

INSPECTION REPORT

BAY PRIMARY SCHOOL

Bridlington

LEA area: East Riding of Yorkshire

Unique reference number: 133480

Headteacher: Mrs Catherine Murray

Lead inspector: Mrs M Lewis

Dates of inspection: 14th - 17th June 2004

Inspection number: 255454

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:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	387
School address:	St Alban Road Bridlington
Postcode:	YO16 7SZ
Telephone number:	01262 603312
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Peter Smithson
Date of previous inspection:	n/a

CHARACTERISTICS OF THE SCHOOL

The school was newly formed in September 2002 as part of the re-organisation of a large infant and a large junior school in Bridlington. It moved into its new purpose built building in April 2003, after having been housed in temporary accommodation from its opening.

Bay Primary is larger than most primary schools with 387 pupils (207 boys and 180 girls) on roll. Almost all pupils are from white British families. No pupil has English as an additional language. The school takes pupils from a wide area, with some areas having distinct signs of social deprivation. The percentage of pupils claiming free school meals (34 per cent) is higher than the national and the local education authority average.

The movement of pupils in and out of the school is high, at around 28 per cent. An above average percentage of pupils (almost 29 per cent) are identified as having special educational needs for learning difficulties. Of these, a well above average proportion of pupils (almost 5 per cent) have a statement of special educational needs. More than half of these pupils have social, emotional and behavioural difficulties. The school has a number of pupils (2.3 per cent) in public care.

When children begin in the reception classes they have the breadth of attainment but overall their skills, knowledge and understanding are as not as strong as those usually seen for their ages, particularly in early reading, letters and sounds, mathematics and personal and social development. The school is involved in a number of local and national initiatives, such as The Children's Fund, the piloting of Staff Well Being, Continuous School Improvement and Standard Assessment at Year 2. In

2002, it gained the 'Investors in People' award and in 2004 the 'Basic Skills Quality Mark' and the 'Sports Active Mark' Gold.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a satisfactory education for its pupils within a caring ethos. The quality of teaching is satisfactory overall, with some good and very good teaching. As a result, all pupils achieve well, despite the high number of pupils with special educational needs (SEN) and the high number of pupils who join and leave the school at times other than the usual times. The headteacher and governors lead the school successfully. It gives satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils achieve well and by the end of Year 6 reach average standards in English and science and above average standards in mathematics, as a result of the good and very good teaching in the year group;
- Provision for children in the Foundation Stage is good and they get off to a good start in their education;
- Pupils with SEN make good progress and achieve well based on their individual targets;
- The school ensures that all pupils are very well cared for and supported; it provides well for all its differing pupils, boys, girls, the most able, those with SEN and those interested in sports; the curriculum is enriched by good extra-curricular activities;
- Provision in religious education is unsatisfactory;
- Pupils' attendance and punctuality are unsatisfactory;
- Subject leaders of foundation subjects do not check standards, teaching and learning in their subjects well enough;
- There is still room for improvement in tracking the stages of pupils' progress.

The school was formed in September 2002, as a result of the reorganisation of an infant and a junior school in Bridlington. This is the first time the school has been inspected.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	n/a	n/a	E	D
mathematics	n/a	n/a	C	B
science	n/a	n/a	E	D

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

Pupils' achievement is good overall. Although overall children in the reception classes start school with skills and knowledge which are not as strong as those usually seen for their ages, they get off to a good start and most are on course to attain the goals they are expected to reach by the end of reception. In 2003, pupils in Year 2 attained average standards in test results in reading, writing and mathematics in comparison with all schools nationally. However, standards are not as high in Year 2 this year and although their achievement is good, pupils attain below average overall in reading, writing and mathematics. This is because of the high proportion of pupils in the year group with SEN who do not yet reach the levels expected of

them. The change of accommodation during their first year severely affected the results of pupils in Year 6, who did badly in tests in 2003 in English and science compared with all schools, both nationally and those with a similar percentage of free school meals. Nevertheless, the school is successfully raising standards and the current group of Year 6 pupils, who are now well settled into their new school, are doing well and standards are at the national average in English and science and above average in mathematics.

Pupils reach the standards expected of them in information and communication technology (ICT) at the end of both Years 2 and 6 but not in religious education, where they do not attain in line with the requirements of the local syllabus. Pupils develop better than average skills in art and design.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are satisfactory overall. The pupils' behaviour and attitudes to their work are satisfactory. Staff insist on high standards of behaviour and manage the minority of pupils with challenging behaviour well, to ensure that others work well and concentrate on their activities. Attendance and punctuality are unsatisfactory. A significant number of parents take pupils out of school during term time and many do not hurry to see that their children arrive on time.

QUALITY OF EDUCATION

The school provides a sound education for its pupils. Teaching is satisfactory overall. There is a significant amount of better teaching and learning in Year 6 and in the reception classes. However, there are inconsistencies in the quality of teaching across other classes. English and mathematics are given high priority. The teaching of English is good overall and it is very good in Year 6. Teaching is always at least satisfactory in mathematics, although it is good in Year 6. Pupils with SEN are well catered for and receive good support. Teachers generally match work appropriately to pupils' abilities. They do not plan enough opportunities to develop pupils' writing and ICT skills across the curriculum.

The school offers a sound curriculum overall and provides well for its enrichment through a wide range of visits and extra-curricular activities. It provides very good care, support and guidance for its pupils. The partnership with parents and carers is good and they are kept well informed. The school has developed close links with the local secondary schools. Links with the local community are satisfactory.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are satisfactory. The new school has got off to a good start. The headteacher provides satisfactory leadership. She is experienced and knows what the school needs to do next but has not yet had sufficient time to evaluate its work so far in all areas. She receives good support from senior staff but, other than in English and mathematics, subject leaders do not yet fully manage their subjects. Management is satisfactory and financial management is good. Governance of the school is satisfactory. The school meets its statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The majority of parents are satisfied with the school. Pupils enjoy school and feel that adults are always there for them and that they are expected to work hard.

IMPROVEMENTS NEEDED

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

- Improve teaching and learning and standards in religious education;
- Develop the management of subject leaders in the foundation subjects;

- Monitor the progress of the different groups of pupils in the school;
- Raise pupils' rates of attendance and improve their punctuality.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall, standards are average at the age of 11. Pupils in Year 6 achieve well and make good progress. Progress is not consistent across Key Stage 2 but it is significant by the age of 11. Pupils' achievement in Key Stage 1 is good but due to the high proportion of pupils with SEN standards in English and mathematics are below average. Pupils in the Foundation Stage achieve well and reach the goals expected of them in all the areas of learning.

Main strengths and weaknesses

- Pupils in Year 6 reach above average standards in mathematics;
- Pupils achieve well in Key Stage 1, although not all pupils in Year 2 reach the national average in English and mathematics;
- Pupils achieve well in the Foundation Stage and reach the goals expected of them in all the areas of learning;
- Standards in religious education are below average at both Years 2 and 6.

Commentary

1. At the age of 11 pupils are achieving well. The school is successfully raising standards in English, mathematics and science. Inspection findings show that the current group of pupils in Year 6 attain average standards in English and science, and above average standards in mathematics. These findings are supported by teacher assessment for 2004. This is an improvement on the results in national tests in 2003.

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

Standards in:	School results	National results
English	25.0 (n/a)	26.8 (27.0)
mathematics	26.8 (n/a)	26.8 (26.7)
science	26.8 (n/a)	28.6 (28.3)

There were 61 pupils in the year group. Figures in brackets are for the previous year.

2. The rise in standards at Year 6 this year is accounted for by several factors:
 - the good planning and organisation of the curriculum for English, mathematics and science in Year 6, where pupils are taught in small classes grouped by ability by the subject co-ordinators with the use of a full time additional teacher;
 - consistently very good teaching and learning in English;
 - good systems of assessment of pupils' learning to move them on and individual targets known to pupils;
 - good provision for pupils with learning and behavioural difficulties;
 - the provision of booster classes and a homework club for Year 6 pupils;

- pupils are now fully settled into their new school; in 2003 they had the disruption of moving from other schools into temporary accommodation for two terms; they moved into the completed school just two weeks prior to sitting their national tests.

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

Standards in:	School results	National results
reading	16.0 (n/a)	15.7 (15.8)
writing	14.4 (n/a)	14.6 (14.4)
mathematics	16.3 (n/a)	16.3 (16.5)

There were 47 pupils in the year group. Figures in brackets are for the previous year.

3. In 2003, pupils in Year 2 achieved well and reached average standards in reading, writing and mathematics in comparison with all schools, and above average standards in writing and mathematics and well above average standards in reading in comparison with similar schools.
4. However, this positive picture of results is unlikely to be repeated for the current group of pupils in Year 2. Inspection findings, which are in agreement with teacher assessment, show that pupils achieve well overall although they do not all reach the average standards in reading, writing and mathematics. This is because of the significant proportion of pupils in the year group (over a quarter) identified with SEN, who have difficulties in reading, writing and mathematics and are not likely to achieve at the expected level. Nevertheless, pupils with SEN make good progress based on their targets and previous knowledge. Overall, standards in reading are higher than in writing and the more able pupils do well in reading and reasonably well in writing and mathematics. Standards in science at Year 2 are as expected for pupils' ages. A good contribution to this is the emphasis put on investigative work in Key Stage 1 and the good grounding that children have in the Foundation Stage in their knowledge and understanding of the world about them.
5. The school works well to ensure that all pupils achieve well and in accordance with their previous attainment. This includes boys and girls, pupils with SEN and those who join the school part way through the year. In 2003 there was little difference in the performance between boys and girls at Key Stage 1, although at Key Stage 2 girls' performance in science was lower than boys. Inspection findings show that there is no noticeable difference in standards between boys and girls. As a new school there is only one year's data available, which means that no reliable trends have yet been established over past years. The school has analysed pupils' test results from 2003 at both key stages, including the results from optional tests in Key Stage 2. They recognised the need to raise pupils' attainment in English and mathematics at Key Stage 2 and have put successful initiatives in place to achieve this. Systems are in place to track pupils' progress as they move through the school but the school has not yet begun to identify and analyse how the different groups of pupils, such as boys and girls, more able pupils and those who join the school part way through the year perform. The school does not yet identify pupils who are gifted and talented.
6. Although their starting point is below that expected for their ages overall when they start in the reception classes, children make good progress and achieve well, reaching the goals expected of them in all areas of learning by the time they begin in Year 1. The good quality teaching, effective assessment strategies that teachers use and the good support given by staff to those identified early with SEN make a good contribution to their progress.

7. Pupils with SEN achieve well across the school and many reach standards that are close to what is expected of pupils of this age by the end of Key Stage 2. This is because all pupils with SEN have good individual education or behaviour plans which contain realistic targets, enabling them to experience success if they work hard and apply themselves to the tasks. Pupils with emotional and behavioural difficulties are well supported by their learning assistants and representatives of outside agencies. This helps the pupils to modify their behaviour. Knowledgeable adults effectively support any pupil with visual impairment and they also achieve well.
8. In English, pupils at Year 6 reach satisfactory levels in reading and writing although they achieve above average levels in speaking and listening where discussion, debate and skilful teaching are effective elements of the teaching. Pupils' mathematical competence is good by the end of Key Stage 2 and they make sound use of their mathematical skills in subjects such as science and geography. The school has very good computer resources in ICT which are still being added to. Pupils are benefiting from these and although the oldest pupils attain at the average expectations for their ages, pupils lower down the school are catching up fast. Overall there is an improving picture in ICT.
9. Standards in religious education are below average for pupils' ages at both Years 2 and 6. This is because the school has not yet got to grips with the locally agreed syllabus and the monitoring of teaching and learning in the subject. There are missed opportunities for pupils to reflect on the relevance of the new religious knowledge and facts that they gain and to relate it to their own circumstances.
10. In both key stages, standards in art and design are above average but there was insufficient evidence to make judgements on provision in other subjects such as history, geography, design and technology, music, and physical education.

Pupils' attitudes, values and other personal qualities

Pupils have satisfactory attitudes to schoolwork, adults and each other. Their behaviour is satisfactory. Pupils' spiritual, moral, social and cultural development is satisfactory overall. It is good for their moral and social development but spiritual development is unsatisfactory. Attendance is below average and punctuality is unsatisfactory.

Main strengths and weaknesses

- Children in the reception classes behave well and have positive attitudes to school;
- Arrangements for dealing with issues of bullying are good;
- Rates of attendance are well below the national average although the school works hard to improve it; a significant number of pupils arrive late and there is no sense of urgency by some parents to ensure their children arrive on time;
- Pupils' spiritual awareness is underdeveloped;
- The poor behaviour of a minority occasionally disrupts lessons.

Commentary

11. Staff in the reception classes offer a stimulating and caring environment to children and a clear set of rules within which to operate. Children are inquisitive, behave well and learn to share tools and equipment well.

12. Procedures for promoting positive behaviour are good and result in positive attitudes and behaviour by the vast majority of pupils. In every class there are rewards to encourage them and these are used well by staff. There is also a system of whole school sanctions, which the pupils understand and generally respect. Parents of pupils in Years 3 to 6 are very pleased with the weekly report which they receive on their children's behaviour, believing that this also contributes to improving the overall standards of behaviour in school.
13. Pupils with SEN generally have good attitudes towards school and form positive relationships with the adults who work with them. They try hard and take part in whole class discussions. Pupils with behavioural and emotional difficulties continue to strive to modify their behaviour and respond positively to the targets in their individual behaviour plans (IBPs). Some pupils who have recently joined the school have difficulty in modifying their behaviour and it takes time for them to understand what is expected. Those pupils with visual impairment happily do their best work and have positive relationships with their classmates and with adults. All these pupils are valued by the school and are fully included in all planned activities.
14. The school has good procedures to deal with bullying in school. Both pupils and parents speak well about situations being resolved quickly by bringing the protagonists together and discussing disagreements.
15. The school promotes pupils' moral development effectively by consistently applying the rewards and sanctions policy. This leads to almost all pupils behaving sensibly, both in class and in the playground. Pupils are learning to act sensibly in a social setting and take responsibility readily. For instance, in Year 6 they enjoy working with younger pupils at lunchtime. They are also asked to consider the plight of others less fortunate than themselves by collecting for local charities, for instance, the local hospice. In a monocultural school the staff develop a sound understanding of the heritage of the pupils through studies in history and English in particular.
16. The school does not develop pupils' spiritual awareness and self-knowledge sufficiently well. Provision for religious education is unsatisfactory and does not give pupils enough time to think about the beliefs of others or to consider their own beliefs. Prayers in assembly are hurried and do not give pupils time to consider the importance of the ideas or words spoken or to reflect upon them. Not enough is done to extend pupils' understanding of the beauty around them through music, art, English and science lessons, or to encourage pupils to consider, in a meaningful way, the beliefs of cultures different from their own.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	7.0	School data	0.3
National data	5.4	National data	0.4

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

17. The school's attendance figures are well below the national average. However, it is working hard to promote good attendance, which has improved this year by 0.8 per

cent. Many parents take advantage of reduced holiday rates during term time, and other parents and carers have seasonal employment in the seaside town which prevents them from taking their holidays during the official school holidays. The school is aware that the number of family holidays during term time has increased considerably. Another factor affecting attendance is that some pupils arrive part way through the school year with a poor culture for attendance and this has a negative impact on the overall rates. A significant number of the pupils have an attendance rate below 90 per cent, which needs improving as it has an adverse affect on their achievement.

18. Many pupils consistently arrive at school after the start of the school day. Some parents do not encourage their children to hurry to the classroom after the bell has sounded. This results in disruption to the calm and prompt start the school has established. The school encourages pupils to attend by providing a safe and secure working environment in which all pupils can learn. Lessons are generally interesting and pupils have a pride in their new school. It also offers a good range of lunchtime and after school activities, which are well attended by the pupils and help to stimulate their interest in school life.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	386	2	0
White – Irish	0	0	0
White – any other White background	1	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school gives the pupils a sound quality of education. Teaching is satisfactory overall, and in the Foundation Stage and Year 6 there is a significant amount of better teaching, which helps pupils make good progress. The teaching of English is good, particularly in Key Stage 2, and pupils make good progress. Children in the Foundation Stage are well provided for and this helps them make a good start in their learning. The school has a sound curriculum and expertise from within and outside the school is used widely to improve it. Accommodation and learning resources are good overall.

Teaching and learning

The quality of teaching and learning is satisfactory overall with some good and better teaching. Teaching and learning is stronger in the Foundation Stage and Year 6. Although teachers plan lessons together across year groups, the quality of teaching and learning across classes is inconsistent.

Main strengths and weaknesses

- Teaching in the Year 6 classes results in pupils learning well and making good progress in English, mathematics and science;
- Teaching and learning in the reception classes is good; this helps children to make good progress and reach the goals expected for their ages;
- Pupils with SEN are well catered for and receive a good level of support in their lessons;
- Teachers have positive relationships with pupils and high expectations of their behaviour; most manage the challenging behaviour of some pupils well;
- Teaching is good in English. However, pupils' written work is untidy and is marked inconsistently;
- Teachers do not use ICT and literacy sufficiently well across other subjects of the curriculum;
- Teachers are unfamiliar with the requirements of all aspects of the locally agreed syllabus in religious education.

Commentary

Summary of teaching observed during the inspection in 50 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0)	9 (18)	18 (36)	22 (44)	0 (0)	1 (2)	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.

19. Teaching in the Foundation Stage is consistently good. The experienced reception teachers plan the provision for pupils together and staff work as a team, ensuring that there is a wide range of activities available for children to match the curriculum for their age. There is a good balance of teacher led, structured and free choice activities which help children reach the goals expected of them by the time they begin in Year 1 in all areas of learning. Relationships are good between staff and children, who quickly settle and become used to school systems such as lunch times and taking part confidently in assemblies. Staff make good use of the outdoor area for learning. This serves as an extension to the classrooms in fine weather.
20. Teachers generally match work well to pupils' abilities in English, mathematics and science. This is particularly the case for pupils in Year 6. The organisation of lessons and the deployment of an additional teacher for the teaching of English, mathematics and science enables pupils to make good progress in their learning in these subjects. Most reach the levels expected of them for their age. Pupils are grouped by ability into three smaller classes for English and mathematics. Each group is taught by the subject leader for English and mathematics every day, and extension groups and science are taught by the additional teacher. This works well and has impacted successfully on raising standards for the current year group.
21. The school has good procedures for early identification and accurate assessment of those pupils with SEN. Very clear, relevant and attainable targets are identified in pupils' IEPs from the reception classes on. This enables teachers to prepare appropriate activities and assess pupils' level of learning. Pupils with SEN are usually taught alongside their classmates. In English and mathematics, all pupils with SEN take part in the introductory session (shared text or mental mathematics) where questions are often framed to give them opportunities to take part. This increases their opinion of themselves. Group work is usually organised so that pupils with SEN work alongside classmates with similar levels of ability. These pupils are withdrawn from classes regularly to work on an individual basis with their designated adults. These enrichment activities help pupils consolidate their understanding and ensure that they are taught as part of the designated class. Very good support is available for those pupils with visual impairment, ensuring that educational material can be presented. Braille and good teaching ensures that other sensory skills are developed fully.
22. The positive and often very good relationships between teachers, support staff and pupils create an environment in which all can learn. For instance, in a very good art and design lesson for pupils in a Year 4 class who were exploring the abstract painting of Kandinsky, pupils shared their ideas about a Kandinsky print and worked independently and collaboratively. Teachers have high expectations of pupils' behaviour and the majority have well developed strategies for managing the poor behaviour of a minority of pupils with challenging behavioural difficulties. They apply the school's well thought out system of rewards and sanctions appropriately. They are well supported in behaviour management by the headteacher and deputy headteacher, who counsel pupils regularly to help and support them in managing and taking responsibility for their own behaviour. However, on the very rare occasions when the teacher does not have the strategies in place to manage poor behaviour successfully, the learning of all the pupils suffers and results in poor teaching.
23. The teaching of English is a strength of the school, with more than three quarters of lessons being good or better. Leadership is good and staff training has helped teachers develop good expertise in the teaching of English. The subject leader, who

- teaches all pupils in Year 6, has very good expertise. Good teaching is having a positive effect on pupils' learning and standards in English are improving across the school. In mathematics, teaching is satisfactory overall. This is because of the inconsistency in the quality of teaching and learning between classes in the same year group where, although teachers plan lessons together, their expertise varies. This is not the case in mathematics in Year 6, where teaching to smaller classes and groups is good overall and the teacher's enthusiasm results in above average standards.
24. The school has not yet established a school handwriting policy to be taught and shared by all teachers. Although teaching in English is good overall, pupils' do not take enough pride in the presentation of their work, which is often untidy and not well laid out.
 25. In lessons when teaching is ordinary, teachers do not always use resources sufficiently or appropriately to help pupils broaden their knowledge and understanding. This is particularly so in some subjects, such as mathematics and ICT, where resources are less well prepared in some classes. For instance, in one lesson on symmetry pupils were given too few paper shapes to use to recognise lines of symmetry with the use of mirrors. When complex shapes were used to find areas and perimeters by pupils of all abilities in an ICT lesson, many lower attaining pupils did not understand the mathematical skills and this hindered them in the preparation of a spreadsheet. The introductions of some lessons lack pace and demonstrations are sometimes too long and do not involve and maintain the interest of all pupils. This gives pupils insufficient time to complete their independent tasks. Directions and explanations given to pupils are not always clear and well structured, so that not all pupils follow them readily.
 26. Although the use of ICT and literacy across the school is beginning to develop, neither is yet used widely enough in other subjects. For instance, ICT is used little for developing pupils' skills in literacy and writing opportunities are not planned systematically into subjects such as science, history and geography.
 27. Teaching and learning in religious education lessons seen during the inspection were satisfactory overall but opportunities to develop pupils' spirituality were frequently missed. Teachers are not fully aware of all aspects to be taught in the local syllabus and lessons are not underpinned by the encouragement of pupils' response and reflection.
 28. Systems of assessment are well established in English and mathematics but less so in science. Teachers make assessments at the end of blocks of work in science and other subjects and know how well pupils' have done. Results of assessments are used well for teachers' planning and to group pupils, to move them on in all classes. Pupils have individual targets agreed with the teacher but this works better with the older pupils than the younger, who are not always sure of them. Teachers' marking does not always inform pupils how they can improve and generally does not indicate to pupils where they have made mistakes and how these could be improved. This is particularly the case in mathematics in Years 2 and 4. The school has set up systems to track the achievement of pupils as they progress through the school in the core subjects, but at present has little data available to go on.

The curriculum

Curriculum provision is satisfactory. It provides a broad range of worthwhile opportunities, is balanced and meets the statutory requirements of the National Curriculum, religious education and collective worship. The provision for extra-curricular activities is a strength.

Main strengths and weaknesses

- The quality of the accommodation is good in the Foundation Stage and very good in the rest of the school; this contributes positively to the self esteem and motivation of staff and pupils;
- Pupils' opportunities for enrichment are good;
- Resources throughout the school are good;
- The school provides well for pupils with SEN;
- Provision for personal, social and health education (PSHE) is good and all pupils have equal access and good opportunities to learn;
- The school prepares pupils well for the next stage in their education.

Commentary

29. The new school building affords spacious, well planned accommodation. The furniture, fixtures and fittings are of a high specification in every classroom. The uniformity of the building's design has been used well to create distinct areas for all year groups. The school colours of blue and yellow are strong features of the décor and contribute to the school's sense of identity. The outside facilities are well organised, with fenced areas for ball and team games and large open hard surfaced and green play areas. Pupils, parents and staff are justifiably proud of the school building and site. Facilities for reception pupils are on a par with the rest of the school, although the outside play area could be larger, level and more secure. There is no canopy for use in inclement weather.
30. The school has worked hard since its opening to audit resources and bring their quality up to a good standard overall in most subject areas. There are plentiful stocks of books and hardware resources for ICT, including a well appointed ICT suite. However, software resources in ICT are limited in Key Stage 2. There is a shortage of artefacts for the teaching of religious education across the school and this has an adverse effect on pupils' standards and achievement. Storage space has been created and improvements to physical education and library resources are currently taking place.
31. The curriculum is still undergoing development. Teachers plan successfully to the National Strategies in literacy and numeracy and the school has adopted nationally recommended schemes of work in other subjects. These are shortly to be evaluated and reviewed in a planned sequence, so that they can be adapted to meet the needs of the school and to relate them more closely to the pupils' experiences.
32. Pupils of all abilities and backgrounds are welcomed into the school. The proportion of pupils with SEN is much higher than the national average and they are provided with the help and support they need within whole class situations. Many pupils who have been excluded from their previous schools have been admitted and successfully integrated into the school community. The school is rightly proud of its inclusive ethos.
33. Provision for pupils with SEN is good. All pupils are effectively supported in class in English and mathematics because the clear targets on their IEPs direct teachers to provide appropriate learning activities. These challenge pupils and give them opportunities to experience success. These pupils are often supported in class by skilled teaching assistants and this ensures that they are taught alongside their classmates. They are fully included in all the activities the school plans for its pupils. During English and mathematics lessons these pupils are taught in small groups or individually by teaching assistants, following the whole class introductory lesson. This ensures that these pupils maintain their progress and are able to cope alongside their classmates. Occasionally, some pupils with SEN are taught English during the time allocated to science. Consequently, they lose the planned opportunities to increase their knowledge and understanding in that subject.
34. A strength of the curriculum is the many opportunities given to pupils to enrich and improve their learning within the curriculum and on an extra-curricular basis. Whole school activities include involvement with Bridlington in Bloom, Bridlington Arts Festival, the Marie Curie Society, Hull Rugby League Football Club and many others. Visits are arranged for all year groups, including a residential visit for Year 6 pupils. There are

many interesting and varied visitors to the school, such as the Lifeboat Society, the Fire Service, theatre groups, artists, musicians and sports coaches. After school and lunchtime clubs provide a wide range of extra-curricular opportunities, particularly in sport and music. These include chess, bowls, netball, soccer, rounders, athletics, aerobics, singing and guitar.

Care, guidance and support

The pupils' care, welfare, health and safety are very well provided for. The provision for support, advice and guidance is good. There are good procedures in place to involve pupils in the work and development of the school.

Main strengths and weaknesses

- The school provides a very caring and safe environment in which children can learn and pupils feel very confident to approach adults in the school with their concerns or worries;
- There are good arrangements for the induction of pupils to the school and for transfer to secondary education.

Commentary

35. Pupils and parents say this is an area of strength in the school and the inspection team agrees. Pupils feel very confident that they can approach any adults with concerns and worries. These are listened to and dealt with sensitively and quickly. There are clear procedures in place for the health, safety and welfare of all the children. These are supported by child protection procedures that ensure the school provides a very caring and safe environment in which pupils can learn and develop in to mature young people. Procedures are in place during outside play to ensure the safety of pupils by good supervision in the large play area. Pupils are well known to all staff and their personal circumstances are well provided for. Those with SEN and children in care are regularly monitored and their individual needs met well. The school has developed very good links with a range of external agencies to help support the children and their families appropriately.
36. The youngest children in the reception classes are very sensitively introduced to school life as they settle into daily routines. This view is shared by parents. Reception staff visit the children in their nurseries, and visits into school by parents and children prior to their entry take place. Parents are supported by a well presented and informative induction pack. Systems are in place, and are followed, to ensure the smooth transfer of pupils from other schools mid term and there is an informal buddy system that enables pupils to care for each other. The adults in school are sensitive to the individual needs of all pupils and work hard to ensure that they are fully met. Arrangements for the later stages of education are good. All classes move up to the next year group on the last five Fridays of the school year. This familiarises pupils with their new teachers and classrooms and makes for a much smoother beginning to the school year in September.
37. Pupils who arrive mid term into any year group are sensitively inducted and welcomed. Administrative staff are trained and prepared for these admissions. Parents are provided with lots of information, encouraged to discuss issues or concerns and given a tour of the school. Enrolment and entry to the school is done as quickly as possible. Transition to secondary school is well organised and there is increasing involvement with the pupils and staff of the two main feeder secondary schools. There are pre-visits for pupils in June and July and staff discussion to ensure the appropriate information and records are transferred. The schools share information about pupil performance and are developing good inter-school relationships.

38. The school works hard to support the needs of those pupils with SEN, particularly those with emotional and behavioural difficulties. They are constantly reminded of the school's expectations and good use is made of praise and reward systems. There are good relationships with advisory officers from the local education authority, who meet regularly with the special educational needs co-ordinator (SENCO) and class teachers to assess current levels of support to help the school meet the needs of these pupils.

Partnership with parents, other schools and the community

The school has good links with parents and other schools. The links with the community are satisfactory.

Main strengths and weaknesses

- Parents are well informed about the life of the school;
- Parents are encouraged well to support their children's learning;
- The school has developed good links with neighbouring schools.

Commentary

39. The majority of parents are satisfied with the school. The school has an open door policy and works hard to encourage parents to take part in school life. The 'News @ Bay' (a weekly school newsletter), parents' notice board, the school prospectus and parents' induction packs inform parents about routines and events in school. The newly formed 'Friends of Bay' has recently held a well supported bingo night to launch their social and fund raising programme. Parents are invited to productions or to assist on school outings appropriately.
40. Parents are invited each term to class reviews, where their children share with them the work they have done and topics studied. These are popular and well attended. Parents of pupils with SEN are kept fully informed about their children's progress, because good procedures for communication have been established. Parents of pupils with statements are officially invited to their children's annual review with representatives of outside agencies.
41. Regular information on the curriculum being taught in each class, alongside homework expectations on the weekly homework sheet completed by pupils, is available for parents. This enables parents to support children in their learning. Parents receive an annual written report, which informs them of the areas studied, what children know and targets for improvement. There is limited information on how well their children have achieved in comparison with children of similar age. There is an open door policy that enables parents to speak to staff at any time, alongside the three parent teacher consultations a year, to discuss any queries or concerns. A small number of volunteers who help in school are greatly appreciated by the school, who would like more parents to become involved in this way.
42. The school participates in a wide range of interschool events, such as the Arts Showcase at Bridlington Priory, a religious education day and many sporting events. They have developed links with local pre-school and nursery provision, who shared in the Foundation Stage audit. Pupils visit both of the local secondary schools for performances such as 'Bugsy Malone'. Older pupils from the secondary school also partake in work experience at the school. Staff from the schools work together for staff development and secondary school teachers take Year 6 classes for taster lessons, for instance in science.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory overall. The governance of the school is satisfactory and is developing well. The school is led and managed satisfactorily by the headteacher and the senior managers, who have got off to a good start in establishing the new school.

Main strengths and weaknesses

- The school is improving standards;
- Governors support the school well;
- The school places a high priority on developing the expertise of its staff as well as making a good contribution to initial teacher training;
- Good financial procedures support pupils' learning;
- Management of SEN is good;
- Management of some foundation subjects and religious education are not yet developed by subject leaders.

Commentary

43. The governors and senior managers have worked hard to successfully establish the new school. They, the parents and pupils are rightly proud of the new building and the learning community that is being established. For example, pupils wore their new uniforms from day one and they like the colour scheme, which is reflected through the school decor. Prior to the opening of the school, a shadow governing body was in place which, together with senior managers, monitored its development and liaised effectively with the developers.
44. The headteacher has led the school well through the amalgamation and the initial, and ongoing, teething problems it has undergone. For instance, the newly formed school was housed in an old, temporary building for two terms after it was formed and did not move into its present accommodation until after the following Easter holidays. This was disruptive for staff and pupils and meant that pupils had been in three buildings in less than one year. The headteacher and senior managers have a good understanding of what now needs to be done and developed further, although they have not yet had sufficient time to evaluate their work so far. Consequently, some aspects of the school's work, such as the tracking of pupils' progress and the development of the foundation subject leaders, are embryonic. Under the leadership of the experienced headteacher, the school has a good capacity to make the improvements needed.
45. The headteacher and senior managers, in conjunction with the governing body, have set out their initial priorities for the school. These have been shared with staff, pupils and parents. The establishment of an inclusive school, where everyone is valued, is being successfully developed. Ensuring that learning can take place in all classes is also well on the way to fulfilment, because most teachers use behaviour management strategies and policies consistently. Standards are being raised in Year 6. However, school development planning is still in the draft stages, has few success criteria and is not totally linked to costings as yet.
46. The governing body is supportive of the school. They visit on ceremonial occasions, such as the first birthday of the school, and some are extending their first hand knowledge of the school by visiting more regularly. These visits are not yet as formalised nor as purposeful as they might be. The governors have assigned a governor to each of the core subjects of the curriculum and SEN. They meet occasionally with the subject leader and provide the governing body with additional information. As a body, governors ask 'difficult' questions of the headteacher. They use the school's finances to support the agreed priorities well. For instance, they found the

money for the extra teacher in Year 6 because they could see that standards needed to be raised.

47. Subject leaders in English and mathematics and the SENCO have a good understanding of standards and teaching in their areas of responsibility. They are given time to support colleagues and monitor teaching and learning. Other subject leaders are much less experienced and some, like the Foundation Stage co-ordinator and the PSHE co-ordinator, are very recently appointed and have not yet had sufficient time to develop their role. Subject leaders do not have a sound understanding of standards in their subjects and have not been able to support their colleagues in the classroom. The school recognises that they need training in their role and has a sound programme in place to help them. It plays a key role in the professional development of staff and provides a well devised programme of staff training, which is linked to school priorities such as literacy and numeracy. It has good links with local teacher training institutions and is developing its own graduate teacher programme. There are good procedures in place for performance management. Staff feel that these have helped them improve as teachers and given them access to valuable courses both in school and with the local education authority.
48. The school complies fully with the current Code of Practice for SEN and staff are fully conversant with the school's policy. A small number of learning assistants require further training on the needs of pupils with emotional and behavioural difficulties. Occasionally, when a learning assistant has a second duty at lunchtime, the pupils she has been working with are not immediately supported by the class teacher. Very good relationships have been forged between the school and the local authority and a very good partnership exists. The SENCO effectively supports class teachers in their writing of IEPs, which are closely monitored and used as working documents. There is good evidence to show that pupils with SEN make good progress and are removed from the list. Consequently the leadership and management of this aspect of the school are good.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	1,097,798	Balance from previous year	130,992
Total expenditure	1,044,399	Balance carried forward to the next	53,399
Expenditure per pupil	2,705		

49. Financial management is good. The headteacher provides the initial breakdown of the budget and the governors compare this to the priorities they have jointly set. For instance, they knew that they wanted two classes in each age group and were prepared to finance this by making adjustments elsewhere. Up-to-date information is available at every governing body meeting and spending is discussed and reviewed. The recent audit report was very positive and the few minor recommendations have been put in place quickly. Best value will be sought in all future purchases and the governing body will minute their watching brief on major purchases. The school finance officer has a clear picture of the most up to date financial situation. She carefully checks all inputs from the local authority against her records to ensure no errors occur. The budget surplus carried forward is close to five per cent of expenditure. It is mainly a rapidly shrinking part of the large sum of money held over from the amalgamation and is being used to fund the additional member of staff in Year 6. The average cost per

pupil is quite high because the school receives additional funding for the above average number of pupils who have a statement of educational need. This money is spent only on these pupils. Without these extra sums the average cost per pupil would be closer to that of most schools.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

50. The provision for children in the Foundation Stage is good. It is a strength of the school and offers children a good start to their education. Reception children are taught in two classes and are prepared well for their transfer to Year 1. Both classes work together well to provide an exciting and safe environment where children feel happy and settled. Children enter reception with basic skills that are below those expected of their age. Most have previously attended a nursery or playgroup. However, overall pupils' literacy, mathematical skills and personal, social and emotional development are below those usually found at this age. All children achieve well because of the good teaching and learning. The support staff make a significant contribution to children's learning.
51. Children in the reception classes have regular daily access to outdoor play. Staff use their observation information well to plan for different areas. Pupils with SEN are well supported and they achieve well. Staff keep detailed records of children's achievement and ongoing assessment is in place. Good relationships are established between parents and other Early Years providers. The school has effective induction systems in place. This makes the transition easy for young children. The curriculum is good and staff ensure that it is linked well across the different areas of learning of the Foundation Stage curriculum and moves smoothly into the early levels of the National Curriculum for the more able pupils as they are ready. Staff in the Foundation Stage work closely together and the very recently appointed leader has made a good start in managing the Foundation Stage. She is experienced in this age group and has a good understanding of how children of this age learn.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children are well settled and happy;
- Children's independence and self confidence are developed well through well organised routines and resources;
- Staff set clear expectations of children's behaviour and set good examples.

Commentary

52. Children start in reception with lower than expected skills in personal, social and emotional development. By the time they leave reception the majority of children are on course to achieve the expectations of the Early Learning Goals. They achieve well because of the good teaching throughout the Foundation Stage. The clearly set routines and the good relationships between staff and children help them to settle quickly. This pleases their parents. Children soon gain confidence to attempt the various activities set for them. Teachers and support staff have high expectations of behaviour and children respond well. The teamwork of adults in these classes offers children good examples of co-operation and children play well together, even when not directly supervised by adults. A small number of children in the reception class find it hard sometimes to listen carefully to the teacher and to each other when sitting and

listening, but gentle reminders from staff on these occasions soon puts this right. Children are eager to share their experiences with adults. Staff spend time listening to what children have to say and give them praise, encouragement and challenges. This extends their learning. Children are encouraged to clear away the resources after use, helping them to become independent.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Activities are planned and organised well to develop children's skills for speaking and listening, reading and writing;
- Teachers and support staff set good examples as readers and writers, although they do not always intervene enough to develop children's language skills during free choice activities;
- Children achieve well because of the good quality teaching and support they receive. The majority attain in line with the Early Learning Goals expected of them when they begin in Year 1;
- Computer programs are not used frequently enough to consolidate learning and children do not take books home to share with parents to support their literacy development.

Commentary

53. When children start in reception, their communication, language and literacy skills are below the expectation for their age. The good teaching and the targeted support they receive help them to make good progress.
54. The specific focus on developing children's vocabulary and listening skills helps them to make good progress in this aspect. For instance, when reading the big book together on 'The Shark', children developed a good understanding of rhyming words such as 'grin', 'fin', and 'thin'. They are confident to put questions to a visiting lifeboat crew member about his work, such as 'How many times have you been out on the lifeboat?' and 'How loud is the engine?' However, there is little intervention from adults when children are involved in their independent play activities, such as in the sand and water.
55. The well organised writing activities led by teachers help children develop their early reading and writing skills. Children are taught how to hold a pencil correctly as they try to trace pictures and names. They develop good pencil control as they draw and write with different types of tools. They carry out focused activities, such as building up and writing simple three letter words such as 'cat', 'dog' and 'hen' with the use of small whiteboards, and label the parts of a shark, such as, 'fin', 'teeth' and 'tail'. They are given opportunities to write in different situations. The older and more able children in the reception class are beginning to use their knowledge about letter sounds and shapes to write meaningful sentences, such as 'Winnie likes honey.' They develop a good understanding of a story through sharing books with the teacher, talking about the pictures and using clues and their letter and sound knowledge to read simple words. They have a sound understanding of book language, for instance title page, front cover and text, and use clues from the pictures to identify the characters in their group reading books. They can tell the teacher who the author is. Computer programs are not used enough to help develop children's reading and listening skills and children do not regularly take books home to share their success with their parents, which would raise their self-esteem. There is systematic assessment of children's skills through focused observations. This is used well to plan for the next step in their learning.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The carefully planned activities and learning environment make learning about numbers fun for young children and they achieve very well;
- Children are developing a good understanding of shape, space and measure;
- Computer programs are not used enough to consolidate pupils' learning.

Commentary

56. Teaching and learning in the area of number and calculation, shape, space and measure are good and children achieve well. Almost all children are set to reach the Early Learning Goals by the time they leave reception. In number and calculation, a significant number of children have already achieved the Early Learning Goals and are already working within the early levels of the National Curriculum. Staff plan a range of activities to promote mathematical development. Children in one class were enthusiastic to work out how to count in twos using a number stick to 'jump over' the odd numbers. The teacher made the learning fun for them by encouraging them to count the even numbers up to 20 in normal voices, soft voices and squeaky voices. They were confident to take on the challenges set for them and the more able children progressed quickly and counted aloud in twos confidently before the class. In the other class, all children, including those with SEN, used number fans confidently and accurately to show their answers to calculations such as 4 fish add 1 makes 5, and how many more to make 6. The teacher carefully explained and practically demonstrated counting on and taking away to the children, so that they could work out the answers mentally. She made good use of appropriate language in her questioning, such as 'How many altogether? How many more? How many have gone? How many left?' Computer programs are not used enough to extend and consolidate children's learning in number. Children are developing a good understanding of shape and measure, for example in identifying different shapes, such as a square, triangle, circle and rectangle, and comparing the sizes and lengths of different objects, length and heights of the models they have made or identifying the different shapes as they play different games.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Children have a good understanding of the weather, clothes to wear in different weathers and healthy and unhealthy food. They make investigations and their early scientific thinking is developed well;
- Children are given a wide range of experiences to learn about the world around them, their own lives and their own environment;
- They explore their own culture and beliefs but have few opportunities to learn about cultures and traditions of people who are different to them.

Commentary

57. Teaching and learning are good. Children achieve well and the majority are set to achieve the Early Learning Goals by the time they leave reception. Teachers develop the children's scientific thinking well by providing good opportunities to investigate and record their findings pictorially. For instance, children have made and recorded an investigation into different fabrics to find out which ones are waterproof.

58. Adults are good at helping children to organise their ideas and make models of things they have learned about and experienced. A good example of this was seen when, following a visit and talk by the local lifeboat crew and a film of their work, children were able to plan and build a model lifeboat using a variety of construction materials. Children are confident to use the construction toys and other materials to make models. They have fewer opportunities to use programmable toys or to use the computer to draw pictures, play games and write simple words and captions. They learn about their own culture and beliefs during 'Circle Time' and when presenting assemblies to the whole school which one reception class did exceedingly well on 'The Rainbow Fish'. However, the resources and displays do not offer children enough opportunities to learn about the cultures and traditions of others which are different from their own.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Children have a good sense of space and move about the school confidently;
- They use small tools confidently and accurately;
- They have continuous access to the outdoors and to large climbing and wheeled equipment to develop and extend their physical skills, although the outside area is limited in size and is sloping.

Commentary

59. Teaching is satisfactory and children are set to achieve standards that are in line with those expected of their age. They are confident and well co-ordinated as they move around the classroom and school. They move around sensibly and confidently as they learn different ways of travelling on wheeled toys and on climbing apparatus. Pupils with SEN are well supported on climbing equipment. No indoor sessions for physical development were observed and no structured play or set tasks for physical development were provided in the outside area during the inspection. The outdoor area is used well for activities in the different areas of learning. It is small and sloping and consequently is unsuitable for the use of balancing equipment. The soft surface allows children to move with confidence from one activity to another. When the weather is fine, the outdoor area provides a good extension to the classrooms, which are small for the activities expected in the curriculum for this age group. Teachers give children good opportunities to develop their skills in other areas of learning, such as working out the cost of items in the class shop, painting and imaginative play in sand and water in the outside area. Children use small tools confidently and effectively as they make their models and pictures. They develop a good pencil grip which is evident in their handwriting.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- The good resources, their organisation and well thought out planned activities enable children to follow their interests and develop their specific skills;
- Teaching is good and adults provide a good level of support and intervention.

Commentary

60. Teaching in this area is good and children's standards of attainment are in line with those expected of their age. Children are given interesting creative activities and the balance between free choice and adult directed activities is appropriate. In one session, the children used materials well to make individual fish for a collage, choosing their materials carefully. They were well supported by the teaching assistant, who intervened well with praise and suggestions. In a painting activity, the children handled paintbrushes accurately, carefully painting a stone to create a seaside picture. They were provided and stimulated by a very good example painted by the talented teaching assistant. The effective organisation of resources enables children to follow their interests and develop their imaginations. Boys and girls play together well, negotiating roles and responsibilities, for instance when dressing their 'babies' and when creating a boat space with a galley and a radio area. They are well supported by adults when needed. No music session was observed but children took part in singing and acting in the assembly very confidently. Two children showed great confidence and sang sweetly and tunefully before the whole school, when introducing the chosen hymn at the end of their class assembly on 'The Rainbow Fish'.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well in English because of the good teaching and, by the age of 11, reach average standards in reading and writing and above average in speaking and listening;
- Standards in reading and writing at the age of 7 are below average;
- Pupils with SEN are well supported;
- Standards of handwriting and presentation vary from class to class;
- Leadership and management of the subject is good;
- ICT is not used enough in English.

Commentary

61. The school has made raising standards in English a priority. Its strategies have been successful in raising standards for pupils in Year 6, who now attain at the average level for their ages. Test results in 2003 were well below the national average. To some extent this is explained by the short period pupils had been in the school, their move between two buildings and the predominance of lower ability pupils in the year group. The dramatic improvement made has been as a result of the strategies put into place following the test results, which have included whole staff literacy training, careful monitoring of teaching and learning, effective assessment and individual pupil target setting.
62. Test results in reading and writing for pupils in the current Year 2 classes are likely to be below average when compared with the national average. This is lower than last year's tests and is mainly explained by the high proportion of pupils with SEN in the current cohort. More able pupils make good progress and progress is good overall.

63. Teaching is good overall, with some good and very good teaching. Where teaching is better than satisfactory, pupils of all abilities are challenged by work that is matched to their attainment and are supported well by teachers and teaching assistants. In these lessons, work is varied and made enjoyable and interesting. The basics of grammar, spelling and punctuation are taught well and used to further develop pupils' writing skills. Teachers maintain a good pace and manage pupils' behaviour well. This was observed in a Year 2 lesson when pupils were learning to write a story in the past tense.
64. This year has seen a dramatic improvement in writing standards for older pupils, particularly in Year 6. All aspects of writing are taught and pupils of all abilities make good progress and some make very good progress. The teaching of writing across Key Stage 2 is satisfactory, with some good and very good teaching observed. In a lesson in Year 6, the very good teaching of writing at length was characterised by high expectations, very good subject knowledge, very good relationships between pupils and the teacher and a strong work ethic for pupils of all abilities. The work produced by all pupils in the lessons on the styles of individual writers was good. Standards of handwriting and presentation across the school vary, and even some of the more able pupils have yet to develop an appropriate style and consistency.
65. Throughout the school, pupils with SEN are well provided for. Teaching assistants work closely with teachers to ensure work is appropriate to ability and then use their skills to fully involve the pupils in lessons so that they make good progress. Some pupils with visual impairment produce Braille writing of above average standard and read it back to the class on a regular basis.
66. Marking of pupils' written work varies across the school and needs to consistently include positive comments and points for development as well as grades.
67. Standards in reading for older pupils in Year 6 are in line with the national average for their age but they are below average overall in Year 2. Nevertheless, pupils' achievement is good overall. There are good opportunities for guided, shared and independent reading within literacy lessons across the school and in some other subjects. The school makes good use of intervention programmes and additional support strategies aimed at increasing the confidence and skills of the less able reader. The school has good resources for teaching reading and uses phonics programmes and reading schemes successfully. Pupils' progress and standards are routinely recorded and monitored. More able pupils read with fluency and expression and most pupils can distinguish between fiction and non-fiction by the end of Year 2. Reading resources are good within classrooms. The school library is situated on a corridor at present and has modest stocks, though it is planned to increase these in the near future. Pupils take word and spelling lists home to practise but do not take reading books home to share with their parents. This is a missed opportunity for pupils to consolidate their learning and share their success with parents. Pupils borrow books from the library for use in school and there are plans for parents and carers to come into school from September to help their children choose and borrow books to read at home.
68. Standards in speaking and listening are average for pupils in Year 2 and above average for pupils in Year 6. The school encourages discussion in all subjects and teachers are skilled at prompting and using different types of questioning to involve pupils of all abilities. They use a variety of strategies, including whole class discussion, paired and group work, 'hot seating' and role play to raise standards and provide

pupils with the skills and confidence needed to succeed. Teaching assistants work sensitively and skilfully with pupils with SEN to make sure they are fully involved. A group of pupils in a Year 4 class were seen working well with their teaching assistant to produce a successful recording of a ghost story, complete with sound effects. Their pride and pleasure in their achievement as they shared it with the class was very evident. As pupils become more able the level of discussion increases. As a result of very good teaching, many pupils in Year 6 display skills of a high order. Their ability to develop and extend an argument or line of thinking, the precision of their vocabulary and the quality of their comments and criticism of text and speech is well developed. This contributes to the standards of their written work and their general enthusiasm for the subject.

69. An interesting innovation in the school has seen pupils of all ages and abilities being given the opportunity to experience speaking basic words and phrases in a wide range of modern foreign languages, for short sessions on a regular daily basis. The aim is to foster an interest and excitement in pupils for other languages, and pupils of all ages and abilities enter into the activity enthusiastically.
70. The subject leader provides good leadership and she has very good expertise in teaching English. Progress in raising standards has been made in a short time. English is managed well. The teaching and learning of English has been fully monitored and evaluated across the school and strengths and weaknesses identified and acted upon. Staff training has been intensive and is beginning to impact on standards. Systems of assessment, individual pupil target setting and pupil tracking are straightforward. Resources are good and are continually being added to, increased and improved. Areas in need of development have been identified accurately, for instance the use of ICT and stronger links for writing with other subjects.

Language and Literacy across the curriculum

The use of language and literacy is satisfactory across the curriculum. Progress is being made in developing pupils' writing skills in geography and history; science is another area earmarked by the school for future development of pupils' factual writing.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Well organised teaching in Year 6 helps pupils achieve well and reach above average standards;
- Pupils reach below average standards in Year 2;
- Assistants use resources well to help pupils with SEN to learn at their own pace;
- Computers are not used enough in lessons to stimulate pupils and improve their understanding.

Commentary

71. Standards in Year 6 are above national expectations. Good teaching of pupils in small ability groups has helped them reach these standards. They are better than results in

national tests in 2003, which were average compared with all schools and good when compared to schools having a similar percentage of free school meals. The school was marginally below its target last year and is on course to exceed it this year. There is very little difference between the achievement of boys and girls.

72. Standards in the current Year 2 group are not as good as national test results in 2003, which were average against schools nationally and above average compared with similar schools. However, pupils' achievement is good overall. There is a higher number of pupils with SEN than is usual in the year group and, although they make good progress towards their personal targets, these pupils do not reach the national average for their age. Consequently, test results for the current year are likely to be below average overall as the high proportion of pupils with SEN is likely to have a disproportionate effect on the school's overall scores. Pupils in Year 2 began Key Stage 1 with below average standards and have made steady progress in improving their knowledge and understanding.
73. Pupils' achievement in mathematics is good in Key Stage 2. High pupil mobility and the amalgamation of two schools makes it difficult to say precisely what standards on entry to Year 3 were but the school believes that they were no better than average. Through Years 3, 4 and 5 pupils make steady progress but in Year 6 their progress accelerates because there are three small teaching groups, the same skilled teacher teaches mathematics to each group and revision and homework provision are particularly good.

74. Pupils with SEN make good progress towards their targets. They are well supported by assistants who use the teacher's planning well. They also encourage perseverance with their pupils. For instance, in a Year 6 lesson a pupil quite quickly learned about number relationships because she used coins and the assistant helped her, without giving her the answers. In Year 2, assistants use a good range of simple resources to help pupils with very weak understanding of numbers to learn counting and ordering of them.
75. Teaching and learning is satisfactory. It was at least satisfactory in all lessons observed. Inconsistency in the quality of teaching between classes in the same year group and between the infant and junior classes is the main reason why provision is only satisfactory. Most pupils respond well and work hard at their tasks because the vast majority of teachers use the school's behaviour management systems well to create an environment in which every one can learn. Year 6 pupils enjoy lessons because they are challenging. Some struggled to do an exercise with the letter/number code but most eventually found a series of letters that totalled a million because they stuck at their task, received good support and used their calculators sensibly. A Year 5 lesson on shape worked less well because the pupils did not benefit from folding shapes first before using the mirrors to find the line of symmetry. Support assistants and other adults are deployed well by teachers, often to aid the least able pupils. All pupils are involved in the lesson. For instance, in a Year 4 lesson the teachers made a big effort to ask all pupils a question at their level.
76. Pupils were not observed using computers in the classrooms during the inspection. They were not used because software problems sometimes restrict their use. A high quality homework programme for Year 6 builds very well on class lessons and is supplemented by after school and lunchtime homework clubs. Most pupils' work is marked and praised during the sessions. Rewards are regularly given but rarely are pupils' targets referred to and even more rarely are pupils shown how they might improve their work.
77. Mathematics is led and managed well. The subject leader has a good picture of what is happening in mathematics from the data gathered during lesson observations and pupil assessments. Support is freely offered to, and accepted by, colleagues, which helps improve their teaching and understanding of mathematics. His analysis of national and annual tests provides colleagues with information on what has been learned well by the pupils and what areas require further input.

Mathematics across the curriculum

78. Pupils make satisfactory use of their mathematical skills in other subjects. In science, they use their data handling skills to create and interpret graphs. In geography, they learn to use and comprehend scale, maps and directions and expand on this when learning about orienteering in physical education. Whilst these are positive examples, they are mostly incidental rather than intentional. The use of mathematical skills in other subjects is not yet planned to extend pupils' understanding.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- The teaching in some lessons is good and this results in effective learning;
- Pupils achieve well over time in Years 2 and 6;
- Too little use is made of ICT to support scientific investigations;
- Whilst lesson planning is good, some teachers do not follow it closely enough resulting in occasional variations in teaching and learning;
- Monitoring of teaching and learning is not carried out systematically.

Commentary

79. Standards in science at the end of Years 2 and 6 meet the national levels. In the national assessments and tests in 2003, pupils in Year 2 achieved the national standard with more than average numbers achieving the higher level. Inspection evidence suggests that, because of the high numbers of pupils in the current Year 2 with SEN, fewer will reach the higher level in tests in the current year. However, pupils achieve well in relation to their prior attainment.
80. Pupils in Year 6 are on line to achieve the expected national standard by the end of the year as a result of good teaching and the insistence on the correct use of technical vocabulary. No differences were observed between the achievement of boys and girls. All achieve well, including those with SEN. These results are likely to show an improvement on those of the previous year, because this group of pupils are more settled in their new school. Subject planning includes good opportunities for higher attaining pupils to work at the higher levels and their skills in setting up investigations have improved.
81. Teaching is satisfactory overall. This is because there are often variations between classes in the same National Curriculum year. Teaching is good in Years 6 and 2. There are examples of good teaching in Years 3, 4 and 5, otherwise teaching is satisfactory. In lessons where teachers' knowledge was secure and planning showed a clear focus, pupils learned well, showed interest and enthusiasm for the subjects and concentrated hard. Where there were insufficient opportunities to learn through practical activities, pupils' learning was satisfactory. Generally, teachers provide opportunities for pupils to carry out experiments but there are insufficient opportunities for them to plan their own investigations. Occasionally, where teaching is poor, the agreed planning is not followed. The teachers' knowledge of how pupils learn is not secure and they have to sit and listen for far too long. Pupils with SEN are generally taught effectively, with good strategies used to help them to record their work. The practice of secondary phase science teachers working with Year 6 pupils has contributed to a rise in standards.
82. Some good examples of the development of investigations include work in Year 2, where pupils investigate the effect of friction by running model cars down slopes on to different surfaces. They measure accurately the performance of each car, recording it on a table of results. They then construct bar charts to analyse their results. Similar

investigations take place in the junior classes but insufficient use is made of the data handling applications of ICT in these circumstances.

83. In a Year 4 class, good planning for an investigation into battery driven electrical circuitry and the provision of sufficient electrical components resulted in pupils making rapid progress. They varied the strength of the current and observed and recorded the effects that this produced. The teacher's high expectation was seen in the introduction of electrical symbols. This added clarity to the pupils' records of the circuits they had designed.
84. There are good links between science and personal, social and health education and citizenship (PSHCE). One infant child writes
 'If you don't exercise, your heart will go sleepy and stop.'
85. Leadership is satisfactory. The subject leader's move from Year 1 to Year 5 has enabled her to work more closely with teachers of the older pupils. Planning is directed effectively by the recommended guidelines and planning across year groups is consistent. Assessment procedures are satisfactory but the monitoring of teaching and learning by the subject co-ordinator is not yet in place. This means that she is not aware of the standards of teaching, learning and attainment and what needs to be improved in the subject. This element of management is unsatisfactory. The development of investigations has improved but there is a lack of use of ICT to support teaching and learning in the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Computer resources are very good and the use of the computer suite is maximised; however, software provision is limited in Key Stage 2 and not used enough in Key Stage 1;
- Teachers and teaching assistants are trained and most are confident in teaching ICT;
- Leadership and management of ICT is good;
- There is room for improvement in planning for the control element of the curriculum, where pupils develop ideas and make things happen;
- ICT is not used widely enough in other subjects of the curriculum.

Commentary

86. The school has opened with very good resources in ICT, as a result of very good strategic planning for the subject by the headteacher and governors. Computers are all network linked to include teaching and learning areas as well as administration areas. The management of resources is good and the school receives a good level of technical support from both an off site technician and a knowledgeable teaching assistant. The use of ICT for preparation of teaching and administration tasks is developing well. The school is embarking on the use of new software for continuous school improvement planning. The school is in need of additional software for consolidating pupils' skills across subjects of the curriculum and for developing ideas and making things happen. Software is not used sufficiently well for consolidating pupils' skills in ICT in the Foundation Stage and in Key Stage 1. It is limited for pupils in Key Stage 2.
87. Almost all teachers are confident in teaching ICT and most have undertaken at least basic ICT training. Teaching is satisfactory and pupils make satisfactory progress

throughout the school. Pupils reach the standards expected of them at the ages of 7 and 11 and standards seen during the inspection were average for pupils' ages in all classes seen. Pupils are beginning to reap the benefit of the very good computer resources in the school and younger pupils in Years 3 and 4 are becoming confident and catching up quickly with the older ones. Few pupils have computers at home and a good element of the school provision is the lunchtime computer clubs held almost daily for older pupils by the well trained computer assistant. By the end of Key Stage 2, pupils confidently use the Internet as a research tool and spreadsheets. They produce attractive and informative presentations incorporating colour pictures, text and sound on subjects such as 'The Himalayas' and 'The Mountains of New Zealand'.

88. Leadership and management of ICT are good. The subject leader is developing good expertise, is confident to teach classes across the school and to lead staff meetings for other teachers. She works closely with the headteacher and local advisory officer to develop the subject further and has a good understanding of what needs to be done next. There is a good draft development plan in place for the coming year.

Information and communication technology across the curriculum

89. ICT is beginning to be used across some subjects of the curriculum and this is a priority in the current action plan for the subject. It is used occasionally in English for word processing. It is used less in mathematics and little in science. More use is made in subjects such as history and geography, when pupils use the Internet to find information they need.

HUMANITIES

90. Insufficient evidence was collected during the inspection to make a secure judgement on the provision, standards or quality of teaching in **history and geography**, as no lessons were seen in history and only one geography lesson was observed.
91. A representative sample of pupils' work from all year groups was scrutinised and included some interesting multimedia work in geography on 'Mountains' and 'Rivers' by Year 6 pupils. These subjects are taught each term, along with other blocked subjects. Pupils in Years 4 and 5 cover one extra unit of work. Curriculum coverage follows National Curriculum guidelines. There are some good opportunities for pupil enrichment in both subjects, including museum visits and a residential visit in geography to Sutherland Lodge in Year 6. Both subjects are well resourced. The leadership and management of both subjects is still developing and is unsatisfactory at the moment, due to insufficient monitoring and evaluation of teaching and learning. This area is currently being reviewed by the school and is included in the school development plan.

Religious education

Provision in religious education is **unsatisfactory**.

Main strengths and weaknesses

- Pupils are not encouraged to apply religious doctrine to their everyday lives;
- There is no monitoring of teaching and learning;
- Pupils gain new knowledge about Christianity and other non-Christian world religions.

Commentary

92. Standards of attainment seen during the inspection are below the expectations of the locally agreed syllabus at both key stages. Whilst there is a satisfactory emphasis on the gaining of new knowledge, pupils are rarely taught to reflect on this to make it relevant to their own lives. Lessons that introduce, for example, the Islamic festival of the Hajj result in pupils knowing that it is an important time in the Muslim year. They understand that it is the aim of all Muslims to make this pilgrimage. However, they do not reflect on the story of the man who saved his money to make the pilgrimage but who decided to give it to his sick friend for medical attention. Opportunities are missed to relate the man's decision to their own lives by discussing their choices, for instance if a friend was hurt in the playground.

93. Opportunities for spiritual development are missed. Although teachers plan instances in lessons when pupils could reflect on the knowledge and facts they have learned and relate them to their own lives, the opportunities to do so are often not recognised by teachers or moved on in the direction to help pupils do so. For instance, in a lesson about 'Pilgrimage', although pupils gained an understanding of the Hajj for people who follow the faith of Islam, and comparisons were made initially with pilgrimages made by Christians to the Holy Land, pupils had no opportunities to discuss how making a pilgrimage could change a person's life or in any way to relate it to their own lives. Planning across the curriculum does not include sufficient enquiry and discussion of the beauty of this world, which could lead to moments of silence and wonder supported by relevant music.
94. Some lesson plans do relate religious doctrine to pupils' own lives. Pupils in Year 6 study the Ten Commandments as they construct their own rules for living. In Year 2, pupils who visited a local priory experienced its silence and stillness and responded to these moments in their precise, detailed and accurate sketches of this environment. However, lesson planning does not regularly incorporate such techniques as role play, for example, to personalise the learning objectives and help pupils gain valuable insights into the meaning behind the story. The lack of systematic monitoring of teaching and learning has resulted in the school not being aware of this situation.
95. Introductory work has been completed to develop a school response to the agreed syllabus. However, this is insufficient to direct teaching to include spiritual development and help pupils to relate programmes of work to their own lives. Various religious artefacts, which might add interest, understanding and insight to lessons, are not readily available. This further restricts the planning of stimulating and meaningful lessons.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

96. Only one lesson was seen in **design and technology** and it is not possible to make an overall judgement on provision. No judgement could be made on the overall teaching and standards in **music**. It was not possible to make a secure judgement about provision in **physical education**.
97. The examination of pupils' design and technology work on display shows that they are gaining experience of a range of materials and techniques and developing the expected skills through designing and making a variety of products. Teachers' records show that infant pupils design and make fruit kebabs in line with their own preferences for fruit and that they are gaining new knowledge about exotic fruits. Good connections were made with PSHE to help pupils gain an understanding of healthy eating habits.
98. Older infant pupils construct mobile vehicles and think out ways to make them move. Year 3 pupils have successfully constructed unusual animals from recyclable materials.
99. In the one lesson seen, Year 6 pupils were creating intricate designs for pencil cases. They included a good range of ideas for decoration and used computer software to identify suitable patterns and embellishments. The finished designs included precise measurements and labelling to identify the materials used. However, not all designs listed the tools required to complete the tasks. Pupils worked hard and had good

relationships as adults circulated the class to help individuals complete their task. Consequently, pupils gained further understanding of the process of designing.

100. Only one music lesson was seen. It was taken by a teaching assistant who teaches many group and class lessons in the recorder and has expertise in the teaching of brass and clarinet. The school uses the nationally recommended scheme of work for music and is adapting it for its own use. Most teachers are confident in teaching music and several are instrumentalists. All pupils are taught singing and learn the recorder and, consequently, develop an understanding of standard notation from Year 2 onwards. This enables them to know and develop their knowledge of rhythm, beat and pulse and to compose and play an accompaniment to a tune. Singing in assemblies is satisfactory and pupils have a sound repertoire of songs and hymns which they sing from memory. The school offers a programme of specialist lessons in brass, woodwind and violin to older pupils. There is a guitar club and an after school singing group.
101. A review of teachers' planning in physical education and a discussion with the subject leader indicates that National Curriculum requirements are met in full. Though not yet quite complete, the facilities and resources are of high quality and are used well by staff. For instance, everyone had small apparatus during a Year 2 games session to practise their skills.
102. Staff have a good awareness of safety. Year 2 pupils know how to handle mats and large apparatus and do so with care. Pupils behave well because teachers regularly praise good behaviour. They also encourage improvements in performance by making good use of pupils to demonstrate their main teaching points.
103. Leadership is satisfactory. The subject leader has a good understanding of the six aspects of the subject and supports colleagues with advice on particular elements of lessons. She has successfully led the school's application of the Sport England 'Active Mark'. She runs some clubs after school and encourages coaches from local sports clubs to work with the pupils. An assessment programme is being tried out but is not yet fully in place. Management of physical education is weaker. The subject leader has very little non-contact time to monitor teaching, support colleagues and assess standards.
104. The school offers a good range of sports clubs and pupils are keen to attend them. Games against other schools are played on a regular basis. Sports coaches are encouraged to come to school to work with the pupils. The annual residential visit makes a positive contribution to pupils' learning. They have good opportunities to work together when solving problems and enjoy the 'assault course' type activities.

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- Teaching is good. There are high expectations of pupils. Lessons are well resourced;
- A good portfolio is being established which highlights the pupils' expertise and identifies their improvements. Pupils develop a full range of skills and techniques and work with a wide variety of media;
- Pupils develop an appreciation of the styles of world artists.

Commentary

105. Pupils' art and design skills are good in both key stages. This is because, as pupils move through the school, they learn new techniques and respond positively to the teachers' planning of stimulating and challenging projects. The quality of teaching is good overall.

106. During a visit to a local priory, pupils completed detailed observational drawings of various aspects of the chapel. In their drawings, they captured the shape and embellishments of the windows and the patterning of the piers. In their classrooms, careful and expert direction by skilled adults helped the pupils create artistic patterns based on their line drawings and extend these patterns into a third dimension using clay work. Here pupils quickly learned and applied the techniques of rolling and joining clay. The levels of attention were very high, pupils shared tools and equipment and all, particularly those with SEN, worked well and concentrated to complete their project.
107. This very positive attitude to the subject was observed again in a Year 4 lesson where pupils were studying the artist Kandinski. They learned about the technique of symbolism, prior to forming a basic symbolic record of their journey from home to school. Very good use was made of copies of patterns printed by the artist to help the pupils understand the nature of the technique. The project was planned to run over three lessons, so ensuring that pupils had sufficient time to add colour and further detail to their work.
108. The subject is well led. A full range of activities is identified in each year to ensure that pupils fully develop their art and design skills as they move from class to class. A very good portfolio of pupils' work is being assembled which shows the increasing range of art skills and techniques being taught. However, there is a missed opportunity by the school to capture the quality of the three-dimensional work, for instance with the use of digital photography, and to include this in the school's art record.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social and health education and citizenship (PSHCE) is **good**.

Main strengths and weaknesses

- Provision is planned within the curriculum;
- Learning opportunities are enhanced through a well planned programme of visits out of school and visitors to school.

Commentary

109. Arrangements for PSHCE, including drugs education, are good. An effective scheme of work is available to teachers and the programme of work is timetabled in each class. Sufficient curriculum time is given to the subject. Pupils learn about the importance of maintaining a healthy lifestyle through science and physical education lessons, and about friendship and relationships. During 'Circle Time' pupils are given regular opportunities to work as a team, have individual and group discussions and consider a range of serious and light-hearted topics. Pupils of all abilities, and many of those with emotional and behavioural problems, benefit from the activities provided in these sessions. In Year 6, pupils are given opportunities to explore and discuss their understanding and feelings about changes that are about to take place on their transition to the secondary school. Opportunities are made for pupils to discuss school and class rules and for older pupils to take responsibility at lunchtimes, working with younger pupils in the 'Active Club'. Plans are underway to begin a school council in the forthcoming term. The recently appointed subject leader is beginning to develop work towards the 'Healthy Schools' award.

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	n/a
Value for money provided by the school	4
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	4
Attendance	5
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
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).