

INSPECTION REPORT

BURLINGTON INFANT SCHOOL

Bridlington

LEA area: East Riding of Yorkshire

Unique reference number: 117833

Headteacher: Mr R Lee

Lead inspector: Godfrey Bancroft

Dates of inspection: 7th – 9th June 2004

Inspection number: 255667

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 – 7
Gender of pupils:	Mixed
Number on roll;	227
School address:	Marion Road Bridlington
Postcode:	YO16 7AQ
Telephone number:	01262 673858
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Angela Norton
Date of previous inspection:	13/7/1998

CHARACTERISTICS OF THE SCHOOL

This is an average sized infant school serving a community on the western fringe of the seaside town of Bridlington in the East Riding of Yorkshire. The socio-economic circumstances of the community are unfavourable. About a third of the pupils come from owner-occupied dwellings, whilst two-thirds come from an estate where they face significant social and economic challenges. A small number of pupils come from minority ethnic and cultural backgrounds and the number of pupils who speak English as an additional language is very low. Attainment on entry to the Reception classes is well below average. The percentage of pupils who have special educational needs is above the national average and includes pupils with moderate learning difficulties, social, emotional and behavioural difficulties and physical difficulties. The percentage of pupils with a Statement of Special Educational Need is below the national average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3687	Godfrey Bancroft	Lead inspector	Science Art and design Personal, social and health education and citizenship Physical education Foundation Stage
32671	Chris Gosling	Lay inspector	
19041	Roger Linstead	Team inspector	Mathematics Geography History Religious education Special educational needs
23204	Christina Wojtak	Team inspector	English Information and communication technology Design and technology Music

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Burlington Infant School is a good school in which pupils achieve well. The quality of teaching and learning is good. The leadership and management are **good**. The school provides **good** value for money.

The school's main strengths and weaknesses are:

- Pupils achieve very well in science, art and design, history, geography and religious education.
- Children in the Foundation Stage achieve well.
- Provision for pupils with special educational needs is very good and these pupils achieve very well.
- Pupils' attitudes to their learning are good. However, attendance is well below average.
- The contribution made to pupils' learning by teaching assistants is very good.
- The curriculum is good. The provision of extra-curricular activities is very good, with excellent provision for extra-curricular sports activities..
- Links with partner schools are excellent.
- The governance of the school is very good.

Improvement since the time of the last inspection is good. This is because the trend in attainment in reading, writing and mathematics shown by the annual tests is above the national trend. Where teaching was less than good the quality has improved. The quality and range of books have improved well and the provision for outdoor play for children in the Reception classes is now good.

STANDARDS ACHIEVED

Year 2 results

Results of National Curriculum tests at the end of Year 2. compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	C	C	D	C
writing	D	D	D	C
mathematics	C	D	D	B

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those with similar percentages of pupils eligible for free school meals*

Achievement overall is good. Attainment on entry to the Reception classes is well below average in personal, social and emotional development, communication, language and literacy and mathematical development. During their time in the Reception classes children achieve well in all areas of their learning. When they leave the Reception classes their attainment in personal, social and emotional development, communication, language and literacy and mathematical development is below average. In other areas of learning standards are average. Inspection findings show that pupils in Years 1 and 2 achieve well and by the end of Year 2 standards in reading, writing and mathematics are average. This is an improvement on the test results of 2003. Pupils in Years 1 and 2 achieve very well in science, geography, history and art and design and religious education. Standards in these subjects are higher than expected for pupils of this age. The school recognised that boys were not doing as well as girls in

writing and mathematics and has taken effective action to improve boys' achievement. Pupils with special educational needs achieve very well. Pupils who have poor attendance do not achieve as well as they might otherwise do. **Pupils' personal development is good. Provision for pupils' spiritual, moral, social and cultural development is good.** Pupils' attitudes to learning and their behaviour are good. Attendance is well below average and poor.

QUALITY OF EDUCATION

The school provides a good quality of education. The quality of teaching and learning is good. Teachers plan lessons well. They insist on good behaviour and challenge pupils well with activities that are matched well to their abilities. The teaching and support provided for pupils with special educational needs are very good. The contribution made to pupils' learning and progress by teaching assistants is very good. Arrangements to assess pupils' attainment and progress are good. The Foundation Stage curriculum and the curriculum for pupils in Years 1 and 2 are good. The school provides a very good range of extra-curricular activities. The accommodation is very good and maintained very well by the site manager. Provision to ensure pupils' care, welfare, health and safety is good. The school's links with parents are good and links with the community are very good. Links with other schools are excellent.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. Governors have a very good understanding of the strengths and weaknesses of the school. Planning for improvement is good and is linked well to the use of resources, which is efficient and effective. Subject co-ordinators do a good job and the work of the co-ordinator for special educational needs is very good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think the school is very good and provides very well for the children's education. They think that teaching is very good and that the leadership and management of the school are also very good. Pupils also think the school is very good. They like the way the school listens to and acts on their suggestions. Pupils also appreciate the support they receive from all members of staff.

IMPROVEMENTS NEEDED

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

- Improve the rate of attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve well. Children in the Reception classes achieve well. Pupils in Years 1 and 2 achieve well. Pupils with special educational needs achieve very well. Overall pupils reach standards below those expected at the end of the Foundation Stage and average standards by the end of Year 2.

Main strengths and weaknesses

- Standards, at the end of the Foundation Stage, are below average in personal, social and emotional development, communication, language and literacy and in mathematical development. However, children achieve well in all areas of their learning.
- At the end of Year 2 standards are above average in science, geography, history, religious education and art and design.
- Boys' standards are lower than those of girls in reading and mathematics.
- Pupils with poor attendance do not achieve as well as they might otherwise do.

Commentary

1. Attainment on entry to the Reception classes for personal, social and emotional development, communication, language and literacy and mathematical development is well below average for children at this age. It is below average for other areas of their learning. The following table shows the inspection findings for the attainment and achievement of the children at the age when they leave the Reception classes.

Areas of learning	Standards and achievement by the end of the Foundation Stage
Personal, social and emotional development	Below average standards and good achievement
Communication, language and literacy	Below average standards and good achievement
Mathematical development	Below average standards and good achievement
Knowledge and understanding of the world	Average standards and good achievement
Creative development	Average standards and good achievement
Physical development	Average standards and good achievement

2. The following table shows the average points scores for pupils in reading, writing and mathematics at the end of Year 2 in 2003.

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

Standards in:	School results	National results
Reading	15.0 (15.9)	15.7 (15.8)
Writing	14.3 (13.8)	14.6 (14.4)
Mathematics	16.0 (16.3)	16.3 (16.5)

There were 77 pupils in the year group. Figures in brackets are for the previous year

- In recent years national tests show that standards in writing, at the end of Year 2, have been average, although they were below average in 2003. Over the last three years tests show standards in writing and mathematics to be below average. When compared with those at similar schools, standards in reading and writing are average and standards in mathematics are above average. The overall trend of results over recent years exceeds that found nationally and improvement since the time of the last inspection is good. This improvement is brought about by good teaching and by the good support provided for lower attaining pupils by teachers and by teaching assistants. Inspection findings show that pupils in Years 1 and 2 achieve well and by the end of Year 2 standards in reading, writing and mathematics are average. This is an improvement on the test results of 2003. This improvement is brought about by good teaching and a successful focus on the improvement of pupils' writing. Boys do not attain as well as girls in reading and mathematics. The school has identified this problem and improvements are evident. Pupils in Years 1 and 2 achieve very well in science, geography, history and art and design and religious education. Standards in these subjects are higher than expected for pupils of this age. Pupils in these years also achieve well in design and technology, information and communication technology (ICT), music and physical education. This is because the school has worked effectively to ensure that opportunities for learning in these subjects are good and enough time is allocated to their development. Pupils with special educational needs achieve very well, many from a very low starting point. This is because these pupils are supported very well by teachers and by teaching assistants. This is particularly true of the progress they make in speaking and listening and their development of their reading skills. Pupils who have poor attendance do not achieve as well as they might otherwise because opportunities for these pupils to learn are restricted.
- The table below shows the inspection findings for the standards attained and achievement of pupils at the end of Year 2. The sampling of subjects, rather than inspection in depth, is indicated by *. Where this is the case the standards and achievement are those indicated by the available evidence.

Subject	Standards and achievement by the end of Year 2
Reading	Average standards and good achievement
Writing	Average standards and good achievement
Mathematics	Average standards and good achievement
Science	Above average standards and very good achievement
Religious education	Above average standards and very good achievement
Information and communication technology	Average standards and good achievement
Geography*	Above average standards and very good achievement
History*	Above average standards and very good achievement
Art and design*	Above average standards and very good achievement
Design and technology*	Average standards and good achievement
Music	Average standards and good achievement
Physical education*	Average standards and good achievement
Personal, social, health education and citizenship	Pupils achieve well

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and their spiritual, moral, social and cultural development are all good. Attendance at the school is poor. Punctuality is satisfactory.

Main strengths and weaknesses

- The school promotes warm and trusting relationships that contribute to pupils' willingness to learn and their happiness at school.
- Behaviour during lessons and around the school is good with staff expecting high standards.
- The school encourages and develops pupils' self-esteem and confidence.
- The good moral and social provision contributes to good relationships.
- Attendance is well below the national average and strategies to promote attendance require further development.

Commentary

5. The school works effectively to ensure that pupils have good relationships with each other. They are keen to learn, enjoy lessons and are happy at school. Children in the Reception classes behave well. Teachers know the pupils very well and encourage them to talk about their feelings

during lessons. Because of this pupils feel confident in their relationships and speak openly to all staff. Pupils also value highly the guidance and help they receive from staff.

6. Lessons are enjoyable for the pupils and they display good attitudes and behaviour. They are keen and enthusiastic to learn new things. In lessons and around the school all staff expect high standards of behaviour from the pupils. The school's 'Golden Rules' are consistently applied and understood by the pupils. Sometimes minor squabbles occur. However, pupils are generally attentive to each other's needs. They are aware of how their behaviour affects others and most show developing self-discipline. For pupils who do find it difficult to behave well the school provides extra support and, while incidents of bullying do occur, the school responds very well to such occurrences. Pupils are also confident that should any bullying occur it will be handled promptly and effectively by staff. Parents feel that pupils' behaviour is good.
7. There are frequent opportunities during lessons and other activities to increase the confidence and self-esteem of pupils and they are eager to take on small responsibilities within the school. The school supports pupils who have problems associated with low self-esteem and confidence levels very well.
8. Pupils' spiritual development is supported well through music and through art and design. The school ensures that pupils know the difference between right and wrong and the importance of being honest and fair with each other. Pupils apply these principles well. They also show considerable respect for each other and celebrate each other's successes enthusiastically. Assemblies and personal, social and health education and citizenship lessons provide a good focus for social and spiritual issues. The school has very few pupils from minority ethnic groups and other cultures. However, opportunities for pupils to gain knowledge of other cultures and beliefs are satisfactory. Teachers enable pupils to develop this through listening to music from other cultures and discussing features of other faiths in religious education lessons.
9. Attendance is well below the national average. Although pupils achieve well, those who are frequently absent could do even better if their attendance improved. The school feels some of the absence is because of the occurrence of common childhood illnesses and parents taking children on holidays during term time. Certainly this is part of the picture. The home school agreement is good and contains information about the importance of regular attendance. The school also has a firmly worded application form for extended trips abroad during term time. However, there is only a yearly award system to promote regular attendance and little in the way of displays around the school to emphasise the importance of regular attendance. The school's policy for contacting parents if a child is absent is not robust and unexplained absences are not queried on the day they occur.

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

Authorised absences	
School data	6.6
National data (primary)	5.4

Unauthorised absences	
School data	0.4
National data (primary)	0.4

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. The quality of teaching and learning is good. The Foundation Stage curriculum is good and the curriculum for pupils in Years 1 and 2 is good. Provision to ensure pupils' care, welfare, health and safety is good. The school's links with parents are good and links with the community are very good. Links with other schools are excellent.

Teaching and learning

Teaching and learning are good. Arrangements to assess pupils' attainment and progress are good.

Main strengths and weaknesses

- Teachers plan lessons well.
- Teachers insist on good behaviour and challenge pupils well with activities that are matched well to pupils' abilities and that promote good learning.
- The teaching and support provided for pupils with special educational needs are very good.
- The contribution made to pupils' learning and progress by teaching assistants is very good.

Commentary

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3%)	10 (33%)	11 (37%)	8 (27%)	0	0	0

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

10. Teachers plan lessons well. The content of lessons is matched well to the range of abilities in each class, including lower and higher attaining pupils and those with special educational needs. Consequently pupils are challenged well. Teachers apply the principles advocated by the National Strategies for Literacy and Numeracy well. As a result standards in these subjects are improving, especially the standard of pupils' writing. Very good teaching was seen in English, science and religious education and some excellent teaching in personal, social and health education and citizenship. These lessons captured pupils' interest very well and were typified by very good pace, encouragement and celebrations of good work. This led to very enthusiastic responses by pupils and an eagerness to learn that ensured their progress, in these lessons, was very good. Parents and pupils think that teaching is very good. Pupils are very appreciative of the support and guidance they receive from their teachers.
11. Teachers insist on good behaviour. Pupils, in turn, respond well and behave well in lessons. They are interested in their work and are enthusiastic learners. They co-operate well and help each other when they work together. They also sustain their efforts well when working on their own. These good levels of motivation are based on the recognition by teachers of when pupils are doing well and on the celebration of pupils' achievements. Pupils say they enjoy their lessons and greatly appreciate the support that teachers provide for them.
12. The contribution made to pupils' learning and progress by teaching assistants is very good. The teaching and support provided for lower attaining pupils and pupils with special educational needs are very good. The needs of these pupils are met well during lessons. For example, teachers phrase and target questions carefully so that all pupils are involved in discussions. Pupils with special educational needs achieve very well and make very good progress when they are taught by teaching assistants in small groups.
13. Arrangements to assess pupils' attainment and progress are good. This applies to most subjects, and arrangements to assess attainment and progress are very good in subjects such as science,

geography and history. Teachers make good use of the information they gain from making assessments to plan the next stages of their teaching. For example, they have responded effectively to improve the lower attainment of boys in writing and mathematics. They also ensure that pupils are fully aware of how they are getting on and of what they need to do to improve. The marking of pupils' work provides pupils with helpful guidance about how to improve.

The curriculum

The curriculum is good. The very good enrichment experiences are a significant strength of the school. The accommodation and resources for learning are very good.

Main strengths and weaknesses

- The curriculum has been reinvigorated through the school's commitment to the 'Creative Contexts' initiative, ensuring all subjects are covered well.
- There is good commitment to innovative development, particularly in literacy, numeracy and the humanities.
- The high quality team of support staff is very skilled.
- Provision for personal development and citizenship is a strength, and is linked well to the very good provision for pupils with special educational needs.
- The accommodation is very good and very well maintained.
- There is a very good range of extra-curricular activities and participation in sport is excellent.
- The number of computers in the school limits the ICT curriculum.

Commentary

14. 'Creative Contexts' sums up the school's innovative approach to developing the curriculum, helping pupils to achieve well in subjects such as art and design, geography, history and music. The intensive support given to the development of literacy and numeracy, in partnership with the local education authority advisory team, is very good and is helping to improve standards. The curriculum for children in the Reception classes is good. Teachers throughout the school reinforce pupils' learning successfully, linking subjects and including opportunities for assessment. This is clearly evident in literacy, numeracy, science, history and geography, and owes much to the far-sighted vision of the Assistant Headteacher. For example, displays throughout the school verify how the outside environment is brought into the classroom and work is celebrated from every corner of the building.
15. Personal development and citizenship are promoted effectively through lessons, assemblies and frequent class discussions. Relationships are built upon a mutual respect that encourages pupils to be supportive of each other. A good example, that effectively prepares pupils for later life is the weekly 'Bookfriends' session, which welcomes pupils from the junior school to help pupils to read. Pupils look forward to these weekly sessions which are supported very well by teachers and teaching assistants.
16. The school places great values on outdoor education and ensures that all pupils have access to a good range of visits. Inspiring visitors such as artists, dancers and sports professionals add another dimension to the curriculum for pupils. The strong programme of after-school activities inspires pupils' enthusiasm for learning. These activities are very well attended and promote a love for the creative and performing arts and for sport. The school promotes healthy lifestyles very well, through its emphasis on healthy eating and participation in sport. Parents feel the school's extra-curricular provision is very good.

17. The match of teachers to the curriculum is good. Use of specialist teachers, such as the music teacher, who visits each week, supports pupils' learning well. The school has invested wisely in a good number of teaching assistants. These members of staff make a very good contribution to pupils' learning and especially to the learning of lower attaining pupils and those pupils who have special educational needs. The accommodation is very good, with some excellent features. The maintenance and cleanliness are of the highest order. Resources for learning are good, particularly the new books that have enhanced the literacy curriculum. Out-dated computers have been replaced, but there is more updating to be done. The teachers work wonders with the available equipment, but often pupils have to wait until they can try out their skills later in the week, following introductory lessons. The interactive whiteboards are a boon and are impacting very well on pupils' participation in lessons. The school grounds are being imaginatively developed to provide an environment that is used well for creative play and to support pupils' learning during science, geography and physical education lessons.

Care, guidance and support

The provision for the pupils' care, welfare and safety is good as are the support, guidance and advice that the school provides to the pupils. The school ensures that very good attention is paid to the pupils' views.

Main strengths and weaknesses

- Pupils' concerns and views are important to the school;
- The school is a trusting, calm and happy environment based on very good relationships;
- Pupils with special educational needs receive very good support.
- Health and safety issues are addressed well.

Commentary

18. The school has established a 'School Circle', that is a simple form of a school council. This is a natural development from the class-based discussion groups, where pupils are very confident in their relationships with adults and speak freely about their feelings and views about the school. The pupils are very proud of their 'friendly bench'. Even the youngest children talk about why the 'friendly bench' is there and the good opportunities it provides for them to find friends and to discuss their problems. The school values the pupils' views and they are encouraged to make suggestions via the school's suggestion box.
19. The school's good ethos ensures that pupils are able to learn and develop because they feel safe and happy. All staff work effectively to ensure that relationships with pupils are based on trust and understanding. Consequently, pupils have confidence in approaching staff if they have any concerns. Pupils are very well known to the staff who respond to pupils' problems with sensitivity and gain their trust and confidence. Teachers and other staff maintain a careful overview of how pupils are progressing. They ensure well that pupils are well informed about how they are getting on, both in terms of their work and their personal development.
20. Pupils with special educational needs are supported very well. Teachers and teaching assistants plan work very carefully to match their capabilities and to address the targets in their individual education plans. For example, the school provides considerable extra staffing to enhance their learning in all numeracy and literacy lessons. The school identifies and provides well for gifted and talented pupils in English, mathematics and sport. However, it does not yet identify such

pupils in the arts or music.

21. Health and safety requirements are addressed well. Thorough, termly, inspections are undertaken by the headteacher and the site manager, who is also a governor of the school. Children with specific health problems are well known to staff. There are periodic first aid courses for staff and they are trained well in these matters. The many trips out of school that enhance provision well are fully risk assessed and documented. All teachers have received child protection training. However, there is a need for fully updated child protection training for other staff.

Partnership with parents, other schools and the community

The school has established excellent links with other schools and very good links with the community. Links with parents are good.

Main strengths and weaknesses

- Excellent links with other schools ensure a smooth transition for pupils.
- The school's links to the community are very beneficial to pupils.
- Links with parents are good, with the school seeking their views.

Commentary

22. The school has excellent links with the adjacent pre-school and junior school. Arrangements to ensure the smooth induction and transition of pupils are very good. The close collaboration of governors and the very good partnerships between subject co-ordinators ensure that there are strong and effective working relationships between the schools. The school is also a successful member of the local education authority's transition project to ensure continuity between Key Stages 1 and 2.
23. The school has very good links with the wider community that successfully broaden the horizons of pupils. The school makes good use of the local community including farmers, the lifeboat station, museums, theatre, coastguard rescue and Hull Rugby League Club to enhance pupils' learning. The very good links with the nearby priory and the Harvest Festival assembly help to show pupils the richness of their community.
24. Parents have very supportive views about the school and the school seeks their views through questionnaires, regular newsletters and a very informative website. Parents support the Friday family assemblies and attend the termly parent evenings in good numbers. Parents support fund-raising events and many are welcomed into the school to assist in reading and other activities.
25. The reports parents receive on their children's progress are informative and very personal to the child. The reports contain clear information on how well children are achieving.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher provides good leadership. Governance is very good.

Main strengths and weaknesses

- The headteacher is held in high esteem by the community.

- Governors have a very good understanding of the strengths and weaknesses of the school.
- Planning for improvement is good and is linked well to the use of resources, which is efficient and effective.
- Senior managers and subject co-ordinators do a good job and the work of the co-ordinator for special educational needs is very good.
- Financial management is efficient and effective.

Commentary

26. The headteacher was absent through illness at the time of the inspection. It is a tribute to his leadership and that of the acting headteacher and the assistant headteacher that the school runs so well during the headteacher's absence. The headteacher is highly regarded by the community served by the school for his caring and supportive approach towards staff, parents and pupils. His efforts are appreciated by all. The headteacher also sets the tone for everything the school does, based on the philosophy that the school will 'Try to give every pupil the best three years of their life'.
27. The governing body is led very effectively by the chair. Governors meet all the statutory duties required of them. The school has a good policy to support race equality and this is monitored fully by governors. Governors have a very good knowledge of the school's strengths and weaknesses and are involved well in planning for improvements. All governors have a subject responsibility and their work is linked very effectively with that of subject co-ordinators. Regular meetings are held involving governors and subject leaders with their counterparts in the adjoining junior school. In this respect the work of the governor for literacy and of the special educational needs governor is excellent. Subject co-ordinators also provide good support for other teachers and many have developed schemes of work for their subjects that give good guidance and enable the requirements of the curriculum to be met well. The leadership and management of special educational needs are very good. The special educational needs co-ordinator ensures that records are up to date and that very good support is available to address pupils' needs.
28. The financial management of the school is good. Governors and the headteacher work effectively, in partnership, to ensure that resources are used well to meet the identified needs for development. These needs are set out clearly in the school improvement plan. This document is very well thought out and easy to understand. It shows clearly how the most important areas for improvement will be addressed. Governors also work effectively to ensure that the principles of best value are applied well to the purchase of services and resources. The school provides good value for money.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	603,063
Total expenditure	585,385
Expenditure per pupil	2601

Balances (£)	
Balance from previous year	12890
Balance carried forward to the next	6946

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

Main strengths and weaknesses

- Children achieve well in all areas of their learning.
- Standards in personal, social and emotional development, communication, language and literacy and mathematical development are below average, although achievement in these areas of learning is good.
- Teachers provide children with a good range of opportunities for development in each area of their learning.
- Children with special educational needs receive very good support.
- Teachers do not always explain to children, with sufficient clarity, what they expect them to do.
- Teachers assess children's attainment and progress thoroughly.
- Links with the pre-school group, housed on the school site, are excellent.

Commentary

29. Attainment on entry to the Reception classes for personal, social and emotional development, communication, language and literacy and mathematical development is well below average for children at this age. It is below average for other areas of their learning. By the end of the Reception year attainment is below that expected in personal, social and emotional development, communication, language and literacy and mathematical development. Attainment in knowledge and understanding of the world, creative development and physical development meets that identified by the early learning goals for this age group. Children achieve well in all areas of their learning.
30. The quality of teaching and learning is good. Teachers plan effectively to meet the needs of children of all abilities and the provision for those with special educational needs is very good. Occasionally teachers do not explain, with sufficient clarity, what they expect children to do. This means that children are sometimes confused when they begin to work independently. The contribution made by teaching assistants to children's learning is good. Their contribution is very good in supporting children with special educational needs. However, there are times when teaching assistants do not contribute fully to opportunities to support the needs of children during whole-class teaching sessions and when children's behaviour is unsatisfactory.
31. The management and leadership of the Foundation Stage are good. The assistant headteacher who co-ordinates planning and curriculum has provided guidance, which, when used in partnership with other teachers, ensures children have a good range of experiences in each area of their learning. Arrangements to assess children shortly after they start in the Reception classes and to assess their attainment and progress whilst they are in the Reception classes are good. The information gained from these assessments is used well to plan the next stages of children's learning. Assessments of children at the time they leave the Reception classes are thorough and accurate. Arrangements for children to settle into the Reception classes and links with the pre-school group, housed on the school site, are excellent. Links with parents are good and teachers

work effectively to ensure that parents are well informed about how well their children are getting on. A weakness in provision at the time of the last inspection was the lack of opportunities for outdoor play. This feature of provision is now good. However, standards are not as good as they were at the time of the last inspection. This is because attainment on entry is now well below average in important areas of learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children form good relationships and help each other in their learning.
- Higher attaining children work independently and collaboratively very well.
- Teachers manage instances of poor behaviour well.

Commentary

32. Teaching and learning are good and children achieve well. When they are involved in discussions or answering questions children usually listen carefully and answer thoughtfully. Occasionally lower attaining children become distracted and teachers work hard to regain their attention.
33. Children are usually friendly and kind towards each other. They are tolerant of the occasional poor behaviour of other children. Teachers use discussions well to reinforce good behaviour and help children to understand the importance of developing good relationships. Sometimes children do not behave as well they should. Teachers usually manage this unsatisfactory behaviour well, but a minority of children are not sufficiently good at managing their own behaviour. Higher attaining children work well independently and collaboratively, although many lower attaining children need more constant supervision.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Initial letter sounds and combinations of letter sounds are taught well.
- The speaking, listening and writing of some lower attaining children are weak.
- Higher attaining children are developing good writing skills.

Commentary

34. Teaching and learning are good. Achievement is good. Teachers provide good opportunities for children to learn the sounds made by letters and the combination of letters. However, progress for many lower attaining children is slow and they find it hard to transfer their knowledge of letter sounds into their early writing skills. Some do not speak clearly and others lack confidence when they speak.
35. Children enjoy listening to stories. Higher attaining children talk enthusiastically about the stories they know and make sensible deductions based on looking at the illustrations in story books. Lower attaining children struggle to do this. There are good opportunities for children to develop

their early writing skills and many are beginning to form letters legibly. Higher attaining children write short sentences and explain what they have written very well.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children's counting skills are developing well.
- Lower attaining children often write numbers wrongly.

Commentary

36. Teaching and learning are good. Achievement is good. Children's counting skills are developing satisfactorily and higher attaining children count quickly and correctly to numbers in excess of 100. Teachers and teaching assistants reinforce this learning well by using questions that ask children to explain how they arrive at the answers they give. Children can also count correctly in twos and tens. However, lower attaining children find this hard. Children have a good grasp of what is likely to happen at different times during the day, but few can recognise the time on various types of clock. Teachers are responding to this by drawing children's attention to the classroom clock at various times throughout the day. The ability of higher attaining children to write numbers correctly is developing well, but some lower attaining children often reverse digits or write numbers back to front. Children's use of correct mathematical language is developing well and many recognise simple two-dimensional shapes, describing their properties, such as the number of sides of a triangle, accurately.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teachers provide children with good learning opportunities.
- Children use computers to assist their learning.

Commentary

37. Teaching and learning are good and achievement is good. There are very good opportunities for children to work with building materials and construction kits. They make things from a range of materials, such as when they make clocks from card and split pins when they are learning to tell the time. Children are using computers with increasing confidence and enjoy using painting and drawing programs. Some can type their name and print out their writing. Teachers make very good use of the recently installed interactive whiteboards to introduce children to features of ICT. These are also used very well to support children's mathematical development. Children's scientific knowledge is developing well and they know about the parts of plants and the sequence of plant growth. Higher attaining children can name many parts of the human body correctly. They are very aware of what is needed for a healthy diet and know how this helps them to grow. The school is working effectively to make children aware of other cultures and beliefs.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The provision for outdoor play is good.
- Teachers provide children with good learning opportunities.

Commentary

38. Teaching and learning are good and teachers provide a good range of opportunities for children to develop their physical skills. Children achieve well. The outdoor play area is very safe and is used well to support children's development in all areas of learning. Children respond well and show good awareness of each other when they play games, such as 'Stuck in the Mud' and 'What time is it Mr Wolf?' Children move with good control, often running quickly and changing direction safely. Higher attaining children are good at throwing and catching balls and bean-bags. There are good opportunities to use implements, such as pencils, paint brushes, scissors and modelling tools, and children do so safely and with increasing precision.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children respond well to the good range of learning opportunities and achieve well.

Commentary

39. Teaching and learning are good and children achieve well. Children enjoy singing and do so well. Teachers provide good opportunities for children to listen to music and children comment thoughtfully about how the music makes them feel. There are good opportunities for children to paint, draw, and make things using a good range of materials. Children respond well to these opportunities. Higher attaining children eagerly discuss the quality of their work and make thoughtful comments about its quality. Teachers also provide children with good opportunities to use their imaginations through role-play. The majority of children respond very well to these opportunities.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Good teaching leads to good achievement which has improved this year, particularly in writing.
- Very good assessment procedures are linked to very good planning for the next stage of each pupil's learning.
- The current focus on speaking and listening is leading to improving standards.

- Standards in reading have improved.
- The leadership of the subject is very good and ensures that the curriculum is very well planned.

Commentary

40. Inspection findings show that standards are now average in speaking and listening and reading, and slightly above average in writing because of the very thorough assessments in place. They are clearly linked to targets and all teachers work effectively to ensure that pupils make good progress in writing. Achievement in reading is good, and for higher attaining pupils, very good. The school is very good at moving pupils from a below average starting point to the expected level for their age. Pupils with special educational needs are supported very well and make very good progress. Achievement in writing has now begun to exceed this level and achievement in writing lies between good and very good when individual work is tracked. The overall trend since the time of the last inspection is above the national trend and improvement since that time is good.
41. Achievement and teaching are good in reading and speaking and listening because teachers engage the pupils very well through exciting approaches, such as role-play and discussions that emphasise speaking and listening and promote good learning. The methods they choose are often inspired. For example, in an excellent citizenship lesson, in Year 1, which aimed to develop empathy, the teacher (Barnaby Bear) rolled the ball to the teaching assistant (Percy Penguin) which led to an argument. All of the pupils were completely engrossed in the drama and suggested ways of resolving the conflict. This is a good illustration of the importance given to creative approaches and shared decision-making.
42. Standards in reading are improving because of the good quality support given to pupils and the good provision of homework. There are some very reflective book reviews from pupils in Year 2. Teaching is good because teachers focus on developing pupils' understanding through spoken language, visual representation, and role-play. Support staff are committed to raising standards and work together with teachers effectively. Reading is the skill that lags slightly behind the other two skills for the boys. The focus has been on inspiring boys to read. This is proving to be successful and there is a good bank of 'boy-friendly' reading material. The reading of pupils with special educational needs is developing very well from their very low starting point on entry to the school. These pupils make very good progress when their learning is supported by teaching assistants and they are taught in small groups.
43. The leadership of the subject is a strength because of the very good links between the subject leader, the nominated governor, and the key staff member from the junior school. This promotes continuity and an understanding of each school's role in the raising of standards. Much has been achieved in enriching the curriculum without losing the rigour of the efficient systems that underpin it. ICT is used well to support teaching and the interactive whiteboards are used well.

Language and literacy across the curriculum

44. Speaking skills, together with drama, reading and writing are used regularly and effectively across the curriculum to extend learning in subjects such as numeracy, science, history and geography.

MATHEMATICS

Provision is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- Achievement is good, but girls do better than boys overall.
- The high quality of resources and displays in classrooms improves the quality of learning.
- Teachers develop mathematical skills well in other subjects.

Commentary

45. Pupils are achieving well and nearly all reach at least the standard expected for their ages by the end of Year 2. This represents good progress from their below average standards at the beginning of Year 1. Pupils with special educational needs achieve very well. This is because of the very effective support they receive and the school's successful drive to raise the standards of lower attaining pupils. Girls achieve better than boys overall, but teachers are narrowing the gap by successfully addressing this variation from the national pattern.
46. Leadership and management of the subject are good. Standards have improved since the 2003 national tests. The overall trend in standards exceeds that found nationally and improvement since the last inspection is good. Thorough training enables teachers to use the National Numeracy Strategy well to meet the needs of pupils of varied abilities. Pupils work hard and enjoy mathematics because, in most lessons, teachers make learning challenging and fun. For example, in a very lively Year 2 lesson about time, pupils worked faster and faster to meet the increasing challenges set. They began to ask the teacher to set 'really hard' and then 'extremely hard' ones. Teachers know their pupils and the topics very well and ensure that pupils experience successful learning. Exercise books are full of ticks and praise because pupils get nearly all their sums right. Books also show how good standards of presentation help them to develop orderly mathematical thinking. Thorough marking and assessment also help teachers to match work closely to pupils' individual understanding. Teachers encourage pupils to learn naturally and easily by giving them lots of chances to talk to each other and to the whole class to explain what they are doing.
47. Teachers usually use questions well to encourage learning. However, they sometimes rely too much on pupils with their hands up, rather than directing questions to individuals. Effective use of high quality resources is an important example of good practice common to all lessons. Good quality displays of mathematical language help pupils to learn, remember and use key mathematical words and ideas. Big electronic whiteboards in many classrooms enable teachers to use very good quality and highly stimulating software. A well-designed, 'flower shop', role-play area encouraged pupils in a Year 2 class to use mathematical language realistically. Pupils use real coins to learn the mathematics of money. They also develop number skills quickly and securely through using the very good range of counting equipment.

Mathematics across the curriculum

48. Teachers' skilled engagement of pupils in using mathematics in other subjects effectively supports their good achievement in mathematics lessons. For example, pupils use their counting skills well in science and geography.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards by the end of Year 2 are above average and pupils achieve very well.
- The quality of teaching and learning is very good.
- The coverage of the science curriculum is very good.
- The leadership and management of the subject are very good.

Commentary

49. Inspection findings show that by the end of Year 2 attainment in science is above average and pupils achieve very well. Pupils with special educational needs also achieve very well. This is because they are supported very well in lessons by teaching assistants. The main reason why standards are above average is because the quality of teaching and learning is very good and the coverage of the science curriculum is also very good. Standards are currently the same as they were at the time of the last inspection.
50. Teachers use the introductory part of lessons very well to explain to pupils what they are going to learn. They also use questions very skilfully to involve all pupils in discussions about their previous learning and to enable pupils to make predictions about what might happen during their investigations. This approach does much to help pupils develop their speaking and listening skills. Pupils' writing skills are also supported well by the very good guidance they receive about how to record their scientific investigations. Pupils respond to this guidance very well, writing accurately about their predictions, the apparatus they use and about the outcomes of their investigations.
51. In a very good Year 2 lesson pupils were inspired to learn about animals in their local environment. The teacher provided an excellent range of resources for research, including books and access to the Internet. Pupils looked carefully at snails through magnifying glasses and commented thoughtfully about the characteristics of the animals. They handled the animals with great care and sensitivity and were thrilled to look closely at the way they moved. Pupils' learning and their gains in knowledge during this lesson were very good.
52. The management and leadership of the subject are very good. The co-ordinator has produced a very good scheme of work. This ensures that all sections of the National Curriculum for the subject are covered well. This applies particularly to the provision of opportunities for pupils to apply their scientific skills and knowledge during well-planned, exciting and interesting investigations. Pupils' learning in science is also supported very well by a very good range of posters and displays around the school. Pupils' work in science is assessed thoroughly and the information teachers gain from making assessments is used very well to plan the next stages of pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Creative teaching approaches lead to standards that are in line with expectations.
- The quantity and accessibility of the interactive whiteboards in classrooms are having a beneficial impact on the breadth of the curriculum.
- Learning is sometimes hindered by technical difficulties, which have been a barrier to improvement.
- Satisfactory assessment procedures are in place, but this is an area for further development.
- Sometimes teachers' planning does not focus sufficiently on the needs of higher attaining pupils.

Commentary

53. Standards in ICT are similar to those expected in Year 2 and pupils' achievement is good. This is not as good as at the time of the previous inspection when standards were above average. Like their peers, pupils with special educational needs achieve well. This is because these pupils are supported well by teachers and by teaching assistants. Some aspects of provision have improved, such as the use of interactive whiteboards in six classrooms.
54. Teaching and learning are good. Pupils in Year 1 correctly identify everyday devices and machines that can be controlled and others that cannot. They recognise that ICT provides a very accessible source of information. Pupils in Year 2 enter, save and retrieve information, use painting and drawing programs to enhance their art work, and provide instructions for toys that can be programmed, to the level expected for pupils at this age.
55. Teachers have all had recent training in ICT and have a good understanding of the programs used. Satisfactory use is made of laptop computers in lessons, but technical hitches have restricted development. Learning objectives are clearly defined by teachers and shared with pupils. Pupils are asked to evaluate their work, and where classrooms have interactive whiteboards these are used well to judge whether lesson objectives have been met. Learning is hindered when pupils have to wait to practise their skills because, inevitably, the time allocated for practice is never enough when there are so few computers available. This creates a lot of additional work when teachers want to use all the computers together, as happens on Fridays at the weekly computer club. In the best lessons the pace is brisk and learning is broken down into manageable steps. Skilful questioning fully involves pupils in their own learning and support is well targeted at those who need it most. Positive attitudes and good behaviour are important factors in pupils' achievement in lessons. However, the level of challenge for higher attaining pupils is not always sufficient.
56. The leadership and management of ICT are satisfactory. The headteacher has effectively managed the setting up of the new interactive whiteboards and the training of staff has been led by the school's two leading literacy teachers. The co-ordinator has a realistic overview of standards because of her direct involvement in the weekly computer club. She monitors planning and checks that all aspects are being taught. The school is seeking to develop a more streamlined form of recording assessments, although satisfactory assessment procedures are in place.

Information and communication technology across the curriculum

57. The use of ICT to support pupils' learning in other subjects is satisfactory. The level of access for pupils to computers is limited by the number of upgraded computers available in classrooms. Literacy skills are improved by the pupils' growing proficiency in word processing and by the use of programs to improve their skills in reading and spelling. Pupils use CD-ROMs well for personal research in subjects and for other activities, such as data handling in science.

HUMANITIES

Not enough lessons were seen to make overall judgements on provision and standards for geography and history.

Religious education

Provision is **good**.

Main strengths and weaknesses

- Very good teaching enables pupils to learn and understand each topic well.
- Lessons make good contributions to pupils' personal development.

Commentary

58. Very good leadership and management have enabled teachers to maintain the above average standards previously reported and pupils achieve very well. By the end of Year 2, most pupils' understanding of religion exceeds that expected in the Humberside Agreed Syllabus. Pupils, including those with special educational needs, achieve very well. This is mainly because of the very good, sensitive relationships between teachers and their pupils.
59. The quality of teaching is very good. Teachers use and extend pupils' speaking and listening skills well to broaden and deepen understanding. For example, Year 2 pupils understood many different meanings of the words 'precious' and 'valuable' through a very well led class discussion. Teachers give pupils full opportunities to explore and share their own experiences before introducing new knowledge of the Christian and Jewish faiths. For example, a Year 1 teacher created high levels of interest in the special qualities of places of worship by first encouraging pupils to describe their own special places to the whole class.
60. These approaches make religious education a natural part of each pupil's personal development. Lessons readily lead them to reflect on their lives and to use what they learn. For example, Year 2 pupils said they acted out Bible stories, such as Daniel in the lion's den, at playtimes. They also see the connection between the school's 'Golden Rules' and the laws taught by Jesus. In learning skilfully linking science work on light and darkness to individual experience, they wrote sentences explaining how they each could 'be a guiding light'.

Geography and History

61. Recent work on topics in both subjects shows the school maintaining the above average standards found at the previous inspection. For example, map-reading skills, including the use of keys and co-ordinates, and pupils' detailed knowledge of the Great Fire of London, surpass those expected for their ages.

62. Good leadership and management of both subjects make use of the latest national guidance to provide stimulating learning. Good planning nicely links the two subjects and others, such as English, mathematics and art and design. Well-developed assessment focuses learning sharply on the National Curriculum programmes and study and levels of attainment. Teachers make good use of local visits to tap the potential of Bridlington as a key learning resource.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Not enough lessons were seen in art and design, design and technology and physical education for overall judgements to be made about provision and standards.

Art and design

63. Inspection evidence, based mainly on the displays of pupils' work and their sketchbooks, indicates that standards are above average and pupils achieve very well. Pupils apply a range of skills well and these are clearly taught effectively. A good range of paints, different types of pencils, chalks and crayons, a variety of paper and collage materials, inspire pupils to produce good results. They also use their sketchbooks well to plan their work and to practise the techniques they will need to produce their best work. For example, pupils in Year 2 have made very good jungle collages, using a range of paper and materials, on the theme of 'Saving the Rain Forests'.
64. The subject benefits from good leadership and management. The co-ordinator has prepared good documents to guide teachers in their work. The time allocation to the subject is also good, enabling good coverage of the curriculum and creating opportunities for pupils to achieve very well.

Design and technology

65. The products of pupils' work and displays indicate that standards are in line with national expectations at the end of Year 2. Planning shows that work is clearly linked to a purpose and ideas are carried through to fruition. Links with other subjects, such as with literacy and science, are used effectively to enrich pupils' knowledge, skills and understanding. A very exciting lesson was seen during the inspection when pupils had great fun building teepees with dowel, elastic bands and polythene, after an afternoon of investigating the properties of different materials. This lesson was led by a representative from the Construction Industry Training Board, which shows that partnership work with industry is strong. Key to the success of the lesson was the active role taken by pupils.

Music

The provision for music is **good**.

Main strengths and weaknesses

- Teachers use stimulating methods to promote learning, which lead to very positive attitudes towards the subject.
- Much of the good teaching is provided by a music specialist who shares good practice with staff.
- Pupils achieve well because of the good provision and the high profile given to the arts.

Commentary

66. Standards are average and achievement is good in all aspects of the subject. Singing is joyful and enthusiastic in assembly. Teaching is good because it engenders confidence, and promotes collaborative working and positive attitudes to music. A good example was seen when pupils in Year 1 were listening to Chopin's 'Prelude Number 15' and trying to picture the falling raindrops and sense the prevailing mood. The teacher gave pupils clues so that they tuned in to the music and effectively described how the power of music can alter one's mood. Later in the lesson, as pupils listened to a contrasting piece of music, they confidently described their feelings as, "being in a sunny forest" and "like a leaf twirling slowly down to the ground!" The teachers encouraged pupils so well that there was no hint of self-consciousness in their comments, and this was apparent in the appreciation, the singing and the performing. Teachers have high expectations, such as in the same lesson when the teacher sought clarification by asking, "Do you mean volume or tempo?" In this lesson the pace of learning and the contribution of ideas by pupils were impressive.
67. There is limited use of ICT in music, although pupils do record their performances in some lessons. Links with dance and the performing arts are developing well, and the subject leader plans to develop music in the outside environment.

Physical education

68. In the Year 2 lesson seen, standards were average and pupils achieved well. The lesson was taught well by a visiting coach from Hull Rugby League Club. Pupils showed throwing, catching and positional skills that were in line with those expected for their age.
69. Leadership of the subject is good. At the time of the last inspection some teaching in physical education was judged to be unsatisfactory. The subject co-ordinator has provided a very good scheme of work. She gives good support to other teachers, who express their confidence about teaching the subject. Developments for the subject are also supported very well by the very good links with the nearby sports college. The school places significant emphasis on exercise and pupils' work is linked well to their health education. Pupils talk about exercise and clearly have a good understanding of its value. There is an excellent programme of extra-curricular sports activities. The programme includes frequent, well-attended lunchtime and after school clubs. Very good use is also made of visiting sports coaches to enhance provision, such as 'Freddie Fit' and a local specialist teacher of dance. The school has been awarded the national 'Active Mark' award in recognition of the excellent provision for sport.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

70. Only one personal, social and health education and citizenship lesson was observed, so no overall judgement on provision is made. However, pupils achieve well. Weekly 'Circle Time' sessions, in which pupils discuss features of their spiritual, moral, social and cultural development, are led very well by teachers. These sessions are also used very well to enable pupils to improve their speaking and listening skills, and most pupils participate confidently. The sessions are very effective at supporting pupils as they confront the challenges that many face in their lives. Teachers place successful emphasis on the development of co-operation and good relationships, with pupils responding well. This work is continued well in assemblies, which often focus with considerable success on moral and social themes.
71. The very effective 'School Circle' also makes a very good contribution to pupils' personal, social

and health education and citizenship, with good discussions by representatives who consider and report carefully the suggestions of their classmates. The strong emphasis placed the school on participation in sport, exercise and healthy eating makes a very good contribution to pupils' health education.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	6
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	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	1
The leadership and management of the school	3
The governance of the school	2
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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