

INSPECTION REPORT

CADMORE END C of E (VA) PRIMARY SCHOOL

Cadmore End, High Wycombe

LEA area: Buckinghamshire

Unique reference number: 110460

Headteacher: Mrs Chris Sharples

Lead inspector: Mrs Eira Gill

Dates of inspection: 19 – 21 January 2004

Inspection number: 255694

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:	Voluntary Aided
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	75
School address:	Cadmore End High Wycombe Buckinghamshire
Postcode:	HP14 3PE
Telephone number:	01494 881460
Fax number:	01494 883653
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Anne Cripps
Date of previous inspection:	February 2002

CHARACTERISTICS OF THE SCHOOL

Cadmore End is a very small Church of England primary school. It is located close to the M40 between Lane End and Stokenchurch. Only a handful of pupils live in the village and most travel from a number of villages in the area and several from the outskirts of High Wycombe. Most pupils are white and of British heritage. A small number of pupils are from Traveller families. There are no pupils who speak English as an additional language. The attainment on entry to the school is generally average although there is a wide range of ability. The proportion of pupils known to be eligible for free school meals is below average. The percentage of pupils identified as having special educational needs (mainly problems with communication) is above the national average and the percentage of pupils who have a Statement of Special Educational Need is well above average. The number of pupils who have joined or left the school other than in the first year is high, although the reasons for leaving are mainly due to families moving out of the area. The number of teachers who have left or joined the school in the last two years is very high but the headteacher and governing body have been successful in recruiting a stable team. In 2002 the school received an Achievement Award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17766	Eira Gill	Lead inspector	English, art and design, geography, history, music, Foundation Stage, special educational needs
9079	Ann Moss	Lay inspector	
21124	Ann Coughlan	Team inspector	Mathematics, science, design and technology, information and communication technology and physical education

The inspection contractor was:

Serco QAA
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	16
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGE 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	24

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Cadmore End is a sound school with several good features that is improving, and gives satisfactory value for money. It no longer has serious weaknesses and is being led well by the headteacher. Teaching is satisfactory and the achievement of all children is satisfactory. The high turnover of teachers in the past two years has been a significant barrier to better achievement. At the time of the last inspection, and for the following term, an acting headteacher was in post who also had responsibility for the leadership and management of another small school.

The school's main strengths and weaknesses are:

- The teachers know pupils well and give good guidance and support.
- The quality of teaching is very good in Years 5 and 6, and pupils' achievement is good in lessons.
- Pupils' behaviour is good in the reception class, and very good in Years 3 to 6.
- The links the school has made with parents are very good.
- Standards in mathematics and science are below average in Year 6.
- A lack of pace in lessons in the reception class and low levels of expectation lead to underachievement in writing and mathematical development.
- The management of some subjects is unsatisfactory.

The school has responded well to the key issues in the last inspection report. The headteacher, supported effectively by the local authority and diocesan representatives, organised a programme of monitoring and support for teaching and this aspect has improved well. There has been very good improvement in the provision for information and communication technology (ICT). The plan for improving the role of subject managers has been blocked by the constant changes in teachers, and this is still a weakness. There has been satisfactory improvement overall in the last two years and much has been done, but results in Year 6 have yet to show sustained improvement.

STANDARDS ACHIEVED

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

*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.*

Caution is needed in interpreting data because the numbers of pupils in a year group are smaller than national averages, and results can thus fluctuate from year to year.

The achievement of all pupils, including those with special educational needs and those from different backgrounds, is **satisfactory** in the school. Although the school's performance in national tests in 2003 showed below average standards in mathematics and science, this was related to the lack of continuity in teaching. Inspectors found very similar findings with average standards in English and below average in mathematics and science. Standards are average in ICT. The dip in English is because there are not so many higher attaining pupils in this particular group. Achievement in lessons is good in Years 5 and 6 because of very good teaching. Standards in reading, writing and mathematics in Year 2 are average, and achievement is satisfactory in Years 1 and 2. Children in the reception class will attain the expected goals in their personal, emotional and social development, speaking and listening, reading and physical development by the end of the

reception year. However, in writing and mathematical development, the attainment of most children is likely to be below the level expected and achievement is unsatisfactory.

Pupils' **personal qualities, including their spiritual, moral, social and cultural development** are **good overall**. Pupils' behaviour is good in the reception class, satisfactory in Years 1 and 2 and very good in Years 3 to 6 in lessons and around the school. In assemblies, the behaviour of all pupils is excellent. Pupils enjoy coming to school, have good attitudes to learning and enjoy good relationships with each other and all members of staff. Relationships are very good in Years 3 to 6. Pupils are very willing to take responsibility and to be part of a community. Attendance is satisfactory.

QUALITY OF EDUCATION

The **quality of education** provided by the school is **satisfactory**. **Teaching** and learning are **satisfactory** overall. In reception, teaching is satisfactory in most areas except mathematical development where it is unsatisfactory. Planning is appropriate overall and support staff are closely involved, and contribute well to learning. The accommodation in reception could be used more effectively. The children are given few opportunities to be independent in choosing their equipment. In Years 1 to 4, teaching is satisfactory with good planning and strengths in choice of methods and delivery. The presence of a high number of teaching assistants in Years 1 and 2 leads to some inefficiency in lessons when the teacher is diverted to give instructions. Overall, the support the assistants give the pupils is satisfactory. In Years 3 to 6, assistants contribute well to the good learning pupils make. In Years 5 and 6, teaching and learning are very good. What the pupils can do is assessed well in English and mathematics and is satisfactory in other subjects in Years 1 to 6. Day-to-day assessment in lessons is good and contributes to appropriate learning in Years 1 to 4, and good learning in Years 5 and 6. Assessment is good in reading for children in reception and satisfactory overall. There are no links with any pre-school groups although providers do send information to the school about the children's prior learning. Links with the church contribute well to the curriculum in the school. Links with parents are very good; their supportive attitude to their children's homework contributes to the improvement in learning.

LEADERSHIP AND MANAGEMENT

The **leadership and management** of the school are **satisfactory**. The leadership of the headteacher is good with a strong focus on raising standards and establishing a stable team of teachers. The frequent changes of staff have affected the co-ordination of some subjects adversely and this aspect of leadership needs consolidation and improvement. The role of the governing body has improved and has become increasingly effective since the last inspection. The work of governors is now satisfactory. Management is satisfactory. All statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views of the school are very favourable and pupils show very good levels of satisfaction. Parents indicate their children like the school and are expected to work hard. Parents appreciate the care given to children when they start at the school and gave no negative views. Pupils feel they are helped well by teachers with their work. They are very confident about going to any member of staff if they are concerned and know they will be listened to. They like their school.

IMPROVEMENTS NEEDED

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

- Improve standards in mathematics and science in Year 6;
- Increase the pace of learning in the reception class, and raise levels of expectation and challenge to improve standards in writing and mathematics;
- Improve the role of the subject managers.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is a measure of how well pupils are doing, taking their progress and their capability into account.

The achievement of pupils of all abilities and from different backgrounds is satisfactory overall. Although standards are below average in Year 6 in mathematics and science, achievement in lessons is good in Years 5 and 6 because of very good teaching. Standards in English in Year 6 are average. Achievement is satisfactory overall for all pupils in the reception class and in Years 1 and 2.

Main strengths and weaknesses

- The older pupils are now achieving well in lessons because of the very good teaching in Years 5 and 6.
- Standards in ICT are now average and this is very good improvement from the last inspection.
- Standards are below average in mathematics and science in Year 6 due to frequent staff changes that have led to gaps in pupils' learning over time.
- Children in the reception class are underachieving in their writing skills and mathematical development due to a slow pace in lessons and low levels of expectation and challenge.

Commentary

1. The current standards of the children in the reception year are average overall and their achievement is satisfactory. Children will meet the expected early learning goals in their personal, social and emotional development, speaking and listening, reading and physical development by the end of the reception year. They are unlikely to reach the expected levels in writing and mathematical development and their achievement is unsatisfactory in these areas of learning.

The tables shown in this commentary give average points scores for pupils. Each level in the National Curriculum is given a number of points. Pupils are expected to move on one point every term, so if a school's scores are one point above the national, their pupils are, typically, a term ahead.

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

Standards in:	School results	National results
reading	14.8 (15.2)	15.7 (15.8)
writing	12.3 (13.8)	14.6 (14.4)
mathematics	14.7 (13.4)	16.3 (16.5)

There were 12 pupils in the year group. Figures in brackets are for the previous year.

2. As a result of the small numbers in each year group, results in the national tests at the end of Year 2 need to be treated with caution. In Year 2, inspectors found that pupils attain average standards in reading, writing and mathematics and the achievement of all pupils is satisfactory. The higher attaining pupils attain at the higher levels appropriately. Pupils attain average standards in science and ICT.

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

Standards in:	School results	National results
English	27.9 (27.6)	26.8 (27.0)
mathematics	25.7 (27.8)	26.8 (26.7)
science	27.9 (27.0)	28.6 (28.3)

There were 14 pupils in the year group. Figures in brackets are for the previous year.

- It is difficult to compare the school's trend in performance due to small numbers, but indications are that the school is performing above the national trend in English, mathematics and science tests over the last five years. Inspection evidence shows that pupils in the present Year 6 are attaining average standards in English and ICT and below average in mathematics and science. Although this shows a decline since the last inspection, most pupils are likely to reach the expected levels by the end of Year 6 and higher attainers are already working within the higher Level 5. There has been very good improvement in ICT as standards were judged to be well below average in 2002. Overall, the achievement of pupils of all abilities and different backgrounds is satisfactory. In lessons, all pupils in Years 5 and 6 achieve well because of the consistently very good teaching. The school's analysis shows that the pupils with special educational needs and those from different backgrounds made appropriate progress in the national tests in 2003.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good in Years 3 to 6. Pupils' attitudes are good in Years 1 and 2 and their behaviour is satisfactory. In the reception class attitudes and behaviour are good. Pupils' personal development including moral, social and cultural development is good and their spiritual development is satisfactory. Attendance levels are satisfactory, being broadly in line with the national average.

Main strengths and weaknesses

- Pupils' very good attitudes to learning help them to achieve appropriately, because they want to learn.
- Behaviour is good in the reception class and very good in Years 3 to 6.

Commentary

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.5	School data	0.0
National data	5.4	National data	0.5

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

- Pupils enjoy coming to school and arrive in good time for the start of the day. The school promotes good attendance. The youngest children are happy to come into their classroom and leave their parents and carers confidently. Pupils' punctuality is good throughout the school. It was noted that when two pupils were late, they apologised to their teachers.
- Children in the reception class achieve satisfactorily in their personal, social and emotional development. Although a few children lack confidence when responding to questions, they are well integrated into school and staff respond to their individual needs appropriately. Children feel

safe and comfortable. Their behaviour is good and they participate with enjoyment in the opportunities provided.

6. Behaviour is excellent when pupils come together for assemblies. In the hall at lunchtime and in the playground the behaviour of all pupils is consistently good. The pupils and parents report that bullying is not a problem. The pupils are happy to report any problems to an adult and are confident that they will be resolved well. There have been no exclusions.
7. In Years 1 and 2, pupils' attitudes to learning are good. They enjoy their lessons and respond with real enthusiasm to lively and stimulating teaching. However, the pupils can become noisy and over-exuberant during lessons and this affects their learning. The classroom rules are too broad and need a tighter focus so that pupils can think about one target at a time, such as not calling out when the teacher is asking questions of individual pupils. Behaviour in lessons in Years 1 and 2 is satisfactory.
8. In Years 3 to 6, the pupils' attitudes to learning and behaviour are very good in lessons. The pupils want to learn and do their best, regardless of their particular needs or individual backgrounds. They listen attentively and respond well. Pupils enjoy talking about their work to visitors, take part in discussions and are eager to answer questions. They work very hard in lessons at a good pace. Most are secure, self-assured and confident.
9. Pupils respond well to the school's good curriculum for their personal, social and health education and parents agree that it leads to greater maturity as they move through the school. Pupils become familiar with the school's expectations through the strong Christian ethos that is evident. Pupils agree that they are generally trusted to do things on their own and feel valued members of the community. Children make a sound start in the reception class and their personal development meets the expected levels by the end of the year. Pupils with special educational needs, and those from different backgrounds are included in all school and class activities.
10. Provision for pupils' moral, social and cultural development is good. There is a clear expectation that pupils will behave well and treat each other and adults with courtesy and respect. Pupils have a very clear understanding of right and wrong and help to write class and lunchtime rules with their teachers. Staff are good role-models, showing respect and concern for the individual needs of all pupils and pupils respond well by readily accepting responsibility around the school as prefects or class monitors. Although, overall, there are good relationships between adults and pupils, and between pupils, very good relationships were noted in many lessons. Pupils are learning about the responsibilities of living in a community and help each other in lessons and work well in groups.
11. The school provides well for the pupils' cultural development and has set up links with a French school as well as introducing French lessons for the older pupils. Pupils appreciate their own and others' cultural traditions and show respect for the feelings, values and beliefs of others, particularly in Year 3 to Year 6. Opportunities to raise pupils' awareness of the multi-cultural world in which they live, while satisfactory, are more limited. Provision for pupils' spiritual development is sound. It is nurtured in assemblies, and was particularly evident in a Years 5 and 6 English lesson where pupils showed their enjoyment of learning in response to the well-organised discussion of the texts of Greek legends. Music is contributing well to the spiritual development of the pupils as more than a third of the pupils have instrumental lessons.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory overall with several strengths. Teaching and learning are satisfactory. The school provides a satisfactory curriculum. Provision for pupils' care, guidance and support is good. There are very good links with parents. Links with other schools and the community are satisfactory.

Teaching and learning

The quality of teaching and learning is satisfactory overall. It is satisfactory in reception and in Years 1 and 2. In Years 3 to 6, it is good overall and very good in Years 5 and 6. Day-to-day assessment is good in Years 1 to 6 and, overall, assessment is satisfactory.

Main strengths and weaknesses

- The teachers in Years 3 to 6 and in the reception class manage the pupils' behaviour well.
- There is very good teaching and learning in Years 5 and 6.
- In the reception class, expectations are not high enough to challenge children to achieve appropriately in writing and mathematical development.
- The organisation of the classroom and storage of resources in the reception class do not help children to become independent learners.

Commentary

Summary of teaching observed during the inspection in 17 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	3	3	11	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

12. The headteacher has worked hard to ensure that, despite the very high turnover of teachers, the overall quality of teaching and learning has improved since the last inspection. Parents praised the effective teamwork of the staff. In reception, teaching is satisfactory in most areas except mathematical development where it is unsatisfactory. In Years 1 to 4, teaching is satisfactory with strengths in delivery and methods. In Years 5 and 6, teaching and learning are very good. Achievement overall is satisfactory and, in the very good lessons in Years 5 and 6, pupils achieve well rather than very well, as they are still catching up from previous unsatisfactory achievement due to the high turnover of teachers. There were no unsatisfactory lessons observed and this is good improvement from the last inspection when several lessons were judged to be poor. The older pupils agree strongly that they have to work hard and they find lessons interesting and fun. They particularly mentioned ICT lessons as being very interesting and informative.
13. In reception, the high proportion of adults to children gives good opportunities for the staff to hear children read every day. However, the slow pace of lessons and a lack of high expectations result in the children underachieving in their writing skills and mathematical development. Inaccessible resources result in untidiness and a lack of opportunity to allow the children to access most of their own resources. Planning is appropriate but not enough emphasis is given to providing children with activities to develop their number knowledge and skills, or the development of their writing.
14. The school meets the needs of all its pupils appropriately including those with special educational needs and those from different backgrounds. Lessons are planned clearly and pupils are usually told what they are going to learn. Teaching assistants are aware of the aims and the activities that will take place. Support staff play an active role and most use their time wisely, for example, making notes of pupils' progress during times when pupils are sitting listening to their teachers. They take a small group of pupils during lessons, or work with individual pupils to support them. Teaching assistants give valuable support to pupils in the reception class and in Years 3 to 6. In Years 1 and 2, the presence of a high number of assistants results in lessons being interrupted when the teacher needs to give advice on how to support the pupils. Their contribution to pupils' achievement is satisfactory overall.

15. Resources are generally used well. In an example of very good teaching in a Years 5 and 6 geography lesson linked with ICT, the pupils used the school's 15 laptop computers effectively to access the Internet and research a locality they were studying. In the reception class, practical activities often support the children's learning but, sometimes, they become repetitive and lack direction and intervention by the staff. Homework is organised efficiently and teachers have good systems in place to give out and receive homework. This aspect of learning was praised by parents, and parents give good support by ensuring that homework is returned promptly. These effective links between home and school are contributing to raising achievement in English and mathematics, in particular.
16. Assessment is satisfactory overall and work is marked in accordance with the policy. The written comments teachers make help the pupils know what they need to learn next and, sometimes, give them feedback on how they are progressing towards their targets in English and mathematics. In lessons, teachers use probing questions well to find out what the pupils understand during teaching sessions and give them feedback on the next stage of their learning. Pupils' work is assessed very thoroughly in English and mathematics. Results of assessments are used to track progress in both subjects when individual targets are given to the pupils. Assessment in other subjects is being developed gradually and teachers use the expectations from the national scheme of work to track the progress of the pupils.

The curriculum

There is a satisfactory curriculum in the school and this is an improvement since the last inspection when it was judged to be unsatisfactory. Overall, there is satisfactory curriculum enrichment and good extra-curricular activities. The accommodation and resources meet the needs of the curriculum adequately overall.

Main strengths and weaknesses

- There is a good curriculum for personal, social and health education, and citizenship.
- There are good resources for ICT.

Commentary

17. In the reception class (Foundation Stage) the planned curriculum is satisfactory and the provision is generously staffed. The accommodation is large enough and resources are satisfactory but most of the storage furniture is outdated.
18. Under the leadership of the headteacher, the curriculum has improved since the last inspection when it was judged to be unsatisfactory. The school recognises there is a need for further work to ensure that all teachers are planning from the same scheme of work for each curricular area. The teaching of French is now included and this contributes well to the pupils' cultural development and enriches the curriculum. A third of the pupils take instrumental music lessons and are learning the piano, violin, guitar and recorder. However, most of the pupils have only just started their lessons. One of the new teachers, a qualified musician, is very active in improving provision for music in the school. The curriculum for personal, social and health education (PSHE), and citizenship is good, and opportunities are identified in planning and used effectively. The accommodation and resources are satisfactory overall with good resources for ICT and these have improved significantly since the last inspection.
19. The provision for pupils with special educational needs is satisfactory and this is an improvement from the last inspection when provision was judged to be unsatisfactory. Pupils' individual education plans have clear targets that all understand, and they are reviewed well by the teacher in Years 1 and 2 where there is a high number of pupils with statements of special educational need. Pupils are largely taught with their peers, but some receive teaching in small, withdrawn groups to supplement their literacy skills and this is effective. The satisfactory management of special educational needs ensures that, where necessary, the pupils receive

specific support from outside agencies. Pupils with special needs receive the same entitlement to ICT as other pupils, but they do not use ICT for additional support in their learning.

Care, guidance and support

The provision for the care, welfare, health and safety of the pupils is good and supports pupils' learning well. It provides pupils with good support and guidance and is in the early stages of involving them in the work of the school and its development.

Main strengths and weaknesses

- Pupils feel very secure and well cared for in school.
- Pupils have very good and trusting relationships with one or more adults.
- There are good procedures to ensure pupils work in a healthy and safe environment.

Commentary

20. Staff know pupils very well and any particular needs are met with sensitivity. Pupils receive sound advice on how to improve. They are settled into school well when they first arrive and visits to local secondary schools are arranged efficiently for those who are going on to the next stage of their education.
21. All pupils are valued and the school's good ethos promotes very good relationships and racial harmony. There are sound procedures for monitoring and promoting good behaviour and all staff make a significant contribution to providing a caring atmosphere in a safe and calm environment for all pupils. Parents describe the school as caring and pupils describe the staff as 'very nice and very kind'. Appropriate staff are fully up-to-date in aspects of first aid and in child protection procedures. There are good assessment procedures for tracking the progress of pupils at the end of each year and these are having an impact on raising standards, particularly in writing. Arrangements for assessing and monitoring their personal development, although informal, are satisfactory. The information gathered is used to provide support, advice and guidance for all pupils and this raises their achievement.
22. Teachers value and respect the views of the pupils well in lessons. They are encouraged to give their ideas. The school listens to the pupils' views by discussion and acts on them when appropriate. The leadership of the school has been developing the involvement of pupils in the life of the school by recently appointing prefects.

Partnership with parents, other schools and the community

The school's links with parents are very good. Links with the community and other schools are satisfactory.

Main strengths and weaknesses

- Parents are very supportive of the school.
- Very good information is given to parents about the curriculum and topics to be studied.
- The school seeks, values and acts on the views of the parents very well.
- Parents make a good contribution to pupils' learning.
- Parents are very satisfied at the way in which the school deals with any concerns or complaints.

Commentary

23. Parents hold the school in high regard and make an important contribution to their children's learning. The school encourages this by ensuring that all staff are very approachable and by

giving out very good information about the school. Regular notification is given on the topics and areas of the curriculum to be studied so that parents know what to do to help their children. The use of homework is very good and is effective in raising standards. The headteacher has purposefully involved parents through seeking, valuing and acting on their views. All these aspects contribute very well to pupils' learning at school and at home and help to raise achievement. The very active parents' association raises considerable sums of money to help the school purchase extra resources to aid learning.

24. Parents say their children are making good progress and they are encouraged to become mature and responsible. Parents also confirm the views of the pupils that they like being at the school; they like their teachers, think they are fair and know they can turn to an adult if they have any worries.
25. Links with the community and with other schools and colleges are satisfactory. There are good links with the Church. Members of the community are invited into the school to attend performances and the school contributes to the village magazine regularly. Many governors are local business people. Visitors to the school, such as Indian dancers and the local police officer, enrich the curriculum. There is an exchange of information on pupils when they transfer to the next phase of their education. The school participates with other schools and in some joint arrangements for events such as sporting activities. This regular liaison helps the pupils to settle well when they move on to their secondary schools.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The leadership of the headteacher is good. Governance and management are satisfactory but the leadership of other key staff is unsatisfactory. Significant changes in teaching staff have hindered the efforts of leadership and management to raise the achievement of older pupils.

Main strengths and weaknesses

- The headteacher has a strong focus on raising standards.
- Governors are very supportive of the school and increasingly effective.
- Good induction procedures help new staff settle in quickly.
- Changes in staff have adversely affected the co-ordination of some subjects.

Commentary

26. Since the last inspection the post of headteacher has become permanent and full time, and no longer includes responsibility for another local small school. The present headteacher, who was appointed in September 2002, has therefore been able to focus strongly on the needs of this school and has done this with energy and determination. As a result, there has been good improvement in a number of areas. For example, the improved resources for ICT enable the school to fulfil statutory requirements in this area. The headteacher has formed effective relationships with governors and parents and is developing strong teamwork with all concerned to ensure an inclusive ethos and to improve standards. Parents appreciate what the headteacher has achieved and consider the school is now better organised.
27. The headteacher is developing the leadership roles of the senior teacher and Foundation Stage co-ordinator through focused meetings and the introduction of performance management, but this work is at an early stage. Although the headteacher has set clear expectations for subject co-ordinators, the staff changes over the last two years have meant changes in responsibilities and, overall, the leadership and management of subjects remain unsatisfactory. In this small school all have several responsibilities and they have not yet been able to monitor teaching and learning in their subjects. This also means that the headteacher is carrying too heavy a load of responsibility for subjects and this reduces her time for strategic matters. However, she manages mathematics and ICT effectively and standards are clearly rising in these subjects.

There has also been good improvement in the management of special educational needs, a key issue at the last inspection. The management of special educational needs is now satisfactory. The co-ordinator has established appropriate procedures for the early identification of pupils who need support and ensures that staff are supported with writing and monitoring the pupils' independent education plans. However, as yet, there has been no monitoring of the effectiveness of the teaching assistants.

28. Newly qualified staff feel they have been made welcome and have become part of the school team. They appreciate the good support they have received from the headteacher and the way that their continuing training has been flexibly organised to meet their particular individual needs. Good monitoring and tracking procedures introduced by the headteacher helped newly qualified teachers to understand quickly the attainment levels of their pupils, and helped them to plan appropriate work to move their learning forward.
29. The governors played a significant part in helping the school to address its serious weaknesses after the last inspection, through addressing the weaknesses in their own awareness of the situation in the school. Individual governors, particularly the chair, were very supportive of the school during a difficult period and there has been good improvement in the effectiveness of the governing body. Governors appreciate the good quality information they receive from the headteacher. Training has helped them better understand performance data. Through formal visits to the school, by helping pupils in the classroom and helping with extra-curricular activities they have gained a clear idea of the strengths and weaknesses of the school. As a result, their role is developing well and they make a satisfactory contribution to the strategic direction of the school.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	268,502
Total expenditure	293,433
Expenditure per pupil	3,623

Balances (£)	
Balance from previous year	24,847
Balance carried forward to the next	-83

30. There is sound financial management and control. Subject co-ordinators have been given responsibility for managing their subject budgets since the start of this financial year. Owing to smaller numbers of pupils, the school is currently operating a deficit budget but expects to come into balance during the next financial year. The finance committee of the governing body has considered appropriate strategies for managing costs while a small year group moves through the school.
31. Despite setbacks owing to a falling roll and staff changes, the school is now more stable and no longer has any serious weaknesses, so is in a good position to continue to improve overall and continue to raise standards.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Children's attainment on entry is average with very few higher or lower attaining children in this year's entry. There are 15 children in the group and most attend full-time. The reception class is generously staffed with an experienced full-time assistant who has had good training opportunities and gives effective support. The use of accommodation for the reception class is variable. Although the actual teaching space is adequate for the number of children, the storage furniture is outdated and resources are not organised in an efficient manner. As a result, the room looks cluttered and is not a stimulating environment for learning. During the inspection, there was little evidence that the children selected apparatus or other resources except when choosing books from the bookcase. There is a small outdoor space and work is in progress on a designated outdoor learning environment.

Teachers' planning is appropriate and gives full details about the activities organised for each day related to each area of learning. Appropriate assessment is made of the children's progress which is good in reading as each child has an opportunity to read to the teacher or assistant every day. Plenty of opportunities are given for play but play is sometimes repetitive and lacks purpose. The management of the Foundation Stage is broadly satisfactory. There is no policy document in place.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- There are good relationships between the adults and the children.
- Children are happy to come to school in the mornings.

Commentary

32. The children are keen to learn and are able to concentrate when their interest is engaged. When they are working in small or large groups, most children show that they can wait their turn and enjoy taking part in sessions involving questions and answers. Good relationships are evident when the children play in the pretend cave and they have a good understanding of the need to share. Their behaviour is good and they show good self-control. They can all dress and undress themselves independently. Teaching and learning are satisfactory in this area of learning although opportunities are missed, for example, during milk time to extend the children's social development. By the end of reception, the attainment of most children will meet the levels expected and achievement is satisfactory.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers are very conscientious about hearing each child read every day.
- Not enough attention is given to the teaching of writing.

Commentary

33. Teaching and learning in this area of learning are satisfactory. Good attention is given to developing the children's speaking and listening skills at morning registration when they are expected to answer in rhyme. Most respond well. When they are having their milk and are

involved with their 'play' activities, they chat away to each other and most speak in whole sentences. They speak clearly, listen and respond showing that they have understood what the teacher is asking. The children enjoy sharing or reading books with the teacher and assistant and a few can remember several simple words. A few children use their natural ability to guess a word in a sentence because they know the first letter and understand what they are reading. In lessons, a 'Bingo' game encouraged the children to concentrate and learn letter sounds although the pace of the session was slow. In writing, the children are not given enough experiences to develop skills at writing their names and other simple words. Most can only write over the teacher's writing or copy words that the teacher or assistant has written. It was evident at the beginning of a lesson that several of the children were able to read along with the teacher from memory all the words of, *We're Going On A Bear Hunt*. However, the opportunity was missed to encourage the children to write some of the well-known words from the story. There was little evidence in planning to indicate that the children will be taught how to write for different purposes. The children's achievement is satisfactory in the speaking and listening and reading elements of the area of learning and they will meet the expected levels in those aspects. However, they are underachieving in their writing skills as they are likely to attain below average standards in that aspect.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **unsatisfactory**.

Main strengths and weaknesses

- In group work, good resources are used to develop learning.
- Children are not given enough opportunities to practise and consolidate their knowledge and skills in number.

Commentary

34. Although the few higher attaining children can count dots on two dice up to ten, very few can recognise numerals. When using large numbered floor tiles, most children need help to order them from one to ten. A few of the children understand what 'more' and 'less' indicate to compare numbers, and they are also beginning to relate addition to combining two groups of objects. However, when working in pairs, the higher attaining children had difficulty recording the result of throwing two dice. Very few could write the numerals or record their findings without a substantial amount of help from the teacher. They quickly became uninterested in the activity, as it was too difficult for them. Teaching and learning in this area of learning are unsatisfactory. When the children work in groups with the assistant or teacher, good resources, such as plastic crockery and cutlery to match the number of bears sitting around the table, help them to move forward in their early learning of one-to-one counting. During these sessions, teaching and learning are sound. However, the initial sessions of teaching are too long and the pace is slow. The methods used do not inspire the children. Day-to-day they are not being given enough practice in recognising numerals or writing them using different tools. The children are underachieving in this area of learning and most will be below the level expected by the end of the reception year.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

It was not possible to make an overall judgement of provision or standards in this wide area of learning but the work seen was satisfactory. Children use the computer in the classroom and have many opportunities to play with the structural apparatus.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Planning is good with clear objectives.
- Children can use their bodies well to move in a range of ways.

Commentary

35. Teaching and learning are satisfactory with effective planning showing clear objectives. During the inspection the children were observed in the hall pretending to be animals. They moved confidently and imaginatively showing a good awareness of space and of each other. Practically all the children showed good control of a ball by rolling it down their bodies and up again. Time was used well and the assistant helped different groups effectively. The children enjoyed the lesson, they worked well in groups and moved forward in their learning. The children are likely to meet the expected levels in this area of learning and their achievement is satisfactory. There is a small outdoor area with a few big toys where the children can play until their own outdoor learning area is finished.

CREATIVE DEVELOPMENT

36. It was not possible to observe any direct teaching in this area of learning but the work seen was satisfactory. Children have painted 'watery' paintings and used fabric, card and other materials to make pictures. They have printed pictures using different shapes. Children enjoy using big paintbrushes and thick paint while standing at the four-sided easel that is one of the activities available during their play periods. They also love crawling into the pretend cave although, during the inspection, little planned intervention was observed of teachers or assistants encouraging the children to use imaginative language. Practically all the children sing their long responses to the register in the morning very well, but apart from this example, very little evidence was seen of the children knowing simple songs from memory.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning are very good in Years 5 and 6 but there has been insufficient time for this to impact fully on the pupils' achievement, which is satisfactory.
- The pupils' weaknesses in writing have been analysed well by the school and the information has been used effectively to raise standards.

Commentary

37. Due to the small size of year groups, standards by the end of Year 2 and Year 6 can fluctuate year by year. A more accurate measure of the school's success is the progress that pupils make throughout Years 1 to 6, which is now being carefully monitored. This is an improvement since the last inspection when assessment of pupils' work was a key issue. In the current Year 2, most pupils' achievement is satisfactory leading to average standards overall. The higher attaining pupils are working at the higher levels. In the current Year 6 group of pupils, standards are broadly average for all aspects of English, and pupils' achievement, including that of those with special educational needs and those from different backgrounds, is satisfactory. However, in lessons in Years 5 and 6, pupils' achievement is good because of the very good teaching. The higher attaining pupils are working well within the higher levels. This is good improvement from the well below average standards attained by this group at the end of Year 2.

38. Reading is systematically taught throughout the school, and a good stock of books is readily available in classrooms and the library. By Year 6, pupils of average and higher ability read confidently and can discuss characters and plots, and make predictions about how a story will develop. The higher attaining pupils are already reading at the higher levels. The library is attractive and the pupils use it confidently. Home school reading books are used very well to encourage parents to support their children's reading. The 'Story Sacks' containing additional resources, such as a tape with part of the story recorded, are very much appreciated by parents when their children bring them home. Presentation of the pupils' work is generally good. The pupils are given individual targets to improve their work and in Year 2, in particular, good reference is made to these in the teacher's marking. In Years 5 and 6, marking is also good and shows a wide range of approaches that is mostly developmental ensuring that the children know what they need to learn next. In Years 5 and 6, the pupils with special educational needs are well supported by skilled assistants and achieve well in lessons. In Years 1 and 2, there are a high number of assistants in the classroom and this is affecting the pace of lessons when the teacher has to give them further explanations. The support they give pupils in these year groups is variable but satisfactory overall.
39. The quality of teaching and learning is good overall. It is satisfactory in Years 1 to 4 with several strengths, and very good in Years 5 and 6. Planning is good. In the lesson observed in the Years 1 and 2 class, good use of small whiteboards ensured that all pupils were included in the activity of writing down the answers. Effective organisation ensured that the 'talking partners' initiative worked well, and pupils' speaking and listening skills were developed effectively. Pupils enjoyed reorganising the letters of the alphabet into the correct order with their partner in front of the class. These good methods ensured that all pupils were involved, interested and moving forward in their learning. However the noise level was too high and pupils became over excited when they were asked to order letter tiles on the floor alphabetically.
40. Pupils' writing develops well in Years 3 to 6. The school has focused on better achievement in writing generally and the methods used have been effective in improving the pupils' work as they move through the school. In an example of very good teaching observed in the Years 5 and 6 class, all pupils achieved well. The teacher's very high expectations and crisp pace of delivery ensured that pupils produced good quality work in a short space of time. Very good methods of teaching gave pupils a very good start in writing their own legend based on a Greek myth. Self-assessment is constantly encouraged in this class and pupils are expected to think carefully about grammatical conventions, such as punctuation.
41. Management of the subject is satisfactory. Resources have made good improvement since the last inspection when they were judged to be unsatisfactory. All staff, led by the headteacher, have been involved in the focus on improving writing and have worked together as a team assessing and levelling pupils' work. The fine-detailed assessment of the pupils' efforts in the national tests has been good. The weaknesses identified have been shared among staff and worked upon. However, further work on deciding a whole school approach on how to mark writing that will ensure consistent improvement is yet to be carried out.

Language and literacy across the curriculum

42. Literacy has been developed appropriately in other subjects through pupils using their writing skills to support work. The National Literacy Strategy has been implemented well in English lessons but literacy has not been systematically planned into other areas of the curriculum. There is evidence of pupils using word processing effectively to produce newspaper reports in Years 5 and 6. In history and geography, pupils have the opportunity to write extended pieces of work but this is not consistent.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards by the end of Year 2 are average and have improved since the last inspection, while those at the end of Year 6 remain below average.
- Teaching and pupils' learning in Years 5 and 6 are very good and higher attaining pupils achieve well.
- Good leadership and the analysis of pupil performance data are contributing to rising standards.
- Frequent staff changes in the last two years have limited learning for the older pupils.

Commentary

43. In Year 6, though most pupils attain at the expected level and higher attaining pupils at the higher Level 5, standards are below average overall. This is a decline since the last inspection but an improvement on last year's test results and on the well below average standards attained by this group at the end of Year 2. Achievement is satisfactory overall despite the lack of continuity in learning experienced by the older pupils during the last two years.
44. The quality of teaching and learning is good overall. It is satisfactory in Years 1 to 4 and very good in Years 5 and 6. Teachers plan effectively from the National Numeracy Strategy and other guidance. While marking is constructive and helps pupils understand what they have learned, not all teachers insist on high standards in the way pupils record their work. This sometimes leads to inaccuracies in calculation. Pupils in Years 1 to 4 have a secure grounding in number calculation. Mental strategies are taught satisfactorily, sometimes with appropriate use of whiteboards to give the teacher a quick assessment of how the class is performing, but there is insufficient emphasis on developing rapid mental skills of calculation. Classes are well managed during the main mathematical activities and learning support assistants provide satisfactory support to pupils with special education needs, who join in all activities and achieve satisfactorily.
45. The teaching in Years 5 and 6 since the beginning of this academic year has done much to help pupils overcome the results of difficulties experienced previously. In a very good lesson the teacher started with an ordering challenge that really made pupils think carefully as it involved positive and negative numbers and two places of decimals. Her very good questioning motivated and involved all and she was constantly reinforcing mathematical vocabulary and symbols. The lesson continued with the teacher helping most pupils explore the use of brackets in a way that developed their understanding of number operations well. Good support from an assistant for a small group of lower attaining pupils helped them to practise simple examples of the use of brackets.
46. The co-ordinator, who is the headteacher, has provided good leadership and has arranged her teaching time to provide consistent teaching of mathematics to the older pupils. She has improved resources and test results have been analysed to inform teachers' future planning. Pupils are given short-term, clear and achievable individual targets that they understand. Inspection evidence indicates that these factors are having a positive impact. In all classes, pupils enjoy mathematical work and are keen to contribute. To ensure consistency and continuing progress, lessons need to be monitored more rigorously.

Mathematics across the curriculum

47. Numeracy has been developed appropriately in other subjects but has not yet been planned systematically. However, in science, pupils present data well in the form of line graphs and bar charts and they understand how to interpret these. They also use a variety of measuring skills and older pupils are beginning to construct spreadsheets.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards by the end of Year 2 are average and have improved since the last inspection, while those at the end of Year 6 are below average.
- Teaching and pupils' learning in Years 3 to 6 are good and higher attaining pupils achieve well.
- The standard of written accounts and diagrams is not high enough.
- Frequent staff changes in the last two years have limited learning for the older pupils.

Commentary

48. In Year 6, though most pupils attain at the expected level and higher attaining pupils at the higher Level 5, standards overall are below average. This is a decline since the last inspection but an improvement on last year's test results and on the well below average standards attained by this group at the end of Year 2. The lack of continuity in learning experienced by the older pupils during the last two years has resulted in significant gaps in their knowledge. Nevertheless, achievement is satisfactory overall in Years 1 to 6 as the pupils are making good progress in lessons and catching up due to the good teaching, particularly in Years 3 to 6.
49. There was limited evidence about the quality of teaching in Years 1 to 2, but scrutiny of previous work indicates that it is at least satisfactory overall. Good use is made of the school's attractive grounds. For example, Years 1 and 2 pupils, building on their learning about the needs of animals and plants, were collecting minibeasts and planning to use computers to help with sorting these into groups.
50. Teaching is good in Years 3 to 6 and is based on frequent practical investigation so that pupils approach this in a sensible and safe way. This was illustrated when Years 3 and 4 pupils used thermometers to measure the drop in temperature of hot water in a beaker at timed intervals. Pupils made sensible predictions and expressed their results in a line graph that helped them understand how the rate of fall in temperature changes and think about the reasons for this. They can read scales and also understand digital displays.
51. Pupils in Years 5 and 6 are encouraged to think clearly about what they are doing so that higher attaining pupils, in particular, are able to predict outcomes and suggest which variables should be altered in an investigation. In a very good lesson introducing a module about forces, the teacher presented information and gave simple demonstrations in an imaginative way. This captured the pupils' interest quickly and, together with skilful questioning, it helped her assess the pupils' current knowledge and understanding of this area in order to plan future lessons. Pupils know about the different kinds of forces but are less clear about what happens when a force is applied and how forces interact. However, there is time for them to improve further before the end of the year.
52. The co-ordinator only took over responsibility for the subject at the beginning of this academic year so it is too early to make a judgement on her leadership. Management is satisfactory overall; the curriculum is planned well and assessment and tracking have been introduced. As yet, however, not enough attention is given to how lesson activities might be different for different attaining pupils. Therefore, lower attainers and pupils with special educational needs depend largely on support from the teacher or classroom assistants to undertake and complete work. There has not been any systematic monitoring of teaching and learning, and as a result, the quantity and quality of pupils' recording of work is very variable and needs urgent attention.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are rising owing to the good leadership and management of the co-ordinator.
- ICT is not used enough on a day-to-day basis to support learning across the curriculum.

Commentary

53. There has been very good improvement since the last inspection when the school did not meet statutory requirements for the subject. Standards were well below average and ICT was not used to support learning in other subjects. Standards are now average in Years 2 and 6 and pupils' learning and achievement are good. Examples of work in classroom displays indicate that pupils are developing good computer skills.
54. The headteacher is the co-ordinator and she has achieved a lot in a short time with support from a knowledgeable governor. Leadership and management of the subject are good. In addition to freestanding computers in each classroom, the school has purchased a set of 15 laptop computers that can be moved around for class teaching or for individual use. There are access points for the Internet in each classroom. The school has purchased some useful software but is aware it needs to further increase this resource.
55. At the time of the last inspection, teaching was unsatisfactory owing to teachers' lack of knowledge. As a result of staff changes and training, teachers' knowledge and confidence have improved and teaching is now good. In the class for Year 1 and 2 pupils, their teacher introduced them to binary sorting in a practical way in order to prepare them to use the computer to enhance their work in science. The teacher helped the pupils effectively to understand the importance of framing questions in the right way to obtain a 'yes' or 'no' answer. Owing to good preparation and resources, the pupils learned quickly and were excited and motivated by this work. At times, however, the noise level in the lesson was too high and interfered with discussion.
56. Good use was made of the laptop computers in a geography lesson for Years 5 and 6 pupils. The teacher's very good subject knowledge and organisation enabled the pupils to access the Internet easily and download information quickly to help them compare their own locality with another. Use of the computers added considerable interest and helped pupils understand how computers can provide a useful source of information. The enthusiasm and good attitudes of pupils across the school contribute well to their good learning.
57. Pupils now have opportunities to access the full curriculum based on national guidelines. The school has introduced appropriate assessment and recording documents about pupils' progress but these are still at too early a stage to have had an impact on pupils' achievement.

Information and communication technology across the curriculum

58. ICT has been developed satisfactorily in other subjects. Although it is used well in some lessons, it is not yet integrated into classroom work in such a way that pupils fully recognise computers as a valuable tool to support their learning. Younger pupils show good control when designing pictures on the computer and Year 3 and 4 pupils used computers to display their graphs of results in science. Years 5 and 6 pupils demonstrate good word processing skills in producing imaginative newspaper formats that include imported digital photographs, and in their accounts of work in science. They have also had experience of spreadsheets and designing presentations on the computer.

HUMANITIES

59. As the school has voluntary aided status, religious education is included as part of the separate Section 23 inspections of the denominational education in the school. Geography and history were not inspected fully, as inspectors saw only two lessons.
60. The Years 3 and 4 history lesson was taught satisfactorily. Standards were average and pupils achieved appropriately because the work was interesting and at the right level. The Years 5 and 6 geography lesson was taught well. Standards were average and pupils achieved well because the work was practical and interesting. The pupils accessed the Internet on their laptops and collated information about the locality they are studying.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

61. There was not enough evidence to report fully on any of these subjects individually, because not enough teaching was seen to judge achievement. However, work was sampled in physical education. Work in art, design and technology and music was not inspected.

Physical education

62. Observations of a dance lesson for Year 5 and Year 6 pupils and part of a gymnastics lesson for Year 1 and Year 2 pupils indicate that standards are at least average. Year 1 and Year 2 pupils have a good awareness of space and can make a variety of shapes at different levels and are beginning to balance satisfactorily. Although they followed instructions quickly, the noise level during activity was too high and limited achievement. Teaching, learning and achievement were good in the lesson where pupils were learning an Indian dance. They showed good control and co-ordination when combining steps and arm movements at increasing speeds and worked hard to improve, both individually and with a partner. Most pupils can swim at least 25 metres by Year 6 and older pupils experience outdoor and adventurous activities during the annual residential visit. However, opportunities for competitive team games with other schools are limited.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

63. There was not enough evidence to report on this area as no lessons were observed. Planning for the subject is good and all assemblies seen during the inspection made a good contribution to this curricular area.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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