on her thorough understanding of the needs of pupils. In her quest to raise and maintain high standards, she has built a strong team of teachers who are hard working and share a common vision about what needs to be done to improve further. Together, they have established a very caring, supportive and inclusive ethos that promotes and supports pupils' learning. The school received 'School Achievement Awards' from the DfES in 2002 and 2003.

24. All staff have a strong commitment to inclusive education. This is very evident in lessons for reception children through to pupils in Year 6. Since the last inspection the role of the subject co-ordinator has been developed significantly. Co-ordinators now manage their subjects very effectively. They participate in monitoring the quality of teaching and learning, and are involved effectively in the

development of the subjects for which they have responsibility. Provision for SEN is managed well by the SEN co-ordinator.

25. The school has successfully developed a culture of self-evaluation, whereby all adults in the school strive for self improvement. This has been supported by the effective development of procedures for the performance management of teachers. The school uses a wide range of assessment materials to evaluate performance. The thorough analysis of results provides information that is used by staff and governors to modify curriculum provision, monitor pupil progress, and set targets for learning. However, an aspect of evaluation that can be improved upon lies within the school improvement plan. Although the plan is a clear and helpful document that sets appropriate targets, and includes costs and time scales, it does not indicate clearly how the outcomes of initiatives will be evaluated in terms of their success.

26. The governing body carries out its duties well and ensures all statutory requirements are met. Governors are fully supportive of the school, have a good understanding of its strengths, curriculum provision and the standards pupils achieve. Governors are involved effectively in aspects of strategic and financial planning.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	204,731	Balance from previous year	20,099
Total expenditure	188,043	Balance carried forward to the next	16,688
Expenditure per pupil	3,547		

27. Whilst the 'carry forward' is above recommended levels, in addition to a planned contingency fund, it includes funds allocated for a range of appropriate developments and purchases.

28. Finances are managed effectively and the school seeks to ensure that the services it purchases are provided at the best value. The last audit of the school's financial management systems, undertaken on behalf of the local authority, found them to be good. The few recommendations for improvement have since been addressed.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage (reception) is **good**. Since the last inspection, improvements have been made for children's outdoor structured play. The number of children entering reception each year is small, and seldom more than ten. Over recent years, assessment of children joining school has shown overall levels of performance to be broadly in line with those expected for this age. At present, the very small number of reception children shares a class with pupils in Years 1 and 2. Inspection evidence indicates they achieve well and are on course to reach the officially recommended levels for each area of learning before the end of their reception year.

Main strengths and weaknesses

- Children currently in reception achieve well; particularly in their personal, social and emotional development, in communication skills, and in mathematical development.
- Children are taught well and benefit from a curriculum that provides a good range of interesting and relevant activities for each required area of learning.

Commentary

29. Children make good progress in their **personal, social and emotional development**, and their achievement is good. They settle quickly into the day-to-day life of the school through effective teaching, and the support given them by their older friends during lunch and playtimes. Sensitive talk and guidance from adults help children understand the difference between right and wrong, and reinforce their understanding of acceptable and unacceptable behaviour. Adults set up a good range of activities that require children to share and take turns. Children do so willingly. They follow adults' clear, well paced instructions and begin tasks eagerly. Relationships are very good and children relate well to the pupils from Years 1 and 2 who are in their class.

30. Achievement in **communication, language and literacy** for children now in reception is good. Children are taught the importance of listening carefully and taking turns to speak. There are many planned opportunities for children to speak with, and listen to, adults and classmates. For example, in a religious education lesson concerning Christmas and other celebrations, children listened carefully to their friends and then gave their own thoughts as to which of the artefacts on display related to Christmas. Carefully chosen texts, together with a well taught programme of phonics (letter sounds), are used well to help children recognise an increasing number of words in a familiar context. This was the case when children enjoyed 'helping to read' the story 'Mr Big at the Park', and then identify a range of items with the initial letter sound 'b'. Through a variety of activities, children learn the correct way to shape letters, and copy examples of writing with increasing control. A review of past work confirms that by the end of reception, children write their own names unaided and write simple sentences unaided.

31. Progress and achievement in **mathematical development** is good. Children count and order numbers to ten, and understand *one more than* and *one less than*. They sing and play a range of number rhymes and finger games, and put together number puzzles and jigsaws to reinforce learning. Children sort objects in a variety of ways, for instance, by colour, shape and size, and by threading objects and repeating patterns. Children recognise, name and sort coins that they then use to make simple purchases in their 'museum shop'. Throughout all activities, adults work effectively with children to support, reassure, question and praise.

32. Achievement in **knowledge and understanding of the world** is good. Children are given a good introduction to 'design and make' activities, as when during the inspection they made percussion instruments to support their many investigations about sound. Children have good opportunities to use computers and develop skills in the use of the mouse and keyboard, and enjoy a

range of interactive programs. A review of past work confirms good use is made of the immediate locality to help support children's awareness and understanding of place.

33. Achievement in **physical development** is good. In their fine manipulative skills, children handle tools, scissors, paint brushes, construction kits and malleable materials safely and with increasing control. In an outdoor activity lesson children responded well to adult encouragement as they used their feet carefully to 'take a ball for a walk' along several lines chalked on the playground. A review of planning confirms regular planned opportunities for children's outdoor structured play with activities to support physical development and enhance aspects of children's co-operative and imaginative play.

34. Children achieve well in **creative development**. Children use a good range of media to draw, paint and print. Work on display included vibrant paintings to enhance their 'Wall of sounds', together with pictures depicting an imaginary train ride created after having listened to music entitled, 'The Little Train of the Caipira'. Children make good use of *small world* toys to create imaginary environments, and have many opportunities for structured role play in the home corner, with adults often supporting activities to add realism and encourage the use and development of language. In music making, children successfully handle and play a range of simple instruments and enjoy singing songs from memory.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH AND MODERN FOREIGN LANGUAGE (FRENCH)

English

Provision in English is **good**.

Main strengths and weaknesses

- National Curriculum test results for 2003 in English were well above average at the end of Year 2 and average at the end of Year 6.
- Pupils at present in Years 2 and 6 achieve well and attain standards above those expected for their age.
- Throughout the school pupils' skills in speaking, listening and reading are good.
- Across the school pupils produce very good examples of imaginative writing.
- Teaching for pupils of all ages and abilities is effective.
- Teachers extend the teaching of literacy skills very well across the curriculum.
- The handwriting of older pupils is sometimes untidy and pupils do not always pay sufficient attention to the presentation of their work.

Commentary

35. Results of end of year assessments for 2003 showed standards in reading and writing to be well above average. When compared with similar schools, attainment in reading was very high and was well above average for writing. Standards for pupils in Year 6 were average. Overall standards for the very small number of pupils currently in Years 2 and 6 are above average. This represents good achievement and an improvement on the last inspection when standards were reported to be 'in line with nationally expected levels'. Differences in attainment between year groups or from year to year, should be viewed in the context of very small year groups where the attainment of each pupil has a marked effect on data. Pupils with special educational needs are identified early and are given good support to develop their literacy skills and achieve well in terms of their prior attainment.

36. Standards in speaking and listening are good throughout the school. Pupils are articulate and speak confidently. They listen attentively. In class pupils contribute enthusiastically and explain ideas clearly. Pupils co-operate well in group discussions, taking turns to speak and valuing each other's

opinions. Pupils have many opportunities to speak confidently to larger audiences: for example when they take part in assemblies and public performances.

37. Standards in reading are good at the end of Year 2 and Year 6. Pupils benefit from a range of reading activities in school and good parental support at home. Pupils in Year 2 summarise stories and predict events as they read, using the full range of cues to help them decode unfamiliar words. Higher attaining pupils read expressively and fluently. They express preferences clearly and tackle reading tasks with much enthusiasm. Pupils now in Year 6 discuss events and characters confidently. They infer and deduce meanings beyond the text and hypothesise about plot developments. Pupils are familiar with the library classification system and explain clearly how to find information in a book. They enjoy borrowing books from the village library van that calls once a fortnight.

38. The standard of writing is good throughout the school. Pupils' writing is often thoughtful and imaginative. Pupils in Year 6 use imagery to very good effect and their final edited versions in writing are frequently of a particularly high standard. Pupils have good opportunities to undertake extended writing tasks and produce examples of very good writing across the curriculum. Good attention is paid to spelling. Pupils in Years 1 and 2 are taught a clear cursive style of letter formation. However, the handwriting of older pupils is sometimes untidy and they do not always pay sufficient attention to the presentation of their work.

39. The teaching of English is good. The best examples of teaching include:

- Teachers' good subject knowledge.
- Thorough planning, with clear learning objectives and different activities for pupils at different stages of learning in each class.
- Very good marking that encourages and helps pupils to improve their work.
- Good support for pupils with special educational needs enabling them to be fully included in the class.
- Effective use of computer linked interactive whiteboards to support teaching and learning.
- Very good relationships, where teachers know their pupils very well and are able to motivate them to work hard and achieve their potential.

40. The subject is well led and managed by the co-ordinator who has good subject knowledge and monitors teaching and learning of English across the school.

Language and literacy across the curriculum

41. Most other subjects contribute well to the development of language and literacy. For example, in history pupils use their literacy skills effectively to interpret evidence and write perceptive accounts of historic experiences in role. In mathematics, science and design and technology, pupils discuss investigations and record their findings in a range of formats.

Modern Foreign Language (French)

Provision in French is **good**.

Commentary

42. Pupils in Years 5 and 6 have French lessons once a week. They are taught as separate year groups. Pupils make good progress and at Year 6 reach standards above those expected for their age. In the only lesson observable, pupils listened attentively and spoke with a good accent. Pupils develop a wide vocabulary and are helped to apply their growing knowledge of French in a variety of conversation and role play situations. Pupils learn about French life and customs, and respond enthusiastically during question and answer sessions in French. They are well positioned for future studies in this language.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Results of statutory end of year assessments for 2003 showed overall standards for pupils in Years 2 and 6 to be well above average.
- Standards for the very small number of seven and eleven year olds now in the school are above average.
- Good teaching results in pupils achieving well and having very positive attitudes to mathematics.
- Effective use is made of ICT to support teaching and learning.
- The subject is led and managed very well.
- Across the curriculum, pupils use their developing skills in mathematics to good advantage.

Commentary

43. When last inspected, standards at the end of Years 2 and 6 were average. Results of end of year assessments for 2003 confirmed overall standards for pupils in Years 2 and 6 to be well above average, similar to the results of the previous two years. Inspection evidence confirms attainment for the very small number of pupils now in Years 2 and 6 (three and seven respectively) is above average and represents good achievement. Whilst this seems a less positive position than the previous year, little can be gained from making year-to-year comparisons with such small year groups.

44. During the inspection, the quality of teaching in mathematics was at least good in all lessons observed. It was very good in one third of lessons. Teachers make effective use of the National Numeracy Strategy, together with a commercially published scheme to support their planning and provision of a good range of activities that are well matched to pupils' stages of learning. As a result all pupils, ranging from those with SEN to high attaining pupils, achieve well. In all mathematics lessons seen, learning objectives were shared with pupils so they knew what was expected of them, teachers were secure in subject knowledge, had suitably high expectations of pupils' behaviour and performance, and gave pupils good praise and encouragement.

45. The impact of effective teaching is that pupils are keen to learn and respond very well to the tasks they are given. A particularly successful feature of all mathematics lessons is the emphasis placed on pupils' mental and oral activities. Whether in the introductory 'warm up' session to the lesson, or during the main activities, pupils are eager and confident to explain how they arrive at their answers. For example, older pupils explained clearly how they devised and used formulae to calculate the perimeters of simple shapes and regular polygons.

46. In addition to pupils using computers to good advantage to develop mathematics skills, teachers make effective use of interactive whiteboards and other computers to support teaching and to make learning interesting. Teachers mark pupils' work very well. They give pupils encouragement through praise as well as indicating clearly how they can improve their work.

47. Leadership and management of mathematics are very effective. Assessment procedures are good and enable the school to monitor the progress of individuals and groups of pupils, to modify curriculum provision, and set targets for learning. Regular monitoring of lessons takes place and good practice is shared.

Mathematics across the curriculum

48. Lesson observations and review of work confirm pupils apply their developing skills of mathematics to good advantage in other subjects: for example measuring and calculating results in science investigations; weighing and measuring in food and design and technology; timelines in history; spreadsheets, scales and co-ordinates in geography.

SCIENCE

Provision in science is **good with very good features**.

Main strengths and weaknesses

- Standards for pupils now in Years 2 and 6 are above average. This represents good achievement.
- There is a strong emphasis on scientific enquiry.
- The subject provides good opportunities for pupils to use and develop skills in writing and ICT.
- Effective teaching results in pupils' very positive attitudes to science.
- The subject is led and managed well.

Commentary

49. Results of statutory assessments in 2003 reflected those of the previous three years in that overall standards were above average for pupils in Year 2 and well above average for Year 6. In both year groups, all pupils reached the levels expected nationally for their age. Inspection evidence indicates standards for the small number of pupils currently in Years 2 and 6 are above average. This represents good achievement and an improvement on the last inspection when levels of attainment were average. The good levels of performance maintained over time reflect the school's ongoing emphasis on pupils' investigative work.

50. Lesson observations, together with a review of pupils' work, confirm a strong emphasis on scientific enquiry. As such, pupils learn well through setting up and conducting a good range of interesting investigations requiring them to predict, experiment and observe. In so doing, pupils gain a clear understanding of the need to ensure their activities are carried out in a 'fair' manner. The subject provides good opportunities for pupils to work collaboratively, to discuss how to solve tasks, and talk about what they observe. Pupils' writing and ICT skills are used to good advantage when they produce accounts and results of their activities.

51. During the inspection, the quality of teaching was never less than good. Teachers plan thoroughly and have very good subject knowledge. This results in a programme of activities that are well matched to pupils' stages of learning. This compares well with the last inspection when it was reported that higher attaining pupils were provided with tasks that had insufficient challenge. Pupils are given clear explanations of lesson objectives and of what is expected of them as lessons unfold. Pupils enjoy very much the practical nature of science lessons and respond very well to teachers' questions such as, "What's your evidence?" "How do you know?" that confirm an ongoing expectation that pupils give considered reasons for any statements or conclusions they make.

52. Leadership and management of science are very effective. Through monitoring the quality of teaching and learning, and using information from statutory and 'end of unit' assessments, the co-ordinator ensures curriculum provision is constantly under review, and that pupils are given every opportunity to perform to the levels of which they are capable.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards in ICT are good throughout the school.
- Good teaching is supported by teachers' good subject knowledge and high expectations.
- Management of ICT is very effective.
- Very good use is made of computer linked interactive whiteboards.
- Pupils' ICT skills are used well to support learning in other subjects.

Commentary

53. Attainment at the end of Years 2 and 6 is above nationally expected levels. This represents an improvement since the last inspection. Pupils demonstrate enthusiasm for ICT and they are eager to learn new skills.

54. There is good provision for ICT that includes a small computer suite with additional computers in the classrooms. The school has recently enhanced its provision by the purchase of laptop computers and two interactive whiteboards. The ratio of pupils to computers is better than the national average. ICT resources are used fully and effectively by all age groups.

55. Teachers have good subject knowledge and demonstrate high expectations of pupils. Lessons are well planned and supported by national schemes of work, adapted for use with mixed age classes. As such, the development of pupils' skills is well planned. Assessment tasks are built into each unit of work.

56. Teaching of ICT is good overall and sometimes very good. In a very good lesson observed, in which the teacher demonstrated very good subject knowledge, pupils showed high levels of confidence and skill in the use of spreadsheets to calculate formulae and answer 'what if?' questions.

57. The co-ordinator manages the subject very well. She provides good support for her colleagues and support staff and monitors the teaching of ICT throughout the school. There is good support for all pupils, including those with special educational needs.

Information and communication technology across the curriculum

58. Very good use is made of the two interactive whiteboards in teaching across the curriculum. For example, in an art lesson, older pupils were shown examples of Tudor costumes on the Internet and were able to study in detail the various pattern designs. The teacher then demonstrated stitches on a graphics program. In a numeracy lesson, younger pupils actively took part in a game on the interactive whiteboard in which they 'removed' tiles gradually to reveal coins in a purse and total the values. In a science investigation of temperatures, pupils in Years 5 and 6 used sensors and collated their findings mathematically on a range of graphs and spreadsheets. They then wrote an evaluation of their work using a word processing program. Pupils use the Internet for research and send e-mails to each other. Effective use is made of encyclopaedic CD-ROMs in geography and history in order for pupils to elicit information.

HUMANITIES

59. No lessons were observable in geography, and only one could be seen both in history and religious education. As such, insufficient evidence is available to make overall judgements on standards or the quality of teaching. However, a review of planning together with past work shows the programmes of study for geography and history meet the requirements of the National Curriculum, and provision for religious education complies with the locally agreed syllabus.

60. Pupils' previous work, together with displays, confirm that in **geography**, pupils in Years 1 and 2 have satisfactory opportunities to learn about their own environment, and compare and contrast it with life in other locations. Through the travels of their class bear, Barnaby, pupils gain an appropriate understanding of places further afield, together with geographical features of other countries. Work in Years 3 to 6 involves pupils in learning what it means to be a child living in a

village in India, how rivers are formed, and consider the use and subsequent environmental issues surrounding Tewkesbury High Street. Work reviewed was to a standard in keeping with levels expected for pupils' ages.

61. In **history**, pupils in Years 1 and 2 gain a sound understanding of life in a Victorian home, of how a modern seaside holiday differs from one in 1900, and how we gain information about people who lived in the past. Between Years 3 and 6, work reviewed shows pupils undertake topics on 'Tudor Times', 'Vikings', together with global events and aspects of political awareness during the 1960s and 1970s. Good emphasis is placed on pupils' understanding of primary and secondary sources of evidence. In the lesson observed, pupils in Years 3 and 4 used a variety of evidence to support their understanding of wealth and poverty in Tudor England. Teaching was good, with pupils benefiting from interesting and challenging tasks that were supported effectively by a good range of pictures and artefacts. The work captured and held pupils' imagination; as such, pupils learnt well.

62. In the one **religious education** lesson observable, pupils in Years 1 and 2 made effective use of a range of artefacts to help them explain the importance of celebrations including Easter, Harvest, and the Hindu festival of Divali. Subsequent activities showed pupils' ability to sequence correctly the events of the 'Christmas Story', from the angel visiting Mary through to the holy family's escape to Egypt. Review of work for pupils in Years 3 to 6 confirms work to an appropriate level covering aspects of faith relating to Christianity, Judaism and Islam.

63. A common strength in provision for all subjects is the effective use of visits to support learning, and, for pupils between Years 3 and 6 in particular, good use of ICT to research information. Each subject provides good opportunities for pupils to develop writing skills and make a positive contribution to pupils' spiritual, moral, social and cultural development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

64. Too few lessons were seen to make a judgement on teaching in **art**. However, observation of an art lesson, together with a review of displays indicates provision and standards in art are satisfactory. A range of different media is used to good effect, as seen in the careful pencil drawings of old houses and the very imaginative 'rainbow fish' collages made by pupils in Years 1 and 2. Displays from older pupils include computer graphics, carefully graded colour washes and work based on a study of Monet. Good links are made between art and other subjects, as for example, in history when pupils study Tudor England. Art provides a focus during activity days, and some good creative artwork was produced on the theme of 'places'. Visits and visitors enrich the art curriculum and extracurricular activities include drawing and calligraphy clubs.

65. Although no **design and technology** lessons were observable, a review of work on display together with photographic evidence of recent design and technology projects confirm that provision and standards in design and technology are much above expectations for seven and eleven year olds. An impressive display by Years 5 and 6 pupils shows a range of detailed investigations and challenges focusing on structures and materials. A wide range of very good design and technology work was carried out during the activity day on the theme of 'Japan' and included a variety of multicultural projects, such as designing and making masks, kites and fans, and learning how to prepare sushi. Pupils make good use of their literacy, numeracy and ICT skills in design and technology activities.

66. No lessons were observed in **music**, but singing in assembly together with a review of pupils' work and of resources, indicates that provision and standards in music are at least satisfactory. Music is used to good advantage to set the mood at the beginnings and ends of assemblies. As such, pupils are introduced to a wide range of composers, instruments and musical genres throughout the year. The school has a wide variety of recorded music, and visitors to school include peripatetic instrumental teachers. Pupils benefit from recitals by brass, woodwind and string ensembles that introduce them to a wide range of musical instruments. Pupils sing enthusiastically, with good standards of pitch and rhythm. There is an occasional choir, which is well attended, and pupils take part in concerts twice a year. All pupils have the opportunity to learn to play the recorder.

67. Due to heavy rain, the content of the only **physical education** lesson observable during the inspection was changed from skills based activities on the playground, to devising warm-up routines in the classroom. This well taught lesson confirmed pupils in Years 3 to 6 have a good understanding of the need for warming up before physical activities and why such activities are beneficial for our health. A review of planning confirms that whilst the school has no hall or field of its own, regular use of the village hall and green, together with the playground, enable all required elements of the National Curriculum to be covered. Indeed, the school recently won a local 'tag rugby' tournament. Good provision is made for outdoor adventurous activities whilst pupils attend residential stays. Swimming sessions at a nearby pool enable pupils to swim the required 25 metres by the time they leave at the end of Year 6.

PERSONAL, SOCIAL AND HEALTH EDUCATION

Provision for pupils' personal, social and health education (PSHE) is **good**.

Commentary

68. In the only lesson that could be observed, pupils in Years 3 and 4 sensibly discussed similarities and differences between people. Discussions with staff and pupils, together with a review of teachers' planning, confirm that the school considers pupils' personal development as an important part of its work. Pupils are taught to appreciate the difference between right and wrong. They help in establishing class rules, and strive to earn 'respect awards'. Pupils' views are valued and individual responsibility is developed through a range of activities including older pupils helping and playing with younger ones.

69. The whole school is very supportive of pupils who have educational or sensory needs. There is good provision for developing pupils' drug awareness and for sex education. Pupils learn about people in other countries and cultures, and help raise funds for a good number of charities. In so doing, they come to appreciate the situation of others less fortunate than themselves. Pupils participate in a wide variety of activities, both in and out of school, that supports the development of their personal and social education.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
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	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
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	2
The quality of the school's links with the community	3
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	2
The effectiveness of management	3

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

