

INSPECTION REPORT

BRAMLEY SUNNYSIDE JUNIOR SCHOOL

Bramley, Rotherham

LEA area: Rotherham

Unique reference number:106861

Headteacher: Mr R Rutherford

Lead inspector: Mr R Gill

Dates of inspection: 2nd – 4th February 2004

Inspection number: 255587

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed
Number on roll:	320
School address:	Flanderwell Lane Bramley Rotherham South Yorkshire
Postcode:	S66 3QW
Telephone number:	01709 542231
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr R C Cochrane
Date of previous inspection:	September 1998

CHARACTERISTICS OF THE SCHOOL

Bramley Sunnyside Junior School is situated to the south of Rotherham town centre and served a mixed, but broadly average community. Most of the pupils live locally. The proportion of pupils who have special educational needs is slightly above average compared to all primary schools. The school caters for 63 pupils who have a special educational need. This includes pupils with a Statement of Special Educational Need. The majority of these pupils have learning difficulties, but the school does cater for pupils with behavioural and physical difficulties. A very small proportion of pupils has a minority ethnic heritage and few are learning English as an additional language. The pupils' attainment when they start school is about average. The majority of teachers have been appointed since the last inspection. The headteacher has only been fully in post since 2000. The school received an Achievement Award from the Department for Education and Skills in 2001. The school is currently involved in a large-scale international project to develop pupils' abilities in literacy through music, art, dance and drama. It is working in collaboration with some schools in England and Canada.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
4074	R Gill	Lead inspector	English Art and design Physical education Music English as an additional language
9511	A Longfield	Lay inspector	
16761	M Hemmings	Team inspector	Science Information and communication technology Design and technology Special educational needs
23204	C Wojtak	Team inspector	Mathematics History Geography Religious education

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

The school provides an acceptable standard of education. Standards are broadly in line with national expectations at the end of Year 6. Disruptions caused by a sizeable turnover in staff and a major building project have been overcome. Teaching has improved in recent years and pupils' learning is back on track after the disruptions. Pupils have good attitudes in lessons. Good leadership by the headteacher has provided stability and direction during a period of change. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Standards in information and communication technology, religious education and history have improved well since 1998
- Pupils could achieve higher levels still in English, mathematics and science
- Teaching has been strengthened by some innovative curricular provision
- The quality of teaching is not consistent enough throughout the school
- Information about pupils' progress is not used well enough to help them improve
- The new leadership team does not yet possess a strong enough plan for improvement
- Pupils' personal development, including their spiritual development, has improved dramatically since the school's last inspection
- Improvements in the accommodation have had a positive effect on pupils' learning

The school has improved well since the time of the last inspection in 1998 when it was judged as being unsatisfactory in many key aspects. The amount of unsatisfactory teaching has been reduced greatly, curricular planning is now satisfactory and pupils are far more involved in lessons. The school has tackled most of the key issues from its previous report well but there are some unfinished aspects. For example, there is now an adequate system of assessing and recording pupils' progress but insufficient use is made of the information gained to ensure that pupils make quick enough progress over time. This was also an unsatisfactory aspect of teaching in 1998.

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	D	C	C
mathematics	C	C	B	B
science	C	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.*

Pupils' achievement is satisfactory. Results in English have fluctuated over the years owing to the quality of teaching and the amount of pupils who had special educational needs. Scores in mathematics were above average in 2003 but are now average. Current standards are average in all three core subjects. All groups of pupils, including those with special educational needs and those capable of higher attainment, achieve satisfactorily. Standards in history are above average by the end of Year 6 because pupils get many good opportunities to find things out for themselves and write about the subject in interesting ways.

Pupils' personal qualities are good helped by their **good spiritual, moral, social, and cultural development.** Pupils enjoy school and attend well. Their attitudes and behaviour in lessons are good and sometimes very good.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. Teaching is satisfactory overall but more often good and sometimes very good in Year 5 and Year 6. Pupils, throughout the school, learn well in lessons in which a lot is expected of them and teachers talk well about how pupils are doing and how improvements in learning could be made. Some lessons in Year 3 and Year 4 do not contain this optimism and degree of insight into pupils' achievements.

Pupils' academic achievement and personal development are enhanced well by the interesting curriculum and the caring approach taken by the school. However, it is too soon to see any improvement in tests as a result of the recent curricular innovations. The school is very keen to discover and act upon pupils' views about the school and has implemented some good formal means to achieve this. Partnerships with parents and the community are good and have a positive effect on pupils' opportunities for extra-curricular activities, for example.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The school has a clear sense of purpose that is promoted positively by the headteacher. A new team of senior managers supports the headteacher satisfactorily by undertaking key tasks, but the team does not yet work together enough on the central issues for school development. Governors are involved and informed. They are meeting their statutory requirements in full. There are, however, some shortcomings in the involvement of governors in the process of planning for school development.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a generally good opinion of the school. They particularly like the way in which they are kept informed about the curriculum that their children study. Many parents believe their children are well taught and make good progress. This is true much of the time, but teaching and progress are satisfactory overall.

Pupils are generally pleased with school. They appreciate the interesting lessons and the fact that bullying is dealt with promptly. Pupils also like the way in which they are able to play a full role in making improvements in the school

IMPROVEMENTS NEEDED

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

- Improve pupils' achievements in English, mathematics and science.
- Strengthen the quality of teaching to make it more consistently good throughout the school.
- Use the information about pupils' progress more effectively to ensure that they make swifter progress.
- Ensure that the new leadership team works together on school development issues.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' attainment in English, mathematics and science by the end of Year 6 meets the national average. **Pupils achieve satisfactorily**, but some pupils could do better particularly in the lower juniors.

Main strengths and weaknesses

- Achievement in English, mathematics and science is satisfactory, but varies throughout the school.
- Standards now meet expectations in religious education and information and communication technology (ICT) after being below them in 1998.
- Standards in history are above the national expectation by Year 6.
- Pupils achieve well in lessons associated with the literacy through the arts initiative.

Commentary

1. Pupils' attainment, at the end of Year 6, has fluctuated in the past three years, particularly in English, because there has been a significant change of staff and the school has been disrupted greatly by a major programme of building work. Results in 2003 represented a levelling out of results and this plateau effect has been continued into 2004. Pupils achieve satisfactorily at the end of Year 6 compared to their levels when they entered the school in Year 3, but they could do better still. Progress in the acquisition of knowledge, understanding and skills is not even throughout the school. Pupils make quicker or slower progress depending on the quality of teaching they receive. There is no particular difference in achievement made by different groups of pupils, except that those with a special educational need make better progress in withdrawal classes.
2. The variation in what pupils achieve from class to class is not extreme. For example, there is a minimal amount of unsatisfactory teaching now compared to 1998. However, progress is uneven, because the quality of teaching ranges from satisfactory to very good, and this accounts for some pupils not doing as well as they could.
3. The school has worked hard to rectify the weaknesses found in religious education and ICT at the time of the last inspection. Pupils now meet the requirements in these subjects for their age. This has been brought about, in ICT, by the establishment of a brand new room for computer studies and a successful training programme for all staff. As a result, pupils use computers confidently and talk well about what they have discovered on the Internet. For example, a group of Year 6 pupils found some fascinating information about 'futuristic fashion' to complement their art and design work on space-age costume. At its best now, pupils achieve very well in religious education because the level of moral and spiritual reflection is high. A lesson in Year 5 exemplified this when pupils, particularly those capable of higher attainment, wrestled with the issues of temptation in Jesus' life and their own.
4. Standards in history exceed the national expectations by the end of Year 6 because pupils are well informed about their topics of study. For example, pupils in Year 6 talk, with authority, about the 1960s because their homework and independent research have really paid off. High expectations are set and pupils enjoy meeting them, causing achievement to be very good, particularly for the most and the least able pupils, all of whom thrive on well-matched work to suit their needs. Standards reached in history are about average in the rest of the school, they accelerate in Year 6 owing to the higher demands and the more varied lessons provided.

5. Pupils often achieve well in lessons associated with the school's project that links literacy with the arts subjects, such as dance and drama. For example, pupils in Year 5 studied 'The Highwayman' poem and then acted out parts and created some dance movements to depict episodes from the story. The good learning that resulted from these opportunities enhanced pupils' abilities to speak clearly and confidently and deepened their understanding of the text. Pupils in every year group study a different text and have equally challenging and stimulating things to do.

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

Standards in:	School results	National results
English	27.3 (26.3)	26.8 (27.0)
mathematics	27.6 (26.8)	26.8 (26.7)
science	28.6 (28.3)	28.6 (28.3)

There were 80 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to learning and the relationships in the school are **good**. Their spiritual, moral, social and cultural development is good, making this aspect strength of the school. There is very little bullying. Attendance is good.

Main strengths and weaknesses

- Pupils' attitudes and enthusiasm for school life contribute to their learning.
- There are good relationships throughout the school, with pupils being given the opportunity to develop confidence and a sense of responsibility.
- The school prepares pupils very well for life in a multi-cultural society.
- Attendance is good.

Commentary

6. Pupils listen attentively and enjoy their learning. When the lessons are lively and interesting, they respond appropriately and enjoy their work across the curriculum. Good examples of this were seen in a Year 6 ICT lesson, and the way that literacy has been enriched across the curriculum. Pupils enjoy their work and this leads to better progress being made than would otherwise be the case. Pupils' behaviour deteriorates when they stop listening and become bored with the lesson.
7. Pupils relate well to each other and with other adults in the school. They respond to the school's provision and expectations and the strong community ethos. This is evident in the mature way they behave in class and at school council meetings. A few pupils have challenging behaviour, but the staff work to reinforce good behaviour throughout the school. Whilst there have been isolated incidents of bullying in the past, these have been handled promptly and effectively. Pupils know the difference between right and wrong. Staff provide good role models and show respect and concern for individual pupils. Pupils learn to think of others less fortunate than themselves and they hold fund-raising events to support local children's charities.
8. Pupils are provided with very good opportunities to discover their own culture in history, and to develop an understanding of the multi-cultural nature of society. They have the opportunity to visit the museums in the area to support their work on Victorian and Tudor times, and to visit a mosque. They explore the different faiths and cultures in religious education and, in assembly,

observe the various religious festivals. An example is the welcome given to Muslim visitors to celebrate their festival of Eid.

9. The pupils enjoy coming to school. Attendance is currently good and has improved since the previous inspection. Punctuality is satisfactory. There is a small core of pupils that is persistently late. The school has an effective system to monitor absences and promotes the importance of regular attendance.

Attendance in the latest complete reporting year 2002/03 (%)

Authorised absence		Unauthorised absence	
School data	5.7	School data	0.1
National data	5.4	National data	0.4

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

Exclusions

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
303	2	0
1	0	0
1	0	0
2	0	0
1	0	0
3	0	0
7	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 **satisfactory** quality of education. There is considerably less unsatisfactory teaching than was the case in 1998. The school employs satisfactory systems with which to assess pupils' progress but does not use the information well enough. The curriculum is satisfactory overall and augmented well by the school's recent innovations in the arts. The school cares well for pupils' personal needs although support in academic terms is not well organised. The good links with local schools has a positive effect on pupils' development. The school values pupils' opinions and acts very well on their ideas for improvement.

Teaching and learning

The quality of teaching and learning is **satisfactory**. The unsatisfactory use of information from assessments hinders teachers from being more ambitious about pupils' progress.

Main strengths and weaknesses

- Good and very good teaching occurs more often in Year 5 and Year 6.

- The quality of teaching lacks consistency throughout the school and within year groups.
- Pupils' learning is positively affected by the school's policy to teach literacy through other subjects.
- Teaching makes unsatisfactory use of information about pupils' progress.

Commentary

10. At the time of the last inspection, teaching was judged as satisfactory but one in every five lessons taught was unsatisfactory, teaching was unsatisfactory in religious education and ICT as was the use of assessment information to help pupils make progress. Teaching has improved since 1998, partly because there are many new teachers. It is still satisfactory overall but, in Years 5 and 6, it is mainly good with some very good aspects. There is some good and very good teaching in Year 3 and Year 4, but, overall, pupils tend to make satisfactory progress in these classes because expectations are not so high in some cases.

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7 (18%)	16 (42%)	14 (37%)	1 (3%)	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.

11. Good and very good teaching, throughout the school, is characterised by lessons in which pupils learn in a variety of ways to suit their particular strengths. In a Year 5 mathematics lesson, for example, the lesson began imaginatively with some pupils wearing hats to represent numbers with different values and it went on to reinforce the learning successfully with pupils using laptop computers to solve real-life problems with their newly acquired mathematical knowledge. This energetic and varied style of teaching had a great effect on pupils' enthusiasm for learning. By contrast, an English lesson in a Year 3 and Year 4 class typified the satisfactory teaching. Pupils generally made sound progress but those capable of higher attainment could have completed more work if they had been spurred on well enough: instead they met the same requirements as everyone else. Moreover, the purpose of the lesson was not well described and pupils were given little opportunity to discuss their efforts and achievement at the end.
12. The lack of consistency in teaching is apparent between Years 3 and 4 and Years 5 and 6, and within the same year group. It is the case in every year that the same topic or lesson *can* be taught very well, ensuring that pupils make rapid progress. However, overall satisfactory teaching results in broadly satisfactory achievement, but a lack of dynamism and high expectations places a cap on the achievement of lower and higher attainers.
13. Teachers are greatly helped by the school's literacy project. They have high quality books to use that encourage meaningful reading and useful published lesson plans to make sure that those without specialist knowledge can teach a successful music or dance lesson. As a result, lessons in art and design, music, dance and drama help pupils to achieve well in most cases. Pupils' learning in the mixed-age classes in Year 3 and Year 4 is sometimes hindered by low expectations of what the older and more advanced pupils can do. This was the case in an art and design lesson in which, in only one of the classes, were pupils really challenged to produce work that matched their capability.
14. The underlying reason why the quality of teaching is variable across the school is that lesson planning is not grounded on high quality information about what pupils need to do next in their learning. This is a weakness at a whole-school level. Information from tests and other assessments is not used productively enough and teachers are left without helpful guidance to help pupils achieve better. There are methods by which pupils receive targets to guide them in making improvements, but they are not closely enough linked to aspects that need to be

improved throughout the school. In the very good lessons, teaching expects more from each child and teaching in Year 5 and Year 6 is influenced by a sense of urgency imposed by the National Curriculum targets for the end of Year 6. Older pupils talk confidently about their learning in good lessons. They enjoy rising to the challenges set by the teaching that expects a lot from them.

The curriculum

The curriculum is **satisfactory** and is greatly enhanced by the quality and range of very good enrichment experiences, which are a significant strength of the school. The accommodation allows good opportunities for learning and resources are generally in good supply.

Main strengths and weaknesses

- Since the last inspection curriculum innovation has improved, particularly through the school's involvement in a project designed to link literacy with music, art, drama and dance.
- Teachers plan well for pupils' different styles of learning and opportunities for gifted and talented pupils have increased.
- Curriculum planning has improved in religious education, ICT and history.
- Although planning is much improved, the crucial link between planning for individual needs, and assessment of each learning step is still weak in some classes.
- There are now very good opportunities for enrichment and personal development.
- Spirituality is well developed through opportunities for reflection and increasing pupils' self-awareness.
- There is wide participation in sport, the arts and other activities.
- The high quality of the accommodation is a great improvement.
- Although the school is generally well resourced, there are insufficient resources in science.

Commentary

15. One of the most distinctive features of the curriculum is the participation in the International Project, which links literacy texts to music, art, drama and dance. This system adds a good level of consistence in planning across the school and gives pupils enhanced opportunities for self-development. Learning is often interactive and challenging. Although the impact has not yet been evaluated, inspection evidence indicates that experiences through different senses in art, dance and drama stir pupils' imagination so that their insights are deepened. This is certainly the case as far as pupils are concerned. They speak highly of the school's work in this respect. This radical approach to the arts highlights the importance given to the pupils' spiritual, moral, social and cultural development, which is central to the school's mission. Spirituality is also enhanced through the improved planning in religious education.
16. The creativity in curriculum development can also be seen in the improved links in planning for history, ICT and literacy. There is now a good balance between structured weekly work, such as spelling, and more open-ended life-enhancing experiences. All aspects of the curriculum are in place, including a full programme for personal, social and health education. In terms of an exciting curriculum, the school has taken giant strides forward and is now planning to meet individual needs more effectively through the development of skills in short-term planning so that all staff have a clear and collective notion of what constitutes adequate progress. Three teachers have had training in planning for different learning styles and this is evident in some classes. Good foundations have been laid for meeting the needs of talented pupils.
17. There is wide participation in sport, the arts and other activities. Pupils talk with enthusiasm about recent visits to local churches, a World War Two theme museum and a residential trip to 'The Earth Centre.' The school values outdoor education and ensures that all pupils have

access to a good range of residential visits. Through visits, pupils develop a greater spiritual appreciation of the world and their place in society.

18. The school building now provides better quality facilities. The headteacher now has a purpose-built office, which has improved aspects of confidentiality and management allied to the role of school leader. The high quality library and ICT suite are welcome additions, which have had a direct impact on the curriculum. The re-location of the hall with its adjoining changing rooms has improved physical activity experiences for pupils, not only because of the quality of the finish but also because teachers no longer have to talk over the noise from the road. Members of the school council have imaginatively re-designed the quadrangle, which is being developed into a wild-flower area with grassed areas and a greenhouse.

Care, guidance and support

The school provides **good** care for its pupils. Pupils are provided with good, support, advice and guidance and the school involves pupils well in its work.

Main strengths and weaknesses

- There are good procedures in place for child protection and for promoting the pupils' well-being, health and safety.
- The staff's knowledge of the pupils ensures that pupils, particularly in Years 5 and 6, are encouraged to achieve to the best of their ability.
- There is an effective school council with representatives from every class.

Commentary

19. There is an ethos of care, order and structure, which is emphasised in the school's expectations and the pupils' response in the daily assemblies. The school has a suitable policy for child protection and the staff team is aware of its responsibilities. There are good health and safety procedures in place, including good arrangements for administering first aid and dealing with accidents or sickness. Fire drills are carried out regularly. Teachers are conscientious of their supervision of pupils in their class.
20. Pupils' personal development is monitored informally through the class teachers' knowledge of their individual classes and through the weekly circle time sessions. Academic achievement, good attitudes and behaviour are acknowledged in the weekly achievement assemblies. Pupils, particularly in Years 5 and 6, receive good guidance about how to improve their work, but information about pupils' achievements is not used productively, overall, to ensure good progress in all classes.
21. The school council, which has representatives from each class, has already made a positive impact on the life of the school as pupils are confident that council members will discuss their concerns and that the headteacher will take action as necessary. For example, there are now mirrors in the new cloakrooms and the suggestion of a buddy system is being pursued. Pupils appreciate, greatly, the care attention that their suggestions receive.

Partnership with parents, other schools and the community

The school has established **good** links with parents and satisfactory links with the wider community. There are good links with the local secondary school.

Main strengths and weaknesses

- The school works particularly well in communicating its academic intentions to parents.

- The local community is actively involved in the life of the school.
- The good links with a local secondary school are most beneficial for pupils' sporting achievements.

Commentary

22. Parents are kept well informed of all school affairs through the termly newsletter and subsequent correspondence. Each term, parents also receive detailed curricular information letters of the areas to be covered in each year group. This helps them to take an active interest at home. The pupils' annual progress reports are well written and provide parents with the knowledge of what their child knows, understands and can do. There is a good attendance to the special curricular evenings that the school arranges. These are most successful in advertising how the school works and what parents can do to help their child. Parents of children with special educational needs are very pleased with the help given to their children.
23. The school works closely with the local community, especially with the local sheltered accommodation and the local church. Thus, pupils are able to widen their horizons and develop their personal qualities. Staff from the local fast-food restaurant come into school to listen to reading. This gives those pupils concerned a genuine sense of purpose in reading. There are also close links with the local sports clubs, both professional and amateur, that have a positive effect on pupils' sporting achievements.
24. There are, at present, satisfactory links with the adjacent infant school, with plans for these to be improved once both schools recover from the recent extensive building programme. The links with the local secondary sports college are good; the pupils benefiting from the specialist teaching in physical education both in their own school and at the secondary school. As a result, pupils are able to use all the facilities at the secondary school and, by the time they reach Year 7, are familiar with all the facilities. Pupils speak highly of the sporting links and the level of tuition that they receive.

LEADERSHIP AND MANAGEMENT

The leadership, management and governance of the school are **satisfactory**. Many of the key issues from the previous inspection, such as improving the quality of teaching and raising standards in ICT and religious education, have been successfully dealt with. This is all the more significant as it has been done in a period of much disruption, caused by major building work and many staff changes.

Main strengths and weaknesses

- The vision of the headteacher has been a key element in the good improvement made by the school since the previous inspection.
- The senior management team lacks a unified approach to shaping the direction of the school.
- Governors are not involved closely enough in developing the School Improvement Plan.
- Innovative approaches to literacy have been introduced and are well managed, and are helping to improve pupils' speaking and listening skills.
- The management of the provision for pupils with special educational needs is good and leads to them achieving well when in the withdrawal class.

Commentary

25. The headteacher's leadership is purposeful and has been central to the way the school has surmounted the problems of recent years. The headteacher has led the improvement in the provision for ICT by ensuring the computer suite is used well by teachers to raise pupils' achievement in the subject. As a result, most pupils in Year 6 now show satisfactory achievement and reach the expected standards. Pupils are very pleased with the new

computer room and talk enthusiastically about the challenging work that they are able to undertake. By making sure that high quality staff have been appointed, as vacancies arose, the headteacher has helped to improve the quality of teaching since the previous inspection. This is now satisfactory overall, but there are still inconsistencies, with the better teaching tending to be in Years 5 and 6. The headteacher has been the driving force behind the introduction teaching literacy through music, art, drama and dance, which has brought a new and vibrant dimension to the curriculum.

26. The management structure has recently been reorganised by the creation of a senior management team, in order to give the headteacher better support in developing ways of raising pupils' achievement, particularly in English, mathematics and science. Members of the team have individual responsibilities, such as developing a whole-school curriculum map and improving assessment procedures, which are carried out diligently. However, the team does not have a shared vision of how the school is to improve and so is restricted in its ability to take the school forward. Some governors have a good working knowledge of the school but a number are very new and have not been fully inducted. There is recognition that governors should be more involved in the development of the school improvement plan, so that they have a stronger understanding of the school's strengths and weaknesses and be more effective in their role as critical friends. The governors are meeting their statutory obligations including the need for a Racial Equality policy. The arrangements for monitoring this policy are satisfactory.
27. Teachers' own professional development is well linked to the needs of the school. They receive relevant training that improves pupils' learning, for example in ICT. Management of the provision for pupils with special educational needs is good, with pupils in the withdrawal class making good progress towards the targets in their individual educational plans. The monitoring role of co-ordinators is a recent development and it is too early for them to have an informed view of the quality of teaching and learning in their subjects. The way that newly appointed teachers are inducted into the routines of the school is good. They speak in glowing terms of the support given by their mentors and colleagues in enabling them to feel an integral part of the school.
28. The extent to which the school can evaluate its work is limited by the lack of fully established procedures for tracking the progress that pupils make. This means that it is unable to use assessment information to set appropriate targets for pupils to improve performance. The school budget is managed well, with efficient systems in place to make sure that the finances are carefully controlled and expenditure regularly reviewed. Day-to-day administration is good, as are the systems of financial control.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	592,525
Total expenditure	589,126
Expenditure per pupil	1,858

Balances (£)	
Balance from previous year	2,162
Balance carried forward to the next	5,561

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- The curriculum is well designed to make productive links with other subjects.
- The use of information from marking and tests is not used consistently well to help pupils make progress in their writing.
- Teaching makes good use of well-produced texts to encourage reading that provide pupils with good cultural development.
- High quality teaching ensures that pupils are very involved in lessons.
- Some lessons lack variety and the impetus to help pupils reflect on their learning.

Commentary

29. The pattern is that results in English are in line with the national average by the end of Year 6. When they are below average, as in 2002, it is because there are more pupils than usual who found learning difficult. Nevertheless, they do well to achieve what they do. The school is correctly aware that pupils could do better. This is why the school has become involved in a national pilot project to link the work undertaken in English closely with creative and aesthetic subjects. Pupils achieve well enough in reading but their writing lags behind with few exceeding the national expectation by the end of Year 6. The project is based on the assumption that developing ideas from a text, like Bunda's Dreaming, an Aboriginal creation story, through art, drama and dance, will give pupils more ideas to write about and that attainment will improve. Pupils' writing is becoming more organised and detailed because they are becoming more adept at talking about the stories and poems that they read.
30. Pupils' writing is often lively and engaging. For example, pupils in Year 6 have written well about the future after reading a story set in the 22nd century. They have targets to reach in the writing and advice about how to achieve them. A similar system exists in other classes. This method of trying to improve overall performance is unlikely to succeed on its own. Information gained from tests and the marking of pupils' work is not used well enough to make sure that targets are demanding enough and to gauge how pupils are doing from year to year. Dips in performance go unnoticed. Consequently, pupils have too much ground to make up by the time they reach Year 6.
31. Pupils' cultural development is enhanced well through reading. They study a wide range of literary traditions from around the world and listen to music and appreciate art from those cultures as well. When talking about their work, pupils mention, with enthusiasm, what they know about other countries and their traditions.
32. Teaching and pupils' achievement are satisfactory but lack consistency. In one lower junior lesson, for example, pupils thought deeply about adjectives to supplement a description they were going to write based on Bunda's Dreaming. They wrote with great dedication, to an above average level, showing a very good understating of the purpose behind their piece. The teacher finally led them in a superb moment of reflection in which they thought deeply about their own writing and that of others. In another class, using the same plan, pupils completed an adequate piece of work in a matter-of-fact way and listened politely to the teacher who told them how they had done. The difference in quality between lessons affects the rate of progress made by pupils with special educational needs, higher attaining pupils and those who are learning English as an additional language. It is satisfactory in some lessons and very

good in others. Pupils with special educational needs, however, do well when withdrawn for some lessons in English.

Language and literacy across the curriculum

33. This is good. The music, art, dance and drama project ensures that the use of literacy across the curriculum is a key feature of the school's current approach to teaching English. Opportunities to speak, listen, read and write are growing. This way of working is in its second year and already pupils' personal development has been heightened, the breadth of their reading has widened and the content of their writing has improved.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils performed well in the 2003 national tests and were above average compared to all schools nationally.
- There are now improved opportunities for pupils to tackle investigative work independently.
- There is some underachievement in classes where learning steps are not matched to pupils' abilities,
- The subject leader sets a very good example of consistently good teaching.
- Encouragement and engagement of pupils is very good in most lessons and many pupils enjoy the subject.
- Management systems for using the information from assessment are weak.

Commentary

34. Since the time of the last inspection, the subject has improved in terms of the approaches adopted by teachers. Pupils are no longer passive in lessons. Many are enthused by the interactive methods ushered in by the National Numeracy Strategy. As a result, pupils are being encouraged to take more control over their own learning and to work at a suitable pace. This was reflected in last year's results. Pupils' results in national tests taken in Year 6, which had been consistently average over time, rose in 2003. Current standards of work in Year 6 are closer to average because this year group has not always made desirable progress every year. This is because marking and assessment procedures do not recognise dips in progress quickly enough. Overall, pupils make satisfactory progress by the time they leave the school but the Year 6 teachers have to work very hard to boost progress because of relatively slower progress in some classes.
35. Pupils say they enjoy the subject and often become engrossed in lessons. This was a feature of most lessons observed. Most teachers plan approaches that combine clear explanation, partner or group discussion, and guided practice. Some very good teaching was seen in Year 5, where lessons flowed from the beginning to the end and teachers encouraged the active involvement of pupils. A good example of imaginative teaching was seen when pupils came to the front of the class, wearing party hats with numbers and decimal place labels on the front. The rest of the class had great fun directing pupils to stand in the correct row to match the decimal place. Through methods like these, pupils' logical thinking and reasoning increases, but there are still many pupils in Year 6 who are not confident with a variety of calculations because they have an insecure recall of multiplication tables. This hinders their mental agility and causes inaccuracies when they are working with problems written in words. Teaching assistants generally offer good support to lower attaining pupils so that they consolidate and increase their learning.

36. The quality of teaching and learning is satisfactory because progress is so variable through the school. One unsatisfactory lesson was seen in a lower junior class in which pupils were struggling to learn and did not make sufficient progress. This was because learning was not planned well enough in small easy stages. Pupils' work also shows that the expectations of some teachers could be higher, particularly in some Years 3 and 4 classes. Pupils are encouraged to experiment with independent written methods in some classes but there are fewer opportunities to experiment in other classes. Homework is set regularly and it is given value in class-work.
37. Pupils' written work is satisfactorily marked but does not always help pupils to move their thinking forward. Insufficient attention is paid to the correcting of work that has not been understood.
38. Leadership and management of the subject are satisfactory, but the monitoring of work has some way to go and the management systems for checking pupils' progress are weak. This is affecting the quality of learning although the improved curriculum promotes active enjoyment of the subject.

Mathematics across the curriculum

39. Pupils' numerical and mathematical skills are often used well in other subjects but there is no overall plan to ensure consistency in the format of presentation. ICT software has been carefully selected to extend learning.

SCIENCE

The provision in science is **satisfactory**.

Main strengths and weaknesses

- There is a strong emphasis on developing pupils' learning through practical investigations.
- Teaching is good in Years 5 and 6.
- Assessment procedures do not successfully track the progress that pupils make.
- A lack of suitable resources hinders pupils' progress in some aspects of their investigative work.
- Pupils have positive views about their work in science and their attitudes are good.

Commentary

40. Over the last few years, the results of the National Curriculum tests for eleven-year-olds have matched those nationally and in similar schools. Most pupils in Year 6 are on line to achieve similar standards in this year's tests. They have a secure knowledge and understanding of key scientific ideas and can confidently devise a test, make sure it is fair and then carry it out independently of the teacher. This confidence is a result of the way the curriculum is presented, with many opportunities for pupils to develop their learning through well-organised practical investigations. They are not as competent when making conclusions to their experiments and these tend to be a description of what they have done rather than an evaluation based on prior scientific knowledge and understanding.
41. There are inconsistencies in teaching and learning, being satisfactory overall, but better in Years 5 and 6. In these classes, teachers organise their lessons well so that pupils are able to make choices about how best to tackle their work. This makes a good contribution to pupils' personal development, as they are able to show initiative and take responsibility for their own learning, which was not the case during the previous inspection. Pupils are given precise explanations of what they are to do so that they are clear about what they are to learn and what is expected of them. Questioning is used well to challenge pupils' thinking and to extend their

scientific vocabulary by encouraging them to use accurate terminology when explaining their ideas. Such teaching was seen in a lesson for pupils in Year 5 on finding out about the working of the human heart, and one in Year 6 in which pupils were devising a fair test to investigate how different substances dissolve in water.

42. Leadership and management are satisfactory, with the high quality of the co-ordinator's teaching being a good role model for colleagues. There is insufficient opportunity to monitor teaching and learning, which prevents the co-ordinator from having an informed view of the quality of science education throughout the school. Assessment procedures are not successful in tracking the progress of individual pupils. This weak use of assessment information results in teachers in some classes giving work that is not suitably matched to the different abilities of their pupils.
43. Pupils speak enthusiastically about their activities in science and recall with enjoyment their experiences in Science Week and experiments carried out in previous years. They also indicate their frustration at not always having suitable resources available during their investigations. This was highlighted in a lesson for pupils in Year 6 when the progress of pupils, particularly higher attainers, in devising a fair test was restricted by a lack of appropriate thermometers to enable them to take accurate temperature readings. In all lessons seen pupils were well-behaved, worked well together and showed interest and curiosity in what they were doing.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision in information communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Improved provision has led to better standards and achievement for all pupils.
- Leadership and management are good.
- Assessment procedures are in place, but they lack precision
- Pupils have positive views about their work, with their good attitudes having a positive effect on the standards they achieve.
- ICT is not used enough to support learning in other subjects.

Commentary

44. Leadership and management of the headteacher, and more recently by the relatively new co-ordinator, have been central to the good improvement since the previous inspection. A well-equipped new room for ICT has been created with good quality computers for pupils to use. Training has been provided for teachers to improve their expertise and confidence in teaching the subject. A technician is employed to help teachers and keep the computers in good working order. In the afternoons, a teaching assistant is deployed to work alongside and support pupils in the ICT room. These changes mean that pupils are able to have more hands on experience of computers and are developing their skills at a faster rate than before. They are given work that better matches their abilities and so they now make satisfactory achievement and reach the standards expected for their age.
45. Teaching and learning are satisfactory, with pupils being given interesting activities that maintain their concentration well. New ideas and techniques are explained and demonstrated clearly so that pupils know what they are to learn and what is expected of them. The way that teachers encourage pupils to work collaboratively in pairs on the computers makes a good contribution to their personal and social development. Some teaching is of high quality, as was evident in a lesson for pupils in Year 6. The expertise of the teacher led to all pupils

making very good progress in developing a multimedia presentation, involving them in making three slides about themselves and then creating transition links between the slides. Assessment procedures are not precise enough to enable the progress of individual pupils to be tracked in order that targets for improvement can be set.

46. Pupils spoke with enthusiasm about their activities in ICT and they especially enjoy working on the computers in the suite. They have positive attitudes and are confident in their ability to work independently of their teacher, showing good motivation in so doing. Higher attaining pupils and those who are gifted and talented are able to join a Master class after school to further develop their skills.

Information communication technology across the curriculum

47. There is some use of ICT to help pupils extend their learning in other subjects. For example, they use the Internet to research information about the Second World War in history and about river systems in geography. However, the school correctly acknowledges there are not enough opportunities for pupils to practice and refine the skills learned in the ICT suite to support other subjects when back in the classroom.

HUMANITIES

Only one lesson was observed in geography so it is not possible to make an overall judgement about provision. However, pupils' work was examined and they talked about their work and achievements.

48. At the time of the previous inspection, pupils across the school made sound progress in **geography**. Pupils continue to make steady gains in learning. The balanced curriculum provided is enriched by fieldwork through the many visits made to places of educational interest. There are good links with work in other subjects such as literacy, numeracy, history and ICT.
49. Pupils explain well how they have studied weather patterns, compared different regions of Britain and developed their work with maps. Workbooks show the range of places and environments studied. Pupils track the journey of rivers in Britain and other countries, considering the effects of physical processes on people's lives. Older pupils develop this understanding of cause and effect. Pupils have positive attitudes to learning in geography. This was evident in discussions with inspectors. Their knowledge and understanding are assessed in lessons but marking and assessment are not sufficiently rigorous to develop learning.

HISTORY

Provision in history is **good**

Main strengths and weaknesses

- Standards are better than average and achievement is good because planning links to literacy and ICT have improved.
- Teaching approaches are imaginative and pupils remember lessons with pleasure.
- The leadership of the subject is good.
- Outings to places of interest enrich the curriculum.
- Artefacts and resources are limited.
- The marking of pupils' work and other assessment procedures are applied inconsistently.

Commentary

50. Standards are high because greater emphasis has been placed on the development of key skills in teachers' planning. Chronology, or the placing of key events in time, for example, is now taught in ways that pupils can understand, and is part of the classroom display. Drama and dance effectively develop a deeper understanding of social history, through work about The Highwayman. Work in books demonstrates a growing use of research and pupils are encouraged to carry out research at home by interviewing parents and grandparents. There is greater use of the Internet to research aspects of British history. Pupils in Year 6 talk with authority about changes in technology, fashion and politics since the 1960s. Some pupils are able give detailed reasons for the length of the Vietnam War.
51. Teaching is good because of the exciting approaches adopted. For example, the teacher in Year 6 set pupils the task of putting six record album covers, by the Beatles, in order of production. Pupils excitedly discussed the reasons for the sequence of each record album and reasoned their findings, very logically, based on the knowledge gained from their previous study of the period. The high quality of the research work on the classroom walls shows that teachers' expectations are high and that pupils' curiosity about the past is good. Pupils in a Year 5 lesson discussed the Victorian era with a good depth of understanding gained through their previous work. This was because the teacher encouraged all pupils to share their views and to develop reasoning. One pupil with special educational needs took a full part in the ensuing discussion and showed exceptional geographical knowledge of places in Great Britain. The teacher effortlessly broadened the discussion so that pupils learnt to relate cause and effect, and to question why things are the way they are.
52. The subject has a high profile because the co-ordinator is a good role model and teaches the subject very well. He leads a team of teachers who teach the subject effectively. He has a clear grasp of the main barriers to further improvement, such as the limited resources and the variation in assessment procedures and marking practice.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

- There has been good improvement since the last inspection, leading to better standards of work.
- The quality of meaningful opportunities for spiritual reflection has improved.
- The scheme of work encourages a good range of teaching approaches and there are good links with literacy, particularly in the development of speaking and listening skills.
- The system for assessment lacks detail and precision.

Commentary

53. Pupils, including those with special educational needs, have achieved well to reach satisfactory standards after the last inspection, when their attainment was below that expected for their age. Moreover, work in religious education now meets the requirements of the locally agreed syllabus. To support pupils' literacy skills, teachers often chair discussions and encourage pupils to record their ideas and opinions in their own words. This was not the case at the time of the last inspection, when teaching was overly prescriptive. Improved planning and more exciting approaches to teaching have enthused pupils about the subject.
54. Teaching is satisfactory overall but in the better lessons, pupils receive good opportunities to reflect upon issues of daily life and to search inside themselves for insights into aspects of existence. This practice improves pupils' powers of communication and increases knowledge and understanding about beliefs and moral values in stories. Pupils' construction of personal rules through discussion and role-play is good. Discussion with older pupils shows that aspects of the world faiths are covered imaginatively and pupils' have a satisfactory recall of customs and beliefs from other cultures. For example, pupils remembered a story about choices, linked to a story from the Sikh religion. Not only did pupils enjoy taking an active role in the story but their understanding of the culture was further increased by the Sikh turban on display and the contemporary Sikh pop music which was played. Pupils in Years 3 and 4 begin to understand the true meaning of Candlemas. In one lesson a pupil said, "Jesus as the Light of the world means love!" Similarly, pupils in Year 6 grasped the significance of geometric design in the Islamic culture and increased their understanding of Islamic beliefs. During a discussion about the significance of pigs in Islamic culture, one pupil talked about having respect for beliefs because certain things, "would be offensive to Muslims."
55. Teaching is limited overall by the absence of a method to record pupils' achievements in the subject and see that future lessons build on what they have already understood or areas in which they still have a weakness.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Only two lessons were seen in **physical education** and one in **design and technology**. It is therefore not possible to make a firm judgement about provision in these subjects. Nevertheless, co-ordinators and pupils were interviewed and pupils' past work was examined in design and technology.

56. There is a satisfactory curriculum in **design and technology** that gives pupils opportunities to use a wide range of materials to develop their skills in the subject. In so doing, they learn how to design and make products and then make simple evaluations of their quality and say how they might be improved. They are able to use their design and making skills to enhance their work in other subjects, as is evident when they have created models of buildings typical of the Second World War, such as air raid shelters, as part of their work in history. Pupils have positive views on the subject and say how much they enjoy working with a variety of tools and different materials to make things. The monitoring role of the co-ordinator is relatively new and so the school lacks an informed view of the quality of teaching and learning in the subject. Assessment procedures are not refined enough to enable the progress that pupils make to be checked.
57. Pupils receive a wide variety of interesting things to do in **physical education**, not least in dance. They enjoy these lessons and boys, in particular, join in with enthusiasm because learning is made so relevant for them. The positive links between literacy and dance causes pupils' self-esteem to grow because they can improve aspects of their reading and writing by developing ideas in physical education. The range and depth of extra-curricular activity is very

good. This is primarily due to the strong contribution made by a local sports college in providing facilities and expertise. Occasionally, lessons are limited by a lack of understanding within teaching of how to extend pupils' achievement in dance by using the correct vocabulary associated with movement.

ART AND DESIGN

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

Main strengths and weaknesses

- Attainment in some aspects is above that expected nationally.
- Links with other subjects are strong and help pupils learn well.
- The curriculum is narrow in some aspects.
- The assessment of pupils' work does not yet contribute to better learning.

Commentary

58. The positive effects of linking artistic work with books being studied is striking. In Year 5, for example, pupils, having read a seafaring story, set about depicting an episode from it using watercolour paints and presenting this alongside their own piece of writing based on the plot. The results are eye-catching and reveal an expertise in creating dramatic effect that goes well beyond the national expectation for their age. This kind of work represents a reawakening in art throughout the school that is clearly perceived by the pupils. They state that, within the last two years, lessons have become more relevant, challenging and enjoyable.
59. In Year 6, the generation of ideas in preparation for making a futuristic piece of costume typifies the exciting work that takes place and the good curriculum that exists. Lessons are alive with conversation about the imaginative ideas that pupils want to express as a result of reading a novel set in the future. They make good use of various websites to collect visual ideas and to broaden their knowledge of costume design in general. Similarly, in Year 3 and Year 4, pupils get imaginatively involved in telling visual stories using Aboriginal symbolism.
60. This kind of work is too new to have produced good results in all elements of the subject. For example, three-dimensional, printing and textile work is planned for, but under-represented at the moment. There is some good work on display, for example, the linen drape printing with a John Lennon motif in Year 6, but this is not common.
61. The satisfactory teaching overall is enhanced occasionally by teachers who possess specialist skills or have planned the lesson carefully to emphasise pupils' individual responses. Pupils' achievement is often good in the upper juniors and satisfactory, on balance, in the lower juniors. Even in the lower juniors, achievement is good when the assessment of pupils' previous work is used to point out where they could improve even further. Lessons in Year 3 and Year 4, in which all pupils do the same work irrespective of age or talent, underestimate what some pupils can achieve.
62. Leadership and management, which are satisfactory overall, have established a good curriculum but there has not been time for its effect to be seen in all elements of the subject. Equally, a simple system of assessment has been introduced but information from this has not yet been used to identify many areas for improvement. The co-ordinator does not keep a photographic record of completed work or a collection of examples with which to generate discussion about standards achieved. This limits the amount of assessment that takes place overall.

MUSIC

Provision in music is **satisfactory**.

Main strengths and weaknesses

- Specialist teaching results in higher than expected standards in singing by the end of Year 6.
- Learning in music is well integrated with literacy lessons.
- Attainment in composing and playing music is not as strong as pupils' singing.
- The assessment of pupils' work adds little to their learning.

Commentary

63. Attainment is in line with national expectations overall but standards in singing are above those expected by the end of Year 6. This is because pupils make such good progress in Year 5 and Year 6 when being taught in a specialist way. By contrast, pupils in Years 3 and 4 sing together, but they achieve satisfactorily. In the upper school, more is demanded of pupils, greater commitment is generated and, as a result, pupils try harder to reach the right note or sing more expressively. Pupils' achievement in singing is further enhanced by the productions that take place regularly.
64. Learning is enhanced by the songs that pupils sing and the music that they compose, being closely tied to their literacy lessons. In one lesson in Year 6, for example, pupils played a range of instruments, such as electronic keyboards and glockenspiels, to accompany the singing of a song written to complement the class text in English. Not only was the story element discussed and extended by the opportunity to sing and play, but the teacher also skilfully reinforced the language of music such as tone, pitch and dynamics. This good balance between the content of the lesson and its musical elements is also present in other lessons.
65. The quality of teaching and pupils' achievement are satisfactory in composing, playing and performing because pupils have not had as much practice in these aspects as they have in singing. This was evident in Year 6 lessons, in which pupils' progress in playing was hindered slightly by their inability to keep regular time. There are good opportunities for some pupils to learn instruments, for example the recorder, but achievement in singing is generally in advance of playing.
66. The school has introduced a system of assessing pupils' attainment and achievement but it is too soon to see the benefit from this. Currently, this is the weakest aspect of provision. The lack of information about how pupils are progressing prevents teachers from spotting gaps in learning and tailoring lessons to cope with difficulties.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Only one lesson was seen in personal, social and health education and citizenship and, therefore, provision cannot be judged overall, but there are several good aspects that were discovered in talking to the co-ordinator and observing pupils in other lessons.

67. It is obvious, even from the limited evidence gained from lessons, that pupils' personal development has improved greatly since the last inspection. Pupils speak with insight about how they feel valued by the school and class councils that exist to canvas their views and do something about them. Aspects of personal education, including citizenship, are taught well in time especially devoted to discussion and generally across the curriculum. The current initiative to achieve the Healthy Schools' Award is bolstered by the number of visitors that are

welcomed into school, and the Year 6 pupils' involvement in studying issues about the abuse of drugs. The effects of bullying are considered well in lessons. For example, in a Year 5 lesson, pupils thought of many ways to describe bullying behaviour in a very mature fashion.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4

Overall standards achieved	4
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	3
Attendance	3
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	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	2
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	4

The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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

