

INSPECTION REPORT

BLACKBURN PRIMARY SCHOOL

Rotherham

LEA area: Rotherham

Unique reference number: 106834

Headteacher: Mr Brian Walker

Lead inspector: Godfrey Bancroft

Dates of inspection: 8th – 11th March 2004

Inspection number: 255528

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary and Nursery
School category:	Community
Age range of pupils:	3 - 11 years
Gender of pupils:	Mixed
Number on roll:	348
School address:	Baring Road Blackburn Rotherham
Postcode:	S61 2BU
Telephone number:	01709 740412
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr John Gilling
Date of previous inspection:	October 1998

CHARACTERISTICS OF THE SCHOOL

Blackburn Primary School is a larger than average primary school serving a community on the north western edge of Rotherham in South Yorkshire. It is part of an Education Action Zone and benefits from the provision made by the Excellence in Cities programme. Pupils come from a wide range of social and economic backgrounds. The attainment of children on entry to the school is below average. There are very few pupils from minority ethnic groups. The percentage of pupils with special educational needs is broadly average. The percentage of pupils with a Statement of Special Educational Need is below the national average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3687	Godfrey Bancroft	Lead inspector	English Physical education Music Personal, social and health education and citizenship
19698	David Hirons	Lay inspector	
19041	Roger Linstead	Team inspector	Mathematics Information and communication technology Geography History Religious education Special educational needs English as an additional language
31012	Anne Welch	Team inspector	Science Art and design Design and technology The Foundation Stage

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very good school**, giving very good value for money. Pupils achieve very well in English and mathematics. The quality of teaching is very good. The leadership and management of the school are very good.

The school's main strengths and weaknesses are:

- Pupils achieve very well in English, mathematics, design and technology and physical education. However, in Years 3 to 6 higher attaining pupils do not achieve as well as they should in science.
- Children in the Foundation Stage achieve well.
- Pupils with special educational needs achieve very well.
- Pupils' attitudes to their learning and their behaviour are very good.
- The quality of teaching is very good.
- The curriculum is very good and the provision for extra-curricular activities is excellent.
- The links with parents, the community and other schools are excellent.
- The governing body and headteacher provide very good leadership.

Improvement since the time of the last inspection is very good. Standards overall have improved and the quality of teaching is better. The leadership and management of the school have also improved. The issues identified by the last inspection have all been addressed successfully. Teachers now use assessment information effectively to plan the next stages of pupils' learning. Provision for children in the Foundation Stage has improved very well and the learning of these children is developed very effectively when they move into Years 1 and 2. The quality of accommodation is also much better.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2001	2002	2003	2003
English	B	C	C	C
Mathematics	C	C	B	B
Science	B	C	C	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 2.*

Achievement overall is **very good**. Attainment on entry to the school is below average. Children in the Nursery and Reception classes achieve well and make good progress. They are on course to attain above average standards in their personal, social and emotional development and average standards in other areas of their learning. Inspection findings show that by the end of Years 2 and 6, standards are generally above average, better than last year's national tests, and pupils achieve very well. At the end of Year 2, standards in reading and writing are above average and standards in mathematics are well above average. At the end of Year 6 standards in English and mathematics are above average and standards in science are average. The overall picture is one of steadily improving standards. This is mainly because the quality of teaching has improved. Pupils with special educational needs achieve very well. Pupils' personal qualities, including their spiritual, moral, social and cultural development are **very good**. Attendance is **very good**.

QUALITY OF EDUCATION

The quality of education provided by the school is **very good**. The quality of teaching and learning is very good and is one of the reasons why standards have improved since the time of the last inspection. The contribution made to pupils' learning by teaching assistants is very good. The breadth of curricular opportunities is very good and activities for the enrichment of pupils' learning are excellent. Provision for pupils' personal, social and health education is very good. The accommodation and resources for learning are very good. The provision made to ensure pupils' care, welfare, health and safety is very good. The school's links with parents are very good and the links with the community and with other schools are excellent. The school makes an excellent contribution to the Education Action Zone, of which it is a member.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**. The governing body fulfils its duties very well. Governors are very supportive and very knowledgeable about all aspects of the school's work. The leadership and management of the headteacher are very good. His well-established working partnership with the deputy headteacher is one of the reasons for the school's improvement and for its excellent ethos. This includes an excellent commitment to inclusion, promotion of equality and concern for the needs of all staff and pupils. Other members of staff with leadership responsibilities also fulfil their duties very well. The financial management of the school is very good. Governors, in partnership with the headteacher, support staff and subject co-ordinators, ensure that the available resources are used very well to support pupils' learning.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views of the school and think that it has many **very good** features. Pupils feel that the school is **very good**. They feel they are taught very well and gain great confidence in their learning from the support provided by their teachers. The school values and acts on the views of pupils. However, the school council does not involve pupils from all year groups and does not yet provide them all with a forum to voice their opinions.

IMPROVEMENTS NEEDED

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

- Improve standards in science at the end of Year 6 by ensuring that what is taught provides sufficient challenge for higher attaining pupils.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Children in the Nursery and Reception classes achieve well and are on course to attain the goals set for their learning. By the end of Years 2 and 6 **standards overall are above average** and pupils achieve very well. Standards have improved very well since the time of the last inspection.

Main strengths and weaknesses

- Children in the Reception classes attain above average standards in their personal, social and emotional development.
- By the end of Year 2, standards in mathematics are well above average. Standards in English, and design and technology are above average.
- By the end of Year 6, standards are above average in English, mathematics, design and technology, physical education and religious education.
- Not all higher attaining pupils in Years 3 to 6 attain the standards in science of which they are capable.

Commentary

1. Children join the Nursery with attainment that is below that expected for their age. They make good progress, achieving well during their time in the Nursery and Reception classes. By the time they leave the Reception classes their attainment is average in all areas of the learning with the exception of their personal, social and emotional development, which is above average.

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

Standards in:	School results	National results
Reading	16.6 (15.9)	15.7 (15.8)
Writing	15.5 (14.3)	14.6 (14.4)
Mathematics	17.8 (17.9)	16.3 (16.5)

There were 44 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	26.8 (27.1)	26.8 (27.0)
Mathematics	28.0 (27.1)	26.8 (26.7)
Science	29.0 (29.1)	28.6 (28.3)

There were 64 pupils in the year group. Figures in brackets are for the previous year

2. The 2003 national tests for the end of Year 2 showed that standards in reading and writing were above average and standards in mathematics were well above average. The same applies when standards are compared with those found in similar schools. Inspection findings confirm these test results, with pupils achieving very well. In recent years the overall picture is one of steady improvement. This improvement is directly related to the improvements in the provision made for children in the Nursery and Reception classes and to the very good teaching now evident in Years 1 and 2.

3. The 2003 national tests for the end of Year 6 showed that standards in English were average, standards in mathematics above average and standards in science average. This pattern is repeated when, on the basis of pupils' prior attainment, the results are compared with those found in similar schools. Inspection findings show that standards in English and mathematics are above average and that pupils achieve very well. Standards in science are average and most pupils achieve well. Over recent years standards have remained steady. The improvements in the provision made for younger pupils are leading to higher standards as they move through the school. Standards in science are lagging behind those for English and mathematics. This is because the work set for higher attaining pupils is sometimes not sufficiently challenging for them to attain the higher standards of which they are capable.
4. The following table shows the inspection findings for the standards attained and how well pupils achieve in each subject at the end of Years 2 and 6. This covers all subjects of the curriculum, however, in some subjects it was not possible to make a full judgement as no teaching was seen.

Subject	Standards and achievement by the end of Year 2	Standards and achievement by the end of Year 6
Reading	Above average and very good achievement	Not applicable
Writing	Above average and very good achievement	Not applicable
English	Not applicable	Above average with very good achievement
Mathematics	Above average and very good achievement	Above average with very good achievement
Science	Average and good achievement	Average with good achievement
ICT	Average and good achievement	Average with good achievement
Religious education	Average with good achievement	Above average with good achievement
Geography	Average (no judgement on achievement)	Average (no judgement for achievement)
History	Average (no judgement on achievement)	Average (no judgement for achievement)
Art and design	Average (no judgement on achievement)	Average (no judgement for achievement)
Design and technology	Above average and very good achievement	Above average with very good achievement
Music	Average with good achievement	Average with good achievement
Physical education	Average with good achievement	Above average with very good achievement
Personal, social & health educationh/Citizenship	Good achievement	Good achievement

5. Pupils with special educational needs achieve very well. By the end of Year 6 many attain at the standard expected for their age in English and mathematics. The school has identified a number of gifted and talented pupils and these pupils also achieve very well.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour and attitudes to their work are **very good**. Attendance is **very good**. There have been no exclusions in recent years. Provision for pupils' spiritual, moral, social and cultural development is **very good**. Pupils' involvement in the work of the school is **very good**.

Main strengths and weaknesses

- The very good teaching enthuses pupils to work hard and behave very well in lessons.
- Pupils are very keen to attend school.
- The school's excellent ethos promotes very high standards in which all pupils learn and play happily together in a climate free from bullying and harassment.
- Pupils are keen to take on roles of responsibility and are very proud to do so.

Commentary

6. In lessons, pupils' behaviour is consistently very good. They enjoy their work, are stimulated by very good teaching and work hard to achieve high standards. They enjoy regular praise and encouragement from all staff, responding very positively as a result. There is an extensive and stimulating range of extra-curricular activities at which a significant number of pupils enthusiastically attend. During break times, classrooms and many additional areas are taken over by groups of pupils and staff, enthusiastically playing musical instruments, engaged in chess, returning and borrowing books from the library and working at the computers. The school is a hive of purposeful activity throughout the day.
7. Attendance rates are above average and the majority of pupils arrive in school on time. The school's very good procedures and support from parents, ensure all absences are recorded accurately. The very efficient monitoring procedures, employed by the administrative staff, ensure that all unexplained absences are routinely followed up. These measures act as a very effective 'first day call back' safety precaution for parents.
8. Pupils willingly take on duties and show a maturing level of responsibility. They are routinely seen around school prior to the start of lessons and at break times setting up resources, tidying away and acting as librarians. These are tasks and roles they clearly enjoy and which have a significant impact upon their moral, social and personal development. The school is working in partnership with Sheffield Hallam University as part of the "Together We Learn" project. This project is proving to be effective in helping pupils to develop their independence and to evaluate their own learning.
9. There are many very good opportunities for pupils to develop spiritual awareness in subjects such as English, art and design, history and religious education. Assemblies provide pupils with very good opportunities to celebrate their own and other religions within their immediate and wider communities. The school provides a very rich and varied range of opportunities for pupils to engage socially with staff and visitors in school and during educational visits. The school's multi-cultural education week and its involvement in the Rotherham Education Action Zone enables pupils to experience an excellent and very stimulating range of cultural and multi-cultural learning opportunities. A visit, during the inspection, by the Sheffield Crucible Theatre Group was particularly stimulating. Pupils found the performance awe-inspiring and were spellbound throughout the performance.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.8
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 Asian

No of pupils on roll
353
5
2
2

Number of fixed period exclusions	Number of permanent exclusions
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 quality of education provided by the school is **very good**. Teaching is very good. The breadth of curricular opportunities is very good and activities for the enrichment of pupils' learning are excellent. Provision for pupils' personal, social and health education is very good. The accommodation and resources for learning are very good. The provision made to ensure pupils' care, welfare, health and safety is very good. The school's links with parents are very good and the links with the community and with other schools are excellent.

Teaching and learning

The quality of teaching and learning is **very good**. This is one of the main reasons why pupils achieve very well and standards have improved since the time of the last inspection. The school's procedures to assess pupils' attainment and progress are good.

Main strengths and weaknesses

- The quality of teaching in English and mathematics is very good.
- Teachers insist on high standards of behaviour and motivate their pupils very well.
- Teachers have high expectations and challenge their pupils very well, other than in science in Years 3 to 6.
- Teaching assistants make a very good contribution to pupils' learning.
- Teachers ensure that pupils are well informed about their attainment and progress.

Commentary

Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4 (10%)	13 (33%)	13 (33%)	8 (20%)	2 (5%)	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.

10. Teaching in the Nursery and Reception classes is good. In Years 1 to 6 teaching is very good. Teaching is very good in English and mathematics. Sometimes teaching in English is excellent. Teachers have a very good understanding of and apply the principles of the National Strategies for Literacy and Numeracy very well. This results in pupils achieving very well in these subjects. The headteacher and deputy headteacher, along with the subject co-ordinators for English and mathematics, provide very good role models for their colleagues to follow. This is helping to improve the quality of teaching significantly beyond that found at the time of the last inspection. Consequently, standards are improving.
11. Teachers insist on high standards of behaviour and motivate their pupils very well. Teachers have high expectations of how well pupils will work and apply themselves during lessons. Teachers are very consistent in the application of the methods they use and constantly encourage pupils, by celebrating their progress and achievements. In response, pupils work hard. Pupils co-operate well when they work in groups and sustain their energy and interest when they are expected to work on their own. This is because teachers plan lessons carefully and ensure that work is matched well to pupils' abilities. This applies in most subjects. The exception is in science in Years 3 to 6, where sometimes teaching is unsatisfactory and work does not provide sufficient challenge for higher attaining pupils.
12. Teaching assistants provide very good support for pupils from all ability groups, and particularly for pupils who have special educational needs. Teaching assistants ensure that these pupils are involved fully in all aspects of learning during lessons. Sometimes teaching assistants provide special tuition, in small groups, for pupils with special educational needs. As a result these pupils achieve very well.
13. Arrangements to assess pupils' attainment and progress are good. This is an improvement since the time of the last inspection and is due to the effective work of the assessment co-ordinators. Pupils have a good understanding of how well they are getting on and of what they need to do to improve further. This is because teachers take a consistent approach to ensuring that pupils understand what they are expected to learn. Teachers also take great care to involve pupils fully in reviewing the learning that has taken place in each lesson. This helps pupils to understand how successful they have been. Pupils are also very aware of the targets that are set for their learning. Often pupils are involved in formulating these targets in partnership with their teachers.

The curriculum

The curriculum is **very good**. Teachers ensure that all pupils enjoy a very wide range of interesting and stimulating learning experiences that enable them to achieve very well. There is very good provision for pupils with special educational needs. Provision for extra-curricular activities is excellent. The overall quality of staffing, accommodation and resources is very good.

Main strengths and weaknesses

- Teachers' very good use of national strategies and guidance and high quality curriculum planning ensure pupils achieve very well as they progress through the school.
- Excellent arrangements to develop learning outside the classroom enrich the curriculum for pupils of all abilities.
- Very good provision for pupils with special educational needs gives them the same very good opportunities for achievement as other pupils.
- Much improved accommodation, since the time of the last inspection, and resources enhance the quality of pupils' learning very well.

Commentary

14. Very good leadership and management have improved the curriculum since the last inspection. The Foundation Stage curriculum meets children's needs very well. Teachers' very effective implementation and development of the National Literacy and Numeracy Strategies underpins very good achievement in English and mathematics. Provision for many other subjects is also effective. The approach of teaching some subjects through projects works well. For example, the 'Out of this World' science project in Year 5, and work based on the annual educational visit to Filey in Year 6, extend pupils' skills, knowledge and understanding well. The curriculum meets all statutory requirements fully. Good use is also made of information and communication technology to enhance pupils' learning.
15. An excellent range of extra-curricular activities is provided and these activities widen and enrich pupils' learning. Many members of staff are involved in leading these activities and large numbers of pupils attend. For example, the school has received a national award in recognition of its commitment to promoting the benefits of physical activity and school sports. These include athletics, basketball, cross-country running, football, gymnastics, tennis and other racket sports and swimming. Cultural groups include recorders, guitars, choir, drama, dance, art, writing and chess. In addition, visiting professional artists, drama groups and musicians strongly enrich pupils' learning. Links with the local church and community are also excellent and add further enrichment.
16. Very good arrangements to support pupils with special educational needs give them full access to all aspects of the curriculum. The leadership and management of special educational needs are very good and ensure that support meets the needs of these pupils, which are clearly set out in pupils' individual educational programmes. The school also draws fully on the guidance and advice of a wide range of professional expertise and new leading initiatives to give pupils with special educational needs a stimulating and challenging curriculum. The needs of gifted and talented pupils are also met very well. These pupils are frequent participants in 'master classes' that enhance their learning very well.
17. There have been very good improvements in accommodation and resources since the last inspection. These have improved the curriculum, particularly for children in the Foundation Stage, and in provision for information and communication technology.

Care, guidance and support

The school provides a **very good** environment in which the quality of care, guidance and support for all pupils is very good. The provision for pupils' health and safety is very good.

Main strengths and weaknesses

- The school is a very safe and secure place in which all pupils learn effectively.
- The excellent ethos of the school ensures that pupils and all staff work very well together.

- The school council does not give sufficient opportunities for all pupils to voice their opinions.

Commentary

18. The very strong and caring ethos provides an environment that is friendly and encouraging. This promotes a climate in which all pupils feel valued and safe. Pupils express strong opinions that their teachers and other adults in school are kind and supportive. They are comfortable in the presence of adult visitors and talk openly and warmly about their teachers. These aspects of very good care were highlighted in pupils' responses in their questionnaires and by parents during the parents' meeting. As pupils progress through the school, their personal and academic progress is carefully monitored, helping to ensure that they achieve very well. Pupils with special educational needs are identified quickly, and very good support measures are implemented, helping them to achieve very well.
19. The school has very good procedures for dealing with bullying and all forms of anti-social behaviour. Inspection evidence confirms that bullying is not a feature of this school. Inspectors do not support the concerns expressed regarding bullying, by a small number of parents in their questionnaires. The school's procedures for child protection are very good, with all staff receiving good training. The 'House Forum', led by elected captains, give pupils good opportunities to discuss issues that are of concern to them and to offer suggestions for school improvements. The Forum is involved in the design of the new playground and choice of apparatus. However, the school council is limited to pupils in Year 6 and as such, does not provide an effective voice for all pupils. This has been acknowledged and plans to extend the council to include more pupils are in place.
20. Pupils benefit greatly from a very supportive team of office staff, lunchtime supervisors, maintenance, cleaning and catering staff. This team of staff makes a very positive impact upon the lives of all pupils and helps to make the school a welcoming and pleasant place. Their cheerful and friendly manner enhances the very positive ethos that pervades the school.

Partnership with parents, other schools and the community

Links with parents are **very good**. Links with the community are **excellent**. Links with other centres of academic study and social inclusion are **excellent**.

Main strengths and weaknesses

- The quality of information to parents contained in pupils' progress reports and in other documentation is very good.
- Parents are encouraged to assist in school and receive appropriate training to help them in their work which benefits pupils' and their own learning.
- The school's involvement with other schools, colleges, universities, sports academies and the Rotherham Education Action Zone, extends and enhances pupils' learning opportunities, and are exemplary.
- The very supportive, 'Friends of Blackburn' group provide substantial additional funding to enable pupils to work and play safely and enjoy an excellent range of teaching and learning resources.

Commentary

21. The information contained in the pupils' annual progress reports is detailed and parents find it very helpful. The reports provide very useful information about the level their children are working at, what they need to do to improve and how they can achieve this. There is a section on the reports for parents to add their comments and for their child to set their own targets for improvement. This promotes pupils' self-worth, improves standards in attainment, and assists personal development very well.

22. The school has forged excellent links with the immediate community and benefits from involvement with The Rotherham Family Learning Partnership and the local authority's, Education Action Zone. These excellent partnerships provide exemplary learning opportunities for parents who want to improve their support skills for their own personal satisfaction and for the benefit of those pupils they assist in school. The award of certificates to parents during school assemblies on completion of the course provides pupils with excellent role models and exemplifies that learning is a 'lifelong journey'. The links with higher academic institutions, such as Sheffield Hallam University, bring many excellent and enriched learning opportunities for pupils. This was clearly observed during a Year 5 numeracy lesson in which pupils were given the task of producing very accurate calculations of distances between the planets. The enthusiastic, very good and stimulating teaching, enhanced by consistent use of space science terminology resulted in all pupils being totally engrossed in the task set, and very keen to produce accurate work of high standard.
23. Sporting links with other schools and clubs brings many excellent opportunities for pupils. The range of opportunities available and the excellent coaching from school staff and from outside agencies ensures that pupils have the opportunity to succeed to a very high level. The impressive displays of photographs and trophies are testimony to the very high individual and team standards achieved. This enhances pupils' social, physical and moral development. The use of sports coaches in other areas of the curriculum, for example literacy, provides excellent role models for pupils and enhances the climate for learning. The excellent and supportive group, 'Friends of Blackburn', has contributed magnificently to the funding of security fencing around the school. This has enabled extended outdoor play resources and more stimulating play areas to remain free from external vandalism. The equipment promotes positive play and enhances pupils' physical, social and moral development.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**. The governing body fulfils its duties very well. The leadership and management of the headteacher are very good. Other members of staff with leadership responsibilities also fulfil their duties very well. The management of the school, including financial management, is very good.

Main strengths and weaknesses

- The governing body is very supportive and very knowledgeable about all aspects of the school's work.
- The very good working partnership between the headteacher and deputy headteacher promotes school improvement very well.
- The school's commitment to inclusion, promotion of equality and concern for the needs of all staff and pupils is excellent.
- Members of staff with leadership responsibilities fulfil their duties very well.
- Resources are used very well to support pupils' learning.

Commentary

24. The very good leadership and management provided by the governing body, the headteacher and other members of staff with responsibilities, are some of the main reasons why standards have improved since the time of the last inspection. This leadership is also responsible for the excellent ethos evident in the school. The governing body is led very effectively by the chair of governors. The governors are very supportive of the work of the school and fulfil their duties very well. Many are regular visitors to the school and are very well informed about all aspects of its work. Governors, through very good planning procedures and analysis of the school's performance, have made a significant contribution to the improvements that have taken place.

Another significant contribution is that of the headteacher and deputy headteacher. They provide excellent role models for adults and children, inspiring them to work to the best of their abilities.

25. Other members of staff with responsibilities, such as subject co-ordinators, the special educational needs co-ordinator and the leader of the Foundation Stage, fulfil their duties very well. They are very supportive of their colleagues and provide them with very good guidance. They also take full responsibility for the delegated budget for their subjects. This includes setting up training for themselves and their colleagues and ensuring supply cover to enable monitoring and evaluation of the quality of provision for each subject to take place. Co-ordinators undertake this aspect of their duties very effectively.
26. The financial management of the school is very effective. Governors take great care to ensure that the principles of best value are applied very well to the purchase of services and resources. There is very good communication between members of the governing body and the headteacher. Together, they monitor and evaluate the progress of the school budget with great care. They are supported very well by the office staff, who ensure that the governors and the headteacher are kept well informed about day-to-day financial transactions. The office staff also contribute significantly to the smooth day-to-day running of the school and to the welfare of pupils. The school gives very good value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	886,547
Total expenditure	850,513
Expenditure per pupil	2,153

Balances (£)	
Balance from previous year	57,009
Balance carried forward to the next	47,735

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good** and is a relative strength of the school. Parents are right to be happy with the flying start their children get. There have been many improvements since the last inspection, mainly as a result of the diligence and hard work of the coordinator. Teaching is now good overall with some very good teaching observed in the Nursery and in the Reception class. One lesson in the Nursery was excellent. The curriculum is planned with great care to provide a wide range of stimulating and challenging activities that are matched well to all children's needs. Assessment procedures are very thorough and are used effectively to build up an accurate and informative profile of each child's achievements during their time in the Foundation Stage. The new accommodation, opened in 2002, is spacious and organised so that resources are used to good effect to provide an exciting environment for young children. The outdoor area is used productively to support all areas of learning. The strong teamwork between the class teachers, the Nursery Nurse, classroom assistants and support staff who work in both classes adds to the quality of the teaching. Organisation between the two areas is seamless due to the very good leadership and management of the unit.

Children's attainment when they start in the Nursery is below average. They achieve well and respond very well to the sensitive and effective teaching in the Nursery. Staff are particularly sensitive to the difficulties of children with special educational needs and this enables these children to achieve very well.

Personal, social and emotional development

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

Main strengths and weaknesses

- Children achieve very well because of the very good teaching and high expectations set by all staff.
- Very strong relationships between staff and children promote children's confidence and encourage them to work hard.
- The curriculum is designed to allow children to initiate their own activities and to make choices and decisions.

Commentary

27. Children's personal, social and emotional development is nurtured well. Staff are very skilled at promoting this, in a very natural way, in everything children do. By having clear expectations and establishing routines and habits, Nursery and Reception children are quickly made aware that they are all expected to organise their own coats, lunch boxes and book bags and share in tidying the room at the end of the day. Teachers and assistants are very good role models for children to follow. They are calm and organised and treat children with respect and courtesy. This leads to warm and trusting relationships and helps children to be kind and considerate and to care for each other. The very positive attitudes and high expectations of all staff continually boost children's self-esteem and spur them on to try even harder and to do their best. Very effective teaching, and particularly the supportive and warm encouragement, directly accounts for children's very good achievement. By the end of the Reception year, many of the children act in a self-assured way and have reached standards beyond those typically found in children of this age.

Communication, language and literacy

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

Main strengths and weaknesses

- Reception and Nursery staff create many good opportunities for children to develop language skills. Consequently, children's achievement is good.
- Early reading skills are taught very well.
- There are good links with other areas of learning that help the development of language skills.
- Some mistakes that children make in handwriting are missed.

Commentary

28. By the end of the Reception year, most children achieve the expected standard for their age and a significant minority exceeds it, especially in reading. Children in both classes are taught to talk about themselves and to explain what they have done. They, in turn, listen attentively when other children are talking. A good feature of the teaching is the particular attention teachers give to reading and writing. Many activities are based on the development of these skills, especially the reinforcement of initial letter sounds to build familiar words. This begins in the Nursery when, for example, children have to match the sounds of musical instruments. Children in Reception really enjoyed using their knowledge of letter sounds as they composed 'Thomas takes a tiger to town'. Children are taught how to form letters correctly and regular practise ensures that they make good progress. However, some errors go unchecked and lead to the development of bad habits, which then become embedded and are more difficult to correct. Whatever activity children are engaged in, they are constantly encouraged to use the correct language and their reading and writing skills.

Mathematical development

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Teachers plan a good range of practical activities that stimulate and encourage children's mathematical development.
- Children are given opportunities to apply their mathematical skills in other areas of learning.

Commentary

29. Good teaching develops children's interest in numbers well. They gain a good understanding of number, pattern and shape through practical activities such as counting objects, playing number games and sorting shapes into sets. A strong feature of the teaching in the Nursery is the daily focus on counting routines that develops children's sense of number sequence. Choosing the correct day of the week helps them to remember the sequence of days spent at school. Children in Reception are motivated to 'help' their teacher's puppet to identify three-dimensional shapes by describing some of their properties, for example, a cube has eight corners. Teachers are good at providing opportunities for children to apply their mathematical skills, in a very natural way, as part of other activities. Nursery children enjoyed matching the number of raisins for their gingerbread men to the number of spots on the large die. This good grounding in mathematical development ensures that most children will meet the standards expected for their age by the end of the Reception year and that the more able children will easily exceed them.

Knowledge and understanding of the world

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

Main strengths and weaknesses

- Teachers plan a good range of interesting activities to enhance the children's knowledge and understanding of the world.
- Children's ICT skills are better than expected for their age because of the very good opportunities they have to use computers.

Commentary

30. Good teaching, that is typified by well-planned and exciting activities, ensures that children have a good knowledge of a range of topics by the end of their time in the reception class and are working at levels expected for their age. Practical activities are used effectively to stimulate children's curiosity and enhance their learning. For example, as both Nursery and Reception children took pleasure in making biscuits, the quality of questions also made them think about health and safety issues, such as the need to wash hands first and to take care around the hot oven. They talked about the changes to the ingredients when they are mixed together and the changes during the cooking. Teaching in the Nursery is sometimes excellent and is characterised by very high expectations, ensuring that children achieve very well in developing their ICT skills in the computer suite as they use the mouse to draw and colour six balloons. During the inspection, children competently changed the size of the paintbrush, changed colour and deleted any balloons they were not satisfied with. More able children added text to their work. Work in this area of learning is also enhanced by visitors to the school. For example, children learned about the caring role of the Salvation Army as their visitor described the various uniforms worn by members of the army.

Physical development

Provision for physical development is **good**.

Main strengths and weaknesses

- The effective use of the new outdoor facilities.

Commentary

31. The new outdoor area has been designed carefully to ensure the best possible use of the space available. Staff use this area well to support all areas of learning, but particularly children's physical development. Opportunities are planned for children to experiment and experience a wide range of challenging physical activities such as climbing, crawling and imaginative play. They negotiate wheeled vehicles in a controlled way and with an awareness of space. Lessons in physical education provide good opportunities for Reception children in the formal teaching of physical skills, and children are enthusiastic about this aspect of their development. Children's skills in manipulating small tools, scissors, brushes and pencils develop well because they are taught how to use them correctly and have good opportunities to practise and apply them. Good teaching in this area of learning enables most children to achieve well and to reach the levels expected for their age.

Creative development

It was not possible to make an overall judgement of provision or standards.

32. Planning indicates a good range of activities, with a strong emphasis on using exciting and stimulating role play areas. Children take on the role, for example, of the manager in the clothes shop or the attendant in charge of the car wash. Work on display indicates a wide range of media being used.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Pupils' speaking and listening skills are promoted very effectively.
- Writing is taught very well.
- Lower attaining pupils and those with special educational needs are supported very well.
- Teachers use assessment procedures well to help pupils to improve.
- Management and leadership of the subject are very good.

Commentary

33. Inspection findings show that, by the end of Year 2, standards in reading and writing are above average and pupils achieve very well. By the end of Year 6, standards are also above average and pupils continue to achieve very well. Teaching and learning are very good. Teachers promote pupils' speaking and listening skills very effectively. They often challenge pupils through thoughtful questioning, enabling pupils to sustain their speaking and to present their ideas thoughtfully. This very good and sometimes excellent teaching extends into the development of pupils' writing. Pupils in Years 1 and 2 are taught very effectively to recognise the sounds made by letters and combinations of letters. Pupils are always encouraged to write these down at the earliest opportunity and to use them in context in sentences and in the stories they write. Consequently, pupils achieve very well in writing. Teachers provide pupils in Years 3 to 6 with very good opportunities to write for a range of purposes and audiences. Pupils in these years write well because teachers provide them with helpful plans on which to base their writing and very good guidance on the correct use of punctuation and grammar.
34. The school has focused very successfully on improving standards in reading. This is especially true of boys and of higher attaining pupils. Younger pupils read accurately and with expression. They clearly have good understanding of the stories they read and talk about them with enthusiasm. Older pupils read well and for a variety of purposes. Many enjoy reading fiction and have good recall of the non-fiction texts they have read as part of their research in other subjects. The much-improved provision for the school library also supports pupils' reading development very well.
35. Teachers plan their lessons very effectively, meeting the needs of pupils from all ability groups very well. Teaching assistants make a significant contribution to this aspect of provision. They support lower attaining pupils and those with special educational needs very well in lessons. Often, teaching assistants work with small groups of pupils who have special educational needs. The programmes they follow help to improve pupils' speaking and listening and spelling and writing skills. This enables pupils with special educational needs to achieve very well.
36. Teachers use assessment procedures well to help pupils to improve. In consultation with pupils, they set targets for their learning. Teachers mark pupils' work thoroughly and provide pupils with good advice about how to improve. They encourage pupils, successfully, to explain how well they think they are doing. This helps to develop pupils' speaking and listening skills and helps them to understand their own learning very well.
37. The leadership and management of the subject are very good. The subject co-ordinators provide very good support for their colleagues. The guidance they have provided to help teachers apply the principles of the National Literacy Strategy is one of the main reasons why standards have improved.

Language and literacy across the curriculum

38. Teachers use language and literacy very well to enhance pupils' learning in other subjects. Teachers plan opportunities in many lessons for pupils to develop their speaking and listening. For example, they often ask pupils to consider and explain how well they achieved and worked in lessons. Pupils respond thoughtfully to these opportunities. Pupils use their reading skills well for research purposes and to support their learning in other subjects, for example, when they use the Internet for research in science and geography. The use of ICT for word processing is a good feature of the provision for English. Pupils also make very good use of opportunities to apply their writing skills in subjects such as history.

MATHEMATICS

The provision for mathematics is **very good**.

Main strengths and weaknesses

- Pupils achieve very well because the high quality of teaching helps them to develop very positive attitudes to their work.
- The leadership and management of the subject are very good.
- Teachers' thorough analysis of tests and careful marking show pupils clearly how well they are doing and how to improve.

Commentary

39. Pupils achieve very well and teaching and learning are very good. Inspection evidence shows that standards have improved since the last inspection. This is mainly because of the very good leadership and management of the subject. Standards are well above average by the end of Year 2 and above average by the end of Year 6. Pupils in both year groups have made very good progress from their respective Year 1 and Year 3 standards. Boys and girls, including those with special educational needs, gifted and talented pupils and higher and lower attaining pupils all achieve very well.
40. The secret of this success is the school's very effective use of the National Numeracy Strategy. Lessons are lively and stimulating because teachers are enthusiastic and confident and have very good subject knowledge. They also use high quality resources and match tasks very well to pupils' individual needs. Pupils find learning fun in most lessons because they enjoy the challenges set by their teachers. Highly skilled questioning, mathematical games and opportunities to discuss learning with partners stimulate very good progress. Pupils also use and understand mathematical language very well. Most lessons demonstrate these very good qualities. For example, a Year 3 lesson began with exciting work using a number line and hearty chanting of times tables. In a Year 6 lesson, the high quality of learning was attributable to the teacher's very clear and quick explanations of angles and high expectations of pupils' ability to concentrate.
41. Very well established arrangements to teach pupils in Years 3 to 6 in ability groups enable teachers to match learning very precisely to pupils' achievements. For example, higher attaining Year 2 pupils make rapid progress in learning to divide by 2, 3 and 4 in a special weekly lesson for faster learners. In a few lessons, the teachers' over-reliance on such ability groupings fails to match learning to capabilities and misses opportunities for pupils to learn through investigation and discussion.
42. Very good leadership and management have improved and helped to sustain the quality of learning. The co-ordinators' astute analysis of answers and performance in national and school tests quickly shows up areas of weakness. The school then promptly provides well-focused training and new planning to improve teaching. Thorough marking shows pupils when they have

achieved personal and class targets. Class progress charts log their successes in learning tables by heart.

Mathematics across the curriculum

43. The use of mathematics in other subjects is satisfactory. Very good computer software accelerates pupils' individual progress in mathematical skills, particularly in data handling, geometry and calculation. Science, design and technology and geography extend measuring, chart-making and graphing skills well.

SCIENCE

The provision for science is **good**.

Main strengths and weaknesses

- Pupils are provided with good opportunities to undertake scientific investigations and are taught well.
- Teachers in Years 3 to 6 do not always challenge higher attaining pupils sufficiently.
- The school makes good use of its own resources and those available in the locality.
- Pupils are enthusiastic and enjoy the subject, leading to improved learning.

Commentary

44. Over the last three years, most pupils enter school with below average attainment. However, because of the overall good quality of teaching, they achieve well and reach nationally expected standards by the end of Year 6. Inspection findings confirm that standards in the current Year 2 and Year 6 classes continue to follow this trend and are in line with national expectations.
45. Teaching is good and has improved since the last inspection. Teaching is now firmly rooted in an effective, investigative approach to science. This ensures that pupils enjoy lessons. They know how to carry out investigations, make and test predictions and decide if tests are valid. They use the correct terminology as they record their results. However, in Years 3 to 6, too often the starting point for investigations is the same for all pupils with no added challenge within the investigation for higher attaining pupils. On these occasions, the achievement for these pupils is satisfactory, rather than good. This is not the case in the Year 2 classes, where work is clearly matched to pupils' ability. As part of their work on forces, higher attaining pupils are set the challenge to design and make a sail to move a toy car, using a 'push' force. Lower attaining pupils reinforce their understanding of forces by blowing air on to paint and by pulling paint on to paper using string. Sometimes, weaknesses in teaching make lessons unsatisfactory. In one lesson, the teacher's insecure subject knowledge did not prepare pupils well enough for the task in hand. This led to some pupils behaving inappropriately. In another lesson, too much time was spent on another subject area rather than science. The science content of this lesson also failed to challenge the higher attaining pupils.
46. The science curriculum is enriched when the school makes very good use of its resources. The school pond, butterfly garden, woodland, fruit trees and scrubland area, built up over many years by the co-ordinators, are used well by all classes throughout the seasons. Regular visits, such as those to the Magna Museum, a local watermill and the Heritage Woodland, broaden pupils' horizons and increase their understanding and enjoyment of the subject very effectively.
47. The leadership and management of science are good. There is a co-ordinator for both key stages. They review provision regularly and there is a comprehensive action plan that details planned developments well. This includes introducing team teaching for parallel classes to share teaching expertise. Time is also set aside for the monitoring and evaluation of teaching

and learning, to identify where teaching is most effective and where improvements can be made. While there are good opportunities to develop literacy and numeracy skills in the range of tasks, not enough use is made of ICT to support learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Good improvement since the time of the last inspection in the quality of teaching, resources and accommodation has improved standards.
- Pupils are very keen on their ICT work and are achieving well.
- The school makes good use of ICT to support pupils' learning in other subjects.

Commentary

48. Good quality teaching enables pupils to reach the standards expected for their ages by the end of Years 2 and 6. This represents a good improvement since the last inspection because of the much greater expectations of knowledge and skills in the revised National Curriculum. All pupils, including those with special educational needs, are making good progress over time and achieving well in lessons. This is because good leadership and management has kept pace with the rapid development of the subject nationally.
49. The new computer suite has improved the rate and quality of learning. Big investments in equipment and software have given pupils better access to, and more time for learning. National and local training initiatives have considerably improved staff knowledge, confidence and ability to give rapid and effective individual help.
50. Inspection evidence shows that pupils are achieving well. They make good progress in a wide range of programs, procedures and skills. Progress is very good in word-processing, data handling and desktop publishing. In control and monitoring techniques, it is satisfactory. Year 6 pupils show a good understanding of the many applications and importance of ICT in today's world. Pupils' learning is also enhanced by well-organised ICT clubs at lunchtime.
51. Teaching is good. Pupils learn new skills securely and practise them enthusiastically because lessons are well planned and start with clear demonstrations. For example, a good Year 5 lesson developed pupils' skill in interrogating databases and presenting information. Skilled and challenging questioning showed pupils how to form and test hypotheses, extract information, interpret and present findings and judge the reliability of results. The standard of Year 6 pupils' PowerPoint presentations, following their residential visit, is above average.

Information and communication technology across the curriculum

52. Good use of ICT in other subjects improves the quality of learning and pupils' computer skills. This is a major factor in pupils' good achievement. Most pupils' skills and speed in using the mouse and keyboard are above expectations for their ages. Very good use of ICT in English and good work in mathematics and geography improve learning in these subjects. Most other subjects develop ICT skills well, particularly in word-processing, desktop publishing and use of the Internet for research. Pupils, therefore, gain good understanding of how widely ICT may be used and applied. However, although pupils work in a good number and range of applications, much saved work is brief and unfinished with editing tools underused at times.

HUMANITIES

Work was sampled in **geography** and **history** with only one history lesson seen. It is not possible to form overall judgements about provision and achievement in these subjects. However, teachers' planning shows that good use of National Curriculum plans and guidance and out-of-school visits enhance pupils' learning well.

53. In **geography** pupils' work indicates average standards. They have good map reading skills and satisfactory knowledge and understanding of differences in localities, weather and environments in the United Kingdom and around the world. Fieldwork at Filey develops good understanding of coastal erosion. Displays show that effective work on projects, such as 'What's in the news?', widens learning it by relating it to pupils' daily life.
54. In **history**, work shows average attainment in knowledge and understanding of famous people, civilizations and key events such as the Great Fire of London. In a well-prepared Year 5 lesson, pupils achieved satisfactorily in their research on Anne of Cleves. They showed good recall of knowledge of Henry VIII's wives and times. Displays of work show satisfactory achievement in chronology and good understanding of the value of different types of historical evidence.

Religious education

Provision for religious education is **good**.

Main strengths and weaknesses

- Standards at the end of Year 6, are above average and pupils achieve well.
- The teaching of religious education contributes well to pupils' spiritual, moral and cultural development.
- The leadership and management of the subject are good.
- ICT is used well to support pupils' learning.

Commentary

55. Standards are average at the end of Year 2 and above average at the end of year 6. Throughout the school, pupils achieve well. This represents good improvement since the time of the previous inspection.
56. The work of pupils in Year 6 shows good knowledge of world faiths and their holy books, worship, festivals and practices. Teachers plan and lead assemblies well. These celebrations have a strong religious content and contribute effectively to pupils' spiritual, moral and cultural development. Discussions with pupils confirm the good quality of learning. For example, pupils understand well about the moral teaching of parables such as 'The Good Samaritan' and the meaning of the artefacts and stories of Christianity, Judaism, Hinduism and Islam. Year 6 pupils appreciate being introduced to these great faiths and understand the importance of this knowledge to living in a modern society. One pupil said: "This helps to stop you being racist".
57. Pupils present their work well. They use the Internet and desktop publishing very effectively to present their work. For example, pupils in Year 6 used ICT well to present the findings from their research into Hinduism.
58. The leadership and management of the subject are good. The co-ordinator provides teachers with good support and resources to help their teaching.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

59. One lesson was observed in art and design. The scrutiny of displays, sketch books and the school's portfolio show that standards are broadly in line with those expected. Some of the areas for development at the time of the last inspection have now been addressed. Pupils are introduced to a wide range of media and materials including textiles, and two and three-dimensional work is now evident. However, by the end of Year 6, pupils' knowledge and understanding of the works of famous artists, from both European and non-western cultures remain below those expected for their age.
60. A strength of the provision is the success enjoyed by the Art Club which flourishes under the guidance of the art and design co-ordinator. Work produced by members of the club, that is, pupils in Years 3 to 6, is impressive, so much so that for the last three years, the club has won the local schools' competition with their entries. The knock on effect of this was a prize that included funding for a whole school mosaic. This was designed by some of the pupils and every pupil in school took part in the making of it.

Design and technology

61. Although there is not enough evidence to make an overall judgement on provision, samples of pupils' work, particularly the hand puppets in Year 2, the musical instruments in Year 5 and the slippers and fairground rides in Year 6, indicate that standards are above those typical for pupils' ages and that they achieve very well.
62. The overriding qualities of all the work are the creative aspects and the originality of each finished article. Teaching was good in the one lesson observed in a Year 6 class and was characterised by clear explanations that enabled pupils to achieve well. Pupils are taught the whole design and technology process from the original idea through to the evaluation of the finished product. They clearly enjoy the subject. Pupils in one Year 6 class took great delight in showing how their fairground rides worked and in describing their methods of working.

Music

Provision in music is **good**.

Main strengths and weaknesses

- The teaching of music in the curriculum is good.
- There are good opportunities for pupils to perform and demonstrate their musical skills.
- Pupils sing well.

Commentary

63. By the end of Years 2 and 6, standards are average and pupils achieve well. Teaching is good and lessons are planned well. Pupils are provided with good opportunities appreciate the work of well-known composers and to compose, perform and evaluate their own music. Pupils do all these things well and their achievement is good. Pupils enjoy frequent opportunities to sing and many do this well. During lessons, they show enthusiasm for singing and good teaching helps them to improve. Many pupils benefit from good opportunities to develop their singing further during hymn practices and as members of the school choir. They are also provided with good opportunities to perform in public when they participate in the very popular and well-supported school productions. These productions are of a high standard and involve large numbers of pupils.
64. The leadership and management of music are good. The subject co-ordinator ensures that a good range of resources is readily available. She has also provided a very helpful scheme of work for her colleagues, which enables them to teach well. Good support is also provided by peripatetic musicians. Many pupils benefit from their work and learn to play a range of instruments successfully.

Physical education

Provision in physical education is **very good**.

Main strengths and weaknesses

- Standards in dance and tennis are above average.
- The school has developed very good partnerships with outside providers and sports coaches.
- There is an excellent programme of extra-curricular activities.

Commentary

65. By the end of Year 2, standards are average and pupils achieve well. By the end of Year 6 standards are above average and pupils achieve very well. The quality of teaching overall is good. During lessons, in all aspects of the subject, teachers provide pupils with good opportunities to plan their work, to acquire and apply skills and evaluate their own work and that of others. Pupils respond well to these opportunities and significant improvements are observable during lessons.
66. Standards in dance are well above average. In addition to very good learning opportunities during lessons, pupils are able to acquire and apply additional skills during the very successful extra-curricular dance club. This work is further supplemented by the excellent teaching provided by the visiting sports co-ordinator who supports teachers in their endeavours to improve standards further.
67. Pupils attain very high standards in tennis. Standards seen in lessons and extra-curricular clubs are well above average. This is mainly because of the very good teaching provided by the headteacher, supported by visiting coaches. Teams from the school are frequently very successful in area and county competitions.
68. The leadership and management of the subject are very good. In addition to organising the very successful extra-curricular programme, the co-ordinator contributes very well to the initiatives promoted by the Education Action Zone, to liaison with the nearby Sports College and to the sports co-ordinator programme. All these initiatives are leading very successfully to improved teaching and standards.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- Pupils achieve very well.
- Pupils apply their learning to their conduct and behaviour around the school and in the community.
- The school's programme of PSHC is very effective.

Commentary

69. The very effective programme of PSHC provides pupils with clear insights about how to manage their lives as they grow up and pass through the school. It also successfully raises pupils' awareness of how they can contribute to the school and to the community in which they live. The outcomes of the programme are evident in the ways in which pupils relate to each other and to the adults they meet. Pupils also support each other well socially and in their learning. Events, such as assemblies and visits by members of the community, help pupils to understand how they can contribute to their community.
70. The programme benefits from very good leadership and management and from the positive contributions made by all staff. These contributions enable pupils to become increasingly independent and self-confident. They help pupils to understand and respond very well to the needs of others and to understand the changes they face as they grow up.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2

Overall standards achieved	2
Pupils' achievement	2

Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

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	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	2
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	1
The school's links with other schools and colleges	1

The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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

