

INSPECTION REPORT

BIRCHWOOD PRIMARY SCHOOL

Dordon, Tamworth

LEA area: Warwickshire

Unique reference number: 125621

Headteacher: Mrs Tess Vigus

Lead inspector: Mrs Sue Chesters
Dates of inspection: 19th – 22nd January 2004

Inspection number: 255509
Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2004

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll;	369
School address:	Birchwood Avenue Dordon Tamworth Staffordshire
Postcode:	B78 1QU
Telephone number:	01827 892913
Fax number:	01827 892678
Appropriate authority:	Governing body
Name of chair of governors:	Mrs Eleanor Pugh
Date of previous inspection:	11/03/2002

CHARACTERISTICS OF THE SCHOOL

Birchwood Primary School is a bigger than average primary school between the villages of Dordon and Polesworth in North Warwickshire. It educates pupils aged from four to 11. There are 384 pupils on roll. This is about the same number as at the time of the last inspection. Pupils' attainment at entry is below average. Nine per cent of pupils receive free school meals. This is lower than average. However, there are more families eligible who choose not to take up their entitlement. Three per cent of pupils come from ethnic-minority groups, which is low. Twenty three per cent of pupils are identified as having special educational needs. This is above average. Their needs include moderate and specific learning difficulties, speech and communication problems and emotional and behavioural problems. Five pupils have formal statements of special educational need. This is broadly average. The number of pupils entering the school other than at normal admission times is increasing. Currently around one third of the pupils in Years 5 and 6 are new to the school. Over one third of the whole school have medical conditions of varying severity from asthma to allergic reactions.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23196	Sue Chesters	Lead inspector	Special educational needs, English as an additional language, mathematics, geography, history, religious education, Citizenship
31906	Bernard Eyre	Lay inspector	
25509	Judith Clarke	Team inspector	Foundation Stage, science, information and communication technology
32373	Danny Pentecost	Team inspector	English, art and design, design and technology, music, physical education
33245	Patricia Russell	Team inspector	

The inspection contractor was:

CHASE RUSSELL LIMITED

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

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

REPORT CONTENTS

Page

PART A: SUMMARY OF THE REPORT

6

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

8

Standards achieved in areas of learning, subjects and courses

Pupils' attitudes, values and other personal qualities

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

11

Teaching and learning

The curriculum

Care, guidance and support

Partnership with parents, other schools and the community

LEADERSHIP AND MANAGEMENT

15

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

17

AREAS OF LEARNING IN THE FOUNDATION STAGE

SUBJECTS IN KEY STAGES 1 AND 2

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

27

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good, effective school which gives good value for money. It no longer has the serious weaknesses in teaching, leadership and management or imbalances in the curriculum, which were outlined at the last full inspection. It is an improving school where Year 2 standards in English and mathematics are now above average when compared with similar schools and where standards are rising rapidly in Years 3 to 6.

The school's main strengths and weaknesses are:

- The achievements of children in the Foundation Stage and pupils in Key Stage 1 are good and those of pupils in Key Stage 2 are satisfactory and improving rapidly.
- The quality of teaching and of learning are good overall and the school provides a good curriculum for its pupils.
- Leadership, management and governance are good.
- Pupils behave well and have good attitudes because relationships in school are very good.
- Standards in information and communication technology are below average at both key stages.
- Assessment and its use remain to be developed further.

Overall there has been good improvement since the last full inspection. There has been very good improvement in leadership. The headteacher has worked very effectively to ensure that the issues raised at the last full inspection have been successfully addressed. She is supported well by the staff and governors. Together they have managed change well. They have considerably reduced the amount of unsatisfactory teaching, improved the curriculum in science and raised standards in most subjects in the comparatively short space of time since the last inspection. Information and communication technology still remains unsatisfactory. Although there have been great improvements in provision in recent weeks it is too early for these to have impacted on standards.

STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 6.*

Achievement is **good** in Years 1 and 2. It is improving rapidly in Years 3 to 6 and is currently **satisfactory**. The majority of children start school with below average levels of attainment for their age. They achieve well in the Foundation Stage, so that the majority are likely to reach the goals set in all areas of learning by the end of reception. Pupils continue to achieve well in Years 1 and 2 and reach at least average standards in reading, writing and mathematics by the end of Year 2. Pupils in Years 3 – 6, achieve satisfactorily and, by the end of Year 6, reach average standards in English, mathematics and science. The table above shows that in the national tests in 2003, results were average in English and mathematics and below average in science. When compared with similar schools, results were above average in English and mathematics and average in science. However, in the last few months, progress in Years 5 and 6 has accelerated and the current Year 5 pupils are on course to reach above average standards in English and mathematics by the time they leave the school.

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

QUALITY OF EDUCATION

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

The overall quality of teaching and learning are **good** in Years 1 to 6. In the Foundation Stage they are **very good**. Teachers encourage pupils to work hard and mostly make lessons fun. As a result, pupils enjoy learning and standards are rising. Relationships between staff and pupils are very good. All staff work successfully together and make a very strong team. All have high expectations of their pupils. Teachers assess pupils achievements satisfactorily and they are beginning to track and monitor pupils' progress. However, there is not yet a consistent approach to collecting information nor to using it to provide the best challenge for all pupils.

The school provides a good curriculum. Provision for personal, social and health education and citizenship is good. The curriculum is enriched with visits and visitors to the school. This helps the pupils to enjoy their learning and make the most of their opportunities. Pupils feel safe and secure because the staff take good care of them. Good partnership with parents helps to ensure that there is a productive working atmosphere between home and school.

LEADERSHIP AND MANAGEMENT

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

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have positive views of the school. All parents spoken to said that their children are happy to come to school and they want to attend. Pupils also had positive views of the school. They said that they feel the teachers give them good help in lessons. They feel confident in asking for help when they need to.

IMPROVEMENTS NEEDED

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

- improve provision in order to raise standards in information and communication technology
- develop and implement a consistent approach to assessment and its use.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are **satisfactory** and pupils in Years 1 and 2 achieve **well**. In Years 3 to 6 pupils achieve **satisfactorily**.

Main strengths and weaknesses

- Standards are rising rapidly.
- Most pupils begin school with below average levels of attainment and by Year 2 attain at least average standards in English and mathematics, which represents good achievement.
- More pupils in Year 6 reach the higher levels in national tests than was the case at the last inspection.
- Standards in information and communication technology (ICT) are below average throughout the school.
- Boys very slightly outperform girls.

Commentary

1. Standards, throughout the school are rising rapidly. This is because
 - the quality of teaching has improved since the last inspection enabling pupils to achieve better than was previously the case
 - the curriculum is better balanced than at the time of the previous full inspection
 - more emphasis is placed on practical and investigative learning, particularly in mathematics and science
 - pupils' attitudes to school and their behaviour in lessons have improved, enabling them to learn at a better pace.
2. The majority of children start school with below average communication, language, literacy and mathematical skills. They achieve well in the reception classes because of the very good teaching. The majority are likely to reach the expected goals for the age group in all areas of learning by the time they begin Year 1.

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

Standards in:	School results	National results
reading	15.9 (15.2)	15.7 (15.8)
writing	15.5 (13.6)	14.6 (14.4)
mathematics	17.0 (16.2)	16.3 (16.5)

There were 46 pupils in the year group. Figures in brackets are for the previous year

3. Pupils continue to achieve well in their first years at school and by Year 2 achieve at least average standards in reading and writing and good standards in number work. The table above shows the improvement in the school's results in 2003 in reading, writing and mathematics. When compared with similar schools, the results in national tests in writing and mathematics are well above average.
4. Overall, standards by Year 6 in English and mathematics have stayed consistently in line with the national picture since the last full inspection. However, more pupils reach the higher than expected level, (level 5) in national tests. This indicates a steady rise in pupils' achievements, which is beginning to impact on standards. Pupils have not been so successful in science

although this is beginning to change. Standards have risen from below average to average in the last two years. The indications are that the improvements made in the provision for the subject are already having a positive affect and will raise standards further. The table below shows the Year 6 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	27.0 (27.4)	26.8 (27.0)
mathematics	27.2 (26.8)	26.8 (26.7)
science	28.3 (28.5)	28.6 (28.3)

There were 59 pupils in the year group. Figures in brackets are for the previous year

5. Increasingly, over the last two to three years, the numbers of pupils entering the school other than at normal admission times has risen. Also there has been a rise in the number of pupils identified as having special educational needs and those with medical conditions. These factors all impact on the standards that the pupils achieve and go some way to explaining the school's fluctuations in national test results over the past four years.
6. Standards in information and communication technology are below average throughout the school. There has been unsatisfactory improvement since the last full inspection. The school is working hard to address this issue. Until recently, the school had insufficient hardware and software to meet the requirements of the National Curriculum. However, this has changed in the last two months. There are now additional ICT areas where pupils are able to practise their skills in small groups. Teachers' subject knowledge is increasing. Staff are gaining more confidence in the use of the equipment. This is rapidly impacting on pupils' learning but there has not been enough time for pupils to experience all that they need in order to meet the expectations for Year 2 and Year 6. Thus, standards are currently below average, but rising rapidly.
7. There is a very slight difference between boys' and girls' attainments. It is not a significant factor in overall achievement but the school has identified that, particularly in mathematics and science, boys slightly outperform girls. The school has also identified that it is likely to be a cultural issue, related to girls' expectations of their own ability. The inspection team agree with this evaluation. The school is tackling this potential issue by working to raise all pupils' self-esteem. This is working well and all pupils, including the girls, are developing higher expectations for their own achievement.

Pupils' attitudes, values and other personal qualities

The pupils' attitudes and behaviour are **good**. The promotion of the pupils' spiritual, moral, social and cultural development is also **good**. Attendance is **satisfactory**.

Main strengths and weaknesses

- The pupils clearly enjoy coming to school; they thrive because of the trusting relationships that they have with adults.
- Formal discussions with the pupils and questionnaires completed by them confirm that they appreciate the creation of a calmer learning environment.
- Pupils who become upset or cause disruptions are supported very well.
- Pupils play well together in the playground. Lunch times are pleasant social occasions.

Commentary

8. There is a calm, relaxed atmosphere in the school in which pupils move around in a confident manner. Their relationships with adults are very good. Pupils know that they will be listened to and supported when emotions get the better of them and that their teachers always have time for a kindly word.
9. The school provides high standards of support and guidance. It respects personal confidences and ensures that support is forthcoming from others in the family support network. The pupils' appreciation of the manner in which support and guidance are given is illustrated by a poem written by one of the older pupils. It begins:

"Mrs X our classroom helper
You really are
A supersonic gin and tonic
A wicked superstar"

and ends:

"We never take time to thank you
For all the things you do,
So I've wrote this poem
Specially for you"

10. Across the school pupils of all ages and all abilities understand what is expected of them in their learning. They express appreciation that recent improvements in the school have created a bright and stimulating learning environment. Pupils behave well in and around school. They show kindness to, and respect for, each other. The school does all it can to promote tolerance and respect, regardless of pupils' backgrounds, origins or family circumstances. Parents, who attended the meeting with the inspectors, confirmed that the school has become a much calmer place in which to learn. Staff manage pupils' behaviour very well in a fair and consistent manner. This is a major strength of the school and is good improvement since the last inspection.
11. Class discussions and assembly themes are used effectively to air social and moral problems. Pupils are at ease when discussing moral issues and they can explain why thoughtlessness and dishonesty are unacceptable. They have very good relationships with each other. Boys and girls play and study together sensibly. The older pupils are kind and helpful to their younger colleagues. A few pupils have occasional outbursts of temper and tantrums. When these occur, they are handled in a firm but kindly manner. There is an effective complaints procedure, which pupils use to communicate concerns.
12. The school has recognised that it has to do more to strengthen an awareness of the range of cultures and traditions that pupils will encounter as they grow up. It has identified that moments of reflection and self-knowledge can be planned into lessons.

Attendance

Attendance in the latest completed reporting year (to May 2003) is 94.2%

13. The rate of attendance compares favourably with the data in the previous report. A change in national statistics means that the satisfactory level of attendance now achieved is equal to the good attendance reported previously. The school writes regularly to parents to remind them of the barriers to learning that holidays in term time create. Despite this, the amount of holidays taken during term time is an adverse factor that does hold back the progress of the pupils involved.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	5.1
National data:	5.4

Unauthorised absence	
School data :	0.2
National data:	0.4

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Chinese
No ethnic group recorded

No of pupils on roll
313
1
5
1
2
2
2
4

Number of fixed period exclusions	Number of permanent exclusions
2	0
0	0
0	0
0	0
0	0
0	0
0	0
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 provides a **good** quality of education. Teaching and learning are **good** resulting in rapidly improving achievement. The curriculum is **well** organised and has **good** opportunities for enrichment. The school takes **good** care of its pupils and they feel valued and secure.

Teaching and learning

Teaching and learning are **good**. As a result pupils' achievement is improving. It is now good in Years 1 and 2 and at least satisfactory in Years 3 to 6. In the Foundation Stage teaching and learning are very good. As a result, children are on course to achieve the goals set in all areas of learning by Year 1. Assessment is **satisfactory** overall but is not yet fully embedded in teachers' work.

Main strengths and weaknesses

- The vast majority of teaching, and the subsequent learning throughout the school, is now good or very good.
- Teachers have very high expectations that pupils will behave well and work hard and very successfully encourage them to do so.
- Assessment is satisfactory overall because there is a wealth of good practice existing but it is not yet fully embedded in teachers' work, nor is it used consistently to provide information to track how well pupils achieve.

Commentary

14. Teaching has improved significantly since the time of the last inspection. Three quarters of the lessons seen during the inspection were good or better. Three excellent lessons were observed. Two of these were sessions taught by the leading teachers in English and mathematics. The improvements are because

- all staff have very high expectations that pupils will succeed and encourage them to work hard and behave well
- the headteacher now monitors teaching and learning effectively
- teachers' plan together and share their expertise
- all staff work together as a strong team and enjoy teaching
- teachers identify more clearly what it is they want pupils to achieve in each lesson and share this with the pupils, so that they understand what they are to do.

15. There are still some occasional unsatisfactory elements in some teaching. These occur when

- the teachers' expectations of what pupils can achieve are too low
- there is a lack of clarity in the main objective for the lesson.

In these lessons pupils do not achieve well enough and the pace of their learning is unsatisfactory.

16. In the very good and excellent lessons, teachers plan very challenging activities for all groups of pupils. They explain very clearly what it is that they expect the pupils to achieve. They constantly intervene, at appropriate moments, to move individual pupils' knowledge and understanding on to the next step. As a result, pupils learn rapidly and enthusiastically. Many pupils now achieve well and this is instrumental in driving standards upward.

17. Teachers use a range of systems to assess how well pupils are achieving. There is a wealth of good practice in existence, including some very good marking which informs assessment. However, there is not yet one cohesive and consistently implemented system which gives teachers useful information in a simple and manageable form. This makes it difficult for teachers to use the data collected effectively to track and monitor individual pupils' progress. The school has recognised that administrative support for the input and management of data needs to be developed. Similarly, it is difficult to produce accurate targets which could help individuals improve their work. The assessment co-ordinators have identified this and are working hard to establish a uniform system. They have also identified that teachers' marking does not always give pupils enough information about what they need to do next in order to improve.

Summary of teaching observed during the inspection in 42 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (7%)	12 (29%)	17 (41%)	9 (21%)	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.

The curriculum

The curriculum meets all pupils' needs **well**. The school provides pupils with a good range of extra-curricular activities and opportunities beyond lessons. Accommodation and resources overall are satisfactory although the large apparatus for physical education is unsatisfactory.

Main strengths and weaknesses

- Curriculum leaders are empowered to further develop their subjects.
- Clear links exist between subjects and personal, social, health and emotional education.
- The school provides good opportunities to enrich the curriculum.
- The physical education apparatus needs replacing.

Commentary

18. The school provides a curriculum which meets statutory requirements, including religious education and collective worship. Revisions of policies for sex education and addressing drug and alcohol misuse are in place. Appropriate amounts of time are allocated to all subjects. This is an improvement since the last inspection. The school has adopted national or appropriate locally recommended schemes of work in all subjects. These are gradually being adapted to match the needs of the pupils. Subject leaders are given the responsibility to monitor and lead their areas of the curriculum. They are aware of the next steps required to raise standards. The curriculum is in a state of continuous development as teachers work hard to provide the best for their pupils. Provision for pupils with special educational needs is good. Equal opportunities are well afforded to all pupils. A policy is in place to address the needs of more able and talented pupils but the school is aware that this needs refining. Relationships within the school are very strong and, consequently, the high proportion of children whose physical wellbeing is not strong and those pupils who are new to the school are very well cared for.
19. As an interim strategy, the school has placed extra emphasis on personal, social, health and emotional education. This is appropriate for the school and has been instrumental in helping to improve pupils' behaviour and raising self-esteem. The school is secure in its plans to adapt the balance of the timetable once this becomes embedded.
20. The school prepares its pupils very well for the next stage of their education. There is strong collaboration between the Foundation Stage and Year 1, Year 2 and Year 3 and between Year 6 and the high school. Good relationships exist within the Anker Valley cluster of schools. Thus, pupils are well prepared for their transfer to secondary education.
21. There are good opportunities for enrichment of the curriculum. Most pupils go out for a carefully planned educational visit each school year. Pupils are given opportunities to explore creative activities. For example, Year 5 and 6 pupils have time to explore music, drama and movement, ICT and art, each of which is linked to other areas of the curriculum. The school also provides a wide range of good quality clubs and activities outside lessons. These include chess, sport and music.
22. Accommodation is satisfactory. Overall, resources are satisfactory, which is a good improvement since the last inspection. However, the physical education apparatus in the hall is unsatisfactory. The school has a phased programme of replacement for this equipment.

Care, guidance and support

The care, welfare and safety of the pupils are **good**. The school is fully aware of its responsibilities, both legal and moral, to ensure safety, child protection, medication and safety on outings. All adults have undertaken the appropriate training.

Main strengths and weaknesses

- Care arrangements, especially those for child protection and medication, are secure.
- The pastoral expertise provided by the school is of a high order.
- Pupils and parents new to the school are made welcome.
- The monitoring of pupils' progress is variable, although it is improving
- Pupils' views are canvassed regularly

Commentary

23. High standards of care in the school are made possible because of the very good level of collaboration and mutual support which adults give to each other. Staff work together very well to ensure compliance with the full range of regulations and guidelines. Support and advice given to the pupils is satisfactory overall but more needs to be done to make effective use of assessment consistently across the school.
24. Pupils new to the school settle quickly and parents value the efforts made to integrate them into the school's routines. Staff share their expertise successfully to ensure that pupils work and play in a safe environment. Parents expressed concerns that the classrooms used to teach older pupils had inappropriate toilet facilities. However suitable toilets are available which have been improved, following consultation with the pupils.

Partnership with parents, other schools and the community

The school has **good** links and relationships with parents and the local community.

Main strengths and weaknesses

- The school provides good information for parents although some of the written annual reports do not say clearly enough how well the pupil has achieved.
- Parents are fully supportive of special functions and occasions organised by the school and PTA.
- Very good use is made of the local community to enrich pupils' learning.

Commentary

25. Parents like this school. The quality and volume of information provided by parents before the inspection confirms that they commend the improvements made in the school. They say that their children thrive because they have confidence in their teachers. Regular newsletters, the school prospectus and the governors' report provide a good flow of information. The prospectus includes a clear explanation of the way in which the school handles child protection matters. This is helpful because it gives reassurance that the school takes its responsibilities seriously.
26. Visitors to the school are used well to broaden pupils' perceptions of the world. Visits by the police and fire service link an awareness of the value of service organisations to possible career opportunities. The local cluster of schools exchange expertise to ensure that best practice is shared. Links with the local secondary school are well established. Pupils expressed confidence that they would be happy there. They say that it promotes high standards and that it has a useful web site.

27. Fund-raising and social events organised by a dedicated group of parents are supported enthusiastically. The school values greatly the contributions made by this group. Improvement to the library is just one example of the benefits arising from the fund raising.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are good. The headteacher provides **very good** leadership for the school. The leadership shown by other key staff is **good**. The governing body provides **good** direction for the development of the school. There are **satisfactory** systems of management in the school. The school is **effective** in working to ensure that barriers to learning are eliminated.

Main strengths and weaknesses

- The headteacher has worked very effectively to provide a very positive and purposeful educational direction for the school.
- The governing body gives good support to the school.
- The subject managers are developing their expertise.
- The school works hard to eliminate barriers to the pupils' learning and to include each pupil in every aspect of the life and work of the school.

Commentary

28. The headteacher has worked tirelessly to provide a positive and purposeful educational direction for the school. This is very good improvement since the previous full inspection when the school had serious weaknesses in its leadership and management. The headteacher has provided very effective leadership and has rightly focused on the important areas of teaching and learning. The staff have been willing to embrace new ideas and professional development and they have responded very well to this drive for improvement. As a result, teaching and learning are improving at a rapid pace throughout the school. Effective restructuring of teaching teams within the school has also had a very positive effect in a very short space of time. The headteacher has given the staff the utmost support in their own drive for professional development. She leads by example and is a dynamic presence around the school. Her ability to create an effective and efficient team is very evident. The acting deputy headteacher is a crucial part of the management team and provides a very good role model for the teachers. The school has made considerable strides forward in a relatively short space of time.
29. The governing body provides good support for the school. The governors are clear about the strengths and weaknesses of the school. They are evolving a realistic strategic plan for the further improvement of the school. They recognise that some factors may hamper them but they have a good overview of the way forward. The chair of governors provides good support for the headteacher and is keen to see the school move forwards. All statutory requirements are met.
30. The management systems in the school are at present satisfactory. Many of the systems in the school are newly in place and need time to become embedded when they can then be evaluated and refined. Nevertheless, the commitment to improvement in the school is clear. The key co-ordinators of English, mathematics and science are developing a clear understanding of the strengths and areas for improvements in their subjects. They recognise that there is more to do in analysing and using data critically to enable them to target resources and additional support. All of the subject managers have frameworks for the further development of their subjects and are working energetically to improve the provision in the school. The staff know that the school is improving and they respond readily to the aspirations of the headteacher. There is now a clear structure for improvement, a shared vision and a drive for progress. Performance management is now in place and staff have targets to work towards.

31. All staff work hard to include all pupils in every aspect of the life and work of the school. Inclusion of all the pupils is a strong feature. The school is effective in targeting and eliminating barriers to the improvement of standards in the school. For example, the provision for the high number of pupils in the school with special educational needs is good. As a result, they make good gains in their learning.
32. The school's finances are a great concern. There are a number of critical features, for example, the school roll fluctuates from year to year and staff absence has also had a significant effect on the school budget. This means that funds are allocated with very little margin for error. However, the school is working effectively to diminish the impact of these concerns.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	723239	Balance from previous year	0
Total expenditure	730158	Balance carried forward to the next	-6919
Expenditure per pupil	1927		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

33. The provision for children in the reception classes is **very good**. The school has maintained the strong position reported in the last inspection. Teaching and learning are very good in both classes. The children start in the reception classes in the year in which they are five. Most of the children have some pre-school experiences. There are good induction procedures for the children so that they make a secure start to school. There is a smooth transition when the children move into Year 1.
34. All the staff in the reception classes work very well together as a team. They plan their work together taking into account their assessment notes on the children's achievements. They have very clear ideas about how the provision for the children can be further improved and are looking forward to improvements to the outdoor area. The use of this area was regarded as needing development in the last inspection. Predictions about the proportion of children likely to achieve the goals for the age group by the start of Year 1 show that the attainments of the children in this year group are broadly average and their achievement is good. However, the spread of ability is wide and this particular year group is young as many of the children have summer birthdays.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Very good teaching creates a calm, supportive, learning environment.
- Very good relationships in the classes enable the children to achieve well.
- Clear routines help the children to become independent and plan their own work.

Commentary

35. Very good teaching in this area of learning allows the children to learn and to achieve well. As a result, most of the children will reach the levels expected of this area of learning by the end of the reception year. The teachers and support staff have created a calm, busy learning environment so that the children feel confident and secure. The children drink their refreshments seated in a large, happy circle. All the children are polite and when they answer the register they show their good manners. These are happy sociable occasions, where the children learn good social skills.
36. The staff enjoy very good relationships with the children. This means that the children set about their work with great enthusiasm and activity. They are confident and relaxed in their surroundings and, consequently, learning is effective. The children are pleased with their work. They take great pleasure in gaining stickers to mark their achievements.
37. The children work happily together. They help each other with their tasks. For example, one child willingly offered to help the child sitting next to him, when she could not get the top off her glue stick. The children share resources well. They are delighted to select their own tasks and they get on with them well. They carry out their activities and are confident to report back to the teacher what they have done and how they got on. The children are growing in confidence and independence.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Very good teaching and learning ensures that the children achieve well.
- Children willingly share their books with adults.
- The good quality displays encourage the children with their work.

Commentary

38. Very good, carefully structured teaching enables the children to achieve well in their speaking, listening, reading and writing skills. The staff employ a wide range of strategies to encourage the children to develop their vocabulary and confidence in speaking. This has a high priority in both classrooms. For example, the children were asked to describe how the ice cubes felt on their hands. They talked about their hands being cold and wet. They enjoyed watching the cubes and ice balloon float on the tank of water and responded confidently to the teachers questioning.
39. All the children enjoy stories and rhymes. They sing the day song at the beginning of the day and learn the sequence of the days of the week. The children showed great interest in their reading books. One of the children enjoyed sharing a book that the class teacher had previously shared with the class. She was amazed and intrigued that Boris the bear's mum kept their towels in the fridge and that they had fish lolly-ices to eat. She confidently picked out other words, which started with the letter "b", the same as 'Boris' and 'biscuit'. The children all have reading books. They are beginning to read well. They look at the illustrations and talk about what is happening and what they think may happen next. The teachers have bright attractive books to engage the interests of the children and to encourage them to want to read.
40. Writing is displayed in all areas of both classrooms and this is effective in encouraging the children to write. They write their names on their work and they are developing good skills. More able children are beginning to write their own simple sentences. Writing skills are taught carefully and systematically with the children working in small focused teaching groups. It is clear that by the end of the reception year most of the children are able to write their own simple sentences. The staff work with small groups of children giving them individual help with their tasks. Because of the very good quality teaching the children make good gains in their learning and achievement is good.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Very good focused teaching allows the children to learn well.
- The staff make good use of the outdoors to promote learning in mathematics.

Commentary

41. As a result of very good provision the children develop their mathematical awareness well. The children enjoy counting, they are keen to order the numbers of snowmen on the number lines and look enthusiastically in the morning to see if the numbers are in the correct order. They play in the sand and are developing good mathematical skills. The teacher worked with small groups of children making shape pictures of snowmen. Then the children carefully count the different sorts of shapes that they have used and record their findings on a tally chart. This is very effective targeted teaching and, because their activities are at the correct level of demand,

the children do well and their learning is good. The children count securely to 20 and work hard to add the numbers of children having packed lunches to those having a school lunch.

42. The staff make good use of the outdoor courtyard environment to promote learning in mathematical awareness. The children happily toss a beanbag onto the nose of the snowman or roll balls into the different numbered doors of the igloo. They count the numbers on the hopscotch and try hard to throw the netball through the hoop. The children enjoy these activities, which assists their mathematical learning well.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

43. Work in this area of learning was sampled but no judgements have been made about teaching, learning or standards. It is clear that the children have a wide range of activities planned to engage their interests and stimulate their curiosity. The children feed the birds on the bird table and look carefully at the birds that visit. They talk about the different kinds of birds and whether they are robins, or not. The children use the digital camera to take pictures of each other when they dress as snowmen. They enjoy using this form of technology. They bathe their dolls in the water tray and understand the need to keep them clean and well cared for.

PHYSICAL DEVELOPMENT

44. No judgements have been made about teaching, learning or standards. The children enjoy their physical education lessons. They play follow-my-leader, running, jumping, hopping and skipping. They use a range of apparatus and balance on benches and ladders. The children play in the outdoor area working with a variety of activities. This area is acknowledged as still needing further development and improvement. There are exciting plans in hand and the teachers are looking forward to extending their provision. The children use small equipment with increasing control; for example, as they choose their own resources to create their winter pictures.

CREATIVE DEVELOPMENT

45. Work in this area was sampled but no judgements have been made about teaching, learning or standards. Children enjoy a good range of well-planned creative experiences to stimulate their imagination. They enjoyed dressing up as snowmen, adding brightly coloured scarves and woolly hats. They looked forward to working with the artist in residence with the children in the pre-school group, as they illustrated sections of the story "We're all going on a Bear Hunt". In the music area the children created their own winter music using a range of untuned musical instruments.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teaching and learning that is good or very good.
- Pupils are engaged and encouraged very well.
- Raising pupils' attainment in speaking and listening requires further emphasis.
- Good self-evaluation by the joint subject leaders places them well to develop strategies for raising standards.
- Monitoring and assessment to inform teaching and intervention strategies is underdeveloped.

Commentary

46. Most pupils by the end of Year 2 and Year 6 reach standards in reading and writing that are at least in line with the average for all schools. Attainment in speaking and listening is in line with the average by the end of Year 2 and almost in line by the end of Year 6. These standards are reached because of
- very good teaching overall which leads to pupils learning well.
 - good attitudes by the pupils to their learning
47. Very good teaching results from teachers having secure subject knowledge, which they implement effectively through well-structured lessons. These follow closely the structure of the National Literacy Strategy. Very good relationships ensure that pupils are engaged very well in lessons. Effective support from teaching assistants and trainee teachers aids very good class management. Two excellent lessons were observed. These were outstanding because the teachers were highly enthusiastic and inspired their pupils. They instilled a sense of excitement by praising and encouraging pupils and by presenting very high levels of challenge to meet all needs.
48. Pupils concentrate very well. Teachers encourage them very effectively to work independently and in groups. Pupils have confidence, show interest and behave well. In one good lesson, a pupil was able to effectively rearrange a sentence to make it much more interesting; “crashing to the ground, the serpent was left lashing, trying to fight to its death”. Outstanding learning was seen when pupils evaluated their own work and that of their friends in order to make significant improvements. Pupils of all abilities progress well. Good support is given to those with special educational needs to ensure that they achieve successfully.
49. Opportunities are provided for pupils to listen carefully and to speak about their work and experiences. One Year 1 pupil spoke clearly about a holiday in Australia. However, many pupils do not always have the confidence to initiate dialogue with adults without prompting. Pupils discuss their reading books and school activities at a simple level but do not always extend into detail.
50. Whilst resources are good, the use of ICT is underdeveloped and many opportunities are missed. The school is now well placed to address this as a priority. The recently refurbished and restocked library is a welcomed development and will greatly enhance provision and opportunities.
51. There are two teachers who lead and co-ordinate the subject well. Self-evaluation is good. Standards are fully understood and monitoring of teachers’ plans takes place alongside scrutiny of pupils’ work. The use of assessment to inform teaching and intervention strategies to further raise standards is planned as the next step in this subject leadership role. Likewise, opportunities to monitor and model teaching and learning are not yet fully developed.
52. Since the last inspection there has been satisfactory progress in standards and pupils’ achievement. Progress in teaching and learning has been good.

Language and literacy across the curriculum

53. Pupils use sound reading and writing skills in other subjects and use a variety of styles. For example, in religious education, Year 6 pupils retell the native Canadian story of the Creation. They describe the Christmas story from the perspective of one of the animals. In science and mathematics, effective practice is made using tables, diagrams and charts. In geography, maps are annotated and comparisons of different localities written about. Newspaper articles are written about characters from history. Pupils are encouraged to use their speaking and listening skills in all subjects; for instance, improving upon techniques and sequences in physical education.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards throughout the school are rising rapidly.
- Teaching and learning are good overall with a clear emphasis on investigative work and using and applying number.
- The National Numeracy Strategy (NNS) has been well implemented, although the mental/oral sessions in some lessons lack vitality.
- The subject is well led.

Commentary

54. Standards have improved since the last full inspection. They are above average in number work in Year 2. In Year 6 standards are average. However, pupils in the current Year 5 achieve above average standards and are on course to reach above average results in national tests by the time they leave the school in 2005. Standards are rising rapidly because of improvements in teaching, which enables pupils to achieve well. Teachers are more confident with the NNS and structure lessons well so that pupils' interest is maintained. This increases the pace of learning. Since the last inspection, the school has worked hard to raise standards in mathematics. The proportion of pupils achieving at higher than the expected levels has steadily risen.
55. Teaching and learning are good overall. There are still some weaknesses in some teaching, which result in unsatisfactory learning. This is usually associated with uninspiring mental/oral sessions or a lack of clarity in what it is that teachers wish the pupils to learn during the lesson. However, the vast majority of teaching is good and results in pupils learning well. To raise standards, teachers plan good practical activities to extend pupils' understanding of the use of number. They focus on investigative mathematics, challenging the pupils well with a good range of problem solving material. This was demonstrated very well in an excellent Year 5 lesson. The aim was to extend the pupils' understanding of how to break down a problem and decide what information was relevant to finding the answer. The problem set allowed pupils to work at a variety of levels and offered very good challenge for all abilities. The pupils were absorbed throughout the session and were excited by the challenge. The activity really made them think hard and they achieved very well.
56. Most mathematics lessons are well structured, in line with the NNS. Pupils enjoy lessons taught in this way and most are very enthusiastic about the subject. The focus on mental/oral warm-up sessions at the start of each lesson helps pupils throughout the school to develop good strategies for solving problems quickly. Pupils in Years 5 and 6 are becoming adept at manipulating numbers and are quick to find patterns in numbers. For example, Year 5 were very quick to find a variety of ways of making random numbers reach 24, using the four rules of number. However, some oral sessions lack punch and vitality. The pace is too slow and this reduces the quality of learning because pupils lose interest in the activity.
57. The subject is well led. The co-ordinators identify where improvements can be made in provision by analysing pupils' test results. For example, they accurately recognised that pupils were not applying their knowledge of number well when solving problems. Hence, this was made a focus in planning. They have also recognised some inconsistencies in the approach to mental/oral sessions. They have a clear vision for further improvements, which include developing the assessment system into a useful and manageable tool capable of supporting pupils' achievement.

Mathematics across the curriculum

58. Pupils use their numeracy skills satisfactorily in other subjects, such as science. However, wider use could be made of mathematics to support learning across the curriculum. This is particularly the case with information and communication technology where there are currently very few links between the two subjects.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils' achievement is rising throughout the school.
- Teaching and learning are good with a clear emphasis in lessons on the teaching of scientific observation and enquiry.
- The co-ordinator leads and manages the subject effectively.
- The use of information and communication technology in science is at present underdeveloped.

Commentary

59. Standards at the ends of Years 2 and 6 are average. This demonstrates a satisfactorily improving picture over time, although standards in Year 6 are not quite as high as they were at the time of the last full inspection. Throughout the school pupils' achievements in science are improving and are, on the whole, good. This is the result of consistent good quality teaching and the positive attitudes that the pupils show to their learning. In the 2003 national science tasks and tests for pupils, standards, when matched against those of similar schools, were above average at Year 2 and average at Year 6. This is set against the background of a school which has above average numbers of pupils with special educational needs and a significant number of pupils who join the school at times other than in the reception class. The trend within the school is of improving achievement.
60. The quality of teaching and learning in science is good throughout the school. The teachers plan their lessons well and are clear about what they want the pupils to learn. There could be a clearer match of tasks to the pupils' needs. The systems the school has for checking the levels at which the pupils are working is not at present sharp enough to help the teachers plan this aspect of their work. This is an area identified for improvement. A very good feature of all lessons observed was the good opportunities for scientific enquiry provided for the pupils. This is apparent in all year groups. In Year 1 the pupils decided which of their torches had the brightest light beam and devised a fair test, to test this out. Whilst, in Year 6, the pupils planned their own investigations into the different rates at which substances dissolve in water. The use of technical scientific language is a common feature throughout the school and is effective in helping the pupils describe their experiments and their findings.
61. The leadership of the subject is good. The science co-ordinator has been effective in helping and supporting her colleagues. There is a carefully structured approach to monitoring the work of the school. The co-ordinator has been guided by the headteacher and helped to develop her role as a subject leader. She is clear about the educational direction needed for the improvement of science in the school and is beginning to analyse the work of the school. As yet the analysis of data is at an early stage of development. The use of information and communication technology is at present underdeveloped. The school recognises this as an area for development.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are below the levels expected by the ends of Years 2 and 6
- Teaching and learning in lessons observed were satisfactory.
- The increased computer facilities are being used well to help pupils learn.
- Subject leadership and management in ICT is unsatisfactory.
- ICT is not used sufficiently to support other subjects.

Commentary

62. By the ends of Years 2 and 6 standards of work are below the levels expected of pupils of their age. There was a very limited range and quantity of work available during the inspection to check the working levels of pupils. At present the pupils are achieving satisfactorily but it has not been a consistent picture and prior achievement has been unsatisfactory. This is because the leadership of the subject has been ineffective in maintaining a positive drive for improvement. Leadership, management, resources, planning and the teacher's levels of expertise have been insufficient to maintain the strength reported in the last inspection. As a result, standards have slipped. This is an unsatisfactory position.
63. The quality of teaching observed with the new computers in the suite during the inspection was satisfactory. The teachers acknowledge that they need to become more confident in its use and are responding very positively to the challenges presented. They have ensured that the pupils are able to log on without help and to access programs. The pupils in Year 1 used a program to draw and label a torch. In this lesson the pupils made good use of the drawing and text tools in the program. They could edit lines that they did not want and print their work at the end of the session. They have not yet learnt to save their work. Year 6 pupils were beginning to work on a Power Point presentation of their work on rivers. They successfully used a range of tools and applications to create a title page. The pupils are confident in using a search engine to obtain information from the Internet, and copy text and pictures into their own work.
64. The computer suite has been completely refurbished with up-to-date computers. The staff have received some initial training in using the suite and they are due to have more. However, at the time of the inspection, the suite had been available for just two weeks and for most of the pupils observed it was only their second lesson with the new computers. It was clear from these lessons that the pupils are eager to learn and the teachers are striving hard to improve and deliver the recently introduced syllabus. There are plans for some of the classrooms to have interactive whiteboards fitted as part of a privately financed initiative within the school. The school is eagerly anticipating the delivery of this advanced technology.
65. The leadership and management of ICT are unsatisfactory. There has been no strategic management of the subject nor has any expertise in the staff team been moved on at an appropriate pace since the last inspection. This has had an adverse effect on the profile of the subject within the school. The subject leader has been absent from the school due to illness for a long time. The headteacher has taken on the strategic management of the subject temporarily and, with help from the local education authority, has removed out-dated technology and has provided new computers. As well as the computer suite, there are workstations at appropriate places in the school. With the combination of computers in the classrooms and the suite, the teachers now have a good range of tools with which to develop their work. Cameras, mini cams and microscopes enable different technologies to add to the pupils' experiences. The school is at an early stage of developing an assessment scheme, and clear information about individual pupils' abilities is not yet available.

Information and communication technology across the curriculum

66. ICT is not as yet used sufficiently in other subjects to enable the pupils to develop, refine and use their skills. This is unsatisfactory.

HUMANITIES

67. In humanities, work was sampled in **history** and **geography**, with only two lessons seen in history. It is, therefore, not possible to form an overall judgement about provision in these subjects. There is every indication from pupils' work that standards are broadly average and have improved since the last full inspection.

68. Both subjects are satisfactorily led. The co-ordinators are new to the posts and are working together to ensure that the schemes of work are in place and tailored to the needs of the school. They are establishing good links between the two subjects so that pupils can see the relevance of what they learn. Visits and visitors play an important role in making work in history and geography interesting. From discussions with pupils, it is evident that they enjoy their work. Younger pupils spoke knowledgeably about the Great Fire of London. Older pupils said that they enjoyed the work that they had done on transport and leisure activities. Provision is greatly enhanced by the good quality displays throughout the school.

Religious education

Provision in religious education (RE) is **satisfactory**.

Main strengths and weaknesses

- The subject is very well linked to other subjects, particularly personal, social and health education and citizenship.
- The subject is well led although as yet assessment procedures are not secure.

Commentary

69. Standards have been maintained since the last full inspection and are at least in line with the expectations of the locally agreed syllabus at both key stages. Only three lessons were observed. However, analysis of the available work in books, on display and talking to pupils indicates that achievement is satisfactory throughout the school.

70. Teaching in two lessons was good and pupils learned well in these sessions. In the third lesson, teaching was very good and pupils achieved well. A strength of all lessons was the very good quality of the relationships between pupils and staff. This enabled sympathetic discussions to take place so that pupils could explore themes such as 'what are the qualities of leadership' and 'how to care for others'. Younger pupils gain a good insight into Christianity through themes such as 'special places' and 'belonging together'. They compare the way in which people of different religions celebrate by learning about Hindu and Sikh festivals, as well as celebrating Christian Christmas and Easter. In Years 3 – 6 pupils develop a good understanding of ways of worshipping and praying. They learn to recognise similarities and differences in the ways in which religions have developed; for example by studying different beliefs as to how the world was created.

71. Very good links are made with other subjects. Thus, pupils see the relevance of their learning. For example, when studying 'special people' in history, pupils look at the lives of religious and political leaders such as Ghandi and Martin Luther King. Strong links are made with personal, social and health education through themes such as 'working and belonging together' and 'speaking for yourself'. These lead easily into Circle Time discussions about how to live together and how to treat other people in your community. Other themes, such as 'rules for safety' and 'rules for living', very neatly dovetail into citizenship themes.

72. The subject is well led. The co-ordinator is committed to raising the level of spirituality in school through the RE syllabus. This work is very well supported by the daily, very good quality acts of collective worship. These greatly enhance the spiritual life of the school. The co-ordinator is in the process of compiling and completing the scheme of work using the local syllabus. She is tailoring the scheme to the school's needs and establishing useful guidance for colleagues. She has a clear vision for the future of the subject, which includes developing an assessment system and building up the level of resources.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Design and Technology, Art and Design, Music, Physical Education

Provision in art and design, design and technology is **satisfactory**. Provision in music and physical education is **good**.

73. One **art and design** lesson was observed. The topic captured the pupils' interest. The teacher had good subject knowledge. Pupils responded and learnt well. Displays of pupils' art show a range of materials and techniques. These include painting, fabrics, batik and various types of crayons, pastels, ink and paper. Displays reflect a whole school theme and work in other subjects. Resources are good.
74. No lessons were observed in **design and technology**. Examples of work include hinged figures and photographs record other projects, such as moving vehicles and model volcanoes. Opportunities to learn to use tools and a range of materials are underdeveloped.
75. Some **music** is taught by a specialist teacher. Curriculum requirements are well met. Tuition is given for violins, brass, woodwind and keyboard. Pupils perform in concerts, both in school and in the community. One very good music lesson was observed. Dynamics, pitch, timbre and tempo were explored well. Good achievement resulted and standards were above average. Pupils sing in assemblies tunefully and with great enjoyment. Resources are good and used well to enhance learning.
76. Three **physical education** lessons were observed. Teaching and learning were good overall. Lessons are conducted with good regard for health and safety. Pupils understand the benefits of regular exercise. A good range of sports activities is provided after school for pupils. Teams engage well in local competitions. Satisfactory amounts of small apparatus exist but large apparatus is unsatisfactory. The school has a phased plan to replenish this equipment.
77. Pupils are given the opportunity to explore links between creative activities. Year 6 pupils used music, art, movement and drama to portray characteristics of rivers studied in geography lessons.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

78. Appropriate policies and schemes of work are in place, although some require revision. Statutory requirements are met. An emphasis is placed upon personal, social, health and emotional education. This enhances pupils' learning and attitudes considerably. Good links are made with subjects, especially religious education. Education for citizenship is in an early stage of development. Lessons give good support to pupils' spiritual, moral, social and cultural development. The subject leader has clear vision and knows how to achieve it and move the subject on.

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	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	4
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	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	4

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

