

INSPECTION REPORT

BUDE PARK PRIMARY SCHOOL

Kingston-upon-Hull

LEA area: Kingston-upon-Hull

Unique reference number: 117929

Headteacher: Mr E Tweedale

Lead inspector: Mr K Bardon

Dates of inspection: 2nd – 4th February 2004

Inspection number: 255649

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	258 full-time equivalent

School address:	Cookbury Close Bransholme Hull
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Postcode:	HU7 4EY
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Telephone number:	01482 825316
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Appropriate authority:	The Governing Body
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Name of chair of governors:	Rev R Bentley
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Date of previous inspection:	June 1998
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CHARACTERISTICS OF THE SCHOOL

Bude Park is an average sized primary school on the outskirts of Hull. There are 232 full time pupils in the 4 to 11 age range and a further 52 children attend the attached nursery on a part-time basis. The school is situated on, and draws most of its pupils from, a large estate of mainly council built properties in the Bransholme district of the city. This area has a significant degree of social deprivation and the number of pupils eligible for free schools meals is well above average for a school of this size. Sixty-four pupils have special educational needs, mainly for moderate learning difficulties. This is an above average number. Three of these pupils have a Statement of Special Educational Need. All pupils are of white ethnic origin and speak English as their first language. Nine pupils are in public care. A relatively high number of pupils of all ages move to and from the school throughout the year. Many children lack basic skills when they first enter the school and, at this point, their attainment is well below average for their age. Until recently, the school was part of an Education Action Zone and is currently involved in an Excellence in Cities initiative. Senior staff are participating in the Leadership Development Strategy in Primary Schools and the school is a Network Learning Community. Over half of the teaching staff has changed in the last two years. During the inspection, two classes were taught by newly qualified teachers who had only been in the school for a few weeks, and one class was taught for part of the time by a temporary teacher.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11807	Keith Bardon	Lead inspector	Science Information and communication technology Design and technology Physical education English as an additional language
8922	Brenda McIntosh	Lay inspector	
1010	John Bostock	Lay inspector	
21993	Dorothy Atkins	Team inspector	English Geography History Religious education Special educational needs
8839	Michael Egerton	Team inspector	Foundation Stage of Learning Mathematics Art and design Music

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Bude Park is a good school that justifiably enjoys the support and confidence of the community it serves. Pupils of all ages are taught and learn well and their achievement overall is good. However, because the majority of pupils start school with few of the basic skills expected and have a lot of ground to make up, standards are generally below the national averages. The school is very well led and effectively managed and, as a result, runs smoothly day to day. There is a pleasant and friendly atmosphere and pupils are happy in their work. Although costs are a little above average, the gains pupils make, both academically and personally, represent good value for money.

The school's main strengths and weaknesses are:

- Pupils make sustained progress from a low starting point because they receive good teaching and show positive attitudes to learning.
- Strong leadership and good management provide the school with a very clear purpose and educational direction.
- The school's links with parents, outside agencies and the community are highly effective and have a very positive effect on the pupils' education.
- Pupils achieve well in their reading but not well enough in writing.
- Well-structured provision in the Nursery and Reception classes provides children with a secure start to school and lays a firm foundation for their future learning.
- Pupils with special educational needs receive a carefully planned and very well organised curriculum that enables them to make good progress.
- Pupils do not acquire sufficient enquiry skills in mathematics and science.

Since it was last inspected in 1998, the school has made good progress. The rise in standards has kept pace with improvements nationally and, despite a large number of staff changes, the quality of teaching and learning has improved. National and local initiatives have been fully embraced and used to strengthen the provision the school makes for pupils' education. Most of the issues from the last inspection have been successfully addressed and the school continues to move forward.

STANDARDS ACHIEVED

Overall, pupils' achievement is good. Although standards in the Foundation Stage are below average, the children achieve well and about three-quarters of them meet the targets for their age in all areas of learning by the end of their time in the Reception class. The achievement of pupils in Years 1 and 2 is also good, but standards overall are still a little below national expectations by the end of Year 2. However, standards in reading are at the level expected and the pupils' attainment in mathematics is approaching the national standard.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	E*	E	E
mathematics	E	E	E	C
science	D	D	E	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' performance in the national tests is often well below average, mainly because very few attain the higher level for their age. Pupils do as well as those in similar schools to Bude Park in mathematics and science but not as well in English. The improvements the school has made to raise standards are beginning to work and achievement is rising, but the effects of these developments are not yet showing up in the test results. In addition, results are adversely affected

by the large number of pupils who move to and from the school each year. Pupils' achievement in Years 3 to 6 is satisfactory but standards are mainly below average. As with the younger age group, reading is the strongest aspect of pupils' attainment in English and writing the weakest. Standards in information and communication technology meet expectations and are a very positive feature of pupils' achievements. Pupils with special educational needs work hard and make good progress.

Pupils' spiritual, moral, social and cultural development is good. Pupils develop a strong sense of community and a clear understanding of the effect of their actions on others. Most pupils show positive attitudes to learning, work hard and behave well, both in and out of the classroom. Pupils' attendance is satisfactory and, with the exception of a small number of regular late-comers, they arrive at school on time.

QUALITY OF EDUCATION

The school provides its pupils with a good quality of education. Throughout the school the quality of teaching and learning is good. The productive relationships teachers forge with their pupils promote constructive discussion and encourage pupils' participation in lessons. Teachers have secure knowledge of most subjects, although there are some shortcomings in the way the skills of mathematics and science are taught. Pupils apply themselves well, show good levels of concentration and are keen to learn. Most teachers manage lessons well although, occasionally, through inexperience, teachers do not control class behaviour closely enough and allow pupils' attention to wander. When this happens, pupils do not learn enough. The school provides a good curriculum, at the heart of which is the highly effective and much enjoyed *Success for All* programme for literacy. The school has a strong partnership with parents. This has been successfully developed over many years and is continuing to evolve as the Learning Links worker, who works with the local community, puts ever more initiatives in place. The links the school has forged with outside agencies and the community are extremely productive and significantly enhance pupils' learning. The school provides its pupils with a good level of care and welfare and monitors their development very closely.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good. The headteacher provides the school with a strong and purposeful leadership and inspires staff and pupils with his enthusiasm and confidence. Very good leadership by senior staff has enabled the school to establish strategies that are raising pupils' achievements. The school is managed well. All staff have a clear understanding of their roles and responsibilities. Procedures and policies are firmly established and the work of the school is monitored closely and systematically. Governance is satisfactory and statutory requirements are met. Governors support the school well and work hard to ensure that pupils are receiving the education to which they are entitled. However, only a few governors have a clear understanding of how to challenge the school to do even better.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have confidence in the school and are happy with all aspects of the education it is providing for their children. Pupils enjoy school because they find teachers easy to talk to, lessons are interesting and they have fun while they are learning.

IMPROVEMENTS NEEDED

The most important things the school should do now are:

- Raise standards and increase pupils' achievement in writing.
- Improve the quality of the teaching in, and the curriculum for, mathematics and science so that pupils have the opportunity to learn a full range of skills in problem-solving and methods of enquiry.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Pupils' achievement is **good in the Nursery and Reception** classes and in **Years 1 and 2**. Achievement in **Years 3 to 6 is satisfactory**. Standards are currently generally below the national average but, by Year 6 they are much the same as those of pupils in similar schools to Bude Park.

Main strengths and weaknesses

- Pupils achieve well in reading but the quality of their writing is often too low.
- Achievement in mathematics is good in Years 1 and 2 although, throughout the school, pupils' skills at problem-solving lag behind their attainment in other aspects of the subject.
- Pupils' achievements are good in the knowledge aspects of science, but their enquiry skills are not as well developed.
- Although achievement in Years 3 to 6 is not as high as in the rest of the school, there are clear signs that it is rising.
- Standards in information and communication technology meet national expectations and pupils of all ages achieve well.
- Pupils with special educational needs make good progress.

Commentary

1. In the 2003 national reading tests, Year 2 pupils attained results that matched the national average and were much better than those attained by pupils in schools similar to Bude Park. Although pupils' performance in writing and mathematics was below the national averages, results were above those attained by pupils in similar schools in writing and well above in mathematics.

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

Standards in:	School results	National results
reading	15.7 (16.6)	15.7 (15.8)
writing	13.8 (14.6)	14.6 (14.4)
mathematics	16.0 (17.1)	16.3 (16.5)

There were 31 pupils in the year group. Figures in brackets are for the previous year

2. Year 2 pupils are currently attaining nationally average standards in reading but below average standards in writing and speaking and listening. However, these standards must be viewed in context. Many pupils start in the Nursery with a severe lack of language and other basic skills and these take time to build. In particular, children's ability to speak clearly and communicate effectively when they first start in the Nursery is extremely weak, with some having considerable difficulty stringing words together or making themselves understood. In effect, the standards pupils are attaining by Year 2 represent very good achievement in reading, good achievement in speaking and listening and satisfactory achievement in writing in Years 1 and 2. In mathematics, pupils' attainment comes from a low base on entry to being around the national average by Year 2, which indicates good achievement. The benefits of the improvements the school has made in recent times are showing through, which is why pupils' current attainment is, in some instances, above last year's test results. Pupils' attainment in science is a little below the national average because of weaknesses in their enquiry skills. However, their knowledge builds well and many show a sound grasp of scientific ideas.
3. In 2003, the test results of Year 6 pupils were well below the national average in all three of the tested subjects and very few pupils attained the above average level for their age.

However, in comparison with similar schools pupils' performance in mathematics and science was broadly average and represented a satisfactory level of progress. In English, results were well below those of similar schools indicating much slower progress than in the other two subjects. However, a significant proportion of the pupils who sit the tests each year have joined the school part way through their primary education. Consequently, they have not benefited fully from the education the school provides and have suffered some disruption to their learning. In addition, around a quarter of pupils have special educational needs. Many of these pupils find learning difficult and struggle to reach the nationally expected standards.

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

Standards in:	School results	National results
English	23.7 (22.7)	26.8 (27.0)
mathematics	25.4 (24.8)	26.8 (26.7)
science	27.2 (27.6)	28.6 (28.3)

There were 41 pupils in the year group. Figures in brackets are for the previous year

4. The achievement of pupils in Years 3 to 6 is satisfactory overall. It is not as good as that of pupils in Years 1 and 2 because the positive effects of the programme the school put in place to raise standards have yet to fully work their way through the school. Pupils' achievement, and with it standards of attainment, are rising in Year 3 to Year 6 but the confidence that younger pupils show in lessons and the learning skills they are beginning to apply are not yet embedded in the learning of the older pupils.
5. The inspection has taken place at a crucial transitional time in the school's development, one in which achievement is increasing but not showing fully in the attainment of pupils in the older age classes. As a result, standards in Year 6 are currently below the national averages in English, mathematics and science. This is better than last year's test results indicate and represents a satisfactory level of achievement for pupils in Years 3 to 6. The strongest aspect of pupils' English is their reading, in which their achievement is good. Standards in writing are too low and pupils' achievement is unsatisfactory. This has been recognised by the school and well-structured plans have been formulated to raise standards. Pupils' achievement in both mathematics and science is satisfactory although there are weaknesses in pupils' enquiry and problem-solving skills in both subjects.

Other aspects of standards and achievement

6. Over the five-year period, up to and including 2003, the test results of Year 2 pupils have followed the trend in national standards. During this period, results have been better and often much better than those attained by pupils in similar schools. Although overall, the five-year trend in test results of Year 6 pupils matches what has happened nationally, the picture is not as positive as it is for Year 2. With the exception of a better set of results in 2001, pupils' attainment in the English tests has been well below the national average and lower than that of pupils in similar schools. Attainment in mathematics has risen steadily in the last five years, slowly decreasing the gap between the school's results and the national figures. Science results rose steeply in 2000 and 2001 but have dipped a little in the last two years.
7. To summarise, Year 6 mathematics and science results have shown clear improvement but English results have remained low. Indications from the younger pupils suggest that this is about to change, although the improvement is likely to be systematic rather than spectacular. The decision to adopt the *Success for All* programme has proved highly significant in the school's drive to raise achievement. Utilising the principles upon which this is founded across all aspects of pupils' learning has enabled the school to establish a platform for continuing development and improvement. The enthusiasm and very effective leadership of the headteacher have been crucial to the success of the project, and his tireless efforts to utilise

all opportunities the Education Action Zone and other initiatives presented have been highly influential.

8. Test results in mathematics exceeded the target the school had set for Year 6 pupils attaining the expected level and met the target set for pupils attaining the higher level. However, results in English were well short of the targets at both levels, mainly because of the weaknesses in pupils' writing. The 2004 targets have been set higher than those of the last year and offer a significant level of challenge. Currently, pupils are on track to achieve or get close to the targets and it is likely that there will be an improvement in English results.
9. Most children enter the Reception class with a very limited range of basic skills. During their time in Nursery and Reception, children achieve well in all areas of learning and very well in their personal development. However, many have a considerable amount of ground to make up and only about three-quarters of the children are likely to attain the goals they are expected to reach by the end of Reception.
10. There has been good improvement in standards in information and communication technology and, across all aspects of the subject, pupils' attainment meets national expectations. The confidence pupils of all ages show and the competence with which they operate computers and other technology represent a good level of achievement. This is the outcome of well-planned subject development and training that has given teachers a more secure understanding of how to teach the subject effectively. The positive effects of the school's involvement with the Education Action Zone are clearly evident in the good quality of work pupils are producing.
11. Pupils' achievement in religious education is satisfactory and the attainment of most pupils meets the expectations of the locally agreed syllabus. Standards in geography and history meet national expectations in both Year 2 and Year 6 and, throughout the school, pupils' achievements are satisfactory. It is not possible from the small number of lessons seen in art and design, music, design and technology and physical education to make secure judgements of the standards of pupils' achievement in these subjects. However, the well-produced art work that is displayed around the school and the models and artefacts pupils have made in design and technology lessons leave positive impressions of the quality of work pupils are producing in creative and practical subjects.
12. Pupils with special educational needs receive well-judged support for their learning and are given full access to all that the curriculum offers. As a result, they maintain a good rate of progress and achieve well. Although girls have tended to do better than boys in the national tests, there was no indication in the way they were working in class or from their exercise books that there is a significant difference between girls' and boys' attainment and achievement.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and relationships with others are **good**. Pupils make good progress in their personal development. The school's overall provision for pupils' spiritual, moral, social and cultural development is also good. The rate of the pupils' attendance and punctuality are satisfactory.

Main strengths and weaknesses

- Pupils are keen to learn and enjoy all aspects of school life.
- The school has a pleasant atmosphere where good standards of behaviour are expected and pupils develop a secure understanding of right from wrong.
- The development of pupils' social awareness is very good but their understanding of other cultures and faiths is limited.

- The school has good systems to promote and monitor attendance and punctuality.

Commentary

13. Pupils speak highly of the school, the staff and their work. They are indignant about the amount of damage done by vandals to the building but reconcile it by saying “it is done out of jealousy because we have such a good school”. Older pupils have a productive work ethic based on *hard work gets you a good job*. In lessons, pupils are well motivated by the teachers’ enthusiasm and encouraging approach. They are keen to learn, are attentive and quickly become involved in their tasks. For example, Year 5 and Year 6 pupils were highly motivated by the quick-fire mental mathematics questions on percentages. They enjoyed the challenge and explained their methods of calculation well. Pupils’ good attendance at the variety of extra-curricular clubs illustrates their enthusiasm for school life. Some pupils give up a lunch time to practise their reading with parents, which helps them to improve their skills and to develop an enjoyment of books. Pupils with special educational needs have good attitudes to their work and receive the help they need to take a full and active part in lessons. Pupils’ attitudes, behaviour and personal development received a positive report when the school was last inspected, and standards have been maintained. Most parents agree that pupils behave well and they are happy with the provision the school makes for their children’s personal development.
14. Pupils’ behaviour is good in most lessons and this helps to create a positive atmosphere for learning. There is a whole-school approach to handling behaviour, which works well. This is called *active listening*, a strategy that stresses the importance of pupils paying close attention to what is said to them and responding appropriately. Pupils gain a good understanding of what is acceptable behaviour and what is not. They enjoy the reward systems, especially the *Bank Book* of positive credits used in Year 6. Problems occur in a small number of lessons when teachers do not have the skills they need to manage pupils’ behaviour well enough. This slows the progress of the lesson and interrupts the teaching and learning of the whole class. In assembly, around school and when having lunch, pupils behave well. In the playground pupils play well together, although they are occasionally quite boisterous. Pupils talked about how much they liked playtimes and how they have lots of friends. They show real empathy for those pupils who have specific behavioural problems. Parents and pupils feel that if any bullying occurs, then incidents are dealt with quickly and effectively. Pupils have opportunities to resolve conflicts that arise between themselves by choosing to walk along the *Peace Path*. This system allows pupils to talk through issues and express their feelings and consider how their actions affect each other.

Exclusions

15. There have been 9 fixed term exclusions during the last year and these were as a result of extremely unacceptable behaviour. The need to apply serious sanctions such as exclusion is limited to a very small number of pupils.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
216	9	0
1	0	0

The table gives the number of exclusions, in Years 1 – 6, which may be different from the number of pupils excluded.

16. The development of pupils' social awareness is given great importance and this helps to establish good relationships throughout school. Co-operative learning drives the literacy programme *Success for All* and this helps to boost pupils' confidence and raise their self-esteem. Teachers challenge pupils well to work collaboratively either in pairs or small groups, to talk things through and learn from each other. This often results in highly effective and productive interaction between the pupils. Pupils are encouraged to take on responsible roles in school, beginning with classroom jobs and culminating, in Year 5 and Year 6, when more influential positions are held. For example, when pupils act as Playground Buddies and help look after the younger pupils. Pupils are friendly and welcoming and, on their own initiative, offer assistance to visitors. A residential visit for Year 6 pupils gives them the opportunity to live away from home for a short time and socialise with pupils from another school. Pupils' cultural awareness is developed satisfactorily through subjects such as art and design, music and history, but pupils have relatively few opportunities to communicate with children and adults representing other cultures and faiths or learn about living in a multi-ethnic society.

Attendance in the latest complete reporting year 92.7%

Authorised absence		Unauthorised absence	
School data	6.4	School data	0.4
National data	5.4	National data	0.4

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

17. The systems for promoting and monitoring attendance are good and have helped to improve the level of attendance during the last year. Although the level still remains well below the national figure, the school does well given the high number of pupils moving to and from the school throughout the year and the socio-economic circumstances of the area. The promotion of good attendance is given a high profile in school and individual and class achievements are celebrated well. The certificates and prizes presented are of a high quality, which adds value to the rewards. Absences are carefully monitored and the school makes first-day absence calls if no explanation is received. Most pupils arrive punctually but there are a few persistent latecomers each day who miss the start of the first lesson. The school receives good support from the educational welfare officer in monitoring absences and lateness.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides its pupils with a **good** quality of education. Effective teaching is combined with a stimulating curriculum, very constructive links between home and school and good quality care and welfare.

Teaching and learning

The quality of teaching and learning is **good** in the Nursery and Reception classes and in Years 1 to 6. Teachers assess pupils' work extremely thoroughly and make very good use of the information this provides when planning their lessons.

Main strengths and weaknesses

- Good relationships between teachers and pupils promote constructive interaction and dialogue and make learning enjoyable. However, in a small number of lessons teachers inhibit creativity and independence by placing too tight a control over the pupils.
- Teachers encourage pupils to express their ideas, use praise frequently to promote pupils' self-esteem and utilise homework very well to extend pupils' learning.
- The teaching of writing is not as effective as the teaching of reading.
- Teaching assistants are well trained and make a very effective contribution to pupils' learning.

- Pupils' progress is assessed comprehensively and the information is used well to plan for their further learning.
- Teachers plan lessons carefully and show good subject knowledge, although some lack a clear understanding of how best to teach enquiry skills in mathematics and science.
- Most teachers apply the school's behaviour policy consistently and effectively although, on a few infrequent occasions, weak classroom management adversely affects pupils' learning.

Commentary

18. There has been good improvement in the teaching and learning since the last inspection and the key issue from the last report to raise the quality of teaching has been addressed well. Good teaching in the Nursery and Reception classes provides children with what they require most, the opportunity to learn how to relate to others and to acquire basic skills. This firm foundation is successfully built upon by teachers in Years 1 to 6 and the school's aims and values, based on providing pupils with effective and appropriate education, are consistently promoted.

Summary of teaching observed during the inspection in 47 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8 (17%)	24 (51%)	13 (28%)	2 (4%)	0	0

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

19. Teachers and pupils get on well together and this creates an atmosphere in classrooms that is pleasant and productive. Pupils have respect for the teachers and the teaching assistants and feel safe in the knowledge that if they need help with their work it is readily available to them. This encourages pupils to ask questions when they do not understand and to make helpful suggestions. All responses receive appropriate recognition and praise which encourages pupils to try even harder as well as boosting their confidence and self-worth. Pupils refer to the fun they have while learning, which is clearly evident during lessons. As a result, most pupils are prepared to concentrate hard and think carefully about how best they can achieve the objectives the teacher has set them.
20. Teachers provide regular opportunities for pupils to test their ideas on each other and to share what they know. In order to do this, pupils have to verbalise their thoughts, a skill that many find difficult to acquire. Although pupils' speaking and listening is still a weak area, as a result of this and similar good teaching techniques, it is showing clear signs of improvement. The teaching of reading is very effective and teachers have invested much in raising standards in this key area. Rather than trying to do everything at once, teachers' have sensibly focused on increasing achievement in reading and on improving pupils' speaking and listening skills. Writing has not received the same attention and, while it is generally promoted effectively in *Success for All* lessons, there is not the consistency of teaching, across the curriculum as a whole, that there is in reading and speaking and listening. This is recognised by the headteacher and the subject leader and well-founded plans are in place to bring about improvement now that achievement in reading and speaking and listening is on a firm footing.
21. The school has a clear behaviour policy based on *active listening*, which, in most lessons, is applied consistently well by the teachers. As a result, pupils know exactly what is expected of them, lessons are calm and orderly and lend themselves to effective learning. However, in a small number of lessons the inexperienced teaching shows through and class discipline is not good enough. This results in a loss of concentration by a significant number of pupils and a pace of learning that is too slow. Conversely, there are times when teachers are a little too rigid in their application of the policy, stopping pupils too frequently to remind them of what is expected. This breaks the flow of the lesson and interferes with pupils' independent learning and decision making.

22. The role of the teaching assistants has seen major, very successful development since the last inspection. Teaching assistants play a full and important part in many aspects of the pupils' learning. In particular, they have been trained to teach groups of pupils during the daily *Success for All* lessons, which they do with notable skill and confidence. Pupils with special educational needs benefit significantly from the sensitive support and guidance they receive from teaching assistants.
23. Thorough planning ensures that the work pupils are given builds systematically on what they have learned in previous lessons. Teachers use good subject knowledge to plan interesting activities which match the requirements of the National Curriculum well. However, in general, teachers' knowledge and understanding of how to teach enquiry skills in mathematics and science are less secure. Consequently, pupils' learning in these areas is uneven, and not of the quality seen in the rest of the curriculum. Homework is set regularly for pupils of all ages and provides a very valuable extension for pupils' learning in class. Teachers place due emphasis on pupils completing their homework on time and give them credit when they do so. This helps to instil good learning habits in the pupils.
24. The school's assessment procedures are extremely thorough. Staff make frequent evaluations of the progress pupils are making, log the information systematically and use the outcomes constructively to inform their planning and to ensure that all pupils have their individual learning needs met. As a result, the work pupils are given helps them to successfully acquire new knowledge and skills that build on the ones they have previously learned. This is a key reason why pupils, including those with special educational needs, achieve well.

The curriculum

The school provides a **good** curriculum for pupils of all ages. The curriculum is enriched with a wide range of additional activities. The accommodation and resources for teaching and learning are satisfactory

Main strengths and weaknesses

- The *Success for All* learning strategy has had a major impact on achievement and on pupils' attitudes to learning.
- Pupils with special educational needs are very well provided for and all pupils have equal opportunities to learn.
- The Foundation Stage curriculum is well structured and has improved considerably since the time of the last inspection.
- Pupils are provided with a good curriculum in information and communication technology, which enables them to develop a broad range of skills.
- However, the mathematics and science curricula do not provide sufficient opportunities for pupils to use their skills in practical ways.
- Support staff make a significant contribution to the success of the curriculum.

Commentary

25. Although a considerable proportion of teaching time is given to literacy and numeracy, this is appropriate because many pupils enter the school with very poor basic skills and have only limited opportunities outside of school to develop them. Pupils find the way in which English and mathematics are taught enjoyable and this encourages their learning in these key subjects.
26. Very good subject leadership and project co-ordination has led to the successful introduction of the *Success for All* learning strategy. This has had a substantial impact on the development of pupils' reading and speaking and listening skills and, very significantly, on their attitudes to learning. As part of the strategy, pupils are grouped according to their needs and level of

attainment and not in accordance with their age. In any one group, pupils' ages can range widely but, because the work is closely matched to what all group members need to learn next, they happily work together, sharing in each other's successes. Pupils regard this as an excellent way to learn and there is little doubt that it boosts the self-esteem and confidence of many who might otherwise seem intimidated by more able pupils. The enthusiasm with which pupils approach their learning and the confidence they have in answering questions and discussing aspects of the lesson with each other are clear indications of the enjoyment pupils derive from *Success For All*. The strategies embedded in the *Success For All* programme and others of its own enable the school to provide all pupils with equality of opportunity and full access to the curriculum.

27. The curriculum for information and communication technology is comprehensive and provides pupils with regular opportunities to develop a good range of technological skills. This reflects the benefits the school has derived from being part of an Education Action Zone and the effectiveness with which the subject has been led and managed. Resources are good and the school's computers and interactive whiteboards are in regular use by teachers and pupils. While the mathematics and science curricula give pupils access to information and knowledge, they do not provide sufficiently well structured opportunities for pupils to investigate and solve practical problems. Consequently, pupils, particularly those in the older classes, do not acquire the enquiry skills they need to find things out for themselves or to tackle problems they have not encountered before.
28. A considerable proportion of the pupils has special educational needs. The provision made for these pupils within the curriculum means that they are all fully included in lessons and activities. Individual learning plans are tightly focused and ensure that the support staff are able to give the appropriate help. Although some pupils are withdrawn from lessons for extra support, this is rotational and does not affect the pupils' entitlement to a broad and balanced curriculum.
29. At the time of the last inspection, the Nursery and the Reception classes had very different curricula with only tentative links between the two. With the introduction of the national guidance the two have been brought together under one curriculum. This has been highly successful and the Foundation Stage now has a lively, well planned curriculum that meets the needs of all the children and provides continuity and progression through the Nursery and to the end of the Reception year. The curriculum is enhanced significantly by the newly developed outdoor activities area which provides wide-ranging possibilities for children's learning.
30. One of the significant features of the school is the contribution made to the curriculum by the support staff. Their tireless work within the classrooms enables many pupils, who would otherwise have been struggling, to access the curriculum being taught. The more able pupils also benefit from their support as they are encouraged to extend the work they are doing or given a harder task. The development of teaching assistants and the introduction of *Success For All* has enabled the school to make good improvements to the curriculum since the last inspection.

Care, guidance and support

The school provides pupils with **very good** support and guidance. Pupils have a very good relationship with the adults in the school. The school ensures a safe and healthy working environment. Procedures for seeking and acting on pupils' views are good.

Main strengths and weaknesses

- Pupils' work and personal development is monitored thoroughly and evaluated systematically by all staff.

- New learning targets are identified regularly for all pupils, giving them a secure understanding of how to improve.
- Pupils have a strong trusting relationship with known adults in the school and feel able to approach them to resolve problems.

Commentary

31. The cornerstone of the support and guidance of children's development is the very effective monitoring and evaluation procedures that are in place, many of which relate to the *Success for All* teaching and learning programme the school has adopted. Continuous reviews are carried out using teachers' observations and judgements. In addition, the pupils' progress is formally assessed periodically and, in the case of their literacy, every eight weeks. A climate of close observation of pupils' academic development is established in all subjects throughout the school.
32. As a result of this rigorous assessment, the status of each child's learning is well known at all times by teachers and teaching assistants. The information is used productively to establish appropriate learning objectives and to plan teaching to help each individual. Pupils are often moved between teaching groups to ensure that they are working in the one most suited to their current performance. On occasions, pupils are referred to the Family Support team to help them overcome difficulties they have encountered, and others are given a little extra help by encouraging their parents to listen to more of their reading.
33. The outcomes from these monitoring and evaluation procedures give clear direction to pupils about what they need to do to improve their performance. Learning targets are written in their books and progress is reviewed regularly by teachers. Pupils often check their work against their own targets and then teachers assess these judgements from the work completed. These procedures give pupils a clear perception of how well they are doing and enable teachers to evaluate how well the objectives they have set have been understood and met.
34. Pupils feel that that they can get help whenever they are having difficulties and that teachers show them how do better work. This gives pupils the confidence to ask for assistance when they need it and encourages them to try hard. Staff value the contributions pupils make to school, both during lessons and in the wider context. Pupils, in return, appreciate being asked their opinions and having a voice in decision making through the school council. Pupils in Year 6 show the impact of the care they have been shown by volunteering to mentor younger children who are needing help with their learning.
35. Child protection procedures are carried out well. There is a clear focus of responsibility, and children recognised as being at risk, including those in care, are identified and monitored closely by the senior management team. In this caring community, the circumstances of all the children are clearly known to staff. Parents are happy to send their children to the school and appreciate the very good relationship that staff have with their children. Statutory requirements concerning health and safety are satisfactorily met.

Partnership with parents, other schools and the community

The partnership with parents, the community and other schools is **very good** and contributes extremely well to pupils' learning and good achievement. Educational and support programmes for parents, families and members of the community are effective.

Main strengths and weaknesses

- There is a strong partnership with parents, which is based upon their confidence and trust in the school, and, as a result, parental involvement makes a very good contribution to their children's learning and achievements.

- The Learning Links worker has an important role in seeking ways to involve parents and families in the life of the school.
- Family *Fun Days* and parenting courses have a good effect on pupils' learning, raising achievement and promoting social inclusion in school.
- Very good links with the community and excellent links with other schools enhance curricular opportunities for pupils.

Commentary

36. Parents have a high regard for the school and staff. The headteacher has been at the school for some time and, as a result, has built up trusting professional relationships with many families. The school communicates well with parents through a good range of information about the school and their children's progress. There is a regular sharing of information about pupils' progress through parents' meetings, written reports and reviews of progress for pupils with special educational needs. Parents feel they have a good understanding of the progress their children are making and say that if they wanted any more information they can see the teachers at anytime. Parents of Nursery and Reception children receive lots of guidance on how to support their children's reading and writing at home, which has a positive effect on their children's achievement and attitudes to learning. In addition, children take home suggested activities each week to assist the work they have done in class. Parental response to helping their children at home is very good. The Family Support Team involves parents of specific pupils of all ages who would benefit from extra help at home and assists them in overcoming their difficulties.
37. The Learning Links worker communicates very well with parents and helps break down any barriers between the school, parents and teachers. She has formed the *Bude Community Group* which is now in a position to apply for various grants to fund new initiatives to attract and involve more parents. The community centre provides a good environment in which parents can meet. Parents attend coffee mornings where they can discuss any social problems or other concerns they might have. Visits to theatres and other places of interest widen parents' horizons and encourage them to take their own children. Fun days out and social events in school are well attended and provide good opportunities for speaking and mixing with other families. A full programme of courses has been organised which enable parents to develop their own skills and make them feel good about themselves. This boosts their confidence, raises self-esteem and encourages positive attitudes towards school and the importance of their children's learning.
38. The courses are popular and well attended. The reading and writing courses are extremely successful in giving parents the opportunity to develop their own skills and gain a better understanding of what their children are learning. The courses give parents an increased confidence in their contacts with school which often results in a readiness to become actively involved in school life. For example, some parents are trained as mentors and help in school by listening to pupils read while others are almost ready to work with Year 6 pupils to help develop their writing skills.
39. The school makes make full use of local resources in terms of working with people and visiting places to enrich the curriculum. There are particularly strong links with the church. The vicar is the chair of the governing body and is a regular visitor in school, often leading assemblies. The crèche facilities at the Women's' Centre, based on the school site, make it possible for many parents to attend courses that are held in school. As part of the Education Action Zone, the school has networked with other primary and secondary schools, addressing the same issue of raising achievement. There is a strong determination to work with other primary schools and build on the successes that have been achieved. The arrangements for pupils to visit the local secondary school are extremely well thought out and prepare pupils extremely well for their move to the next stage secondary education by ensuring continuity in their learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The headteacher provides strong and purposeful leadership. The leadership of senior managers is very good. The governance of the school is satisfactory. The school's management systems are good and the school runs smoothly.

Main strengths and weaknesses

- The headteacher inspires and encourages all staff to develop their leadership qualities and has created a strong sense of common purpose and direction which is firmly focused on raising pupils' achievements.
- Arrangements for checking the performance of the school are good and play an important part in raising standards and pupils' achievement.
- Governors are supportive of the school and have a good understanding of its strengths and weaknesses but, as a body, have limited knowledge of how of how to hold the school to account.
- The school development plan guides the work of the school well but the top priorities do not stand out with sufficient clarity.
- Finances are well managed and the school evaluates its spending carefully.

Commentary

40. The headteacher leads the school very well and gives it a very clear sense of direction so that all staff know what they are working towards. A major strength of the headteacher's leadership is the manner in which he utilises all possible opportunities to improve the provision the school makes for its pupils. Under the headteacher's guidance, the school has benefited significantly from being part of the Education Action Zone and this is continuing through its involvement in the Excellence in Cities initiative.
41. Parents feel that the school is run well and moving in the right direction, with all staff working together. The very good delegation of responsibilities to staff at all levels ensures that everyone participates in decision making. The senior management team is very effective because senior staff have a clear understanding of their roles and responsibilities and work cohesively to bring together all parts of the school. Senior staff play a key role in setting the school's future direction based on the responses from other members of staff.
42. The school elected to adopt a literacy programme, *Success for All*, and was prepared make the associated changes to working practices in order to raise pupils' achievements. This decision has proved to be very successful and has helped to create a climate in which all staff work together as a team to help pupils achieve as well as they can. Classroom support assistants play a major part in this programme and their teaching skills and dedication are highly valued and contribute well to its success. The school's policies and procedures ensure that all pupils are provided with equal opportunities to learn. The school has responded appropriately to the implications of the Race Relations Act by implementing an appropriately structured race equality policy. Subject leadership is good. The co-ordinators for English and mathematics are very effective in supporting colleagues and promoting subject development and, as a result, pupils' achievement in basic skills is rising. They have a very good understanding of the needs of their individual subjects and have laid a firm foundation for further improvement. The management of the provision for special educational needs is very good and, as a result, pupils achieve well. There are constructive links with a range of outside agencies and with specialists who work with the school to meet the needs of the pupils.
43. The school's self-evaluation procedures are well established and informative. The monitoring and evaluating of teaching and learning are comprehensive and have helped to raise pupils' achievement. The headteacher and staff monitor standards closely and systematically track pupils' progress. This enables individuals or groups of pupils in need of additional support to be identified and provided for and weaknesses in learning addressed. The principles of

performance management, linked to support and opportunities for professional development, are firmly in place. Individual staff objectives relate well to whole-school priorities for improvement and the raising of standards. Arrangements for the induction of newly qualified teachers who are new to the school are good. This is of particular importance since several teachers have joined the staff in the last two years. The school improvement plan is a useful working document that sets out the most pressing priorities for improvement and benefits from having a simple structure and consistent format. It is firmly based on review of standards and achievement and includes contributions from all staff and governors. However, initiatives are interspersed rather than ranked, and the school's top priorities do not stand out as clearly as they might. This creates unnecessary difficulties when staff and governors are monitoring key objectives and evaluating the school's success.

44. The governing body is supportive of the school and ensures that statutory requirements are met in all areas of its work. Some governors are linked to specific aspects and curricular areas, but there are no formal arrangements for meeting with subject co-ordinators or recording details of any visits to the classrooms. Meetings are held regularly and governors receive detailed reports from the headteacher about all aspects of the school and, as a result, they have a good understanding of the school's strengths and areas for development. For example, they cited that systems for assessing pupils' achievements are strong and writing is an area for improvement. Governors ask the right questions and seek further information if they are unclear about a subject. They are keen to improve their knowledge, and training sessions are organised before each full governing body meeting. There is regular and productive communication between the headteacher and chair of governors in which the chair asks challenging questions of the school. However, the principles of how and when to hold the school to account are not widely understood by members of the governing body and challenging the school to do even better is the least developed element of their work.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	795,506	Balance from previous year	60,811
Total expenditure	801,777	Balance carried forward to the next year	54,540
Expenditure per pupil	3,157		

45. Financial planning is good. The school budget is well managed to support the school's priorities for improvement and is regularly monitored, with the help of a bursar, to ensure that spending levels are within the agreed targets. The principles of best value are applied well and financial resources are used efficiently to meet the priorities of the school. All school routines are very well established. The administrative staff provide very good support for all teachers and the headteacher, allowing them to concentrate their efforts on the pupils and their learning. The provision the school makes enables pupils to make clear educational gains and to develop skills that will be important to them for the rest of their lives. Although the cost of educating each pupil is a little above the national average, this represents good value for money. Overall, there has been good improvement in leadership and management since the last inspection.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**.

Since the last inspection, there has been good improvement and provision in the Foundation Stage is significantly stronger. Children achieve well from a very low starting point in all the areas of learning. The Nursery and the Reception classes work together as a unit and the children are grouped for activities according to their needs and not age. It is, therefore, quite normal to find a Nursery age child working with a group of older Reception children if that meets their needs and vice versa.

There is a strong belief throughout the Foundation Stage that, despite their low starting points, children can and will be successful in their learning and teachers work hard to bring this about. In all the areas of learning the teaching is good and at times very good. Joint planning between staff ensures that children receive equal opportunities to learn and that the activities are imaginative and enjoyable and objectives achievable. A major strength in the teaching is the contribution made by the support staff who are very much part of the teaching team. Relationships are excellent, and in the caring environment the children blossom.

Very good leadership and management have brought about significant change since the last inspection, when the Nursery and Reception were separate classes with quite different curricula. The Foundation Stage is now one cohesive unit. Assessment throughout the Foundation Stage is very rigorous at every level and the detailed information gathered about each child is used thoroughly to plan work at the appropriate level. Children with special educational needs are identified at an early stage and receive very good support. In a locality where many parents are reluctant visitors to school, the Foundation Stage has had remarkable success in building strong links with the parents. At the beginning of each session they happily come into the classrooms and sit with their children and their strong support for the work the children are given to do at home is quite remarkable.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Excellent relationships between children and adults create an atmosphere of care and mutual trust.
- Teachers' planning is very detailed and promotes children's learning very effectively.

Commentary

46. Most children enter the nursery with few social skills and very low self-esteem. For this reason, this area of learning is given a very high profile and, because of the carefully planned provision, children achieve very well. They make rapid progress and, by the time they start in Year 1, many children have achieved the early learning goals. This is due to very good teaching in this area of learning, excellent relationships and a stimulating environment where children feel safe and secure.
47. Children co-operate well in groups, dress themselves in preparation to go out to play and are able to make decisions about what they are going to do next. They move sensibly between the two rooms that make up the Foundation Stage unit and clearly know and understand the rules and routines. The children's behaviour is very good at all times because teachers make

their expectations clear from the outset and promote children's understanding of right and wrong very well. All the staff have a clear understanding of how young children learn most effectively and plan an excellent range of activities, which make the children want to learn because they are interested in what they are doing and excited about what they might discover.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers utilise the opportunities that arise to develop children's language skills very well, although more formal opportunities are not as well developed.
- Constructive links with parents have a very positive effect on children's learning,

Commentary

48. Children's language skills are particularly weak when they start school. Many have an extremely limited vocabulary and pronounce words so poorly that they cannot be understood. In order to overcome these problems, staff utilise opportunities throughout the school day to introduce language and to create situations where children can use and develop their skills at speaking and listening. There are times, however, when there is a lack of formal planning to extend these opportunities and further enhance the development of children's oral skills. All children achieve well but, despite the good teaching, a significant minority is not on course to achieve all the early learning goals by the end of their time in Reception.
49. As soon as they start school, children are taught to listen to one another, and at the beginning of each activity they have to indicate that they are ready to listen. As a result of this and similar simple but effective teaching techniques, by the time they are in the Reception class, children listen well to adults and to one another. Teachers' insistence on the use of appropriately structured language in all the areas of learning helps the children to make good progress. For example, while children in the Reception class looked at a book about *Pandora's Circus*, the teacher asked questions which were always accompanied with the request to "*Give me an answer in a sentence*". Teachers give careful thought to different aspects of children's learning. The work on letter sounds, for example, is not only designed to help the children recognise different letters of the alphabet but also how to shape the mouth to improve pronunciation.
50. The involvement of parents is seen as crucial to this area of learning and staff go to great lengths to bring parents into the partnership. Parents are helped to understand the process of learning, such as how children's writing progresses from making squiggles on paper to forming individual letter shapes. The parents are invited to come in to school each week and, with their child, choose a book from the lending library. The timing of this event is just before the close of school so that the parents sit and look at the book with the child, and the staff can make helpful comments to the parents. As a result of these activities, a good proportion of parents are now actively involved in learning with their children which is helping to increase children's progress and to stimulate their interest in books.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Activities are interesting and lively and children enjoy their learning.
- The good use of praise and encouragement gives children confidence in their own abilities.

- Many children have very little mathematical knowledge and understanding when they first start school and this adversely affects how much they can achieve while in the Foundation Stage.

Commentary

51. The practical activities planned for the children immediately engage their interest and help them to achieve well in this area of learning. From their very low starting point, the majority is on course to achieve the early learning goals by the end of the Reception year but a number of children will still have some way to go. Teaching is of good quality and much of the children's learning comes appropriately from well-structured play. A whole range of very well planned activities and games helps the children to become confident in counting, learning about position, matching numbers to objects and being able to recognise and name shapes. In the Nursery class, the children practised their numbers up to five by hanging out five stripy socks on the washing line. The children are enthusiastic about such games and clearly enjoy taking turns in holding up the socks and the numbers.
52. Reception children, who have played a symmetry game the previous day, become instructors and show other children how to play. This not only helps to reinforce their understanding but also promotes the use of appropriate language. Mathematical skills are extended very successfully across all the areas of learning and whenever the opportunity arises, the staff introduce the correct mathematical terminology so that the children become confident in its use. This effective teaching and learning helps to ensure that, by the end of Reception, most children have a solid grasp of numbers up to ten, are able to do simple addition and subtraction sums and know the names of common shapes. The classroom environment contains many attractive displays that help children remember their work in mathematics.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teachers plan a wide range of practical experiences that capture the interest of the children and encourage them to learn.
- A good range of visitors enrich lessons and bring additional life to the curriculum, although the opportunities children have to learn about cultures other than their own is somewhat limited.

Commentary

53. The quality of teaching and learning are good. Carefully thought out and imaginative experiences ensure that all children achieve well. The children come to school with scant knowledge of the world around them but they make good progress and approximately three-quarters of them are on track to achieve the early learning goals. Activities are carefully planned so that they appeal to the children and capture their interest. When looking at how things change, the children made an ice cream snowman, sat him on a tray and then saw what happened as he slowly turned into liquid. As part of the current topic on wind, the teacher brought into the classroom two fans, a hair dryer and a hand held vacuum cleaner; all things that move air around. After showing the children how they worked the teacher then got the children to describe what the machines did and how they were different. Eventually the children thought of appropriate words and were able to differentiate between them.
54. This was a good example of the way in which teachers link work across the areas of learning. A display of children's paintings shows pictures that form part of the study of toys of today and those from the past. Children's understanding of past and present is developing steadily. Visitors are a regular feature in the Foundation Stage, children learn about people who help us through visits from the Fire Brigade, St John's Ambulance and a mother who brings in her baby so that the children can see how it is looked after. Children regularly use the mini

computer suite and here they gain confidence and skill as they use the mouse to access different games. The children come from a locality in which where there are very few people from other ethnic backgrounds. While attempts are made to introduce children to the richness of other cultures, this is not as well developed as other aspects of provision.

PHYSICAL DEVELOPMENT

No sessions were observed in the hall and the poor weather severely restricted use of the excellent outdoor area, so no judgements can be made about teaching or overall provision in this area of learning.

55. Scrutiny of planning and teachers' assessments show that the majority of children are on course to reach the early learning goals and that achievement in this area of learning is good. Children's skills in using pencils, scissors, paint brushes and other tools are at expected levels for their ages. This is a direct result of the strong emphasis teachers place on the development of skills. Staff constantly intervene to make sure the pencil is being held correctly during the early morning writing session, or that the children confidently use the scissors when cutting out shapes for their collage. The newly acquired outdoor area is an excellent resource where all aspects of learning can be taken outside and where there are superb opportunities for climbing, riding and exploring the large apparatus.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- Children are provided with enjoyable activities which successfully stimulate their creativity, although insufficient use is made of music and art from other cultures.
- Creative work enriches experiences children have in other areas of learning

Commentary

56. Staff plan a wide range of stimulating activities and, with good teaching and high levels of support, the children achieve well, with the majority attaining the early learning goals by the end of the Reception year. When they first start school, many of the children have had little or no experience with creative materials. Teachers patiently introduce children to the basics; teaching them how to mix paint and to use a brush with confidence and how to play a basic percussion instrument. As a result of this sensitive teaching, children attain these early skills and are soon mixing colours for their portraits, 'knitting' a scarf for Teddy, weaving, or experimenting with the musical instruments. The success children derive from these well-planned activities builds their confidence and self-esteem as they see their work displayed in the classroom.
57. Creative work often supports work in other areas of learning. For example, as part of the topic on wind, the children have made a kite, which they have decorated attractively by printing different shapes onto it using the 'colour of the week'. However, while children are given some experiences based on the music and art from other cultures, these are limited in number and some opportunities to lay the foundation of cultural awareness are missed. In mathematical development, the work they do is often linked to a song or a rhyme, for example, *Five little monkeys bouncing on the bed* sung tunefully and, in time, reinforces counting up to five. Children enjoy their creative work and gain a great deal from the success they achieve.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The *Success For All* teaching and learning strategy has been very productively implemented and is having a significant and positive effect on standards.
- The grouping of all pupils by their level of attainment for the teaching of English is building up confidence, self-esteem and enjoyment in learning.
- Teaching is good and teaching assistants make a major contribution to pupils' learning.
- Pupils' attitudes to the subject are very good.
- Pupils' achievements in reading are very good in Years 1 and 2 and good in Years 3 to 6, and standards are continuing to improve.
- Standards in writing are low, although the introduction of the *Success For All* programme is starting to have a positive effect on the pupils' achievement.
- Leadership and management are very good and there has been a marked improvement in provision since the last inspection.

Commentary

58. When they first enter the Nursery, children's language skills are very weak and many have considerable difficulty communicating effectively. Pupils achieve well in Years 1 and 2 and satisfactorily in Years 3 to 6, but they have a great deal of ground to make up. Consequently, when they sit the national tests Year 6, pupils attain results that are often well below the national average because they have not had the full benefit of the improvements the school has made to its teaching and learning programme in recent times, and there is a significant proportion of pupils who find the learning of English difficult.
59. Although, throughout the school, standards in speaking and listening are below average they have improved since the last inspection. The standards attained reflect the lack of confidence and inexperience that many pupils show when they first enter the school. This is recognised fully by all teachers and their response is appropriate and sensitive. Pupils are given frequent opportunities to speak and to develop their vocabulary, and in all lessons teachers encourage them to talk to their partners before answering in front of the whole class. Drama is used well to help pupils to communicate effectively. Despite the clear progress they make, many older pupils still have difficulty speaking at length or using a wide vocabulary.
60. Pupils in Years 1 and 2 achieve very well in reading, and standards are in line with the national average. In Years 3 to 6, reading standards are also in line with the national average and achievement is satisfactory. Although a long period is given each morning to the teaching of English, pupils' interest is maintained by frequent changes of activity, for example, games, formal exercises and group activities. These provide an appropriately varied range of opportunities in which to learn. Very experienced teaching assistants know pupils well, and, when leading groups, are knowledgeable, well prepared and use materials and resources very effectively. Staff deliver well-paced lessons that are fun and exciting for pupils. Although an appropriate focus during this time is on reading, teaching is also directed during these sessions to help improve pupils' writing and in the development of good spelling and handwriting techniques. Pupils are also encouraged to read regularly at home and praised by their teachers when they do so.
61. In Years 1 and 2, pupils' standards in writing are below average, although their achievements are satisfactory. Pupils can write events in order and then recount them in appropriate detail. They are able to put their own ideas into simple sentences and use capital letters and full stops correctly to punctuate them. In Years 3 to 6, standards in writing are well below the

national average and pupils' achievement is unsatisfactory. However, teachers are using and adapting strategies recommended in the *Success For All* programme and these are beginning to have a positive effect. For example, pupils explore and analyse texts to improve their comprehension skills and are then given the opportunity to write a response to what they have read. Pupils are learning effective techniques, such as how to take useful notes that can be referred to later. Many are aware of the nuances of persuasive and discursive writing and are able to work independently when re-drafting a story, but their skills of composition and extended writing are still at an early stage of development. Few pupils are confident writers with the ability to readily adapt their styles to suit different circumstances. Despite the low achievement, pupils' progress in Years 3 to 6 is accelerating and improvements are beginning to show. It is likely that it will take some time before standards in writing reach those of reading, but a solid start has been made.

62. Teachers develop speaking and listening skills well. The teaching of reading is very good. The teaching of writing is satisfactory. Strengths in the teaching overall include:
 - well-paced, interactive teaching;
 - good questioning skills;
 - teachers who give pupils good opportunities to think before answering;
 - opportunities for pupils to talk to their partner;
 - frequent, good use of well-deserved praise;
 - teaching which is seen to be fun and exciting with a varied range of activities;
 - a friendly, supportive, confident style of delivery;
 - a classroom atmosphere where it feels safe for pupils to try to answer;
 - good day-to-day assessment through teachers' observation and discussion together with regular formal assessment; and
 - the continuity of approach throughout school which enables pupils to move smoothly in their various ability groups throughout the year, and which gives stability to pupils.
63. The principal reason why the teaching does not have the impact on writing that it does on other aspects of English is one of emphasis. Rather than trying to do everything at once, teachers' attentions have been focused on raising standards in reading and on improving pupils' speaking and listening skills. They have been successful in these areas and attention is now being turned to writing. However, while writing is generally promoted effectively in *Success For All* lessons, there is not the consistency of teaching across the curriculum as a whole as there is to reading, speaking and listening.
64. As a result of the *Success For All* initiative and the very effective way it is organised throughout school, pupils enjoy their lessons. They work well, take a full part in their lessons, show positive attitudes to their learning and give of their best. Relationships between pupils in these lessons are good. All pupils, regardless of age or ability, are fully included, and because they are working at an appropriate level, make progress against their individual targets. They know how they are doing and what they can do to improve. Regular assessment is a major factor in the success of this initiative. Every eight weeks, pupils are assessed and, based on the progress they make or difficulties they may be having, can be moved to another group. Because teaching approaches are similar throughout the school there is a smooth transition between groups. Space around the school is used very efficiently to provide small teaching bays. Parents, as well as pupils, speak highly of the benefits of this *Success For All* initiative.
65. The quality of leadership and management by the coordinator is very good. Along with the headteacher she has been highly influential in the successful implementation of *Success For All* and has had a significant effect on the raising of achievement in reading and speaking and listening. Through her monitoring, she has a clear view of standards and is very experienced in the strategy being employed by the school. She gives very good support to colleagues and has organised the resources very efficiently. The school has the development of writing as a school target, and this is the next planned major initiative as part of the *Success For All* programme. The school has also identified the need to develop the library into a media centre

as part of its refurbishment programme. Since the last inspection, the quality of provision has shown good improvement.

Language and literacy across the curriculum

66. The use of pupils' literacy skills across the curriculum is satisfactory. The teaching strategies employed in the *Success For All* programme are effectively being used in other subjects and pupils are encouraged to express their thoughts and share their ideas. Reading is promoted well in many subjects, with pupils required to research information and follow written instructions. The development of writing in other subjects is not as well established and lacks structure in subjects such as science.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards by the end of Year 2 are approaching the national average and this represents good achievement in Years 1 and 2.
- Standards in Years 3 to 6 are rising.
- The curriculum is good in many respects but does not provide sufficient opportunity for pupils to develop problem-solving and enquiry skills.
- The quality of teaching is good and pupils learn well in lessons.
- Pupils enjoy mathematics and their attitudes to the subject are very good.
- Leadership and management are very good and, as a result, the subject is continuing to strengthen.

Commentary

67. Standards in mathematics for pupils in Year 2 are similar to those achieved nationally. This equates to good progress and achievement from a below average starting point when they first enter Year 1. Although standards by the end of Year 6 are still below the national average, there are clear indications that the hard work and careful analysis of pupils' progress are now having a positive effect on work in Years 3 to 6. The improved results in Year 2 are beginning to have an impact higher up the school and there is a developing pattern of improvement. Pupils with special educational needs make good progress due to the quality of support they receive during lessons.
68. In order to raise standards in mathematics the school has concentrated its efforts on numeracy to give pupils confidence in handling numbers and to help them acquire a clear understanding of shape and space and measures. This has been generally successful. However, as a result of this emphasis, there have been very limited opportunities within the curriculum for pupils to use this knowledge in a practical way to develop enquiry skills. There are too few activities in which pupils can use their own ideas to solve problems, try out ideas and arrive at their own conclusions. Pupils have become used to talking to their speaking partners about ideas and this has prepared them very well for the next stage of working collaboratively on practical enquiries.
69. The quality of teaching is good and at times very good. Lessons are well structured and begin with a lively mental session which engages pupils in using number skills and recalling the knowledge they have already acquired. In a Year 2 lesson, the pupils used flash cards to hold up their answers as they halved and doubled numbers. The pace was brisk and challenging and the pupils were kept on their toes. During this session, the teacher used good questioning skills to test the pupils' understanding, at one point she asked them "What is the inverse?" and got an immediate response from the majority of the pupils. In Year 6, very good

use is made of the interactive whiteboard to bring pupils out to the front of the class to show others how the answers to mathematical questions had been arrived at.

70. A strong feature in all the teaching was the regular use of praise and encouragement to raise self-esteem and set high expectations. Phrases such as “You are a hundred times better than yesterday” brought a smile to the faces of the class and spurred them on to work even harder. Pupils enjoyed being challenged and knew they were expected to work hard. When it came to working in groups they moved quickly to their work tables and without wasting any time settled into the task. Levels of concentration at all times were high and there was a buzz of enthusiasm in the lessons.
71. The subject is very well led and managed by a very knowledgeable co-ordinator. Although the benefits of the developments she has instigated have yet to be fully realised and reflected in the standards pupils are achieving, secure foundations have been laid for continuing improvement. The co-ordinator has been instrumental in establishing well-structured and rigorous assessment procedures which provide a very clear picture of the strengths and weaknesses in the learning. Teaching is monitored thoroughly and information used well to identify areas for staff development. The local education authority recognises the skill of the co-ordinator and uses her as a leading mathematics teacher to improve the capabilities of teachers in other schools.

Mathematics across the curriculum

72. Pupils are encouraged to use their mathematical knowledge in other areas of the curriculum and the use of numeracy in other subjects is satisfactory. In science and information and communication technology, for example, pupils are expected to measure accurately, read numerical information clearly and present data in a form that makes it easy to analyse. The pupils are encouraged to use correct mathematical terms and become confident in their use from an early age.

SCIENCE

The provision for science is **satisfactory**.

Main strengths and weaknesses

- From a below average starting point, pupils’ knowledge develops well but they do not acquire science skills at the same productive rate.
- The curriculum provides good coverage of the knowledge and understanding elements of the programme of study but lacks structure for the development of enquiry skills.
- The quality of teaching is satisfactory but variable. On occasions, it is good or very good, but at other times lessons do not flow well and pupils’ learning is uneven.
- The co-ordinator has good ideas for the subject’s development but has had insufficient opportunity to monitor provision in detail across the whole school.

Commentary

73. There has been satisfactory improvement overall in this subject since the last inspection. Although many of the judgements in this report are similar to those made at the time of the last inspection, science has moved forward in line with developments nationally. Much of the improvement is associated with the developments that have taken place in the school generally as a result of the initiatives it has been involved in. For example, pupils’ speaking and listening skills are better and, as a result, they are able to discuss scientific ideas more fully and through this acquire a deeper understanding. However, improvement in the teaching and learning of enquiry skills has been patchy and the role of the co-ordinator has not been developed sufficiently. Standards are below the national average but pupils’ achievement is

satisfactory overall. Taking account of the very weak general knowledge many children possess when they first enter the school, pupils' achievement in learning the key ideas of science is good.

74. The teaching in science is satisfactory overall and on occasions good or very good. Lessons are planned carefully to give all pupils access to the ideas they need to learn and at a level that is appropriate. Pupils enjoy the experiences they are given and readily participate in finding out for themselves when opportunities arise. They are keen to discover how the world around them functions but few have the confidence to ask questions of their own. In a minority of lessons, the flow and pace are adversely affected by the teacher continually stopping pupils to give them reminders about their behaviour. While this may be necessary on some occasions, it is often pupils' enthusiasm and a desire to get involved that is causing noise levels to rise, and the pupils' curiosity needs to be nurtured not curtailed. In the most productive lessons, the good pace of the lesson ensures that pupils concentrate hard and teachers' insistence on pupils working things out for themselves keeps them thinking and on task. Many pupils do not write well and this has an adverse effect on their ability to plan clearly and record accurately in science.
75. While the curriculum provides pupils with a variety of interesting opportunities to learn and to acquire an understanding of scientific ideas, it does not lay out a clear framework for the development of their enquiry skills. As a result, pupils' development as independent investigators is uneven and lacks the progression seen in other aspects of their scientific learning. By Year 6, most pupils have a reasonable grasp of what a scientific investigation entails but lack a clear understanding of the processes they need to apply in order to answer a question by scientific enquiry. In particular, many have difficulty interpreting the information they have collected and relating it to the question they were first asked. This links to performance of Year 6 pupils in the national tests. Most pupils attain the level expected but few pupils attain higher because they lack the ability to interpret scientific information. The weaknesses in the curriculum make life a little difficult for teachers because they are not presented with a sufficiently clear picture of which skills they should be teaching in each class.
76. Subject management is satisfactory. The enthusiastic co-ordinator has good subject knowledge and a clear perception of the areas that require development. She is introducing new ideas which are well founded and when fully developed will help to strengthen the subject further. However, the co-ordinator has had too little opportunity to evaluate the effectiveness of subject provision outside of the age group in which she teaches. Consequently, while she recognises the weaknesses in the curriculum, she is not in a position to closely target improvement or to give the proactive advice to colleagues that periodically may be needed.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for information and communication technology is **good**.

Main strengths and weaknesses

- Pupils achieve well because the teaching is good.
- The curriculum is broad and provides pupils with frequent opportunities to use computers and other technology.
- The subject is very well managed and comprehensively resourced.
- Assessment procedures are well structured and effective.
- Teachers make frequent use of technology in their lessons but pupils do not have a full appreciation of how information and communication technology can aid their learning.

Commentary

77. There has been good improvement in this subject since the last inspection. In particular, standards have been raised. Pupils' attainment meets national expectations at the end of Year 2 and Year 6 and throughout the school achievement is good. Resources have been extended and teachers and pupils have access to a wide range of good quality, modern equipment which they use frequently.
78. Staff development has been very successful. Teachers and teaching assistants have secure subject knowledge and teach with confidence. Because they are given clear directions, pupils gain new skills at a good pace and derive considerable pleasure from what they are able to achieve. Year 2 pupils, who followed up a personal, social and health education lesson by constructing a poster containing a word processed key idea accompanied by an appropriate graphic, showed off their efforts with justifiable pride. The success pupils of all ages gain from information and communication technology does much for their self-esteem. Where teaching is at its best, pupils are encouraged to extend what they have been taught by investigating programs for themselves. Pupils make full use of these opportunities to broaden their knowledge and enthusiastically share what they have discovered with others.
79. The school takes considerable care to ensure that the requirements of the National Curriculum are fully met and that pupils have opportunities across all aspects of the subject. For example, the school employs a specialist teacher for part of each week to teach control technology to older pupils. This provides pupils with good access to this quite complex area of the curriculum. As a result of the comprehensive curriculum they receive, pupils are equally happy word processing written work, constructing pictures using art programs, using digital photographs to construct a CD cover or constructing lively pages for a multi-media presentation.
80. Assessment is good. The school has adopted the local education authority's "ICT for life" record which enables pupils, with the aid of teachers, to keep track of the progress they are making and skills they are gaining. The headteacher takes information from these records and keeps a computerised account of each pupil's progress. In this way the school is able to closely monitor how well pupils are doing and respond appropriately to their needs.
81. Subject leadership and management are very good. The co-ordinator has recently obtained a promotion in another school, but has left the subject in a strong position. The headteacher is closely involved in subject management and particularly in ensuring that pupils at Bude Primary gain fully from what is on offer from local and national initiatives. Together, they have led a sustained programme of subject development that has generated a momentum of continuous improvement.

Information and communication technology across the curriculum

82. The use of information and communication technology in other subjects is good. Teachers make full use of the interactive whiteboards that many classrooms contain to enhance the quality of information available to pupils and to add an active dimension to lessons. In science, for example, programs about the parts of a flowering plant help pupils to acquire a better understanding of the intricacies of plant reproduction than could be gained from simply reading books on the subject. Younger pupils consolidate their learning in a range of subjects by recording what they know in words or pictures. Older pupils who are finding mathematics difficult are stimulated to learn by the lively computer programs. Despite this regular exposure to technology, many pupils have still to grasp the power of the computer as a learning tool. They readily use the technology when asked to do so by teachers but only a minority automatically look to it as an aid to learning.

HUMANITIES

Sufficient lessons were seen to report in detail in geography and religious education, but not in history.

GEOGRAPHY

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Very good opportunities are made for pupils to undertake direct observations outside their classrooms.
- Good connections are made with literacy.
- Unobtrusive support enables pupils who have special educational needs to take a full part in lessons.
- The use of an interactive whiteboard enables pupils to see aerial views of their locality.
- Some opportunities are missed for pupils to undertake research and resources are inadequate.

Commentary

83. Overall, standards meet those expected nationally and pupils' achievement is satisfactory. In a Year 1 lesson observed, achievement was good because pupils were taken outside the classroom and could see at first hand the features they were studying. This was followed by a presentation by the headteacher using an interactive whiteboard to show the pupils a "helicopter's view" of the school. This added greatly to the pupils' understanding, enjoyment and learning.
84. From their current topic on coastlines, older pupils have developed a solid understanding of the impact of coastal erosion and an appreciation of the environmental issues that affect us all. In discussion, pupils in Year 6 showed secure knowledge of places around the world and they could remember many details from the topics they had previously studied. Pupils who have special educational needs receive very good support from classroom assistants. This enables them to take a full part in lessons and so they achieve well.
85. The quality of teaching and learning is satisfactory. Most teachers have secure subject knowledge and teach the subject in a lively, interesting way. Where teaching is less successful, teachers provide too much basic information and miss opportunities for pupils to extend their knowledge and develop their skills by undertaking their own research. The co-ordinator has taken over responsibility for the subject relatively recently. The quality of leadership and management is satisfactory and the standards reported in the previous inspection have been maintained. Resources are unsatisfactory. Many of the atlases, for example, are out of date and do not provide accurate information.

HISTORY

Only one **history** lesson was seen. It is, therefore, not possible to make a judgement about the provision or the quality of teaching and learning in this subject. Further evidence was gathered by looking at samples of pupils' work, through discussions with pupils in Year 6, by looking at displays around the school and in discussions with the co-ordinator.

86. Standards in history meet expectations by the end of both Year 2 and Year 6 and pupils' achievement is satisfactory. Pupils are provided with a satisfactory curriculum that enables them to develop subject knowledge in a systematic way. However, the curriculum does not provide the same clear structure for the development of pupils' historical skills and this is a relative weakness. Visitors to the school, visits to the city museum and to places of historical interest help to stimulate pupils' interest in the subject. Teachers' planning enables pupils to

make connections with other subjects, such as geography, where pupils are introduced to places such as Egypt or Greece in modern times, before they are introduced to life in past times.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils have satisfactory knowledge of the main Christian festivals and ceremonies and of Christian places of worship.
- Pupils understand the Bible is a holy book and can retell stories from both the Old and New Testaments.
- Pupils are developing the ability to reflect on religious issues.
- Pupils' knowledge of other world faiths is less secure.

Commentary

87. Standards across the school are in line with the expectations of the locally agreed syllabus and achievement is satisfactory. By the end of Year 2, pupils can recall important stories from the Bible, such as the Christmas story. They know that a church is a special place of worship and can talk about the festival of harvest. They understand that special ceremonies take place in a church, for example, weddings and christenings. By the end of Year 6, pupils can recall a greater number of stories from both the Old and New Testaments. Most pupils understand that faith is important to many people and affects how they lead their lives. They are developing the ability to reflect on religious and moral issues, such as peace. Pupils have been introduced to some of the other major world faiths, but their knowledge of the guiding principles and key features is much less secure than their understanding of Christianity.
88. Teaching and learning are satisfactory overall. Strengths include:
- good questioning skills which make pupils think;
 - frequent opportunities for discussion which encourage the constructive exchange of ideas;
 - dramatic story-telling which holds pupils' attention; and
 - good links are made to pupils' own experiences resulting in pupils' taking an active interest in lessons.
89. Where teaching is less successful, teachers give too much information at one time resulting in confusion. Occasionally, inappropriate behaviour that is not managed effectively by the teacher impedes the smooth progress of a lesson. A small number of lessons lack pace because teachers talk too much and there is insufficient opportunity for pupils to be actively involved.
90. Visits to local places of worship enrich the religious education curriculum. Resources are plentiful. Standards were reported at the time of the previous inspection to have been satisfactory by the end of Year 2 but unsatisfactory by the end of Year 6. Standards are now at a satisfactory level across the school and pupils' understanding of the purpose of religion is much better. However, because much of the teaching and learning focuses on Christianity, there is a relative weakness in pupils' knowledge and understanding of different world faiths. Overall, there has been sound improvement since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Only a small number of lessons were seen in **art and design** (1), **design and technology** (2), **music** (1) and **physical education** (3). It is, therefore, not possible to make detailed judgements about the provision in these subjects. Further information was gained from discussions with staff and pupils and from observations of pupils' work and teachers' planning.

91. Although insufficient lessons were seen in **art and design** to make a secure judgement about the standards pupils are attaining or the quality of teaching, the pupils' work on display throughout the school was at least in line with expectations for pupils of the age group and in some cases was above. For example, Year 2 pupils have produced some very good work on reflections using colour wash and pupils in Years 5 and 6 had produced very high quality work in collage, fabric and sewing. This work had followed a visit to Burton Agnes Hall and was a good example of how art-work supports other subjects. The work displayed indicated pupils have a wide range of experiences in this subject. They study the work of great artists and use the techniques of Rousseau and Lowry in their own paintings. Older pupils visit the Humber Bridge Country Park where they collect logs, sticks, twigs and leaves to create their own sculpture. All these examples indicate that the pupils have a vibrant and interesting art and design curriculum.
92. Insufficient **design and technology** lessons were seen to make an overall judgement of standards of achievement or the quality of teaching and learning. However, when information from the work pupils have produced this year and from discussions with them about how they went about it is added to that from the lessons, it is clear that the subject is much enjoyed and pupils are learning important skills. Teachers provide pupils with interesting activities that build their knowledge and skills in all aspects of the subject. Designing, making and evaluation feature clearly in projects about food, fabrics and structures and pupils have a clear understanding of how a design provides a blueprint for construction. Pupils take considerable pride in what they are able to produce, be it an attractive fabric bookmark with a carefully stitched motif or a well constructed fairground model, and this does much for their self-esteem and sense of achievement. The co-ordinator keeps careful photographic evidence of pupils' efforts through which she is able to monitor the school's well-balanced provision and broad curriculum.
93. As one lesson was observed in **music** and there were no examples of pupils' work, there is insufficient evidence to make a judgement about the standards pupils are attaining or the quality of teaching and learning. Discussions with pupils indicated that they enjoyed music, particularly singing, and that they valued the opportunity to learn to play an instrument. The school offers a range of opportunities that include guitar, violin, trombone, recorder, trumpet and French horn. At Christmas, the school makes use of the pupils' talents to entertain senior citizens in the nearby church with songs and music. In the one lesson observed, it was very apparent how much pupils enjoyed their music. It was part of a series of lessons where pupils are developing an understanding of pulse and rhythm. During the lesson, they were enthusiastic but sensible when playing the percussion instruments. They worked well in groups and the standard of their work was similar to that expected of pupils of that age.
94. The school monitors the provision it makes for pupils' **physical education** closely. The co-ordinator has surveyed levels of physical activity and has found that, in the majority of cases, pupils are receiving close to the recommended two hours of weekly exercise. This is achieved through the combination of physical education lessons, extra-curricular sports provided by the school and pupils' own sporting interests. The school provides a good range of sports clubs and extension opportunities designed to appeal to as many pupils as possible. Links have been made with outside agencies, such as the local ice hockey club, and the school teams regularly participate in local tournaments. Pupils who are particularly talented are encouraged to take every opportunity to maximise their skills. In the small number of lessons seen, the teaching varied between satisfactory and good. Most pupils demonstrated the skills expected but there was a significant minority who performed with an agility and technique that was good.

for their age. The school makes every effort to ensure that, before they transfer to the high school, pupils are able to swim a minimum of 25 metres unaided and, with very few exceptions, this is achieved.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Two lessons were seen and further information was gained from discussions with pupils and staff. This is, however, insufficient evidence upon which to base a judgement of provision overall.

95. The school sees personal, social and health education and citizenship an important part of its work and provides regular opportunities for pupils to develop the skills they need to become responsible citizens. The curriculum effectively promotes pupils' social skills and their understanding of how to work together to the benefit of the school community. It incorporates appropriate sex education and provides pupils with opportunities to examine and understand the issues surrounding the misuse of alcohol and drugs. The *Success for All* programme, which the school employs extensively, promotes pupils' personal and social skills very well. It provides many opportunities for pupils to work co-operatively, share ideas and appreciate the contributions of others. The school council is well established and pupils value the opportunities this presents. Being able to voice opinions in the knowledge that they will be listened to boosts pupils' confidence and raises their self-esteem. The school uses support agencies and visitors well to raise pupils' awareness of social issues, such as the dangers of drug and alcohol abuse.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	5
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	1
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	3

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