

# INSPECTION REPORT

## **CANKLOW WOOD PRIMARY SCHOOL**

Canklow, Rotherham, South Yorkshire

LEA area: Rotherham

Unique reference number: 131696

Headteacher: Mr A Clark

Lead inspector: Mr J R Francis

Dates of inspection: 8<sup>th</sup> March 2004

Inspection number: 255705

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	177 plus 17 part-time in the nursery
School address:	Wood Lane Canklow Rotherham South Yorkshire
Postcode:	S60 2XJ
Telephone number:	01709 828405
Fax number:	01709 837873
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs M Sheard
Date of previous inspection:	22 <sup>nd</sup> March 1999

## CHARACTERISTICS OF THE SCHOOL

This average sized primary school has 177 pupils in six classes and 17 children who attend the nursery part-time. There are a similar number of boys and girls. The school also houses a Learning Centre funded through the Excellence in Cities project<sup>1</sup>. The school serves the immediate surrounding area, which has significant deprivation and poor housing stock. The school's roll has fallen significantly over the last two years because families have moved out of the area while houses are being refurbished. There are high levels of unemployment in the area and the proportion of pupils receiving free school meals, at around 70 per cent, is very high. There are a small number of children from either refugee or Traveller families. There are few pupils from other minority ethnic groups – five per cent; seven pupils are at the early stages of learning English. There are 54 pupils who have special educational needs mainly for moderate learning difficulties – well above average; and six pupils with a statement of special educational needs – above average. Attainment on entry is well below what is normally expected for children of this age.

There has been a significant turnover of teaching staff in the past two years, mainly in years 3 to 6, which has disrupted pupils' progress. Two of the teachers started in the week of the inspection.

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<sup>1</sup> The Learning Centre supports pupils who have special educational needs in this school and from other local schools on a part-time placement.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17976	Mr J Francis	Lead inspector	Science Information and communication technology Music Physical education
11358	Ms V Lamb	Lay inspector	
16971	Mr R Hardaker	Team inspector	Foundation Stage English Art and design Design and technology
16492	Mr B Lever	Team inspector	Mathematics Geography History Religious education Special educational needs English as an additional language

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The school is providing its pupils with a **satisfactory** standard of education but has serious weaknesses in the standards pupils achieve in mathematics and science by eleven and the overall quality of teaching in years 3, 4 and 5. There is good and sometimes very good teaching in the nursery and reception class, year 2 and year 6. Leadership and management are satisfactory overall, but there are weaknesses in the leadership of some subjects. The school offers satisfactory value for money.

#### The school's main strengths and weaknesses are:

- standards in mathematics and science are too low;
- attainment in religious education (RE) and information and communication technology (ICT) is below the expected standard at year 6;
- teaching in mathematics and science is not good enough;
- subject leadership is good in English but unsatisfactory in mathematics and science;
- there is good support for pupils who have special educational needs;
- provision for the care and welfare of pupils is good;
- there are very good links with the community and good links with parents;
- there is good provision for children in the nursery and reception class.

Standards in mathematics and science are not as high as at the time of the last inspection and teaching overall is not as good. The leadership of the curriculum has not been improved. Other weaknesses have been satisfactorily addressed.

A high level of teacher turnover and the loss of some experienced senior staff have hindered improvements over the past two years. Recent appointments will provide a more stable staffing structure for September.

### STANDARDS ACHIEVED

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

*Key: a - well above average; b – above average; c – average; d – below average; e – well below average;  
e\* - in the bottom five per cent of schools nationally*

*Similar schools are those whose pupils attained similarly at the end of year 2.*

Overall achievement is **unsatisfactory**. Over the past two years, pupils' performance in national tests has been in the bottom five per cent of schools. In English, however, pupils attained the average for similar schools and standards in this subject are improving.

By year 6, standards in English are below average overall, but with pupils' writing being stronger than their speaking and listening or reading. Standards in science are well below average and in mathematics very low. This is because in years 3, 4 and 5 pupils do not achieve as well as they should. Standards in ICT are unsatisfactory, and in RE standards are below those expected. Those pupils who have special educational needs achieve appropriately because the work is well matched to their needs and they are well supported. Pupils who have English as an additional language make satisfactory progress.

Children in the nursery and reception class achieve well, and very well in their personal and social development (PSED). However, very few are in line to reach the expected levels by the time they go into year 1.

Pupils' personal development, including their spiritual, moral, social and cultural development is **satisfactory**. Pupils' attitudes to school and behaviour are satisfactory. Attendance is below average.

## **THE QUALITY OF EDUCATION**

The quality of education is **satisfactory**. The teaching and learning are **satisfactory** overall, but there is too much unsatisfactory teaching and not enough good teaching in years 3, 4 and 5. Teaching for nursery and reception children, and in years 2 and 6 is good. The curriculum is satisfactory overall and is enriched by many visits and visitors. While pupils' personal development is satisfactory, not enough attention is given to helping them achieve better standards. Child protection procedures are good. There are good links with parents and very good links with the community.

## **LEADERSHIP AND MANAGEMENT**

The headteacher provides **satisfactory** leadership and management of the school. He has worked hard to limit the difficulties caused by the many changes to staffing over the last two years and remedy weaknesses in teaching. He has formed strong links with parents. Subject leadership in English is good, but without permanent subject co-ordinators for mathematics and science there has been no progress towards improving the quality of learning in these subjects. Governors carry out their statutory duties satisfactorily. They are committed to the school but are not involved in checking upon its effectiveness.

Systems to track pupils' progress through the school are being developed, but are not yet being used sufficiently well to have an impact on their learning.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are very supportive of the school and find the headteacher and staff very approachable. A large minority felt that behaviour in school was an issue. The inspection judges behaviour to be satisfactory around the school but unsatisfactory where there are weaknesses in teaching. Pupils enjoy school and are involved in a number of projects for improving the school.

## **IMPROVEMENTS NEEDED**

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

- raise standards in English, mathematics and science;
- improve the quality of teaching in years 3, 4 and 5;
- improve the leadership of mathematics and science;
- raise standards in ICT and RE;

and, to meet statutory requirements:

- teach all of the aspects of ICT required by the National Curriculum.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

Children get a good start in the Foundation Stage<sup>2</sup> and achieve well, especially in their personal, social and emotional development (PSED). However, few, if any, reach the expected levels when they move to year 1. Work in years 1 and 2 builds on what they have already learned but even with the good teaching they receive in year 2 standards in literacy are below average and in numeracy well below average by the age of seven. Progress slows in years 3, 4 and 5 and pupils' achievement is unsatisfactory.

#### **Main strengths and weaknesses**

- pupils in year 2 achieve well and make good progress;
- pupils do not make sufficient progress in mathematics and science after year 2, and standards are too low;
- standards in English are below average;
- children in the nursery and reception class make good progress;
- pupils do not attain the expected levels in ICT or RE by year 6.

#### **Commentary**

1. Achievement by the end of the reception year is good given that children start school with levels of skill and knowledge well below what is normally found, particularly in their language development. Children make good progress in most of the areas of learning and very good progress in their PSED. However, by the time they move into year 1, few are in line to attain the expected levels in any of the areas of learning<sup>3</sup>.
2. Pupils in year 1 and 2 achieve well, although standards in literacy and numeracy remain below the expected levels at year 2. Achievement in science is good and, although still below average, standards have improved. The greater emphasis on investigative and experimental science in year 2 is helping pupils achieve more. At year 6, the current standards in mathematics and science are much lower than they were when the school was inspected in 1999. Pupils do not achieve enough and progress is unsatisfactory. Too few pupils attain at the higher levels. However, while still below average, standards in English show some improvement, particularly in writing.
3. Pupils in year 2 achieve the expected levels in ICT but standards are below expectations by year 6 and have fallen since the last inspection. Not all teachers are confident in using ICT and not enough use is made of the computer suite or computers in the classroom to support learning in other subjects. Standards in RE at year 6 are below the level expected by the locally agreed syllabus.
4. Pupils who have special educational needs make satisfactory progress against the targets in their individual education plans. Analysis of pupils' work shows no significantly different provision for the higher attaining pupils: as a result they do not achieve highly enough.
5. With the support they receive, pupils who have English as an additional language make satisfactory progress in developing their spoken and written English. However, they only progress at the same rate as the majority of pupils in mathematics and science.

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<sup>2</sup> These are the children in the nursery and reception unit.

<sup>3</sup> These are in the areas of learning that include personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development and physical development that children are expected to achieve by the end of reception year.



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

Standards in:	School results	National results
reading	14.2 (14.2)	15.7 (15.8)
writing	15.2 (13.2)	14.6 (14.4)
mathematics	13.9(15.3)	16.3 (16.5)

*There were 26 pupils in the year group. Figures in brackets are for the previous year*

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

Standards in:	School results	National results
English	23.2 (22.0)	26.8 (27.0)
mathematics	21.8 (22.6)	26.8 (26.7)
science	24.2 (24.6)	28.6 (28.3)

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

6. The most recent test results in 2003 were in the bottom five per cent of all schools nationally for English, mathematics and science. When this is compared with what these same pupils attained at the end of year 2, it shows that only in English have they made satisfactory progress. In mathematics and science they have fallen well short of what should have been expected of them: pupils do not achieve all they are capable of by year 6. Attainment in all three subjects has not kept pace with the improvement seen in other schools in the country. There is no significant difference in the performance of boys and girls over time in tests at year 6.
7. At year 2 there is a better picture. Although standards in reading and mathematics are well below the national average, when compared with similar schools pupils do better than average in reading and mathematics and achieve highly in writing where they make better progress over time than in other schools nationally. There is little difference between the performance of boys and girls in mathematics, but boys achieve better than girls in reading and writing over time.

### **Pupils' attitudes, values and other personal qualities**

Pupils' personal development, attitudes and behaviour are satisfactory. Attendance is unsatisfactory but punctuality is satisfactory. The provision for pupils' spiritual, moral, social and cultural development is satisfactory overall.

### **Main strengths and weaknesses**

- good procedures are in place for promoting acceptable behaviour;
- there are good procedures to promote attendance which have improved attendance levels;
- the personal development of children in the Foundation Stage is very good;

### **Commentary**

8. The school has a good policy and procedures for responding to unacceptable behaviour. Good relationships between staff and pupils help them to learn how to behave and motivate them to please adults in school. Specialist staff in the Learning Centre promotes pupils' behaviour and personal development well within the main school. They give good guidance to teachers and parents. The school has appointed a learning mentor<sup>4</sup> who, as well as working with individuals

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<sup>4</sup> The learning mentor provides support for pupils with social, emotional or other personal problems.

and groups of pupils in lessons, helps pupils learn new games that they can play with others at break times. This reduces boredom and the likelihood of unsatisfactory behaviour. Pupils have been involved in choosing games equipment for the playground. They responded well to this and make good use of what is now provided, playing co-operatively together and taking responsibility for clearing away afterwards.

9. In their response to the questionnaire, a sizeable minority of parents expressed concerns about behaviour. Inspectors did not see any unsatisfactory behaviour in the playgrounds, although this was not always the case in lessons. In most lessons teachers have appropriate expectations of behaviour and support pupils by ensuring that they know what to do and how to do it. This helps them to settle to their work, concentrate and develop good relationships. However, in some classes where teaching is weaker, pupils become restless and reluctant to co-operate when they have to remain inactive for too long or when staff have not established good relationships and so have difficulty managing behaviour. When this happens, pupils' learning suffers. One pupil was permanently excluded during the past year.
10. Pupils' personal development is supported satisfactorily overall. The school provides a good range of opportunities for pupils to join clubs and go on trips that broaden their experiences.

### Attendance

11. The school works hard to support pupils and their families to maintain regular and punctual attendance. There are good procedures to monitor individual attendance levels and staff are careful in establishing valid reasons for absence and analysing these to enable the school to target improvements. Parents and pupils are given clear guidance on what is expected. However, attendance is below average when compared with other schools nationally. Pupils arrive on time.

#### Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.5
National data	5.4

Unauthorised absence	
School data	1.5
National data	0.4

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

### Exclusions

#### Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – any other mixed background
Asian or Asian British – Pakistani
Black or Black British – African
Chinese

#### Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
176	0	0
1	0	0
2	0	1
9	0	0
1	0	0
1	0	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory. Teaching overall is satisfactory but there are weaknesses in teaching in years 3 and 5. The curriculum is satisfactory and provides a broad range of experiences and opportunities.

### Teaching and learning

The overall quality of teaching overall is satisfactory.

### Main strengths and weaknesses

- good teaching in the nursery and reception class and years 2 and 6 helps children to make good progress;
- there is too high a proportion of unsatisfactory or poor teaching and not enough good teaching in other year groups;
- the expectations for many pupils are not high enough, particularly in mathematics and science;
- teaching assistants work effectively in partnership with teachers;
- marking does not help pupils to make their work better.

### Commentary

12. The variation in the quality of teaching in years 3 to 6 hinders pupils' learning and contributes to the low standards. During the inspection there were a number of teachers who were only in for those days and consequently the teaching seen did not fully represent that normally found in the school. Additional evidence was taken from pupils' work, records and discussions with pupils.

### Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	2	9	13	1	2	0

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

13. Teaching for children in the nursery and reception class is good. The teacher plans well for the needs of these children and they are well supported by the other adults. They are developing good attitudes and they respond well to the wide range of experiences provided for them. Good teaching is regularly seen in years 2 and 6. Here, there is a stronger emphasis on pupils working independently and recording for themselves. As a result, these pupils often make good progress because there are higher expectations of what they can do and the work is more carefully matched to their needs.
14. For those pupils in years 3 and 5, teaching is unsatisfactory. The weakest teaching is seen in science and mathematics and this is reflected in the overall low standards. Expectations are too low and there is not enough emphasis on practical, investigative activities to broaden pupils' experiences and help their understanding. Where the school's policies for managing behaviour are not consistently applied, pupils do not pay enough attention or concentrate on their work.
15. Where there are weaknesses in teaching work is not well matched to pupils' needs, and too often all pupils are doing the same work regardless of their prior attainment. Too few opportunities are given for pupils to show independence in their science or number work. This is often heavily directed by the teacher or limited by the worksheets used. Where all pupils complete the same worksheet, sometimes all together following the teacher's directions, this prevents the higher attaining pupils from achieving what they are capable of and adds little to the understanding of the other pupils. This also limits pupils' writing skills, as they often only require a one-word response to fill a gap or box.

16. Teaching for pupils who have special educational needs is satisfactory and is clearly focused on the targets in their individual learning programmes. Teaching assistants provide good support to these pupils in lessons or when they are withdrawn from the class. While there is no funded provision for pupils who have English as an additional language, one of the part-time teachers is well qualified in this area and provides sound support for their learning, enabling them to make satisfactory progress in learning English.
17. The school is developing its methods for assessing and recording pupils' progress. However, these are not fully effective and in subjects such as science, there is no whole-school approach to assessing and recording pupils' progress throughout the year. Work is being done in tracking pupils' progress across the school in English, mathematics and science, but this information is not yet being used sufficiently well. Individual or group targets are used effectively in some classes and provide sound guidance to pupils but this is not found across the school. Consequently target setting is not having enough impact on improving the quality of teachers' planning for the range of pupils in the class.
18. Day-to-day assessment through the marking of pupils' work is inconsistent. While there is a recently agreed policy it focuses mainly on a common marking code and so does not clearly address pupils' gains in knowledge and understanding. Comments on pupils' work are supportive but do not identify the regular errors they make or tell them what they need to do to correct these. Comments are not always followed up; for example, where work is unfinished it is not always checked again to see if it has been completed.

## **The curriculum**

The curriculum is satisfactory overall and good in the Foundation Stage. It is broad and balanced and is planned to ensure progression in pupils' learning. It provides good opportunities for enrichment. The quality of the accommodation and resources at the school meet the needs of the curriculum.

## **Main strengths and weaknesses**

- there is good provision for children in the reception and nursery class;
- staffing difficulties affect subject leadership in many areas of the curriculum;
- the provision for pupils who have special educational needs is good;
- there is a good range of extra-curricular activities;
- there is good provision for pupils' personal, social and health education.

## **Commentary**

19. The curriculum is appropriately planned to provide breadth and continuity in learning. Time allocations are broadly in line with recommendations. There is good provision for art but national curriculum requirements are not fully met in ICT by year 6. National guidance is used in all subjects to support planning. There are good strategies in place to support learning in English, which are raising standards.
20. Currently there are no permanent subject leaders for mathematics, science, history, geography, design and technology (DT) and RE. In these subjects the headteacher and deputy headteacher keep a watching brief but curriculum development is held back.
21. The provision for pupils who have special educational needs, either experiencing learning or behavioural difficulties, is good. Arrangements for using individual education plans are generally effective in ensuring learning needs are met whilst still enabling pupils to have access to the whole curriculum. The teaching assistants who support these pupils are experienced, have had appropriate training and make an effective contribution to the progress pupils make. The Learning Centre manager and learning mentors make a significant contribution to inclusion.
22. A good range of visits, visitors and after-school clubs enhances the curriculum. This is an improvement from the previous inspection when there were few extra-curricular activities. Pupils

make visits locally and further afield. Visits out of school are particularly strong in supporting learning in history but are limited in RE. This limits pupils' understanding of other faiths and living in a multicultural society.

23. The school gives good support for pupils' personal development. There are times when pupils support each other and explore feelings, for example, during circle time where they sit and discuss issues that concern them or when they take part in the healthy eating campaign.
24. Accommodation inside and outside is good and used well to provide additional teaching areas. They are good for English and ICT, but there are not enough resources for RE which limits pupils' progress. There is a well-resourced ICT suite but this is not used fully to improve pupils' skills. Resources are satisfactory overall.

### **Care, guidance and support**

Provision for pupils' care, welfare, health and safety are good overall. However, support, advice and guidance based on monitoring of pupils' progress is unsatisfactory. The school involves pupils in its work well.

### **Main strengths and weaknesses**

- there is not sufficient guidance for pupils on how they can improve their attainment;
- staff from the Learning Centre provide good support for individual pupils;
- arrangements for children starting school are good.

### **Commentary**

25. The school takes effective steps to provide pupils with a clean, safe and secure environment where they are happy. Pupils are well known by staff and the vast majority feel comfortable turning to adults in school for help and advice. Staff are aware of child protection procedures and respond sensitively and professionally to any issues that arise. The school has introduced some specific measures to support pupils in addition to the usual routines. For example, the breakfast club provides a healthy meal and high quality, well-supervised activities before the start of each school day. The school involves pupils well in some initiatives, such as the redevelopment of the dining area and playgrounds, inviting them to share their views on what needs improving and help choose new equipment.
26. Very close links with the Learning Centre helps pupils, staff and parents in several ways. For example, the few children who are withdrawn from school for part of the week benefit from the expertise of specialist staff. The same staff advise teachers and parents and work alongside pupils throughout the school, taking a significant role in the welfare and guidance provided.
27. Teachers' assessments of pupils' progress do not ensure that good, timely advice and guidance is given to pupils to help them make enough progress. Pupils are not well enough involved in their own learning as target setting is haphazard so they do not always know what to do to improve. However, assessment arrangements for pupils with special educational needs are effective and records are thorough and well maintained.
28. Induction arrangements for children provide a good first link between parents and school and so form a very good basis for supporting children's security and confidence when starting school. Well-structured procedures enable nursery and reception classes to work together and help children to settle quickly. While systems for transfer of pupils to secondary education are satisfactory, the low standards of attainment mean that they go with a significant disadvantage when tackling work at a higher level.

### **Partnership with parents, other schools and the community**

The school's partnership with parents and other schools is good. There are good links with the parents and very good links with the wider community. There are good links with other schools. Parents are provided with a good range of information overall.

### **Main strengths and weaknesses**

- there are good opportunities for parents to become involved in their child's education;
- parents are not always given sufficiently accurate information about their child's progress;
- the school has established strong links within the community.

### **Commentary**

29. Parents find the school open and approachable. Staff are accessible to parents, consider suggestions and hear concerns. Parents of children starting school, in nursery and reception, are well supported and enthusiastic about coming to find out how they can help their children, for instance with reading and creative work. The school is receptive to parents' ideas and has consulted them to find out what they like or would like to see improved in school. Teachers are willing to help and advise and provide additional work. Parents of pupils who have special educational needs are encouraged to be involved in identifying their needs and providing support. They feel well informed and speak highly of the support their children receive. There are positive links with outside support agencies and these are particularly strong with the Local Education Authority's (LEAs) Learning Support Services.

30. The headteacher is committed to providing parents with opportunities to support their children at school. Through newsletters parents are well informed about school life and support school events well. Written reports for parents give a good range of detail on pupils' responses and encouragement for further successes, especially in their personal development, but do not give parents enough detailed information about pupils' progress.

31. The school works very well in partnership with other agencies to make a very significant contribution to the opportunities for parents and other adults in the community to develop their own skills. A home-school link worker in the school works well with parents. Through the contacts she has made she has built up a strong network of other education providers to develop projects that improve opportunities for parents' learning, for example, family literacy, GCSE courses and ICT training. As a result, some parents have taken additional qualifications from which they have gained employment, some in the school. The school takes up parents' suggestions for courses they would like to follow and enables them to take advantage of teachers' expertise to support their children with their learning at home and in school. The parents' room provides a good venue for educational and social events and is well used and supported by parents.

32. The school takes advantage of very good opportunities to reach out into the community and so enhance the curriculum and the experience of pupils. Governors rightly see community and parental involvement as a strength of the school, putting the school at the heart of the local community. The natural environment and partnership with other schools are used well to enrich pupils' learning and personal development, for example through taking part in sporting competitions with other schools, and providing a good range of visits, including residential experiences.

## **LEADERSHIP AND MANAGEMENT**

Leadership, management and governance are satisfactory.

### **Main strengths and weaknesses**

- the school has identified the right areas for improvement but staff turnover has restricted progress;
- good systems are being developed to measure pupils' progress;

- good leadership is found in some important areas of the school's work;
- the leadership of English is good but in mathematics and science it is unsatisfactory
- there is no effective overall co-ordination of the curriculum.

## Commentary

33. The headteacher has a clear agenda for raising standards of attainment, teachers' expectations and developing whole-school strategies for teaching and learning. The school improvement plan is detailed and concentrates on those areas that will have the most impact on raising standards and improving teaching and learning. However, over time, the intentions of the school improvement plan have been thwarted by the rapid turnover of staff in many of the year groups. This had led to inconsistent progress on many aspects of the school's development.
34. Good work is being done to analyse test and assessment data to identify weaknesses and track pupils' progress over time. However, this information is not yet being used sufficiently well to revise or set targets for pupils. Performance management systems for staff are in place and meet statutory requirements. Monitoring of teaching and learning is suitably rigorous, but again, where staff turnover has been high, this has not had a significant impact on improving the overall quality.
35. With the lack of stability in staffing it has been difficult to allocate important curricular responsibilities. As a result, there is currently no effective leadership for mathematics and science. Work is in hand to link aspects of the whole curriculum more effectively but there is no one with responsibility for overseeing the whole curriculum. Consequently, this remains patchy and is mostly down to the skill and knowledge of individual teachers.
36. In English, good leadership is leading to improvements in attainment: most evident at year 2. The special needs co-ordinator, who also manages the Learning Centre, is providing good leadership; is very knowledgeable and gives good support to colleagues. The leadership of the Foundation Stage is good. The teacher in charge has brought the newly formed unit together well and provides a good quality, continuous curriculum through nursery and reception.
37. The governance of the school is satisfactory. Governors are supportive of, and committed to, the school. They evaluate the school improvement plan effectively and have a sound understanding of the school's strengths and weaknesses. They have received good support and advice from the LEA over the past year, which is helping them to develop their role as a 'critical friend'. However, systems for directly monitoring the work of the school are not sufficiently formalised. Much of the governors information currently comes through reports from the headteacher, other key staff and the LEA.

## Financial information

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)		Balances (£)	
Total income	634,165	Balance from previous year	-624
Total expenditure	606,328	Balance carried forward to the next	27,836
Expenditure per pupil	2,359		

38. The school's finances are managed appropriately and the school seeks best value for the services it receives.

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES**

## **AREAS OF LEARNING IN THE FOUNDATION STAGE**

The provision in the Foundation Stage is **good**.

39. With consistently good teaching and good adult support, children achieve well in all areas of learning. However, children are not on course to reach the expected levels by the end of the reception year. In some aspects of their physical development they make very good progress, but even here they are not on line to attain the expected levels. Children's very limited language skills have an impact on their overall level of attainment in many areas, particularly communication, language and literacy and mathematical development. However, there is a good range of activities for developing children's speaking and language skills and reception children are well prepared for starting the literacy and numeracy programmes in year 1. Children with special educational needs receive good support with the result that they also achieve well.
40. The Foundation Stage is well led and managed by a knowledgeable co-ordinator who has helped create a good team of committed colleagues. With the nursery nurse and her support assistants she plans an interesting and relevant curriculum taking care to ensure that all children get equal access to all the activities. Good systems are in place to monitor and record children's progress. The good provision has been maintained since the last inspection and the staff have adapted well to changes in organisation and the creation of one integrated Foundation Stage unit.

## **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- children feel secure and confident in trying out new ideas;
- a good range of opportunities helps children to become more responsible and mature;
- most children can concentrate for only short spells at a time.

### **Commentary**

41. Children quickly settle into the routines of classroom life, largely as a result of an effective induction programme. They respond well to the interesting, yet calm environment. All adults are caring and supportive and this encourages children to try things out for themselves. On starting in the nursery some of the youngest children prefer to play and learn on their own but as a result of encouragement and good opportunities to mix and do things with others they quickly learn to work and play together. On many occasions, they are given choices and encouraged to make up their own minds. Adults take every opportunity to encourage responsibility, for example, children are expected to tidy away after activities. They also learn to show consideration for each other when working on apparatus in PE lessons and when moving around in a confined space. Most of the oldest children can sit quietly when appropriate, for example, when listening to the teacher on the carpet. However, many cannot maintain attention and concentrate for longer than a few minutes. Overall they achieve well and make good progress.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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



## Main strengths and weaknesses

- opportunities for role-play help to develop speaking and listening skills;
- there is a strong focus on developing children's early reading and writing skills;
- the environment stimulates language and discussion through interesting displays;
- very few children have sufficient knowledge of letter sounds to enable them to write simple words.

## Commentary

42. Children enjoy activities rich in language development opportunities. Imaginative play is used very effectively to help children develop speaking and listening skills. The teacher and her colleagues are skilled at initiating conversations. For example, with a small group of nursery children the nursery nurse instigated a discussion about various fruits she was cutting them up with the children looking on. Throughout this session she used a range of carefully framed questions aimed at promoting learning and raising the curiosity levels of the children. Several children responded hesitantly and the nursery nurse used probing questions to support and help them to grow in confidence and to make lengthier comments. All contributions received a very positive response from her and this encouraged some of the more reluctant speakers to join in.
43. Through good, direct teaching children are gradually learning to associate letters and sounds. They learn that some letter combinations have distinct sounds of their own. Using this knowledge, the higher attainers learn to recognise simple words. Children make marks and are beginning to form letters, displaying a developing control of writing materials. Higher attaining children write down several letters correctly on hearing the individual letter sounds. However, very few children are yet able to use their extensive knowledge of letter sounds to write and spell correctly simple words. The classrooms and other work areas are attractive places containing stimulating displays that reflect the importance of language through signs, notices and books.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- a good range of practical activities support the direct teaching;
- few children are able to solve simple number problems.

### Commentary

44. Children are given many opportunities to learn through well-planned practical tasks. For example, children thread beads, counting, sorting and ordering them. They play simple number games. They learn the sequence of numbers when singing number songs. There is an appropriate focus on the development of mathematical vocabulary. Reception children learn to write numbers and most count in order up to nine. The higher attainers know one more than a given number within nine. However, few children have secure number skills and knowledge to use in solving simple number problems.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

## **Main strengths and weaknesses**

- children are encouraged to be inquisitive;
- children's awareness of the world outside their immediate home environment is enhanced well through stimulation in a range of activities;
- limited language skills inhibit learning.

## **Commentary**

45. Teachers effectively plan a wide range of activities to encourage children to explore and broaden their understanding of the world around them. Because of stimulating planning, children are motivated and achieve well. Older children show an awareness of change. For example, when looking at a caterpillar several children knew that it will eventually change into a butterfly. Children use the computer confidently for a range of purposes. For example, they create pictures on screen by manipulating the cursor with the mouse.
46. Children are encouraged to be inquisitive. When cutting up different types of fruit so they could examine them, the children showed appropriate curiosity and attempted to respond to the adult's questions. Those who had appropriate language skills were able to state preferences for taste although few had sufficient skills to describe these. Most were able to describe some features of the various fruits but few could name fruits other than the orange and the apple.

## **PHYSICAL DEVELOPMENT**

Provision for physical development is **good**.

## **Main strengths and weaknesses**

- effective use is made of the outdoor play area;
- there are good opportunities for children to choose activities both indoors and outside.

## **Commentary**

47. By the end of the reception year, children are close to having appropriate control over their large body movements. Their ability to control and manipulate small objects such as a pencil or paintbrush is less well developed.
48. Teachers provide good opportunities for children to choose activities both indoors and outside throughout the day. Effective use is made of the outdoor play area, which is well resourced with a good range of large toys and play equipment. This makes a significant contribution to children's good progress. More formal PE lessons enable reception children to learn to move, use space and balance in a more controlled way. In one very good lesson children were observed experimenting with different ways of moving along, jumping on and dismounting from a range of apparatus. These children were learning to control and refine movement and to co-operate together in using space effectively. Most children jump from the apparatus and land appropriately. Children's finer manipulative skills are not as well developed as their larger jumping and moving skills. Many nursery children display poorly developed manipulative skills when moulding and shaping clay and other malleable materials. However, many reception children can manipulate clay to achieve a desired effect showing good progress from the nursery stage.

## **CREATIVE DEVELOPMENT**

49. Children are encouraged to make things using a range of media. They paint pictures, for example, after the style of the artist Kadinsky. They draw and paint observational pictures of plants and flowers and they make recognisable models using clay. Few children are yet at a point where they create colourful two and three-dimensional pictures and artefacts, working

independently and selecting materials. In PE lessons, reception children move and use spaces creatively and in response to their own ideas.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

Provision in English is **satisfactory**.

#### **Main strengths and weaknesses**

- pupils achieve well in years 2 and 6 but standards are not high enough by the end of year 6;
- throughout the school there is an effective focus on teaching pupils letter sounds;
- standards of handwriting are good and work is well presented;
- the subject is well led and there has been recent good improvement.

#### **Commentary**

50. Test results in English have varied over the last four years but show recent improvement, especially in writing. As a result of good, and sometimes very good teaching in year 2, pupils make good progress, although standards in speaking and listening, reading and writing remain below average. The best achievement is seen in writing, with standards being just below average. In spelling and reading pupils achieve well. A strong focus on teaching the correspondence between sounds and letters, and combinations of letters, is helping pupils' reading. Pupils use this knowledge well when trying to read unfamiliar words or when trying to spell words. When faced with unfamiliar words, pupils in year 2 were able to build up the words by sounding out the individual letter sounds and combining them. Higher attaining pupils read accurately and with confidence.
51. Progress through years 3 to 5 is satisfactory. With good and sometimes very good teaching, pupils' achievement in year 6 is good. However, this is not enough to enable the majority to reach the expected levels. Overall, by year 6, standards in speaking and listening, reading and writing remain below average. Pupils have a limited vocabulary and weaknesses in speaking skills. This holds back their progress and even by year 6, not enough pupils are able to use good, grammatically accurate and complex sentences or more adventurous vocabulary in their written work. However, at year 6, in order to address this, the teacher is providing many good opportunities for pupils to develop these skills through well-managed whole-class and paired discussions.
52. Handwriting is taught well throughout the school. As a result presentation of work in all subject books and in written work displayed in classrooms and around the school is of a good standard. Older pupils use ink when writing in books, which enhances the appearance of their work.
53. Teaching is good overall in years 2 and 6 and satisfactory in other year groups. Some very good teaching was observed during the inspection in years 2 and 6. Here, teachers have high expectations of the pupils and make lessons lively and interesting. They encourage pupils to express views and are patient listeners. This helps pupils' confidence, and as a result, significant numbers contribute to lessons. A very strong feature of the year 6 teaching is the very effective contribution the teaching assistants make to learning. Teaching the correspondence between sounds and letters, and combinations of letters is helping pupils learn. Pupils use this knowledge well when trying to read unfamiliar words or when trying to spell words. When faced with unfamiliar words, pupils in year 2 and year 6 were able to use this to build up the words by sounding out the individual letter sounds and combining them.
54. The knowledgeable and enthusiastic subject leader provides a good model for teaching. She monitors many aspects of the subject and has established good assessment procedures. She

supports colleagues well by observing lessons and providing feedback and training. Under her good leadership overall sound progress has been made since the last inspection with recent improvement being good. The overall quality of teaching and learning has improved which is now raising standards.

### **Language and literacy across the curriculum**

55. Pupils have good opportunities to use their English skills across several areas of the curriculum. For example, in year 2, pupils write for a range of purposes. In RE, higher attaining pupils write descriptively about sacred Hebrew scripts. In science, they write about their investigations into forces and movement, and in DT they describe what they do to try to make a model car travel faster down a slope. Pupils who can read use their skills to read instructions. For example, with adult support pupils in year 2 make puppets by following written instructions. In history, year 4 pupils write at length about their visit to a castle and about a range of old objects that have historical interest, and in year 6, pupils produce well-written accounts of their studies on World War Two.

### **MATHEMATICS**

The provision for mathematics is **unsatisfactory**.

#### **Main strengths and weaknesses**

- standards are well below average in year 2 and very low in year 6;
- teaching and learning have been unsatisfactory in years 3 – 6 and pupils have not achieved well;
- management has not been able to reverse the trend of falling standards;
- there are too few opportunities for pupils to solve problems or use ICT.

#### **Commentary**

56. Pupils make satisfactory progress and achievement is sound through years 1 and 2 but standards remain well below average. By year 6, however, they are very low. Overall pupils' achievement and progress are unsatisfactory. Results last year were well below the school's targets and are likely to be well down again this year. Last year no pupil exceeded the national expectation and none are in line to achieve above expectations this year. There has been a trend of falling standards since the previous inspection. The present year 6 is unlikely to reverse this trend, although currently, standards in year 5 are higher.
57. At year 2, pupils order and write numbers to 100 and most know the value of each digit in a two-digit number. Higher attainers round up and down accurately to the nearest 10. There are weaknesses in pupils' knowledge of basic two-dimensional shapes. Too much of the work is based on worksheets, which limits the opportunities for pupils to investigate for themselves.
58. Pupils in 6 do not have the rapid recall of tables and number bonds they need to work more effectively and few have a good understanding of fractions or the properties of shapes. There are not enough opportunities for them to solve problems. However, average and higher attaining pupils have good understanding of multiplication and division of decimals by 10 and 100.
59. Teaching during the inspection was broadly satisfactory and pupils made sound progress in the lessons seen. However, the work in pupils' books does not reflect this and the frequent change of teachers in some year groups has hindered pupils' learning. Pupils are working at levels below those expected for their ages and the work frequently does not challenge the average and higher attainers to do better. Marking is inconsistent. It is often little more than ticks and does not tell pupils what they need to do to improve. For some pupils, all of their work is correct because it is too easy and many activities do not develop pupils' thinking. In some classes there is an overuse

of worksheets and pupils have limited opportunities to solve problems and apply their knowledge. Teaching is not consistently good enough for pupils to achieve their potential and catch up.

60. Management is unsatisfactory: the co-ordinator is not in school this year. While the headteacher is keeping a watching brief on the subject and reports good support from LEA advisers and consultants, there has been little progress towards improving the quality of learning. The school collects lots of information on pupils' progress but does not use this effectively to identify exactly what pupils need to do to improve and move to higher levels.

### **Mathematics across the curriculum**

61. The school makes limited provision to improve pupils' understanding of mathematics in other subjects. There is some measurement in DT and science and some use of time lines in history. However, there is little evidence of using ICT to handle data or work on mathematical models. This limits the opportunities to develop skills in both subjects.

### **SCIENCE**

The provision for science is **unsatisfactory**.

- standards are below average at year 2 and well below average at year 6;
- the quality of teaching is not good enough but a more recent focus on investigative and experimental science in some classes is beginning to improve pupils' understanding;
- subject leadership is unsatisfactory.

62. Standards at year 2, while below average, have been maintained since the last inspection. However, there has been a significant drop in standards at year 6. Here, standards are now well below average, progress between years 3 and 6 is unsatisfactory and pupils do not achieve sufficiently well. There are no pupils attaining at the higher levels. The frequent changes to staffing have left big gaps in pupils' knowledge and understanding and their skills in scientific investigation.

63. Overall, teaching is unsatisfactory. While it is good at year 2 and satisfactory at year 6, it is too variable across the rest of the school. It is too dependent on the individual teachers' own level of skill and knowledge. Where teachers are not confident in allowing pupils to experiment, the work is over-directed and what is produced is of low quality. Too often all pupils are completing the same activity at the same time regardless of their prior attainment. Teachers do not expect enough from the pupils. Too often the work is poorly presented or is on low quality worksheets. Where work is completed in books presentation is poor and the marking is not good enough to help pupils understand what they need to do to improve. Where teachers are using a practical, investigative approach pupils' learning and progress are good. For example, pupils in year 2 investigated the properties of ice in a lesson on changes to materials. However, this also showed pupils' lack of experience, as many had never handled ice before. On discovering this, the teacher sensibly allowed more time for pupils to become familiar with this during the experiments.

64. With the departure of the co-ordinator, there has been no effective monitoring of teaching and learning and strengths and weaknesses have not been clearly identified or action taken to address these. There are no effective systems for assessing pupils' work or for recording helpful information that could be used to improve achievement and progress. Further work is needed in developing curriculum planning to make it more relevant to the school and ensure pupils' learning builds year-on-year.

### **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

Provision for ICT is **unsatisfactory**.

- standards at year 6 are below expectations;
  - National Curriculum requirements are not met for pupils in year 6;
  - there are good facilities for ICT but not enough use is made of ICT in other subjects;
65. Pupils do not achieve highly enough. Standards in year 6 have fallen since the previous inspection. There is a good range of work displayed in the computer suite and there have been some exciting introductions, for example, movie making and Power Point presentations. However, many of the pupils in year 5 and 6 lack some basic skills and have not had experience of some aspects of the required curriculum. Most of them are adept at managing text and graphics but are less skilled in creating and using spreadsheets or controlling events. This is not the same across the whole of the age groups and recent improvements have raised the attainment of pupils in years 3 and 4 to broadly in line with what is expected by this age. Pupils in year 2 are attaining in line with the levels expected. This is mainly due to the knowledge and skill of the class teacher and the innovative approaches used to teach and practise the necessary techniques. For example, a lesson using programmable toys to plan a route, which would guide these around a set of obstacles.
66. The teaching seen was satisfactory. Teaching overall is satisfactory for pupils in years 1 and 2 but unsatisfactory overall for pupils in years 3 to 6. There are teachers with good individual skills, however, overall teachers are not sufficiently confident to deliver all aspects of the curriculum and do not make sufficient use of ICT as an everyday teaching tool. There is a need for further training to improve teachers' skills and their planning so as to integrate ICT into their lessons.
67. Subject leadership is satisfactory. The joint co-ordinators are enthusiastic, have good subject skills and knowledge and have prepared a good development plan for ICT. This is clearly focused on improving teachers' skills, broadening the curriculum and raising standards. There are good facilities in the computer suites and there is sufficient software to deliver most aspects of the curriculum. However, the suite is only timetabled for approximately half of the week and pupils do not have enough opportunities to fully develop their skills and knowledge.

### **Information and communications technology across the curriculum**

68. ICT is not being used enough as a way of teaching other subjects. There was little use of computers in classrooms to support the teaching of English or mathematics, even though there is suitable hardware and software. The computer suite is not timetabled fully and this misses good opportunities to develop not only pupils' ICT skills but also provide a way of teaching basic skills and knowledge in many other subjects.

### **HUMANITIES**

69. No **geography** lessons and only one **history** lesson were seen during the inspection so it is not possible to judge provision, or the quality of teaching and learning. There was insufficient previous work on which to judge standards in geography but standards in history are broadly in line with expectations. This shows good achievement. This was particularly evident in the work on the Vikings in year 4, and World War Two in year 6. Exciting displays showed sound factual knowledge and historical enquiry following successful visits to York and Eden Camp. There are good links with art and literacy with writing for a range of purposes and opportunities to write at length. Timelines support mathematical understanding. Work is planned at appropriate levels using national guidelines. In the year 1 lesson seen, teaching and learning were good as pupils looked at their own history. The teacher used a very good method and everyday language to help pupils understand the passing of time. The school makes good use of a wide range of visits to support both geography and history, pupils learn well from first hand experience.

### **Religious education (RE)**

The provision for religious education is **unsatisfactory**.

## Main strengths and weaknesses

- Standards are below those expected in year 6;
- Resources are unsatisfactory and little is done to enhance the curriculum;
- Management is unsatisfactory.

## Commentary

70. Standards are similar to those found in other schools in year 2 but by year 6 they are below expectations: pupils have not achieved sufficiently well. Over their time in the school pupils in year 6 have not made sufficient progress. They have covered the curriculum at appropriate times but superficial teaching has led to shallow learning. Discussion with pupils show they have remembered little and there is great confusion between the religions studied.
71. Teaching and learning in years 1 and 2 are sound but unsatisfactory overall in years 3, 4 and 5. Good teaching was seen in lessons in years 2 and 6. In year 2, pupils remembered previous work well and were able to talk about special objects in the Jewish religion. The teacher used key questions well to ensure pupils learnt and remembered important facts about the Torah. In year 6, the teacher skilfully told the story of Adam and Eve as part of the study into creation stories. However, while pupils showed high levels of concentration during the lesson they could recall little of the previous week's learning.
72. The co-ordinator has left, leaving the headteacher to keep a watch on this and many other subjects. There are insufficient resources for the range of topics and few opportunities to gain first hand experience of other religions. The school has identified the need to extend religious artefacts and provide sufficient books for finding out about religion. Although pupils visit the church and have visits from the vicar to support learning about Christianity, there are no links with the other religions studied. Opportunities to write at length are limited and there is a widespread use of worksheets, which do not challenge pupils. There is little use of ICT in the subject.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

73. No lessons were seen in **DT**, **music** or **physical education (PE)**. Only one lesson was observed in art and design. However, teachers' planning, photographic records and retained samples of work show these subjects are regularly taught and cover all of the requirements of the National Curriculum. There are good facilities for PE with two good-sized halls and outside playing areas. These are also used well for extra-curricular activities such as football. There are good links with other local schools through competitions, which develop the range and quality of provision and support pupils' personal development.
74. In art and design and DT a wide range of pupils' work was seen, along with teachers' planning. The evidence indicates that pupils are set tasks that are varied and interesting. There are many good displays around the school including examples of painting, sketching, observational drawing, patterns and collage. The overall quality of work is good. The art and design lesson observed in year 4 was observational drawing. The pupils were encouraged to look closely at the intricate detail of the patterning on a small part of the outside of a mosque as detailed in a photograph and to reproduce it in a sketch using pencil. The pupils worked carefully, producing dark and light shading appropriately.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)**

Provision in PSHE is **good**.

### **Main strengths and weaknesses**

- teaching is good, occasionally excellent.

### **Commentary**

75. Teaching in PSHE is good overall. The subject is seen to be important in developing the ethos of the school and providing for pupils' personal development. All lessons have a strong focus on improving pupils' speaking skills in a large group and raising their self-confidence. Good links are made with pastoral support through the learning mentor and the special needs co-ordinator. An excellent lesson in year 4, taught by the special needs co-ordinator and supported by the learning mentor, meant that pupils made great gains in developing confidence and self-discipline. Great emphasis was put on the skills of being a good listener and pupils who had been reluctant to join in were given the confidence to speak out to the class and were praised for their contributions.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>5</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>6</b>
Pupils' achievement	5
<b>Pupils' attitudes, values and other personal qualities</b>	<b>4</b>
Attendance	5
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	5
How well the school seeks and acts on pupils' views	3
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	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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