

## **INSPECTION REPORT**

**CAVENDISH PRIMARY SCHOOL**

Chiswick

LEA area: Hounslow

Unique reference number: 102472

Headteacher: Mrs Barbara Rigby

Lead inspector: Mr Stephen Beaumont

Dates of inspection: 29 September–1 October 2003

Inspection number: 255744

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 to 11 years  
Gender of pupils: Mixed  
Number on roll: 186

School address: Edensor Road  
Chiswick  
London  
Postcode: W4 2RG

Telephone number: 020 8994 6835  
Fax number: 020 8995 1730

Appropriate authority: The Governing Body  
Name of chair of governors: Pauline Hill

Date of previous inspection: March 1999

## **CHARACTERISTICS OF THE SCHOOL**

Cavendish is an average sized primary school, welcoming children from many different cultural backgrounds and a wide range of abilities. Pupils from British, Asian, Caribbean, and African backgrounds make up the largest groups. A quarter of the pupils do not speak English as their first language at home, and many only stay in the school for a short time. The percentage of pupils with special educational needs is similar to the national average, but the percentage pupils claiming free school meals is above that found nationally. There are also a considerable number of higher-attaining pupils in the school. Attainment on entry is below average.

In September 2001 Hounslow closed a neighbouring school, and many pupils from Years 3–6 were transferred to Cavendish. Many of these pupils presented challenging behavioural problems. At the same time there was a change in housing policy, and a number of families were housed in an adjoining estate on a temporary basis. Many of these families do not use English as a first language. These major changes in the make-up of the school presented many problems and brought a high level of mobility, and this is a considerable factor in the decline in standards reported at the end of Year 6 in 2002 and since the last inspection.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
8440	Stephen Beaumont	Lead inspector	Foundation stage Mathematics Religious education
1311	Barry Wood	Lay inspector	
8864	Peter Clifton	Team inspector	Special educational needs Science Information and communication technology History Geography
21171	Sally Handford	Team inspector	English as an additional language English Art Design and technology Music Physical education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is an **effective** school, in which pupils achieve satisfactory standards. The school has important strengths but there are significant weaknesses. The school provides a satisfactory quality of education but it is not as good as it could be, and there has not been enough improvement since the last inspection partly because some aspects of leadership and management are unsatisfactory. Overall, the quality of teaching and learning is satisfactory. Families and children from many different backgrounds are welcomed into the school and there is very good racial harmony. Parents are very satisfied with the very supportive atmosphere that is evident and pupils enjoy coming. The school provides satisfactory value for money.

The school's main strengths are:

- There is a strong sense of community and acceptance of children from different cultural backgrounds, which all who work in the school create.
- Pupils get on with each other well, enjoy coming to school, and are keen to take part in activities.
- There are good links with parents, which helps them to become fully involved with the education of their own children.
- The large number of pupils who do not speak English as a first language, and those who have special educational needs, make good progress.

There are four main areas for development:

- Leadership and management have unsatisfactory aspects, which have slowed the progress that the school has made in the last four years.
- The curriculum has not been developed to reflect the particular needs of the school, and this is a barrier to learning.
- The quality of teaching and the schemes of work in the Foundation Stage are unsatisfactory.
- Standards in music and in information and communication technology are lower than expected nationally.

Standards have declined since the last inspection but a very significant factor in this has been the change in intake to the school. The closure of a neighbouring school in September 2001, with Cavendish having to admit many of its pupils, has had a negative effect. At the last inspection standards at the end of Year 6 were adjudged to be in line with or above those achieved nationally. Several of the key issues from the last inspection have not been put right, and are repeated in these findings.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2001	2000	2002
English	E	E	C	D
Mathematics	E	E	E	D
Science	E	D	C	D

*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.*

Results from the Year 2 and Year 6 National Curriculum tests in 2003 show a marked improvement and are similar to those gained nationally. In some of these tests over a third of the pupils achieved standards expected for those two years older than themselves. This indicates that the school is

making sure that higher-attaining pupils are challenged, and that they make sound progress; this is particularly notable in mathematics because work is set especially to meet their needs.

Achievement is **unsatisfactory** in the Nursery class, but **satisfactory** in the Reception class and in the Foundation Stage overall. Children are on course to achieve the goals they are expected to reach at the end of Reception. Achievement is **satisfactory** in Years 1 and 2, and in Years 3 to 6.

Achievement in English, mathematics and science is satisfactory throughout the school but it is unsatisfactory in information and communication technology. Pupils with English as an additional language, and those with special educational needs, show **good** achievement. Higher-attaining pupils show **satisfactory** achievement throughout the school.

Pupils gain and show **good** attitudes and develop **good** personal qualities. Their spiritual, cultural, social and moral development is **good**. Attendance and punctuality are **unsatisfactory**.

## QUALITY OF EDUCATION

The quality of education is **satisfactory**. Overall the quality of teaching is **satisfactory**. It is unsatisfactory in the Foundation Stage, satisfactory in Years 1 and 2, and good in Years 3 to 6. This is reflected in the quality of learning, which is good in Years 3 to 6, and satisfactory in younger classes. The quality of teaching and learning in science is good throughout the school, but it is unsatisfactory in music and information and communication technology. The curriculum is broad, and covers the subjects that are required and in this respect it is **satisfactory**, but it has not been sufficiently developed since the last inspection or adapted by incorporating newer schemes of work to meet the needs of the school and in this it is unsatisfactory. This has a negative effect on achievement. The quality of care, guidance and support given to pupils is satisfactory, and there are good relationships with parents and the community.

## LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **unsatisfactory**, and this has meant that the school has not moved forward as much as it should have done. Leadership given by the headteacher and other key staff is unsatisfactory but they have managed difficulties satisfactorily in using resources effectively in dealing with changed circumstances. The governing body is becoming more effective, but is not yet demanding enough or critical enough to drive standards up.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very supportive of the school and very satisfied with the education that it provides. They are unanimous in stating that their children like school, and find the headteacher and her staff very approachable and understanding. They all recognise that their children are treated fairly. These views are shared by pupils, who also think that they are made to work hard.

## IMPROVEMENTS NEEDED

The most important things the school should do to improve:

- Formulate a curriculum for Years 1 to 6, with related schemes of work, which is adapted to the needs of the school.
- Complete the formulation of the curriculum for the Foundation Stage and put it in place.
- Improve the quality of leadership of governors, the headteacher and key staff, and the management of all staff so as to check on standards and drive the school forward.
- Improve standards in information and communication technology and in music.

and, to meet statutory requirements:

- Formally adopt a race equality policy.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Children enter the school at different ages with skills and knowledge in line with or below that of children of this age nationally. However, about a quarter of the children start in the school with high levels of attainment. At the end of the Foundation Stage children have attained the goals that are expected of them. At the end of Years 2 and 6 standards are broadly in line with the national average in all tested subjects, and as expected for pupils of their age in other subjects except information and communication technology and music, where they are below them.

Pupils' achievement is satisfactory overall in the Foundation Stage, and satisfactory in the rest of the school. Pupils with special educational needs and those with English as an additional language show good achievement in all classes. There is no significant difference in the achievement of boys or girls.

#### Main strengths and weaknesses

- Reading in Year 2 and Year 6 is a strength.
- Pupils have good skills in investigating in science.
- In mathematics pupils are good at solving problems, and use their number skills well.
- Pupils with special educational needs, and those with English as an additional language, make good progress.
- Skills in information and communication technology are below those required in the National Curriculum.
- Standards in music are below those expected nationally.

#### Commentary

1. Children make satisfactory progress in the Reception class, but in the Nursery it is slow, owing to the inexperience of the practitioner. Achievement at the end of the Foundation Stage, although satisfactory in each of the six areas of learning, is below what it might be because the school has not yet put in place a clear scheme of work which reflects national guidance and relates it to this school.
2. Overall standards in Year 2 and Year 6 are below those reported in the last inspection. In September 2001 the school admitted a considerable number of pupils from a neighbouring school when it closed. This had a negative effect on behaviour and standards. This is reflected in the May 2002 results, which are shown in the following table.

#### *Standards in national tests at the end of Year 6 – average point scores in 2002*

Standards in:	School results	National results
English	39 (81)	75 (75)
Mathematics	48 (63)	73 (71)
Science	70 (88)	86 (87)

*There were 23 pupils in the year group. Figures in brackets are for the previous year.*

3. Results from the National Curriculum tests in 2003 show a marked improvement and are similar to those gained nationally. In some of these tests over a third of the pupils achieved standards expected for those two years older than themselves. This indicates that the school is making sure that higher-attaining pupils are challenged and that they make sound progress; this is particularly notable in mathematics because work is set especially to meet their needs.

4. In Year 2 standards in reading are good, and satisfactory in writing and mathematics. In Year 6 standards are satisfactory in English, mathematics and science but unsatisfactory in information and communication technology. Standards in religious education are satisfactory throughout the school. Pupils make satisfactory progress in reaching their targets.
5. Pupils for whom English is an additional language achieve strongly because they are well supported in gaining English language skills and they soon become involved in the whole curriculum. Pupils with special educational needs make good progress because the co-ordinator for special educational needs is highly skilled and works with teachers and pupils effectively. Teaching assistants are used well in working with small groups of pupils in the classrooms, and this helps them make good progress.
6. Pupils make unsatisfactory progress in music because teachers lack musical skills and do not have sufficient confidence to teach it. Progress is slow in ICT because there are no facilities for giving large group teaching, and ICT skills are not being developed in all subjects.

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

Pupils have **good** attitudes, they enjoy coming to school, contribute in lessons willingly, are eager to take part in activities, and volunteer to help. Their behaviour is satisfactory overall in the Foundation Stage and in Years 1 and 2, and good in Years 3 to 6. Attendance and punctuality, although improving, are still unsatisfactory.

### **Main strengths and weaknesses**

- Pupils have good attitudes and behave well in classrooms and around the school, notably in Years 3 to 6.
- There are good relationships between teachers and their pupils, and between pupils and each other. Pupils learn to value and understand the cultural differences that surround them and there is very good racial harmony.
- Pupils are keen to take on additional responsibilities and to enjoy all the facilities the school has to offer. This is confirmed in pupils' own responses to the questionnaire.
- There is good provision of social, moral and cultural education which has a positive effect on pupils' development.
- Attendance and punctuality are unsatisfactory despite considerable efforts made by the school.
- The behaviour of a minority of pupils in one class in Key Stage 1 is unsatisfactory, and slows progress.

### **Commentary**

7. Generally, pupils are keen to learn, enjoy coming to school, and take pride in their work. They concentrate well, and complete the tasks which are set for them. Attitudes are notably good in Key Stage 2. Pupils respect their teachers, and teachers relate well to all in their class. The school is very welcoming; pupils feel very safe and this helps their learning. The school uses its outside areas well, and this has a positive effect on pupils' attitudes, interest and standards. There is no evidence of racial harassment, in fact the reverse. Children from a wide range of ethnic groups are drawn into all activities, and they see this as their school. The good quality provision for pupils for whom English is an additional language helps them to settle into the school and develop good relationships with adults and classmates. All pupils learn to live in the multicultural society which surrounds them. Children in the Nursery and Reception classes make good progress in their social development.
8. The school is good at getting pupils to take on responsibilities for keeping the school running effectively. Pupils carry out well the duties they volunteer for at lunchtimes, in the playground, and in their classrooms, and this helps their personal development. Older pupils show real concern for the younger ones and this is reflected in the help that they give them. The School Council has a very positive effect. It helps pupils understand about democracy and citizenship

and shows them that they have a very active part to play in running the school. Pupils learn the difference between right and wrong, and see the importance of rules. They are given good experiences of the culture of England as well as of other places. Spiritual development is satisfactory, but teachers do not plan for this consistently enough and opportunities for development are sometimes missed.

## **Attendance**

- Attendance is unsatisfactory but, because of the school's effective working with parents, it is improving.

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

Authorised absence		Unauthorised absence	
School data	6.9	School data	0.7
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.*

## **Exclusions**

### ***Ethnic background of pupils***

Categories used in the Annual School Census
Mixed – White and Black Caribbean
Mixed – White and Black African
Black or Black British – Caribbean
Any other ethnic group

### ***Exclusions in the last school year***

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
9	2	0
2	1	0
2	4	0
173	5	0

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

- These high numbers reflect particular problems during 2001–2002. There have been no exclusions since that academic year.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a **satisfactory** quality of education for the pupils, and pupils make satisfactory progress.

## **Teaching and learning**

Overall, the quality of teaching is **satisfactory**. It is unsatisfactory in the Foundation Stage, satisfactory in Years 1 and 2 and good in Years 3 to 6, and this is reflected in the quality of learning.

## **Main strengths and weaknesses**

- In Years 3 to 6 teaching is of good quality. This is because teachers have high expectations of what pupils can achieve, use their own knowledge well and involve pupils deeply in their own learning. The teaching of science is notably good.
- The teaching of pupils with special educational needs and those with English as an additional language is good.

- Teaching in the Foundation Stage is unsatisfactory, mainly because one class is being taught by a practitioner who is not yet qualified and is in the early stages of receiving support and guidance.
- In Years 1 and 2 there were two unsatisfactory lessons in one class where a small number of pupils presented behaviour problems which were not dealt with by the teacher and this meant that little learning took place.
- The teaching of ICT and music is unsatisfactory throughout the school.

### **Commentary**

11. The quality of teaching and learning in science and religious education is **good** throughout the school. In other subjects it is **satisfactory**, other than in music and information and communication technology, where it is **unsatisfactory**.
12. Throughout the school, teachers are clear what they want their pupils to learn in each lesson, and they share this, right at the start, with them. In the best lessons teachers are careful to set work at different levels to meet the needs of pupils at different stages of learning. This is particularly successful in mathematics, and the higher-attaining pupils are being challenged. Teaching assistants work very effectively with teachers, often with smaller groups, and this helps pupils make progress. Teachers use questioning well. They make sure that all ability groups have a chance to respond, and use questions to check on understanding. Teachers also use questions to establish what pupils know, so that they can build on this.
13. In the very good lessons inspected in Years 3 to 6 teachers used pictures and real objects very well. They used their own knowledge very effectively and provided real 'hands on' experiences to involve pupils in their learning and to make the lessons exciting. The teaching of science is good because teachers have good subject knowledge and they involve pupils practically in their learning. The school uses its outside areas well to make learning real, and this has a positive effect on standards.
14. The special educational needs co-ordinator and the teacher for pupils with English as an additional language both have very good skills in teaching, and a very good knowledge of their pupils' needs. They work part-time in the school with small groups of pupils, but also help other teachers in giving advice on how to teach these pupils in their own classrooms. Their work in the school has a very positive effect on the quality of teaching and learning. Teachers are aware of the needs of pupils for whom English is an additional language and those from minority ethnic backgrounds. Because the specialist support teacher provides good quality support to pupils who need help to develop their English, they achieve well. Because there is early assessment in the Reception class, the English language needs of young children are soon identified so that they can be met within the classroom.
15. Many teachers do not have sufficient musical skills to give them confidence to teach effectively, and this means that not enough music is taught and standards are low. Teachers are unable to teach large groups or whole classes in ICT and this makes the teaching of new skills very difficult; and this limits progress, which is unsatisfactory.
16. All teachers use assessment in English and mathematics effectively. The school has introduced a new system of recording test results, predicting where pupils should be, and tracking their progress. The school also makes use of this to compare the performance of boys and girls, and to see how pupils with English as an additional language progress as they move through the school. This is very helpful, but is not yet fully used by all staff, nor are results checked enough by curriculum co-ordinators.
17. The pupil questionnaires indicate that pupils enjoy their learning and feel that they are required to work hard. Parents, in the meeting and in their response to questionnaires, indicate that they are very satisfied with the quality of teaching and learning.

### **Summary of teaching observed during the inspection in 40 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4 (10%)	14 (35%)	18 (45%)	4 (10%)	0	0

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

### **The curriculum**

The overall quality of the curriculum is satisfactory; but it has not been developed enough to meet the particular needs of the school. It meets statutory requirements and provides appropriately for the personal, social and health education needs of pupils. Opportunities for pupils to take part in extra-curricular activities are satisfactory, with strengths in sporting provision. Accommodation is satisfactory, as are resources, except in the Foundation Stage, where there are weaknesses. Years 1 to 6 enjoy good outside facilities, and they use them well.

### **Main strengths and weaknesses**

- The whole curriculum is available to all pupils.
- Support for learning outside the school day is satisfactory, with good opportunities to enhance sport.
- The curriculum for pupils with special educational needs is good because of very good leadership by the co-ordinator.
- Curriculum planning is insufficiently developed as a whole to provide adequate creativity and innovation.
- Provision for ICT across the curriculum is unsatisfactory.
- The curriculum and some resources in the Foundation Stage are unsatisfactory.

### **Commentary**

18. The school is inclusive. A positive school ethos values pupils as individuals. The school provides a safe and secure environment in which the pupils feel able to express their views freely. After being out of school pupils are welcomed back by the teachers and brought up to date on the work being covered.
19. There is a good range of visits, which take place on a regular basis to support the curriculum. Additionally, visitors come into the school and their skills enhance provision. However, visits out are not systematically planned into the curriculum, and therefore opportunities are sometimes missed to enliven and enrich what the school provides. The after-school clubs provide good additional opportunities to develop sport both within the school and through competition with other schools. These clubs are well attended. Teachers make good use of their very good grounds, and this has a positive effect on standards, especially in science and physical education.
20. Under the guidance of a very effective co-ordinator, provision for special educational needs is good. There are clear, well-written and up-to-date education plans, which describe pupils' specific needs and how these can be met. These plans are rigorously reviewed on a regular basis and appropriate changes are made. The provision is secure because of the good links established between the co-ordinator and the rest of the staff. Teaching assistants make a major contribution to curriculum provision through their work with individual pupils. The school can clearly demonstrate good progress for many pupils with special educational needs.

21. The curriculum has not been developed systematically and therefore links between individual subjects are not yet effectively established. The school is over-reliant on published schemes which do not provide sufficiently for progression in skills and understanding for all of the pupils in the school. Therefore, planning to meet the needs of all pupils is not always secure, particularly in the foundation subjects. Because of this pupils do not always make the progress that they should, especially in Years 3 to 6. Evidence of over-reliance on a scheme was also noted in English, where pupils' interest was not being sustained because of the materials being used. Curriculum provision for ICT is generally unsatisfactory, as are aspects of provision for the youngest pupils in some aspects, notably knowledge and understanding of the world. Other than this, the school prepares pupils satisfactorily for the next stages in their education.
22. The school's accommodation is spacious but does not always promote an attractive learning environment because it is in need of decoration and pupils' work is not displayed well. Overall, since the previous inspection, insufficient progress has been made on creating a well-planned and innovative curriculum.

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

The overall quality of care, support and guidance is satisfactory.

### **Main strengths and weaknesses**

- Adults know the pupils well and their welfare is seen as of first importance.
- Pupils feel they are listened to and their views acted on.
- The monitoring of pupils' achievements is not consistent or effective enough to help identify areas for improvement.
- Some health and safety issues need addressing.

### **Commentary**

23. The care and welfare of pupils is good. Child protection procedures are fully in place. Pupils' behaviour and attitudes are good because teachers are good role models for pupils and expect highly of them.
24. A number of outside agencies contribute well to helping pupils moderate their behaviour. Because teachers are very aware of their pupils' backgrounds and any special educational needs they may have, they support them appropriately. Pupils for whom English is an additional language and those who are refugees or asylum seekers are well supported and there are good induction procedures for new arrivals. The system for home visits before children come to the Nursery class is very effective.
25. Older pupils are given good opportunities to help younger pupils and this helps provide a safe and caring environment for all pupils. Because pupils have the opportunity to air their ideas in the School Council, they feel they are able to contribute to the life of the school.
26. There are now good systems to monitor and track pupils' achievements, and the assessment of pupils' progress is satisfactory overall. However, because there is no consistent system of using the data across the school, they do not give a clear picture to pupils of how they can improve. The school is aware of this and is planning to make fuller use of the information it has ,and to extend its assessments of pupils', personal development.
27. There are some health and safety issues, which need remedying. At the school entrance, there is ineffective separation between the vehicular entrance and that for pedestrians. Playground surfaces are rough and breaking up in some sections, and this is a particular danger in the Reception class play area. The enclosed area of the playground, which is shared by the community, is frequently littered.

28. The quality of support and care is now better than in the previous inspection because of the good efforts the school has made to improve pupils' behaviour and attitudes. All teachers are now aware of child protection procedures.

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

Partnerships with parents and the community are good. Links with other schools are satisfactory.

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

- There is good provision of information, which is valued by parents.
- The school is very approachable and the views of parents are valued and acted on well.
- There are very good procedures in place to resolve concerns and complaints.
- There is no systematic approach to developing links with other schools.

#### **Commentary**

29. Parents' views expressed through the pre-inspection questionnaire and meeting were very positive. Parents feel well informed and are confident about approaching the school with questions, a problem or a complaint. The teachers are accessible through an appointment system or at the beginning or end of the day. Parents feel 'really welcomed' by the school and are encouraged to come in to help. There are regular parent-teacher consultations and newsletters that go home on a weekly basis. Parents also expressed the view that links with the local community were good. The examples given by parents and governors show that these are good. They contribute well to pupils' learning.
30. Reports home to parents provide satisfactory information for English, mathematics and science and good detailed comments about any special educational needs. Comments in other subjects are not always sufficiently clear or detailed to enable parents to understand the progress that is being made by their children.
31. The school respects the opinions of parents. The headteacher has canvassed the views of parents through a questionnaire. The results were analysed and shared with all parents through the weekly newsletter that goes home with all the pupils. The views expressed were very favourable. This has enabled the school to act on any parental concerns in an effective way.
32. The school is keen to foster effective partnerships with parents at school and at home. Governors are available on a weekly basis to meet with any parent in school. Parents are positive about homework. There is an active Parent-Teacher Association.
33. The headteacher has developed very effective procedures for dealing with any concerns or complaints by parents or carers. She responds promptly and is readily available to meet with them to find a resolution. Nearly all concerns are settled very effectively. Parents rightly value the approach adopted by the school.
34. Links with other schools are satisfactory. Recently teachers from the local secondary school have visited and there are opportunities for older pupils to visit the secondary school before they leave at the end of Year 6. Links with other primary schools occur mainly through sports activities.
35. The relationship between the school and the local authority Ethnic Minority Support Service is good and the school makes good use of any advice and guidance this service offers, for example, the provision of interpreters for parents who speak little or no English.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are unsatisfactory and this means that the school has not moved forward as much as it should have or as quickly as it could have. It is recognised that there were particular problems from September 2001, but these do not explain why there was not enough progress before this or since. The governance of the school is satisfactory and the influence of governors is improving, but there are weaknesses in that governors do not yet give clear strategic direction or question the school rigorously enough as to why standards are not being driven forward or why some issues are not being solved. The leadership and management of the headteacher and senior staff is unsatisfactory in that several issues for action from the last inspection have not been met, notably the checking on the quality of teaching and of standards by curriculum co-ordinators, the planning of the curriculum, and the raising of standards in information and communication technology.

### **Main strengths and weaknesses**

- The school had a difficult period when it had to integrate pupils with challenging behaviour from another school and this was effectively managed.
- The governing body has been reconstituted with many new governors, who are working with the headteacher to bring about change.
- There are weaknesses in that the roles of curriculum and other co-ordinators are not developed, several of the key issues from the last inspection have not been put right, self evaluation is not yet rigorous enough and one statutory duty has not been met.

### **Commentary**

36. The headteacher has been effective in keeping staff, and has developed their professional skills well to meet changed circumstances. The governors and headteacher have pressed to appoint a co-ordinator for special educational needs without class responsibility. Her appointment has had a very positive effect on the progress that these children make. The headteacher and the special educational needs co-ordinator have developed the role of teaching assistants, who are effective in helping raise standards. The school uses its resources satisfactorily, and ensures that funds are well spent, and that satisfactory value for money is gained. The school is good at ensuring that all cultural groups, and pupils of varying abilities are fully involved in all activities.
37. Curriculum and other co-ordinators are not taking on enough responsibilities and several are new to their posts. They do not yet see themselves responsible for driving standards up, or for checking on how pupils are achieving or on the quality of teaching. Governors are not sufficiently challenging in demanding reasons as to why progress in moving the school forward is slow or why standards are so variable on a year-to-year basis. The school's own systems for evaluating its own strengths and weaknesses are not robust and lead to an over-optimistic view. This tends to suggest that things are satisfactory as they are now, whereas change is needed to improve performance. There is not a clearly stated vision of what the school could be, and this is a weakness in leadership and a hindrance to change. A race equality policy for the school has not yet been adopted, which is a statutory requirement.

## **Financial information**

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

Income and expenditure (£)		Balances (£)	
Total income	683,948	Balance from previous year	42,148
Total expenditure	700,680	Balance carried forward to the next	25,416
Expenditure per pupil	3,767		

38. Financial management is sound and the school development plan is carefully funded. Governors and staff make satisfactory arrangements to ensure that best value is gained.

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

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

There is a Nursery class for children who are three years old, and this is open each morning. At the time of the inspection children had only been in the class for a few days. The class is taken by a practitioner who is studying to become a qualified teacher, and assistance from an advisory teacher is planned. She and the teaching assistant took on their responsibilities at the start of this term. The teacher responsible for the Reception class (and the Foundation Stage overall) is a very experienced teacher, but her classroom is not easy to reach from the Nursery and this makes ongoing contact and support difficult.

Overall, and because of the above, the quality of teaching is as yet unsatisfactory in the Nursery. This is mainly because activities are not planned carefully enough, nor based on an understanding of what children should be learning from them. Practitioners often do too much for the children, and this slows their learning. Teaching in the Reception class is satisfactory. Although the school covers the six areas of learning, the school's scheme of work for the Foundation Stage is not yet finalised, and this is a barrier to learning. This represents a deterioration from the last inspection, where teaching and learning were good. Resources in the Reception class are satisfactory and the room is bright and welcoming. Resources in the Nursery are unsatisfactory, the room is uninviting, and the outside area poor. There are no covered sections outside to extend the use of these areas and this limits the opportunities for learning.

Children enter the school with very varied skills; many are at an early stage of speaking English. At the end of the Reception Year, children are broadly in line with the standards achieved by children of this age nationally.

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

Provision in personal, social and emotional development is **good** because this is a particular focus.

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

- There are very good systems for introducing children and their parents to the classes.
- Group sessions are used to emphasise the importance of including everyone and building confidence.

#### **Commentary**

39. Parents greatly value the home visits that are organised. Parents play and work alongside their children when they bring them in the morning, and are able to talk with practitioners if they have any concerns. This helps children settle in quickly, and they feel secure. Children in the Reception class show well-developed social skills for their age. Children from a wide variety of cultures mix easily and naturally. Children get on with each other well, enjoy coming to school, and respond well to the practitioners. This is because clear teaching is given in group sessions and children are given responsibilities.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is **satisfactory** and children make sound progress. Their listening skills are being well developed.

### **Main strengths and weaknesses**

- Support given to those who have English as an additional language is a strength.
- Opportunities for extending language are often missed in the planning of activities and this slows progress.

### **Commentary**

40. Over a quarter of children do not have English as a first language. Practitioners are careful to help them learn, using much visual material, and they give them time to respond. Planned activities, including role play, are not used enough to focus on speaking skills. Writing skills are being developed satisfactorily.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **satisfactory** and children make sound progress.

### **Main strengths and weaknesses**

- Children's use of number and recognition of shape are strengths.

### **Commentary**

41. Practitioners introduce children to shape and number in interesting ways. Use of very large circles to sit on and exciting use of puppets in counting involves children in their learning. In the Reception class children count confidently.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision in knowledge and understanding of the world is **unsatisfactory** and there is not enough planning to teach the skills and develop the understanding required.

### **Main strengths and weaknesses**

- There are weaknesses in planning and organising activities.
- Construction material for children to use is of poor quality.

### **Commentary**

42. Practitioners in the Nursery organise the room satisfactorily with varied activities and apparatus set out, but adults are not always clear what children are to learn from them, and this limits the quality of learning. There are not enough construction kits, building blocks, and simple tools of good quality and this restricts what children can do.

## **PHYSICAL DEVELOPMENT**

Inspectors are unable to make a judgement as insufficient evidence was gained.

### **Commentary**

43. Children's use of external areas was limited, and the poor quality of surfaces and lack of imaginative physical apparatus in the Nursery garden are likely to have an adverse effect on children's physical development.

### **CREATIVE DEVELOPMENT**

Provision in creative development is **satisfactory** and children are given a satisfactory range of experiences.

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

- Strength in artistic activities.
- Weakness in use of songs and opportunities to listen to and make music.

#### **Commentary**

44. Children enjoy working with paint. They use a variety of brushes and are delighted with their results. They made direct prints and collages with enthusiasm. There was not enough planning to use songs, or to listen to and make music in the weekly plans.

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

### **ENGLISH**

Provision for English is **satisfactory**.

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

- Pupils gain good skills in reading, and they enjoy what they read.
- Teachers use questioning well to promote speaking skills.
- Support is good, so that pupils with special educational needs and those pupils for whom English is an additional language develop their language and literacy skills well.
- The purchased scheme for English is not well enough adapted to meet the needs of all pupils and topics do not always engage pupils.
- Assessment is not well enough used to make sure that pupils know what they need to do to improve their work.

#### **Commentary**

45. Speaking and listening skills are satisfactory. In most lessons, teachers use questioning well to get pupils to explain what they have learned and to express their opinions. Because teaching assistants work closely with pupils with special educational needs, they are successfully helped to understand and participate in all activities.
46. Pupils achieve well in their reading, because younger pupils are given a very good basis in learning the letter sounds and other strategies to help them. Because pupils enjoy the range of books that is available for them to read, they are keen readers and have a good knowledge of different authors and types of books. Parents support their children's reading and contribute to the good achievement. There is notably good use of local libraries.
47. Pupils achieve satisfactorily in their writing. Texts provide models of different writing styles. Where the texts are well chosen, pupils are keen to discuss the ideas and styles of writing and they develop their writing well. The learning of some pupils from minority ethnic backgrounds is impaired where the context and language in the texts are not clear. However, the teacher provided from the Ethnic Minority Support Service adapts teachers' planning and carefully selects books to provide a strong context for learning, which helps to ensure that learning for the pupils she supports is good.
48. Teaching is satisfactory. The majority of teachers use many good strategies to help their pupils achieve satisfactorily. However, they are hampered by the purchased scheme which limits any flexibility and has not been well enough matched to the needs and interests of the pupils. Because of this, teachers sometimes struggle to maintain pupils' interest and move them on. Pupils with special educational needs are well supported by teachers and teaching assistants to participate in the curriculum because teachers adapt work to meet their particular needs. Pupils for whom English is an additional language and are in the early stages of acquiring English receive good quality specialised support.
49. The curriculum co-ordinator has ensured that the National Literacy Strategy is firmly in place. She has successfully developed teachers' use of the introductory session, so that speaking and listening is encouraged and developed. However, there has been little movement in developing the subject and in constructing a scheme of work which fits the needs of this school. This lack was criticised in the previous inspection. The subject leader has been working closely with an advisory teacher to ensure that teachers' assessment of pupils' achievements is more accurate, so that areas for improvement can be better identified.

50. Standards are not as high as in the previous inspection. To some extent this is because the intake of pupils into the school has changed, and there are now more pupils with special educational needs and with English an additional language. The quality of teaching is similar to that found before but the curriculum retains the same weaknesses.

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

51. Standards are satisfactory. The high number of pupils who need help to develop their literacy skills are effectively supported so that they achieve well. The focus on improving writing is beginning to have a positive impact, particularly in Year 2. Writing is used well in history and religious education, but there is not enough writing for different purposes in science. Information and communication technology is not used enough, so that pupils can draft their work and present it in different ways.

## **MATHEMATICS**

Provision in mathematics is **satisfactory** and pupils make sound progress throughout the school. Standards are broadly in line with those reached nationally. Standards at the end of Key Stages 1 and 2 have greatly improved since 2001; and are now similar to those reported at the last inspection.

### **Main strengths and weaknesses**

- Pupils use their mathematical skills well to solve problems.
- Pupils with special educational needs, those who have English as an additional language, and higher-attaining pupils make good progress.
- Teachers use visual materials very well in their teaching, and they make pupils think.
- The curriculum is too closely tied to national units or commercial schemes.
- Information and communication technology is not used enough in teaching and learning.
- Pupils' standards, their progress, and the quality of teaching are not regularly checked.

### **Commentary**

52. Teachers are careful to teach basic number skills and to develop quick and accurate use of mental arithmetic. They also make sure that pupils use these skills to solve problems and investigate for themselves. This helps to make learning interesting, and pupils enjoy their learning and are keen to answer and succeed. Pupils take particular delight in using their own white boards during mental arithmetic sessions.
53. Teachers are well aware of pupils who have special educational needs, and those who are slow to grasp mathematical ideas. These pupils get additional support in classes, mainly from teaching assistants, and because of this, they make good progress. Similarly, those pupils who do not speak English at home or are in the early stages of learning it are supported in small groups, and they make good progress. Nearly a third of pupils show higher than average attainment in mathematics. Teachers meet their needs well, and give them work which is very well matched to their abilities, which challenges them and encourages them to set their own problems. This helps these pupils make good progress.
54. The quality of teaching is sound overall. A strength is that teachers use visual materials very well to make learning real and understanding easier. They take great care to get pupils to 'see' what the process is and what is happening with numbers when they are learning something new, and this helps pupils to gain new skills. Teachers also use questions well. They often ask, "How do you know that?" or "Can you find another way of doing that?" and this makes pupils think, which in turn helps them understand.

55. The curriculum has not been reviewed since the last inspection. The scheme of work relies on units of the national strategy or commercial materials. These determine what is to be taught when, and how. The school has not looked at its own particular needs, created its own syllabus, and used national and commercial schemes to support this, and this has a negative effect on the quality of learning.
56. The curriculum co-ordinator has been in post from the beginning of this term. He has a good vision for what should be happening in mathematics. There is now good data available to all staff showing if each pupil is making the progress that he or she should, but this is not used enough. This is a barrier to raising standards.
57. There are sufficient computers in classrooms, but they are not used enough in mathematics, and this means that opportunities for learning are missed.

### **Mathematics across the curriculum**

58. Pupils make good use of their mathematical skills in science, notably in constructing graphs from their own observations. They take pride in their work and use skills gained in English and art to very good effect. This was particularly good in the samples of work examined from last year for pupils now in Year 2.

### **SCIENCE**

Provision in science is **satisfactory**.

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

- Standards are broadly average, with strengths in scientific investigation.
- Investigation skills are well taught through the school.
- Teaching in Years 3 to 6 is good.
- Writing in science is not always sufficiently well planned.
- There is not sufficient use of ICT in all year groups.
- Data handling skills are not sufficiently well developed.

#### **Commentary**

59. Current standards are broadly average in Years 2 and 6. Pupils' investigation skills are strongly developed, particularly in the Year 3 to 6 classes. For example, in a Year 4 science lesson, the teacher led pupils through an investigation to find out which material was the best for keeping a potato warm. With appropriate support, pupils made good progress in understanding how to carry out the investigation and use the results to draw conclusions. The sample of work seen indicates that this is a common approach throughout the school and that standards in this area of the subject are above average.
60. All the teaching observed during the inspection was in Years 3 to 6 and here the quality of teaching was good. Teachers demonstrate good subject knowledge and use discussion well to develop understanding of key ideas. For example, in a lesson on different types of teeth the functions of the different teeth were clearly related to the type of food eaten. Vocabulary was introduced carefully and then used frequently during both teacher and pupil explanations. In Years 1 and 2 the samples of work indicate that teaching is satisfactory. The overriding feature of teaching across the school is the careful attention paid to a 'hands on' practical approach. The school's grounds are used well in teaching. There are frequent examples of number being used effectively to support the science work.

61. Good work habits are well established. Pupils are keen to show what they know and they respect each other's views and ideas. They are sensible during practical sessions and co-operate well with each other to measure and record accurately. Pupils with special educational needs are well supported by teaching assistants and they make good progress. Higher-attaining pupils make satisfactory progress, although they do not always have their ideas about science sufficiently probed during lessons.
62. Pupils' writing in science shows a good range of activities and all elements of the curriculum are well covered. Reasons for written work are not always clear and often the expectation of pupils with different abilities is too similar. In the lesson on different types of teeth, the worksheet given to all pupils did not enable the higher-attaining pupils to extend understanding or make decisions about the best way to present their work.
63. There are too few examples of the use of ICT other than in Year 6. This is unsatisfactory. In addition to this, data handling skills, which are developed in Years 1 and 2 are not sufficiently built on through Years 3 to 6. Attainment at the higher levels in this area is weak. The co-ordinator has identified some areas within the subject that need to be developed but this has not come about through a rigorous approach to monitoring the quality of teaching and learning. Therefore, there is insufficient clarity about how the subject should be developed within the school. The improvement made since the previous inspection is satisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **unsatisfactory**.

### **Main strengths and weaknesses**

- Attainment is below national expectations across the school.
- There are no satisfactory opportunities for whole-class or large group teaching. This is limiting progress.
- Teachers' expectations about achievement are too low.
- Use of ICT across the curriculum is unsatisfactory.
- Improvement since the previous inspection is unsatisfactory.

### **Commentary**

64. The previous inspection of the school identified unsatisfactory provision in ICT. This is still the case.
65. Attainment remains below national expectations in Years 1 to 6. During the inspection, two lessons of ICT were observed and samples of work scrutinised. Both indicate low standards of attainment. The sample of work seen provided very little evidence for much purposeful use of ICT across subjects of the curriculum. Pupils' achievement is unsatisfactory.
66. The lessons observed, both in Years 3 to 6, covered the use of spreadsheets and basic cutting and pasting in a word processing package. Teachers show sound subject knowledge but are significantly hampered by unsatisfactory resources. In the lesson on cutting and pasting the whole class attempted to follow information given on a single small screen. Following the teaching input, there were not enough computers available for the pupils to practise skills. Similarly, in the lesson on spreadsheets the same restrictions limited progress for some pupils. In an attempt to overcome this lack of resource the school has purchased work books for the older pupils. These are only partially successful. The progress of higher-attaining pupils is limited and those with special needs do not get the practical support they need. Overall, the quality of learning in the subject is unsatisfactory.

67. The pupils' behaviour and attitudes to the subject are positive. Despite the frustration of not being able to access computers they listen carefully and contribute well during discussions. They wait for their turn on the computers patiently.
68. Given the lack of progress, the current management of the subject is unsatisfactory but the co-ordinator has written a detailed development plan which identifies the key areas that need to be developed.

## HUMANITIES

### Religious Education

Provision of religious education is **satisfactory**. Teaching in lessons inspected is good overall, but there is some unsatisfactory teaching in Key Stage 1. Pupils enjoy their learning and readily ask questions. Standards are satisfactory. Religious education and assemblies have a very positive effect on developing multicultural awareness and increasing respect for others.

#### Main strengths and weaknesses

- Teaching in Years 3 to 6 is very good.
- Pupils are eager to take an active part in lessons and enjoy their learning.
- Pupils learn from each other and become aware of the multicultural society in which they live.
- The curriculum co-ordinator has not finalised the school's scheme of work and does not check on the quality of teaching and learning.
- There are not enough visits from members of specific faith communities to the school or of visits out to local places of worship.

#### Commentary

69. Teaching in Key Stage 2 is very good and has a very positive effect on standards. This is because teachers have a good understanding of specific faiths; and use this knowledge well. Teachers are also careful to use the experiences of pupils from the faiths being considered in a very supportive manner, but without putting them under pressure. Photographs are used very well to show how believers worship. This centres attention and aids understanding. Teachers make very good use of objects used in worship, and this makes learning real. Teachers show great sensitivity to the beliefs of others: they describe what believers from several religions have in common, but also show what is unique. Because of this pupils learn to understand differences, to respect each other and to grow in their own self-worth.
70. In the lessons seen pupils were eager to learn. They were fascinated by what was shown and explained to them and had remembered what they had recently been taught. Pupils readily spoke of their own experiences and were listened to by others with interest. Pupils asked perceptive and sensible questions of the teacher and of other pupils and this helped their learning. All pupils and staff attend assemblies, and these have a positive impact on pupils' religious and cultural understanding.
71. The curriculum co-ordinator has not yet finalised the school's scheme of work to meet the requirements of the 2001 Hounslow Agreed Syllabus. This means that there is some uncertainty about what is to be studied when, and at what level, and this slows progress. She does not check on the standards of teaching and learning throughout the school so as to be able to suggest improvement or celebrate success. Classes make several visits to local places of worship, but the school is aware that these need to be increased and more visits from members of faith communities into the school arranged when particular faiths are being studied.

## **History and Geography**

Provision in both history and geography is **satisfactory**.

### **Main strengths and weaknesses**

- Standards of attainment are in line with national expectations by Year 6.
- Topic work on Egypt shows good knowledge and understanding in history in Key Stage 2.
- There is not enough map work in Years 3 to 6.
- Historical interpretation is underdeveloped.

### **Commentary**

72. During the inspection, one lesson of history and one lesson of geography were inspected. The sample of work provided for Years 1 and 2 provided insufficient information to make judgements about standards of attainment and the quality of teaching.
73. The highlight of the pupils' work seen was the study of Egypt by Year 5 pupils. The study shows good variety in writing styles and well-presented work. Some of the pupils' work covers a wide range of aspects of Egyptian life such as: clothing, buildings, types of food eaten, religion and death rituals. Timelines are often used effectively to illustrate key events during the period. Overall, the studies show a good understanding of historical enquiry.
74. The teaching of history in Years 3 to 6 is drawn from commercial schemes. Planning does not indicate how skills and understanding are developed as pupils move through the school. Pupils contribute well in class and higher-attaining pupils use information effectively in their writing. Pupils with special educational needs are well integrated into lessons.
75. From all the evidence available, two areas have been identified which require further development. In geography, there is insufficient map work using different scales. In history, the use of information to interpret and represent the past in different ways needs strengthening.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

Only one lesson was seen in art and comments are based on an examination of pupils' work, discussions with teachers and teachers' planning. No lessons were seen in design and technology: comments are based on a small sample of work in Year 6 and discussions with teachers. Only one lesson was seen in music and comments are based on the quality of singing in that lesson and in assemblies, discussions with teachers and teachers' planning.

Provision for physical education is **good**. Provision for art and design and technology is **satisfactory**. Provision for music is **unsatisfactory**.

### **Main strengths and weaknesses**

- Pupils are given many good opportunities to participate in sport.

Provision for music is not good enough and pupils do not achieve high enough standards.

### **Commentary**

76. Pupils achieve the nationally expected standards in physical education, design and technology, and art. In art lessons teachers provide resources which stimulate learning, so that pupils enjoy their lessons, but there is not enough attention to teaching the skills required to produce good quality work. The Internet is used for pupils to research the work of different artists. Physical education is taught well and pupils improve their skills in sport because of the many good opportunities they are given. Professional coaches help pupils acquire skills in, for

example, football, rugby and cricket. Younger pupils are given tennis coaching. Pupils from Year 3 to Year 6 learn to swim well because they have regular swimming sessions. Physical education lessons are enjoyed by pupils of all levels of aptitude and skill. They achieve good success in competitions.

77. Provision for music is unsatisfactory because the scheme of work is outdated and gives little support to teachers in how to develop pupils' skills, knowledge and understanding of the subject. Most teachers do not have specialist musical knowledge and lack confidence to teach it. There is not a wide enough range of instruments.
78. Standards in physical education for pupils in Year 2 are better than at the previous inspection. In Year 6 standards are similar to those reported at the last inspection. There is now a scheme of work for design and technology which covers all the required elements of the curriculum. Standards in art are similar to those found in Year 2 at the last inspection and better than were found in Year 6. Teachers' knowledge and confidence in teaching music has not developed satisfactorily.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION**

### **Commentary**

Provision in personal, social and health education is **satisfactory**. There are policies for sex and health education, and teachers plan lessons to cover what needs to be taught. Social education and citizenship are being developed through the School Council, which is very effective. No teaching was inspected and no judgements as to the quality of teaching and learning or of standards can be made.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	4
How inclusive the school is	3
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>	4
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	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	4
Support, advice and guidance for pupils	4
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	3
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	5
The governance of the school	4
The leadership of the headteacher	5
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).