

INSPECTION REPORT

BECK ROW PRIMARY SCHOOL

Bury St Edmunds

LEA area: Suffolk

Unique reference number: 124541

Headteacher: Jan Oldfield

Lead inspector: Margaret Coussins

Dates of inspection: 2nd – 4th February 2004

Inspection number: 255461

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

© Crown copyright 2004

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	First school
School category:	Community
Age range of pupils:	4-9
Gender of pupils:	Mixed
Number on roll:	186
School address:	The Street Beck Row Bury St Edmunds Suffolk
Postcode:	IP28 8AE
Telephone number:	01638 713001
Fax number:	01638 717681
Appropriate authority:	The governing body
Name of chair of governors:	Mr Peter Brown
Date of previous inspection:	15 th June 1998

CHARACTERISTICS OF THE SCHOOL

Beck Row is a smaller than average Community First school in Suffolk, close to the American Airbase RAF Mildenhall. At the time of the inspection there were 186 pupils on roll and almost half this number are from American families on the Airbase. This means that pupil mobility is very high with the total number on roll fluctuating and many pupils arriving and leaving the school other than at the normal times. The rest of the pupils come from the village of Beck Row and several small villages nearby, the majority from white British backgrounds and there are no pupils at an early stage of learning English. A very small number of pupils come from a traveller site. When they enter school children have skills and knowledge below those expected nationally. Many American pupils enter the school in Year 1 or 2 having had no previous schooling. Many pupils come from backgrounds whose economic circumstances are below those typically nationally. Any statistics and comparisons made with similar schools based on the percentage of pupils eligible for free school meals are unreliable as the American pupils are not included in this data. The number of pupils with special educational needs is lower than the national average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16084	Margaret Coussins	Lead inspector	English, Information and Communication Technology, Physical Education, Special Educational Needs
9595	Susan Cash	Lay inspector	
20948	John Linstead	Team inspector	Science, Art, Design and Technology, Religious Education
27960	Jane Reed	Team inspector	Mathematics, Geography, History, Music, Foundation Stage

The inspection contractor was:

e-Qualitas Limited

Langshaw
Pastens Road
Limpsfield Chart
Oxted
Surrey
RH8 0RE

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	16
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	26

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Beck Row is a good school that provides good value for money. Standards of work seen in Year 2 and Year 4 are above average and pupils achieve well. Teaching and learning are very good. Leadership and management of the school are good. The headteacher and staff have created a very positive climate for learning and school improvement.

The school's main strengths and weaknesses are

- Pupils achieve well in English, mathematics and science and very well in information and communication technology (ICT)
- The school cares for its pupils very well and ensures all are fully involved in their learning
- Relationships amongst pupils and between teachers and pupils are excellent and promote a very positive ethos where everyone is valued
- The school works very well with parents, the community and other schools
- The school is led well and this results in a school where the climate for learning and improvement is strong
- The staff work purposefully as a team, overcoming the challenges presented by the high number of pupils moving in and out of the Airbase
- Governors are supportive but are not taking a full part in guiding the direction of the school
- Arrangements for supporting new staff do not always meet individual teachers' needs

The school has made good improvement since the last inspection and all the issues have been tackled. Standards at the end of Year 2 have improved in English, mathematics and science and there has been significant improvement in standards of ICT. The senior management team uses its expertise well. The improvements in equality of opportunity and the outdoor provision for the reception class are very good. The quality of teaching is now very good which is significantly better than last reported.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	A*	B	D	E
writing	B	A	C	C
mathematics	B	C	D	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 pupils eligible for free school meals*

The 2003 national test results do not reflect the pupils' good achievement or above average standards seen during the inspection. The number of pupils who took the tests and who had not joined the school in the reception class was very high and many who joined in Year 2 were American children who had received no previous schooling. The comparison with similar schools does not give an accurate reflection of standards at the school because almost half of the pupils are from American Air Force families and are not included in the calculation as they are not eligible for free school meals.

Achievement is good overall. When children join the school, their skills and knowledge are below national expectations. In the reception class, children achieve well and by the time they join Year 1, almost all of the children reach the expected standards and some exceed them. By the end of Year 2 and Year 4 pupils have reached above average standards in English, mathematics and science. Standards in ICT are well above average across the school. Pupils with special educational needs achieve well because of the effective support and expertise the school provides.

Pupils' personal qualities and their attitudes are good, they are willing to learn and enjoy coming to school. Attendance is very good and pupils' behaviour is good. Pupils' spiritual, moral, social and cultural development is good and this has a positive impact on their attitudes to learning.

QUALITY OF EDUCATION

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

Teaching and learning are very good overall. Assessment is good because it lets the pupils know what they are aiming for and how they can improve. Teachers and teaching assistants work very hard to effectively meet the challenges of pupils joining and leaving the school at different times. Teachers plan well to meet the needs of all pupils in their classes. They have good subject knowledge and their enthusiasm and good relationships motivate pupils to work hard and learn well. The use of ICT by teachers and pupils has a very positive impact on teaching and learning. In the few lessons where teaching was satisfactory rather than good or very good, classroom routines were not as well established and pupils did not learn as rapidly. The curriculum is good because the school provides a very wide range of purposeful opportunities that cater for the needs, aptitudes and interests of all the pupils. The curriculum is enriched with activities outside lessons which help to motivate the pupils.

Pupils receive very good support, advice and guidance. The school takes very good care of its pupils. They are encouraged to be involved in the school's work and their views are valued. The school has developed very good links with parents, the local and wider community and this contributes to the good standards the pupils achieve. Excellent links with the American Airbase, local schools and colleges make a significant contribution to the pupils' education.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher has a very clear vision for the school, provides very good leadership and is fully committed to ensuring all pupils participate fully in school life and achieve well. The headteacher and senior management team very successfully lead the school in meeting the challenges of high pupil mobility and the range of differing experiences pupils have had before joining the school. The work of the governing body is satisfactory, and it has ensured that statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally very supportive of the school and feel it is doing the best for their children. Pupils enjoy coming to school and feel secure and happy.

IMPROVEMENTS NEEDED

Within this positive climate for learning the most important things the school should do to improve are

- To ensure that governors are more involved in shaping the direction of the school
- To ensure that support for staff new to the school meets the needs of individual teachers

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall standards in the school are **above average** and pupils' achievement is **good**.

Main strengths

- Standards in information and communication technology (ICT) are well above average
- In work seen in Year 2 and Year 4, pupils reach standards in English, mathematics and science that are above those expected
- Many pupils reach higher than average levels of attainment in writing
- All groups of pupils achieve well

Commentary

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

Standards in:	School results	National results
reading	14.8 (16.5)	15.7(15.8)
writing	14.8 (15.5)	14.6 (14.4)
mathematics	15.9 (16.7)	(16.5)

1. The 2003 national test results for pupils in Year 2 are not a reliable indicator of standards for the following reasons
 - The high level of mobility, as almost one quarter of pupils who took the tests in 2003 did not join the school in the reception class compared to the national figure of 2%
 - Many American pupils who joined the school in year 2 had received no previous schooling
 - Comparisons with similar schools are inappropriate as almost half of the pupils in the school are from American Air force families and therefore not entitled to free school meals
 - One quarter of the year 2 group in 2003 was eligible for free school meals and almost a half had special educational needs
2. When children join the school their skills and knowledge are below national expectations. Their achievement is good in the reception year and their skills are developed well so that by the time they reach Year 2, pupils have reached above average standards overall in English, mathematics and science. This represents good achievement which continues throughout Years 3 and 4 so that by the time pupils are 9 years old standards in English, mathematics and science are still above the expectations for their age. This is a result of very good teaching and good leadership that has focused upon improving standards. The focus on ICT, led by the headteacher and deputy has been instrumental in the drive to improve standards in all subjects as well as raising standards in ICT skills. The systems for tracking progress have a positive impact on the good standards achieved.
3. The provision for pupils with special educational needs is good and their achievement is good because of the dedicated support and expertise the school provides. Careful planning enables all pupils to take a full part in lessons. More able pupils have work that is appropriate and challenging and so they make good progress particularly in writing where the use of ICT has had a significant impact on raising standards.
4. Although the 2003 test results show that boys and girls in Year 2 underachieved in reading and girls underachieved in maths, this was not the case in the lessons seen during the inspection. The school's current focus on reading is improving standards.

Pupils' attitudes, values and other personal qualities

Pupils' attendance is **very good**. Attitudes and personal development are **good**. Behaviour is good and spiritual, moral, social and cultural development is good.

Main strengths and weaknesses

- Adults provide excellent role models for the pupils
- Pupils' social and moral development is very well promoted so that they become increasingly mature and responsible
- Relationships throughout the school are excellent
- Pupils are very lively and do not always listen well enough to their teachers
- Levels of attendance are well above average

Commentary

5. The school provides a very positive experience for all pupils, who enjoy coming to school and taking part in all the activities on offer. Relationships between pupils and adults are excellent. Pupils respond well to praise and constructive comments from teachers and other staff and develop confidence and self esteem which helps them learn well.

6. Older pupils benefit from a residential visit to an activity centre, which contributes to their social development. Assemblies have moral and social themes, are very well presented and involve all the pupils so that they take the lessons to heart. The school raises considerable sums of money for charity and is very actively involved in environmental projects. It has recently won a British Telecom award to help with the cost of making posters to put up in the village after pupils recognised the need to reduce litter and dog fouling. Pupils are still actively involved in the nearby nature reserve which they helped to create and have grown oak trees from acorns in a nursery bed at school, ready to plant out.

7. Pupils get on very well with each other. They are polite to visitors and considerate of others. They know there is someone they can turn to if they have a problem, such as 'falling out' with a friend. They are confident that if they are bullied or harassed adults will take it seriously and deal with the problem through circle time or personal, social and health education lessons. Pupils and their parents say there is very little bullying. Pupils from different cultural backgrounds all get on very well together and add to the rich experience provided by the school.

8. The school values are prominently displayed and form the basis of discussions with pupils about class rules, which are agreed and displayed. Pupils are very clear about what is expected of them. They try hard because they are helped to 'be a star' or are chosen to sit on the special table at lunchtime. Pupils play well together in the playground and take turns on the activity apparatus. There are good opportunities for pupils to show responsibility, for example by helping in the classroom or being elected to the Talk Team (School Council). Pupils work well independently, in pairs and in small groups.

9. Sometimes pupils' enthusiasm and excitement for learning causes them to forget the social conventions of taking turns and putting hands up to respond to or ask a question which means that often only the loudest pupils get their views heard. The good practice seen in many lessons of responding to a talk partner enables everyone to share their views.

10. Levels of attendance are well above the national average. Most pupils arrive punctually in the mornings. The school has good systems for monitoring attendance and works well with parents to stress the importance of regular attendance. The headteacher has been thoughtful and compassionate in dealing with the families of American Service personnel involved in the Iraq conflict who have wanted to take their children away on holiday in term time. There have been no exclusions for many years.

11. Pupils with special educational needs have very positive attitudes to learning and they are confident when contributing to whole class discussions. A small number of pupils have associated behaviour difficulties which are very well managed with excellent support from the headteacher.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.4%	School data	0.1%
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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

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

Teaching and learning

Teaching and learning are **very good**. Teachers and teaching assistants work very hard to effectively meet the challenges of the frequent movement of pupils in and out of their classes through individual and team effort. Assessment is good because it helps pupils know what to do to improve their work.

Main strengths and weaknesses

- Teachers have good subject knowledge
- Teachers' enthusiasm and excellent relationships motivate pupils to work hard and learn well
- All the teaching in Year 2 is very good or excellent
- Teachers plan very well to meet the needs of pupils with different learning styles
- Teaching assistants play an important role in ensuring all pupils achieve well
- The use of information and communication technology (ICT) has a very positive impact on teaching and learning
- Very effective use of teacher assessment helps teachers plan for individual needs
- In the few lessons where teaching was satisfactory, pupils did not learn as rapidly

Commentary

12. Teaching across the school is very good overall with some very good teaching in all classes and an example of excellent teaching in Year 2. This represents good improvement since the last inspection. Teaching in the Foundation Stage is good; it is good in mathematics and science and very good in English. Teaching is very good in ICT and as a result, standards are well above average and the use of ICT to support teaching and learning in other subjects is very effective, leading to good standards and achievement.

13. Lessons are well planned so that work is very well matched to pupils' abilities and all pupils are included fully and achieve well. Teachers' subject knowledge is good and their understanding of different learning styles is evident in their planning and their classroom practice. This means that pupils develop very good learning skills which help them achieve well. In a few lessons where teaching was satisfactory rather than good or better, classroom routines were not as well established and pupils did not learn as rapidly.

14. Assessment is good because the systems in place track pupils' progress very carefully and this is particularly important when pupils start at the school and leave the school at times other than normally expected. There is effective use of planning and assessment software to track attainment and progress and to plan for pupils' varying needs. Teaching assistants work very well with pupils so that they can make good progress and achieve well. They have very good relationships with pupils and support them very effectively in class.

15. Teachers and the special educational needs co-ordinator work well together to plan work for pupils with special educational needs and ensure they participate fully in lessons. There are detailed individual education plans in place, which fully comply with statutory requirements. They are reviewed on a regular basis and additional targets are set when appropriate.

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1(3%)	11 (37%)	13(43%)	4(13%)	1(3%)	0 (0%)	0 (0%)

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

The curriculum

The curriculum provision is **good**. The school provides a good range of purposeful curricular opportunities. A variety of school visits and visitors, and a good range of extra-curricular activities further enhance learning.

Main strengths

- The implementation of the national strategies and guidance on the teaching of literacy and numeracy are good and these make a significant contribution to raising pupils' achievement in English and mathematics
- The provision for personal, social, and health education is very good
- The school makes good provision for pupils who have special educational needs
- The range of extra-curricular activities is good and enriches pupils' learning experiences
- There is a good match of trained teachers and teaching assistants to the needs of the pupils and the curriculum
- The range and quality of resources are very good
- Good links with other subjects enable pupils to use and develop their literacy, numeracy and ICT skills

Commentary

16. The school provides a curriculum that is well planned and meets the needs of all pupils well. The curriculum planning and teaching methods for literacy and numeracy, based on the national strategies are good, reflect the school priorities and have a significant impact on raising pupils' achievement. Provision in the Foundation Stage is good overall. Planning ensures children experience a good range of activities in each of the six areas of learning.

17. The school works hard and achieves good results in ensuring that all pupils, regardless of ability, have equal access to all aspects of its work and achieve well. Provision for special educational needs is good. Individual education plans are detailed, targets are based on pupils' needs and they are monitored and reviewed very effectively which results in good achievement. This is the result of careful planning involving all agencies supporting the children. This work is developed further by teaching assistants who sensitively encourage and support pupils' learning. The very good provision for personal, social and health education is evident throughout all aspects of the curriculum.

18. The school provides for a good range of extra-curricular opportunities, including chess, football, gymnastics, computer, mathematics, athletics, choir and Spanish. Class visits are organised which support work in subjects. The match of teachers and support staff to the demands of curriculum is good. Support staff are well trained and briefed and provide good quality help to pupils of all abilities. The curriculum is reviewed regularly and the school has effective links between subjects. This enables pupils to apply the skills they have learned in ICT, literacy and numeracy imaginatively in other subjects.

19. The accommodation is satisfactory and there are safe, friendly areas for the pupils and staff. The school is very well maintained by the caretakers, who provide a safe and clean environment, ensuring the highest levels of health and safety. There is a delightful garden area and the pupils have planted bulbs as part of their science lessons which will provide a valuable resource to the whole school. The area provides a space for pupils to reflect and experience quiet thoughts and this enhances their spiritual development. The range of resources to support learning is very good in all subjects.

Care, guidance and support

Provision for pupils' care, welfare, health and safety is **very good**. The school provides very good support, advice and guidance based on the monitoring of their achievements and personal development. Involvement of pupils' in the school's work and development is **good**.

Main strengths

- The school takes very good care of its pupils, providing exceptional care for those facing crisis
- Every pupil is well known to a number of adults who are actively concerned for their well being
- Pupils are consulted and involved in decisions affecting them through the Talk Team
- The school works effectively to minimise the disruption caused by high pupil mobility

Commentary

20. Pupils are very well looked after. They are always well supervised and, if accidents occur or they feel unwell, pupils are treated kindly and efficiently. Accidents and minor injuries are carefully recorded and parents informed. The school pays good attention to health and safety and the premises and equipment are regularly checked. It is kept very clean. The school is working towards a 'Healthy Schools Award'. Child protection procedures are in place and known to all adults. During the Iraq war, the school set up a special lunchtime club to support those children whose parents had been deployed. This provided invaluable support at such a stressful time. Close links with the American Airbase enables the school to work with their family liaison personnel when necessary.

21. All adults know the children very well and show great concern and affection for them. There is always someone to turn to, whether with a bruised knee or a bruised ego. Pupils flourish in such a caring and positive environment. Monitoring of pupils' personal development is informal but all adults in the school work as a team and share information and concerns, so that pupils who are not at their best are quickly spotted and supported. Pupils show concern for one another and soon tell an adult if a friend is hurt or unhappy.

22. Pupils' academic progress is monitored well through a very good tracking programme. Each child has a literacy target, but this is not extended to other subjects. Pupils with special educational needs are cared for very well and receive a good range of support and guidance. The Talk Team was started about a year ago and meets regularly to discuss issues that pupils wish to raise. Members were voted onto the council by their peers and they have already secured improvements. For example, pupils asked for a basketball net, which is used by each class in turn and is very popular.

23. Induction arrangements for pupils are good. The youngest pupils visit the school with their parents for an afternoon and then start part time. There are close links with the pre-school group on the school site and the children often join the school for assemblies. Parents are given a set of very helpful leaflets about how they can help their child at home. The headteacher and a colleague from another school have produced a booklet explaining the differences between the American and British education system and some of the terminology used in school that children will need to understand. Labels around the school use both British and American terminology. A very few parents expressed concern over the disruption that the high mobility of pupils caused, but there was no evidence to suggest this is a problem as pupils who enter the school at any time are integrated very well.

24. There has been good improvement in this aspect of the school's work since the last inspection.

Partnership with parents, other schools and the community

Links with parents are **very good**, as are links with other schools and with the community.

Main strengths

- The school provides very good information for parents, particularly about how they can help their children at home
- It is very easy for parents to talk informally to teachers and there are good opportunities for more formal meetings, so parents are kept well informed about how their children are progressing
- Excellent links with the American Airbase make a significant contribution to pupils' education
- Parents are very supportive of the school and help pupils with their learning
- Very good links with community projects widen pupils' experiences
- The school works very closely with other schools to provide a wide variety of experiences and to make transfer as smooth as possible

Commentary

25. Parents are given a broad range of information during the year, all of which is well written and provides a comprehensive view of what is going on in the school. Individual classes write home outlining the curriculum for the term, and regular newsletters keep parents informed about whole school activities. The school has produced a series of leaflets for each curriculum subject outlining how parents can help their children at home. These are particularly helpful. End of year reports are good, with clear information about what each pupil has done during the year and what they did well. The English report includes a target for future development. It would be useful if this was extended to other subjects.

26. The headteacher and teachers are readily available to talk to parents on an informal basis before and after school. Parents are welcome into the classroom when they deliver their children each morning and teachers ensure that the children are handed into their care at the end of the day. There are also more formal opportunities to see pupils' work and discuss their progress. Parents are invited, for example, to class assemblies, sports days and school performances.

27. The headteacher is an honorary commander on the Airbase, and the close links greatly benefit the school in a wide variety of ways. For example, service personnel brought a weather station to the school and pupils measured the wind and learnt about clouds, and the Rabbi from the Base visited a class to talk about Passover. A radio station was set up in the school by communications forces from the Airbase to establish a live link up with Santa and Rudolph at Christmas.

28. Parents are regularly consulted about their views of the school. Several parents help in school and almost all hear their children read regularly which is very beneficial to the pupils' reading development. An active Friends group raises money and organises social events. They raised funds to pay for the landscaped gardens and an area with seating called the "Story Circle".

29. The school was involved at the beginning of a project to create a nature reserve at Aspal Park Grove and this has led on to other environmental projects in the village. Pupils perform for elderly residents in the community centre, which the school shares. The school hosts the village bonfire and fireworks and it maintains close links with the church. The school is seen as an important part of the village community.

30. The curriculum is broadened through liaison with other schools in the area. A creative arts week, held in conjunction with another school in the 'cluster', enabled pupils to experience working with an artist and to prepare a musical production with song and dance. The expertise of the deputy headteacher and the strong links with the Technology College have increased the confidence and

skills in the use of ICT within the school and other local schools. The school has been appointed as the training provider for ICT for the cluster of local schools. Transfer arrangements are helped by constructive dialogue between the staff of the schools involved.

31. Parents of pupils with special educational needs are fully involved when establishing and reviewing targets in individual education plans. Targets include tasks to be completed at home which enhances the pupils' learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. The school is very well led and managed by the headteacher with strong support from the deputy headteacher. The staff forms an effective team enabling the school to overcome some significant barriers to learning so that its pupils achieve well.

Main strengths and weaknesses

- The headteacher is fully committed to providing well for all pupils and provides very good leadership
- Senior members of staff are good role models and provide very good support, advice and training
- Governors are very supportive of the school but do not take a full enough part in helping to shape the development of the school
- The support systems for teachers new to the school are not structured well enough to meet the needs of individuals
- Curriculum co-ordinators carefully check lesson planning and the quality of work but do not observe enough teaching to help them improve pupils' learning

Commentary

32. The headteacher has a very clear vision for the school and is fully committed to ensuring all pupils participate fully in school life and achieve well. The headteacher very successfully leads the school in overcoming significant difficulties it faces. These include the high rate of pupil mobility and the range of differing experiences pupils have had before joining the school. In addition, there have been several changes in staff over recent years affecting the continuity of subject co-ordination.

33. The deputy and the senior management team support the headteacher very well. This team provides good role models for other teachers and provides high quality teaching, training, support and advice and has ensured the school has improved well since the last inspection. Significant features of this improvement have been the strengthening of the senior management team; one member is a leading teacher, and the quality of the school's provision for ICT. The school now has a computer suite, a wealth of software and a computer controlled whiteboard in all but two of its classes. These innovations are having a very positive effect on the quality of teaching and learning. These qualities have been recognised in the wider educational community. The headteacher is a consultant leader for the Primary Strategy and supports leadership and management teams in other schools to help raise achievement.

34. The leadership of other key staff is good. Curriculum co-ordinators now play a greater role in the development of their subjects than at the last inspection, for example through increased scrutiny of plans and pupils' work. In some subjects detailed action plans have been drawn up to improve provision. However, these measures are solely related to the outcomes of provision and there is insufficient observation of teaching to further improve the quality of pupils' learning.

35. Governance of the school is satisfactory. Governors are very supportive of the school, fulfil their statutory duties well and recognise the strengths of the school. They enjoy good relations with school staff and are kept informed through reports and talks from senior staff and the formal and informal visits they make. Governors have received good training and are knowledgeable, for example about judging the standards pupils are achieving. Governors question appropriately but do not offer sufficient challenge to school staff. At the moment they are not playing enough part in

shaping the direction of the school. Priorities and the subsequent reviews of progress are decided and undertaken by the headteacher and deputy.

36. The school manages its finances very effectively. The financial implications of the school's plans for improvement are well considered and the spending of the school budget tightly monitored. Governors have a good knowledge of the school's finances and are fully involved in budgetary matters. Together with the headteacher they have ensured the school is well resourced with personnel and equipment. At the same time they have prudently accumulated funds which will be used to help finance the building and furnishing of the proposed new classroom.

37. The management of the school is good. The headteacher and senior staff have worked hard to build an effective team responsive to the drive to raise standards. For example, teachers are making good use of the new technology introduced into most classrooms and the computerised planning and assessment systems. This system is a powerful tool in tracking individual pupil's progress and planning the curriculum.

38. The school's application for 'Investors in People' status was approved with the school already fulfilling most of the required elements. Teachers' professional development is linked well to whole school initiatives and they have been given good training by school staff. The programme of induction for teachers new to the school provides them with good support systems but does not always meet the needs of individual teachers. For example, providing a structured programme of observation to ensure consistency in teaching and learning.

39. The management of provision for pupils with special educational needs is good and ensures they make good progress. Teaching assistants are well deployed and provide valuable support for individuals and small groups. There is an experienced special educational needs co-ordinator who provides very good support to pupils and staff. There are comprehensive records including individual education plans which enable the school to monitor and evaluate the progress made by these pupils.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	427,157
Total expenditure	435,812
Expenditure per pupil	2533

Balances (£)	
Balance from previous year	68,489
Balance carried forward to the next	59,834

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the reception classes is **good**. Children's skills and experience on admission are generally below those expected nationally, they make good progress and by the time they enter Year 1, most will reach the expected goals for learning and some will exceed them. This represents good achievement. Teaching and learning are good and the staff work well together and plan effectively to provide a good range of learning activities. They provide the children with good role models and a caring and secure environment which helps the children settle well and enjoy learning. There are good links with parents when children start school. Overall there has been good improvement in provision since the last inspection.

Personal, social and emotional development

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

Main strengths

- Children settle happily and quickly into the routines of the reception class and relationships between staff and pupils are good
- The staff create an atmosphere in which children can develop confidence and independence
- The children's behaviour is very good

Commentary

40. The school day in the reception classes has a very clear structure, which ensures that all children experience the full range of activities while still having time for personal choice which helps them become increasingly confident and independent. Children have opportunities to talk and listen to each other. Staff value their ideas and comments which develops children's confidence to express themselves. Teachers allow children the time that they need to dress and undress for physical education which helps them make very good progress in self-care skills. Children are taught to understand individual differences and the differences between right and wrong which has a very positive impact on their behaviour which is very good. Very good teaching in this area of learning leads to very good progress and achievement.

Communication, language and literacy

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

Main strengths

- Children have many opportunities to become familiar with a good range of well chosen story books and information books
- Children become confident readers and writers
- The teacher creates many good opportunities for speaking and listening

Commentary

41. Teaching is good, children achieve well and most will achieve the early learning goals in this area of learning. Children speak clearly and feel what they want to say is important and valued. They are confident when contributing to class based discussions and they listen to each other well. Children are acquiring very positive attitudes to books through assemblies and the reading activities in class. They follow text and recognise some words by sight and know that we read from left to right and from the top to the bottom of the page. Children can discuss and retell stories and create their own stories based on a sequence of pictures showing that they understand how a story works. They are taught to recognise letters by name and sound and can hear and say initial sounds and spell out sounds in words. Children's vocabulary is extended well through practical work including role-play activities.

Mathematical development

Provision in mathematical development is **good**.

Main strength

- Children are provided with a good range of practical opportunities to extend their mathematical skills.

Commentary

42. Pupils use numbers in familiar contexts, for example, in a literacy session when they are counting and estimating sizes in the story of Goldilocks and the Three Bears. They recognise many numbers up to ten and place them in the correct order. A good proportion of children count reliably up to ten, matching number names with objects. They show an awareness of shapes such as rectangles, circles and triangles. Teaching assistants question the children well in order to extend their learning. For example, "if we have five, how many more do we need to make ten?" The pupils sequence numbers and understand that zero is the starting point. They are beginning to have an understanding of odd and even numbers and place objects in a set relating to their shape, size or colour. Children use number in role-play, for example, in the house of the three bears they decide on the size of bowl and bed for Daddy, Mummy and baby bear. Teaching is good and children achieve well in this area of learning.

Knowledge and understanding of the world

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

Main strengths

- Teaching methods encourage independent thought and good use of spoken language
- The school and the outside areas are used well for exploration and investigation
- Children use information and communication technology (ICT) well to help them learn

Commentary

43. Teaching is good and children achieve well. Teachers encourage children to ask questions and to take an interest in what is going on around them. They learn about maps using the school and the local area to record journeys they make. The reception classes are named after countries and they find these and the countries they come from on a world map. They match food packages to the country of origin. They use their senses to taste and smell different fruits, first guessing what they might be and then expressing their likes and dislikes. They are confident when using the computer and have a very good understanding of key skills in ICT, for example, they are able to change the size of text and add pictures to enhance their work. Children are very confident in their use of the computer controlled whiteboard and this was used in many lessons to support learning activities in mathematical and literacy development.

Physical development

Provision in physical development is **good**.

Main strengths

- Teaching provides good opportunities to develop a wide range of physical skills

Commentary

44. The teacher develops children's skills well through a range of activities such as sticking, drawing, cutting and printing. The children learn to use scissors safely and to hold pens and pencils correctly and with increasing control. The outside area is used well so that children can work with large construction equipment and large toys. The hall is used well for moving imaginatively to music and dancing which helps children develop a sense of space and control over their bodies. Teaching is good and the children achieve well in their physical development.

Creative development

Provision in creative development is **good**.

Main strengths

- A variety of good quality opportunities are provided to help children learn
- There are good opportunities for imaginative play and children's imaginative use of language is encouraged

Commentary

45. Teaching is good and children achieve well in developing their creative skills. They explore colour, pattern and texture through printing, painting and sand play. They name most of the primary colours and learn to select appropriate colours and materials for topic based work. Children explore patterns and the impact of colour through good use of ICT. Their achievements are displayed well and children are proud of their work and accurately describe what they have done and why. Children join in well with simple rhymes, rhythms and songs as part of assembly, and during physical and mathematical activities. The staff in the reception classes encourage imaginative thinking and allow children space and time for unplanned activities, for example story telling, as well as imaginative role play activities which link with other work they are doing.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is very good and pupils achieve very well
- Teachers' subject knowledge is good
- Pupils' reading and writing skills develop well because of the school's focus on improvement in these areas
- Pupils need to improve their spelling
- Assessment and monitoring of progress is good
- The use of ICT to promote higher standards in English is very good
- Pupils' speaking skills are very good

Commentary

46. Overall standards in English are above average. Standards by Year 2 are above the national average. These are maintained well so that by the time they are nine, pupils are still above the expectations for their age. The test results for 2003 do not reflect the good standards in reading and writing seen during the inspection. The test results indicate that standards in reading were well below the national average and they were below in writing, but this data is unreliable. The percentage of pupils achieving levels higher than expected in writing was above the national average.

47. The schools' tracking, monitoring and testing procedures show that pupils' reading skills improve as they move through the school and by Year 4 standards in reading are above average, particularly for those who have been at the school for at least two years. This represents very good achievement as reading and writing skills are below average when children first come to school. Pupils enjoy reading and are able to use their knowledge of phonics and their comprehension skills to understand fiction, non-fiction, poetry and computer texts. Their knowledge and their skills are built on appropriately so that they achieve very well whatever their starting point.

48. Standards in writing are above average. Pupils are confident and competent in writing for many different purposes across the curriculum. They have many opportunities for writing in set tasks and independently which allows them to express themselves well through the written word. As they get older they understand the different skills required for writing in different styles and their achievement is very good. Handwriting is legible and older pupils can present their work in interesting and eye-catching ways. Pupils often spell words as they sound and tend to rely on this strategy which means that their spelling is often inaccurate.

49. Pupils' speaking skills are well above average. They are articulate, expressive and always willing to participate in class discussions and answer questions. The school promotes pupils' speaking skills very well in lessons and as part of personal development. This is particularly important when pupils are experiencing emotional difficulties as a result of families being separated in times of crisis and the school encourages pupils to share their feelings to help them cope. They are so keen to express their opinions that they sometimes find it harder to listen to what teachers or other pupils are saying and will interrupt and forget the social conventions of conversation like taking turns. This means that they sometimes miss important instructions and ideas and teachers have to spend time repeating things for them.

50. Teaching is very good. Teachers plan exciting, interesting lessons for the pupils and then use a range of different strategies to ensure all pupils can learn well. For example, to teach Year 2 pupils how to write stories well, the teacher made very good use of the computer controlled whiteboard to develop pupils' understanding of how stories are sequenced and then used story props so that pupils could apply their knowledge in a real situation. This meant that all pupils achieved very well and the quality of their written work was good. Pupils in Year 1 were also taught very well in an English lessons through the use of ICT. They watched video extracts of a familiar story to identify the

sequence of events. The teacher and the pupils then included the use of the computer controlled whiteboard and role play activities to develop their understanding. Teaching was excellent in a reading lesson because the teacher had very high expectations, very good subject knowledge and excellent strategies for promoting very high standards. As a result, pupils achieved the objectives for the lesson and their achievement in reading was excellent.

51. The subject is planned very well using a software programme which allows teachers to track individual pupil's progress and make appropriate adjustments to the taught curriculum. As well as the very good use of the schools' ICT resources, other resources for English are of a good quality. The subject is very well led and managed. There is a clear understanding of the priorities for the subject and monitoring, target setting and tracking of progress has led to improvements in standards. There has been good improvement since the last inspection.

Language and literacy across the curriculum

52. Pupils use their language and literacy skills very well in other subjects. For example, in a Year 1 physical education lesson, pupils used their knowledge of a familiar story to direct their movements and changes in body shape to reflect the characters in the story. In a Year 2 science lesson on forces, pupils designed their experiments around situations in the plot of a traditional tale demonstrating their good knowledge of the structure of the story.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths

- The quality of teaching and learning is good
- There is good use of information and communication technology (ICT)
- The subject is well led and managed
- A good range of resources supports pupils' learning

Commentary

53. Standards in mathematics are good. By the end of Year 2 standards are above the national average. These are maintained well so by the time they are in Year 4; pupils reach standards that are above the expectations for their age. Pupils achieve well throughout their time in school.

54. Teaching and learning are good overall, with some very good lessons observed during the inspection. Teachers plan their lessons very well with an appropriate range of strategies to ensure good achievement by all pupils including those with special educational needs and the more able. Mental number work is particularly well taught. In Year 2 pupils have good knowledge of number and factual recall. In one lesson pupils used number lines and grids very effectively to help them learn well, as well as making very good use of ICT. The use of these resources to support their learning and the teacher's high expectations meant that the pupils were interested and motivated, achieved well and reached good standards. Pupils in Year 4 use their mental understanding well and apply these skills in problem solving exercises. In a lesson on measurement, pupils used a range of strategies to estimate and measure key features in the classroom using standard and non-standard measurements. The pupils were challenged appropriately with a variety of interesting tasks and their achievement was good.

55. Targets are set for pupils which means they know what they are aiming for. Work is marked but there is not always enough encouragement or guidance given to pupils on how they can improve. The leadership and management of the subject are good and staff benefit from the subject leader's expertise. There is a good subject action plan to ensure that further developments will improve standards. Parents are provided with an information leaflet, which provides very good ideas for supporting their children's mathematical work at home and this has had a significant impact on raising pupils' achievements. There has been satisfactory improvement since the previous inspection.

Mathematics across the curriculum

56. Pupils use of mathematics in other subjects is good. Opportunities which help pupils apply their skills in practical situations are well planned, for example, they use bar charts in science and number skills in ICT. In a physical education lesson, pupils were counting their jumps in tens, forwards and backwards from 100.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards across the school are above average and pupils achieve well
- Teaching and learning are good and pupils have many opportunities to investigate and experiment
- The subject is very well led and this has contributed to the good standards being achieved

Commentary

57. Standards by the end of Year 2 are above the national average. These are maintained well so that by the time they are nine, pupils are still above the expectations for their age. Pupils are achieving well given their lack of knowledge and understanding of the world on entrance to the school.

58. In both the infant and junior classes pupils have a good idea of scientific investigation techniques. From an early age, pupils understand much of what a fair test is and that there may be many ways of setting about finding something out. In Year 2, for example, pupils were well aware of the need to test different areas of the school in the same way and on the same day in order to determine which were the windiest parts. In a Year 1 lesson about 'sound', pupils suggested several ways in which Brown Bear might have his hearing improved before going on to test some of their ideas. These good standards are a result of the well-planned opportunities pupils have to explore all aspects of science, and investigation skills are taught well.

59. Pupils are good at recording what they have done and from their earliest experiences use their own words to describe this. For example, younger pupils described their feelings in a sense deprivation experiment and others prescribed a diet for a fictitious pirate following some extensive work on different foods. Older pupils explained clearly how they set about finding out how far people in their class could jump and then drew some appropriate conclusions from their results.

60. Teaching and learning are good. Teachers have good subject knowledge and they use this well to immerse pupils in the language and methods of scientific enquiry. The main thrust of teaching is through experiment and investigation. Teachers provide many opportunities for pupils to learn how to set up experiments, predict what might happen and where possible draw conclusions. For example in one lesson, pupils in Year 2 discussed the merits of some ways given to them of using a ramp to propel a toy car. Their teacher skilfully handled the discussions so that previous knowledge was well used, options and suggestions carefully thought about and other ideas eventually suggested. Pupils enjoy the activities provided, often becoming excited at the prospect of what they are to do. They become thoroughly absorbed in their work, concentrate hard and cooperate well with each other. The school's planning and assessment systems enable teachers to cover in detail all the areas of study. The system also allows teachers to accurately plot the progress of pupils so that a comprehensive profile is built up of how well individuals are doing as they move through the school. Teachers are making good use of information and communication technology. Pupils use electro-microscopes, digital cameras and the computer controlled whiteboards in most classes. Teachers too use these to good effect, bringing to life and displaying pupils' ideas as well as their own well-prepared materials which capture and retain pupils' attention and interest.

61. The subject is well led which is a significant factor in the standards being achieved and the good improvements in teaching since the last inspection. The focus of teaching has been successfully switched to the development of pupils' enquiry skills. Training and support has been given so that all teachers are following the agreed method. The co-ordinator monitors the quality of teaching and learning through scrutinising plans and the work pupils produce. He has made good use of the lesson observations and advice of the local authority adviser. Test results are analysed and areas for improvement noted. The coordinator is highly knowledgeable and innovative which has inspired others in the school. For example, he is currently planning a major piece of work with other local schools and the nearby airbase on the theme of 'flight.'

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths

- The focus given to ICT has improved standards, resources and staff expertise
- Direct teaching of ICT skills is very good
- ICT is used very well and consistently by all staff to support learning in other subjects

Commentary

62. Standards in ICT are very good and pupils achieve very well. By Year 2 and Year 4, standards are well above those expected for the pupils' ages. This represents a significant improvement since the last inspection. Pupils in Year 2 work independently, logging on, loading programmes, and using menus and tools with little adult input. They use the keyboard and mouse accurately and understand many symbols on the keyboard. In Year 4 pupils have very good word processing skills and are very competent and confident in using desktop publishing programmes and the Internet for research or email.

63. The quality of the school's provision for ICT is very good. The school now has a computer suite, a wealth of software and a computer controlled whiteboard in all but two of its classes and Internet access in 5 classes. The resources are used extremely well by all staff and pupils in order to gain maximum impact on teaching and learning across the curriculum.

64. Teaching is very good overall. Teachers have the skills to use the equipment and software confidently. In a lesson seen, pupils in Year 2 were making very good progress and achieving very well due to the very good teaching. The task was appropriately challenging and fun and the pupils worked hard and with determination to meet the challenge. More able pupils were given further appropriate challenges and the lesson was very well planned. Teaching assistants provide very good support to pupils as a result of appropriate training provided by the school.

65. The school has invested well in computerised learning programmes and these are very well used. Pupils are able to gain access to an individualised learning programme that helps develop skills and knowledge, for example in mathematics and literacy. These programmes are highly motivating for the pupils and promote very good achievement.

66. The school has initiated and developed a close partnership with Mildenhall College of Technology to raise standards in mathematics, English, science and design and technology through ICT. These innovations are having a very positive effect on the quality of teaching and learning.

67. The computer suite provides a very good learning environment with sufficient resources for all pupils in a class to have hands on experience. The subject is very well managed by the headteacher and deputy headteacher. The results of their innovative and strong leadership have benefited other partnership schools as well as Beck Row.

Information and communication technology across the curriculum

68. ICT is used very effectively to support learning in other subjects and its use is embedded in the curriculum as teachers and pupils understand its value in supporting learning.

HUMANITIES

In humanities, work was sampled in **history** and **geography** but there were no lessons seen in either subject. It is therefore not possible to judge provision or standards in these subjects. Work seen, discussions with pupils and staff and subject planning show that the curriculum is fully taught. Literacy and ICT skills are used well and support pupils' learning and progress in these subjects.

Religious education

Provision in religious education is **satisfactory**.

Main strengths

- Standards are in line with the locally agreed syllabus
- Literacy and ICT skills are used very well in the subject

Commentary

69. By the end of Year 2 and Year 4, pupils' standards are in line with the requirements of the locally agreed syllabus. Work seen indicates satisfactory achievement and understanding of the main stories and beliefs of the major world religions. Religious education makes a significant contribution to pupils' spiritual and cultural development, for example, pupils are encouraged to reflect on their own beliefs and respect those of other people. Visitors to the school, for example, the Rabbi from the Airbase who visited a class to talk about the Passover, and the links with the village church play a significant part in raising pupils' awareness and developing their knowledge.

70. Teaching and learning are satisfactory and there are good links with other subjects which make the work interesting and relevant to the pupils. Younger pupils learn about the customs and beliefs of the Hindu and Jewish religions, for example about the meaning of Diwali, Hanukah and the Passover. By Year 4 pupils extend their knowledge of these and other religions appropriately. For example, they develop their understanding about belief and faith in general and what this might mean for them in their everyday lives. Pupils are successfully taught to use their ICT and literacy skills creatively when recording their work and pupils are confident to use their skills in these subjects to record their knowledge of religious education in creative ways. For example, by writing an account of Christ's birth as seen through the eyes of a shepherd at the time. In addition pupils retell stories well in their own words such as the Hindu story of Ganesha.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Only one lesson was seen in each of the following subjects: art and design, music and physical education and no lessons were seen in design and technology. It is therefore not possible to make a firm judgement about provision. Creative arts have a high profile in the school and a creative arts week is held with other local schools. There are exciting and effective links between creative arts, humanities, literacy, numeracy and ICT which ensure that individual subjects have relevance and meaning for pupils and they can apply their skills across the curriculum.

Commentary

71. In **art and design**, it is evident from work, planning and discussions with pupils that by Year 2 standards are in line with national expectations. Their observational drawing is good and pupils draw still life objects and figures well. Pupils' abilities and experience in other areas of the subject are appropriate. For example, they have made boxes decorated with collage using materials, sequins and paper and have constructed 3D models using modelling bandage and weave and manoeuvre paper into intricate shapes. By Year 4, pupils have built appropriately on their earlier experiences and their attainment is in line with national expectations. Pupils' drawing skills continue to be above

expectations and many are becoming adept at portraying perspective. They combine colours well to produce the subtle shades seen on different fruits and their paintings of these are of good quality. In the lesson observed the teaching was good and pupils made good progress in drawing figures in many different poses. They were given good instruction from the teacher and were provided with mannequins as models which helped them portray a wide variety of body positions. Pupils make good use of sketchpads to practise the techniques they are learning or plan out their ideas.

72. In **design and technology**, discussions with pupils showed that they had sound knowledge of the skills and processes involved in the subject. In the limited work available during the inspection it was apparent that pupils have appropriate opportunities to make, try out and consider how to improve their designs. For example, they have made model cars using a variety of materials including wood and card. Their evaluations showed a good understanding of what they had learned from their experiments and appropriate constructive comments about how they would change things the next time to improve their work.

73. In **music** there is a wide and varied range of musical activities to stimulate interest and understanding. Pupils sing confidently and tunefully in assemblies and obviously enjoy singing. In the one lesson seen, Year 3 pupils were using recorders and some tuned percussion instruments. They played specific notes and copied a rhythmic pattern. The teaching and learning were very good because the teacher had a very good understanding of notation, clear objectives and very good management of the pupils who consequently worked with enjoyment and enthusiasm. Their achievement was very good. Pupils performed for other groups, appreciated the performance of others and made constructive comments on who did well and why. The subject is well led by a music specialist. The planning and aims for the music curriculum are good and teachers support each other by planning together. There are good links between music and other subjects. Music activities, including an after school choir club, support pupils' cultural development very well.

74. In **physical education** there are good links with local schools so that pupils have good opportunities to participate in sports days, tournaments and country dancing. Links with Ipswich Town Football Club provide coaching opportunities. The quality of the resources is good and the spacious hall means that pupils can use the equipment and apparatus well and without any physical restrictions. Pupils in Years 3 and 4 attend the local swimming pool for lessons on alternate weeks. In the lesson seen, pupils in Year 1 were using the floor space well to create and copy animal shapes and movements. During the lesson there were good links to numeracy and literacy, for example, counting in tens when jumping and recalling characters in stories to copy their movements. The teaching and learning were good because of the teacher's skill and confidence and the challenge she presented to the pupils. Football, gymnastics and athletics are available as after school clubs at different times of the year. These are well attended and appreciated by the pupils and make a good contribution to pupils' physical education skills.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education (PSHE) is **very good**.

Main strengths

- Provision is well planned
- There is very good support for pupils in extreme circumstances
- The ethos of the school supports the work in PSHE

Commentary

75. Throughout the school the provision for PSHE is well planned and very well led by the co-ordinator who is a leading teacher. Planned circle times and discussions in lessons help pupils to understand issues which concern them and develop their awareness of the feelings and needs of others. The programme is very good and includes work on healthy eating, and the dangers of drugs and smoking. It help pupils develop a safe and healthy life style and the school is working towards Healthy Schools accreditation. Work in PSHE is supported by the very good ethos of the school and

helps pupils to become mature and responsible and to show respect for others. It is an important part of the school's work for all pupils and particularly effective in supporting pupils from families on the Airbase when there are emotional issues for pupils to cope with, for example, when parents are fighting in the war in Iraq. The school provides special and caring support at these times.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	1
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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

