

INSPECTION REPORT

DUNDRY CE PRIMARY SCHOOL

Dundry, Bristol

LEA area: North Somerset

Unique reference number: 109189

Headteacher: Mrs Jenny Handford

Lead inspector: Mrs Julie Hooper

Dates of inspection: 28th – 30th June 2004

Inspection number: 256001

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	95
School address:	110 Dundry Lane Dundry Bristol
Postcode:	BS41 8JE
Telephone number:	0117 964 7181
Fax number:	0117 946 5651
Appropriate authority:	The governing body
Name of chair of governors:	Mr Gary Churches
Date of previous inspection:	16 th November 1998

CHARACTERISTICS OF THE SCHOOL

Dundry CE Primary School is a small school, situated on the southern edge of Bristol. Although it serves the immediate area, there are a significant number of pupils who come from south Bristol because their parents choose to send them to the school. A slightly above average proportion of pupils join the school after the normal time of entry, often into Year 3. Pupils come from a broad social mix. When pupils enter school, their attainment is broadly average overall. Nearly ten per cent of pupils in the school have special educational needs, which is well below the national average; one pupil has a statement of special educational needs. The pupils' special needs are related mainly to learning difficulties, although some have behavioural problems. Almost all pupils are white and there are no pupils who use English as an additional language. The number of pupils known to be eligible for free school meals is currently below the national average. The school received Achievement Awards in 2000 and 2001.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15334	Mrs Julie Hooper	Lead inspector	English Information and communication technology Art and design Design and technology Music Physical education Special education needs
19664	Mr John Bayliss	Lay inspector	
19302	Mrs Christine Perrett	Team inspector	Mathematics Science Geography History Religious education Personal, social and health education The Foundation Stage curriculum English as an additional language

The inspection contractor was:

Criterion School Inspections

*Juniper House
23 Abbots View
Abbotswood
Cinderford
Gloucestershire
GL14 3EG*

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Overall, the school provides a sound education for its pupils, but there are serious weaknesses in its provision for the Foundation Stage¹. The school gives unsatisfactory value for money. The leadership and management of the school are satisfactory. The quality of teaching in Years 1 and 2 is good, it is satisfactory in Years 3 to 6 but it is unsatisfactory in the Foundation Stage. Pupils generally achieve satisfactorily across Years 1 to 6 and the pupils currently in Year 2 are achieving standards above average in reading, writing and mathematics. Most pupils behave well, have good attitudes to their work, and take full advantage of the broad and balanced curriculum, which is enhanced by a good range of extra-curricular activities.

The school's main strengths and weaknesses² are:

- The school has serious weaknesses in the teaching, the curriculum and assessment in the Foundation Stage.
- The standards pupils achieve in Year 6 are below average in English, mathematics, science and religious education.
- The headteacher and deputy headteacher have a clear vision for future developments of the school.
- The good provision for pupils' moral development ensures the good behaviour and attitudes pupils show to their work and play.
- The school has established good links with parents.
- The limited number of learning support assistants are effective in providing as much support as they can for pupils and teachers, but there are not enough.

Improvement since the last inspection has been satisfactory overall. The provision for information and communication technology has much improved, and standards and teaching are much better in the subject. Teaching is better in Years 1 and 2 and has led to improved standards, especially in English, mathematics and science. Assessment procedures have improved and are generally used well by most teachers to provide appropriate work for different abilities, especially in English and mathematics. Health and safety procedures have been thoroughly reviewed. Governors are becoming more effective in the work of the school. They have been very involved in the improvements to the building and outdoor environment. The monitoring role of the headteacher and co-ordinators is continuing to develop satisfactorily. Handwriting is much better in Years 1 and 2 although the quality of marking is still not consistent. Although there has been some improvement in the Foundation Stage, there are still significant weaknesses and not all the issues raised at the previous inspection, for instance, the unsatisfactory teaching, have been addressed.

STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Achievement is satisfactory, overall. Over the years 1999 to 2003 the school's results in the national tests have varied considerably. This is due mainly to the large variation in the proportion of pupils with

¹ The Foundation Stage caters for children from the age of three to the end of the reception year.

² The strengths and weaknesses are listed in order of significance.

special educational needs in the year groups. The results in the national tests in 2003 showed that pupils in Year 2 attained below average standards in reading and writing and in mathematics standards were average. Pupils in Year 6 attained standards that were well below average in English, mathematics and science but achieved satisfactorily overall in relation to their prior attainment. In both year groups there were a significant number of pupils with special educational needs for learning difficulties. The targets set for 2004, for pupils in Year 6 in English and mathematics, are challenging but realistic.

The achievement of most children in the reception class is unsatisfactory. The children enter school with attainment as expected for their age. Most are on line to achieve the expected standards in all areas of their learning by the end of the year, although, with better teaching, and the provision of activities matched more closely to their abilities, they could do a great deal better.

Achievement by pupils in Years 1 and 2 is good. The standards attained by the pupils currently in Year 2 are above average in reading, writing and mathematics and average in science. Pupils in Years 3 to 6 achieve satisfactorily. In Year 6, standards are below average in English, mathematics and science. Standards in information and communication technology are average in Years 2 and 6 and a significant number of pupils are achieving beyond this in Year 6. Pupils in Year 2 attain the expected standards in religious education but standards are below those expected in Year 6. Standards in swimming in Years 3 and 4 are well above average and pupils achieve well. No judgements have been made on standards and achievement for all other subjects, as they were not foci for the inspection.

Pupils who have special educational needs attain standards that are appropriate for their age and ability and often achieve well when supported in class by learning support assistants.

The provision the school makes for the pupils' personal qualities, including their spiritual, moral, social and cultural development, is satisfactory overall. The school develops pupils' moral awareness well and this, along with the good relationships that exist amongst pupils, and between pupils and adults, has a positive impact on the good attitudes pupils have to their work and their good behaviour. Attendance is better than that found in most schools.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory overall. Teaching is satisfactory, although very variable. It is good in Years 1 and 2 and satisfactory in Years 3 to 6. Teaching is unsatisfactory in the reception class mainly because the children are not given the creative and investigative experiences they need and the work is often too directed and learning opportunities are missed. The school is developing a more creative curriculum with an appropriate emphasis on developing links between subjects. The school provides a wide range of out-of-school activities which enhance the broad and balanced curriculum. The small number of learning support assistants provide effective help for the pupils and teachers. Pupils with special educational needs are taught satisfactorily. The overall quality of care, protection and health and safety is satisfactory. There are good links with parents, and parents are very supportive of the school.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory overall. The headteacher and the newly appointed deputy have a clear vision for the school's future. Both are committed to raising standards and giving pupils the best education. The governing body meets its statutory responsibilities fully and all required policies are in place. Governors are kept well informed by the headteacher about current developments and their role in leading the school is developing satisfactorily. Daily routines are managed well. Control of the school's finances and the day-to-day routines are managed well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents express satisfaction about most aspects of what the school provides for their children. Most pupils thoroughly enjoy school and are keen to participate in the wide range of activities the school provides.

IMPROVEMENTS NEEDED

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

- Improve the quality of provision in the Foundation Stage.
- Raise standards in English, mathematics, science and religious education by the end of Year 6.
- Seek ways of improving the number of support staff to provide a good level of support for all teachers and pupils in order to raise standards.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is unsatisfactory in the reception class and is satisfactory overall in the rest of the school. Standards are below average in English, science, and mathematics in Year 6 and above average in English and mathematics in Year 2. Standards in religious education in Year 6 are below those expected.

Main strengths and weaknesses

- The improved provision in information and communication technology has been a contributory factor in raising standards in the subject.
- The trend of improvement in standards of reading, writing and mathematics in Year 2 is above that of other schools.

Commentary

Standards in national tests at the end of Year 2 – average point scores³ in 2003

Standards in:	School results	National results
Reading	14.9 (17.9)	15.7 (15.8)
Writing	13.9 (15.5)	14.6 (14.4)
Mathematics	16.4 (17.5)	16.3 (16.5)

There were 16 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	25.4 (29.8)	26.8 (27.0)
Mathematics	24.6 (28.4)	26.8 (26.7)
Science	27.4 (28.8)	28.6 (28.3)

There were 15 pupils in the year group. Figures in brackets are for the previous year.

1. The average point scores for 2003 in the national tests show that pupils in Year 2 attained below average standards in reading and writing and in mathematics standards were average. Pupils in Year 6 attained standards that were well below average in English, mathematics and science. In both year groups there were a significant number of pupils with special educational needs for learning difficulties. For example, when compared with their prior attainment in Year 2, the pupils in Year 6 achieved satisfactorily in English and science and slightly less well in mathematics. It is important to note that the statistics are very unreliable; they are likely to vary considerably from year to year because of the relatively small number of pupils in the year groups. The targets set in 2004 for the pupils in Year 6, for English and mathematics, are challenging but realistic.
2. Children enter the reception class with a range of abilities that are broadly average. Although the majority will meet the expected standards in the recommended areas of learning by the time they enter Year 1, children's achievement is unsatisfactory, as many could achieve more with better teaching, planning and use of day-to day assessment.

³ **Average Point Scores.** The average point scores table compares the school's performance with the national results. The calculations are arrived at by using the total of all test scores gained by pupils, and dividing the total by the number of pupils with a test result. This calculation is carried out for each subject tested.

3. Overall, the achievement of pupils throughout the rest of the school varies from class to class and, although it is satisfactory overall, it tends to be better in Years 1 and 2 because of the good teaching. However, since the very recent appointment of the deputy headteacher in the class of Years 5 and 6 pupils, overall achievement has improved in this class and was often good in the lessons observed. The standards attained by the pupils currently Year 2 are above average in reading, writing and mathematics and average in science. In Year 6, standards are below average in English, mathematics and science.
4. Where standards are not as good as the school expects it is quick to pick up on this weakness and put strategies in place to improve them. For example, many pupils in Years 3 to 6 do not know their multiplication tables well enough to tackle mental mathematical problems and this has been identified as an area for improvement. Although results in the national assessment tests indicate that overall, girls tend to do better than boys in English, mathematics and science by the end of Year 6, there was no clear evidence of this during the inspection. However, the school is keeping a watchful eye on this.
5. Pupils who have special educational needs attain standards that are appropriate for their age and ability and often achieve well when supported in class by learning support assistants. However, when this support is not available they do not achieve so well.
6. Pupils' standards in information and communication technology are average in Years 2 and 6 and a significant number of pupils are achieving beyond this in Year 6. This is a good improvement since the last inspection. In general, pupils put their information and communication technology, literacy and numeracy skills to appropriate use in other subjects and plans are in hand to develop this further. Pupils in Year 2 attain the expected standards in religious education in line with the locally Agreed Syllabus but standards in Year 6 are below those expected. Although physical education was a focus for the inspection there was insufficient evidence to make a judgement on achievement and standards over the whole range of activities. However, standards in swimming of the pupils in Years 3 and 4 are well above average and pupils achieve well. No judgements have been made on standards and achievement for all other subjects as they were not foci for the inspection.

Pupils' attitudes, values and other personal qualities

Throughout the school, pupils' behaviour and their attitudes to learning are good. Pupils' personal development is satisfactory overall, with good moral development and satisfactory social, spiritual and cultural development. Attendance is good. Punctuality is satisfactory.

Main strengths and weaknesses

- Pupils are keen to come to school. They show an interest in what they are doing and try to do their best.
- The pupils' high standards of behaviour in and around school make a positive contribution to the quality of learning provided by the school.
- The pupils relate well to each other and to adults.
- Attendance improved to above the national average in the year leading up to the inspection.
- Parents appreciate the way in which the school helps their children to develop into mature and responsible members of the school community.

Commentary

7. The vast majority of the pupils, including those with special educational needs, have good attitudes to school, as they had when the school was last inspected. In Years 5 and 6 the pupils often display very good attitudes, because of the stimulating teaching they are enjoying. Pupils like coming to school and willingly get involved in everything that the school provides for them. In Year 6, pupils talk sensibly about how much they like school and think that what is now provided for them is better than it used to be when it was 'a bit old fashioned'. The way in which the pupils approach their work in lessons and elsewhere makes a positive contribution to the standards they achieve as they move through their school life.

8. Boys and girls are equally enthusiastic about school activities, trying hard and endeavouring to do their best. Most children in the reception class meet the expected standard in their personal, social and emotional development. However, they are given too few opportunities to develop independence in their learning, because the teaching is over directed and children do not have enough opportunities to choose activities or select the resources they want to use. Throughout the school, the response to instructions from teachers is almost always good and on occasions very good. Pupils of all ages and abilities concentrate and apply themselves well even when, occasionally, there is disruption from the few who have difficulty concentrating or when there is noise distraction from adjoining classrooms or the hall. They listen carefully and courteously to teachers, almost all willingly participating in question and answer sessions, and doing so in a sensible way.
9. Pupils' moral development is good. This leads to an ethos of good behaviour within the school because nearly all pupils respond well to the high standards of behaviour their teachers expect. The pupils are courteous, well mannered, and relate to adults in a friendly respectful way. The school's policies are well organised and there is good definition of rewards and sanctions. There is a calm atmosphere in the school, with pupils behaving responsibly around the school and treating each other and the school premises with respect. Almost all the pupils have a clear understanding of the impact of their actions on others and respect the school rules, which they think, are fair. Teachers and support staff present good role models promoting the principles of right from wrong consistently. They usually deal sensitively with the occasional instances of inappropriate behaviour by pupils with recognised behavioural problems. Sometimes, however, pupils who misbehave are sent to another classroom without any work to do. This is inappropriate, as it these pupils miss the learning opportunities to which they are entitled. Anti-bullying strategies work well, so that, although a small number of parents have concerns about minor bullying, and the school's response to it, the pupils do not raise it as a problem when asked about it by inspectors.
10. Relationships between pupils, and between pupils and teachers, are good. Pupils respect the values and beliefs of others and this is apparent in the way they relate to each other both in lessons and elsewhere. All pupils, whatever their age, gender or personal circumstances get on well with each other, in school and at break times, and nothing was seen to suggest that when the very occasional incident of inappropriate behaviour occurs it is oppressive. It was not necessary to exclude anyone in the last year.
11. When inspected previously, the school made appropriate provision for the spiritual development of the pupils. The picture is the same now. The school's denominational status does not feature strongly. Through assemblies, which pupils enjoy, and timetabled class discussions, the pupils are taught appropriately to reflect on their own actions and those of others, to show consideration for others, to listen to others, and to learn to respect their views.
12. Social development is satisfactory, though not as strong as at the time of the previous inspection. Opportunities for pupils to show initiative and display personal responsibility, though mostly routine, are readily grasped. These opportunities steadily increase through the pupils' school life so that by Year 6 they have the opportunity to be 'Red Hats', sharing responsibility with adults for the maintenance of order around the school and providing help to those younger than themselves. Throughout the school, the pupils mature as individuals, becoming socially aware, and developing views and opinions that are soundly based. They express them sensibly, as when pupils in Year 6 talked about what they liked best and least about what the school provides for them.
13. Pupils gain a satisfactory insight into their own and other cultural traditions, through work in lessons, including religious education lessons, art and design, music, history and geography lessons, but too few opportunities are provided for first-hand experiences of cultures other than their own. The good provision reported previously has not been maintained.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	3.9	School data:	0.4
National data:	5.4	National data:	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest reporting year compared with the latest published national information.

14. The pupils enjoy school and attend happily, so although the published attendance rate varies from year to year, in the year prior to the inspection it was good, an improvement over the previous year and the performance reported at the time of the previous inspection. The effect of the absence caused by some parents organising holidays during term time, which is discouraged by the school, is a concern because of the gaps in learning that can result. There is no truancy. Punctuality in the morning is satisfactory. When lateness it occurs, it is minor, often caused by transport problems, and is not disruptive to lessons. Registration procedures are efficient and there are good arrangements in place to deal effectively with the rare instances of unexpected absence.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory, overall. The wide range of out-of-school activities, school visits and visitors to the school enhance the curriculum. The quality of teaching and learning, although satisfactory overall, is unsatisfactory in the reception class. The provision for pupils with special educational needs is satisfactory. The school provides satisfactorily for pupils' care, welfare and health and safety and their support, advice and guidance. The school has developed good links with parents and has satisfactory links with the community and other schools.

Teaching and learning

In the lessons observed the quality of teaching and learning was satisfactory overall. However, teaching and learning were good in Years 1 and 2, but unsatisfactory in reception class. Assessment procedures are effective and manageable and used well to track pupils' attainment, achievement and progress in English and mathematics, but are not so well developed in other subjects.

Main strengths and weaknesses

- Teaching in the reception class is over-directed and children do not get enough opportunities to think for themselves.
- In Years 1 to 6, teachers plan their lessons well, indicating clearly what they want pupils to learn.
- Teachers have a good knowledge of the subjects they teach and impart it well.
- The basic skills of literacy and numeracy are taught well in Years 1 to 6.
- Assessment procedures are good in English and mathematics, and in the best lessons are used well to provide appropriate work for all abilities.
- Teachers have high expectations that pupils behave well.
- Learning support assistants are used effectively to support pupils' learning.

Commentary

15. Although teaching and learning has improved considerably in Years 1 and 2, the overall picture is similar to that at the last inspection.

Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	5	8	5	5	1	0

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

16. The curriculum for the children in the reception class is planned in line with that expected for children of this age, but, teaching is unsatisfactory overall. Day-to-day assessment procedures are unsatisfactory because activities are not matched closely enough to the differing abilities within the class. The children are not given the creative and investigative experiences they need or the opportunities to develop independence in their learning, through thinking for themselves. This is because the work is too directed and learning opportunities are missed. Time is not used efficiently, as children are required to sit for too long on the carpet, for instance, for an hour in one lesson, and there are still long periods of time when children are expected to work on their own without any direct teacher intervention to extend their learning. As a result, in most lessons, children do not always make the progress of which they are capable and their achievement is limited.
17. During the inspection, the quality of teaching and learning was good overall in Years 1 to 2 and satisfactory in Years 3 to 6, although some good and very good teaching was observed, especially in the top class. Teachers plan work well to meet the demands of the National Curriculum, and literacy and numeracy lessons are executed in line with the National Literacy and National Numeracy Strategy requirements. The teaching of the basic skills in English and mathematics is good, overall. Key skills of reading and writing are taught progressively and are built on systematically, as pupils move through the school, so pupils make sound progress. In mathematics, the pupils gain a good knowledge of basic number skills and in the best cases are given opportunities to develop their mathematical knowledge through investigation and problem solving.
18. Teachers have high expectations of behaviour and the mutual respect that exists between the teachers and their pupils often creates a keen learning environment. This was particularly so in the top class, where the teacher paced the lessons well, and gave great encouragement and support to the pupils who clearly wanted to please him by doing well. In addition, skilful questioning techniques were often used to challenge pupils' thinking. Teachers have good knowledge of the subjects they teach and most use this well to support learning. This was particularly so in the information and communication technology lessons observed where the teachers demonstrated and explained precisely what pupils were expected to achieve. This has had a significant impact on the development of pupils' information and communication technology skills.
19. Teachers plan their lessons well and frequently involve pupils in their own learning by telling them what they are going to learn at the beginning of the lesson. In the best lessons they follow this up, at the end of the lesson, by challenging them to demonstrate that they have achieved this. Marking is variable. Although most teachers make supportive comments in their marking, there was little evidence, apart from in Years 1 and 2, of teachers giving pupils a further focus for improving their work.
20. Assessment procedures in the reception class are unsatisfactory. Although the teacher knows the children well, there are insufficient records to give a clear picture of each child's progress, and which could be used to plan the next stage of learning and ensure that the work set matches children's individual needs. At the time of the last report there were concerns about assessments and these concerns remain.
21. The school has good assessment procedures in English and mathematics and these are applied consistently by all teachers. Information from tests taken by different year groups, together with an analysis of the Year 2 and 6 national assessment test results, are used to identify areas for development and to set whole school targets. Assessment of learning in other subjects is not so well developed. Pupils have individual targets in English and mathematics to enable them to

improve their work, but these are not precise enough for pupils to see the next step in their learning. Pupils are not involved in setting their own targets and so are not aware of what they have to do to improve. Assessment procedures are not so well developed in other subjects.

22. Most teachers use the information gained from evaluations and assessments of the pupils' learning effectively to guide their planning and to target the work of groups and individual pupils. The information is also used to group the pupils according to attainment in English and mathematics lessons as well as to focus on those pupils who need additional help. Most teachers have a good knowledge of the needs of the pupils, and in the best lessons work is matched to individual as well as group needs, so that all pupils experience success, make sound achievement and gains in their learning. In the less successful lessons, the tasks set were not matched well enough to the differing abilities within the class, and many pupils were unable to complete the tasks. Also, sometimes pupils were not managed well and the pace of the lessons was slow. Pupils with special educational needs and, in particular, those with behavioural needs, were not supported well in these lessons and, consequently, they did not achieve as well as they should if support had been available.
23. Teachers pay due regard to the needs of pupils with special educational needs and the identified targets in their individual education plans. The pupils work well with the help of the two learning support assistants who have good expertise to meet the needs of these pupils and they often make good progress in their learning. However, this support spread over four classes is barely sufficient. Nevertheless, in classroom activities, the learning support assistants are briefed well by teachers as to what the pupils are learning and how they should make their contributions. They provide valuable support for teachers. Homework is used appropriately to support pupils' learning.

The curriculum

The school provides a satisfactory range of curricular opportunities with good enrichment. The quality of accommodation is satisfactory overall, but has most of the difficulties associated with a very old building remain. Resources for learning are good.

Main strengths and weaknesses

- Activities and opportunities for children to learn through play in the reception class lack purpose and focus.
- There is insufficient trained adult assistance in many classes to support lower-attaining pupils.
- The wide range of extra-curricular activities, visits, and visitors to the school with expertise, enhance the curriculum.
- There have been some good improvements to the buildings in recent times.
- The children in the reception class do not have continuous access to the small secure outside area, as there is insufficient adult help available to supervise them.

Commentary

24. The curriculum for the children in the reception class is now appropriately planned to cover the recommended areas of learning, which is an improvement since the last inspection. However, many significant weaknesses still remain. Plans often do not match practice, so aims for lessons are not met. Activities that are planned are not always appropriate for the area being taught. For example, in one lesson planned under knowledge and understanding of the world, the activity was related to the creative area of learning. Children are given some opportunities for choice, but these activities lack focus, and there are no specific plans to ensure that children are learning through structured play activities both inside and outside the classroom. Free-choice activities lack stimulus, so they often fail to engage children's interest. There is still too much emphasis on activities directed by the teacher. This limits the development of independence.
25. In Years 1 to 6, the curriculum provides a sound basis for pupils' learning. There is an appropriate emphasis on literacy and numeracy across the school, and the literacy and numeracy strategies are used sensibly as the basis for planning in English and mathematics. The curriculum is

planned effectively on a two-year rolling programme to accommodate the mixed-age classes. Schemes of work are now used by all teachers consistently to help them with their planning, and ensure a continuum of learning. This is an improvement since the last inspection. However, there are large gaps when there is no geography being taught, which adversely affects the progressive development of skills. Planning in religious education meets the requirements of the locally Agreed Syllabus, but there is too much emphasis on the learning of facts. Consequently, pupils do not understand the meanings behind religion, belief and faith, and this adversely affects attainment. The school has formulated a programme for pupils' personal, social and health education, including sex and relationships education, and alcohol and drug misuse, and provision is currently satisfactory.

26. The school is moving towards a more creative curriculum, and to these ends has enjoyed a recent sculpture week when all pupils experienced a wide range of different media, and made some pleasing models. The initiative is new and has had insufficient time to have an effect on the arts throughout the school.
27. All staff are mindful of ensuring all pupils are included in all activities. Overall, satisfactory provision is made for pupils with special educational needs. Teachers take care to ensure that pupils with special educational needs have the same access to the curriculum as all other pupils. However, as there is often insufficient additional help within the class, pupils with behaviour difficulties and who disrupt the lesson, are sometimes excluded from the class with no work to do and so miss the entire lesson. This is not satisfactory. When pupils are supported in lessons, this extra help is good, and enables pupils to achieve well. However, there is currently insufficient assistant help available for some pupils who find learning difficult, and so these pupils do not always achieve as well as they could. The school is aware of this deficiency and has plans to remedy the situation soon.
28. Considering this is a small school with few staff, a good range of enrichment opportunities is provided. Pupils benefit from a variety of educational visits, including residential visits for pupils in Years 3-6. Visitors to school and opportunities to join in local festivals and sporting occasions also enrich pupils' learning experiences. A good range of extra-curricular activities is provided, and pupils have opportunities to learn a musical instrument.
29. There are sufficient teachers and they are generally well informed about the subjects they teach. There is a job-share arrangement in the Year 3 and 4 class which works well. The school benefits from two well-informed, conscientious learning support assistants who make an important contribution to pupils' learning. However, this support is insufficient.
30. Overall, the school's accommodation is satisfactory. Since the last inspection, the construction of a purpose-built computer suite, the landscaping of the outside area and the provision of a secure area for children in the reception class have considerably enhanced the school's accommodation. The difficulties associated with temporary classrooms with no toilet facilities still remain, and children in the reception class have to travel a considerable distance, through another class, to visit their toilets. The ongoing difficulties associated with such an old building still remain, but there are plans to replace some of the windows, which may help to alleviate the problems of damp. Playground space is very small, and, although the landscaping has improved, the appearance considerably, the sloping nature of the site has resulted in many steps and different levels, so there is insufficient flat hard surface to teach physical education skills adequately. The hall is too small for the number of pupils in the junior classes, and this also limits the development of physical education skills. The school has no grassed area, but does use the village field for games activities. All teachers enliven classrooms and shared areas with commercial teaching aids, but there is little pupils' work displayed to indicate that the school celebrates their efforts.
31. Learning resources are good, overall, as a lot of money has been spent on them since the appointment of the new headteacher.

Care, guidance and support

The way in which the school provides for pupils' care, welfare and health and safety is satisfactory. It provides them with appropriate support, advice and guidance based on teachers' knowledge of individual need. There is satisfactory involvement of pupils in the work of the school.

Main strengths and weaknesses

- Most pupils are happy at school; they feel safe and well looked after.
- Pupils trust their teachers and readily turn to them for advice and guidance.
- Parents are happy with how the school looks after their children.
- Some unsatisfactory supervision and inappropriate toilet provision for children in the reception class.

Commentary

32. The current provision is similar to that at the last inspection. A weakness identified when the school was last inspected, concerning the need to complete a regular and thorough review of the school's health and safety policy, has been overcome. Parents, who have recently been involved in a health questionnaire seeking their views about a range of matters, appreciate the level of care provided. Regular risk assessments ensure that statutory requirements are met and the physical well-being of all is protected so that, despite the difficulties presented by the school's age and design, the pupils are, for the most part, able to work happily in secure surroundings. All pupils are treated equally so that their learning is helped by the way in which their welfare needs are met, whatever their age, gender, background or special needs. There are effective links with outside support agencies.
33. There are some weaknesses in what the school provides. Because of where it is located, children in the reception class do not enjoy toilet facilities near to their classroom, as they should, and have to travel a considerable distance to get to toilets that are not totally suited to their needs. Sometimes, children in the reception class play outside without adult supervision; this is contrary to recommended practice.
34. Legal requirements regarding child protection are met. The situation is stronger now than at the last inspection when there was no school specific policy. The headteacher undertakes the statutory responsibility for ensuring the effective delivery of the school's child protection policy. She is suitably trained and works closely with staff to ensure that everyone is fully aware of their role and responsibilities. These are undertaken conscientiously with a good understanding of the procedures to be followed should a pupil be thought to be at risk.
35. The arrangements for supporting pupils with special educational needs are, in general, satisfactory. When these pupils have the support of a learning support assistant in the classroom they often achieve well and make good progress. However, this support is not always available because there are only two assistants between four classes.
36. Monitoring of personal development is effective, although informal arrangements that reflect the good knowledge that teachers have of pupils as individuals are stronger than formal ones. Information is exchanged regularly between staff so that they all are able to respond sensitively to the individual welfare needs of the pupils. The very large majority of the pupils are happy at school and confidently turn to adults when they want help or advice knowing that they will be treated fairly and listened to sympathetically. During discussion with some pupils in Year 6 comments, such as, the school being 'a good place to be', 'teachers are very kind', 'a fun and friendly school' were typical. One pupil thought that when presented with a pupil's worry or concern, teachers 'handled it very well'. He gave teachers 'top marks'.
37. Pupils' views, as communicated through lessons when thoughts and feelings are discussed or when they are invited to make comment, as recently about the need for a school council, are respected and taken notice of. Plans for the introduction of a school council are well advanced. When implemented in the autumn term, the council is intended to provide enhanced formal opportunities for pupils' participation in the work of the school.

38. A carefully planned induction programme helps new pupils to settle quickly and happily into school routines whether starting the school or when joining the school later in their school life.

Partnership with parents, other schools and the community

The school has good links with its parents, providing them with good information and ready access for support and guidance. Links with partner institutions and with the community are satisfactory.

Main strengths and weaknesses

- Although a few parents have reservations, the large majority are supportive of what the school is doing.
- Good quality information for parents.
- Parents contribute well to the work of the school.

Commentary

39. The very large majority of parents who responded to the parents' questionnaire, and those who attended the pre-inspection meeting, hold positive views about most aspects of what the school provides for their children, as they did when it was last inspected. They think the school is a happy place, in which their children enjoy being a part. However, there are a few who have concerns. Although less than a third of parents returned the questionnaires, a significant proportion showed a higher than normal concern about some aspects. For example, some parents did not think they had enough information about the progress their children were making and did not feel comfortable about approaching the school with complaints or suggestions. No evidence was found to support these views, but, clearly, although the headteacher has tried hard to reach out to all parents equally since her appointment, she has yet to enjoy the confidence of some of them.
40. The quality of information provided for parents has improved since the last inspection and parents now have a wide range of quality information about what is happening in school and what their children are doing. The school's prospectus, updated since the headteacher's appointment and the governors' annual report to parents are very informative, produced in a user-friendly style attractive to parents. Regular newsletters give parents very good information about what is going on in school and how they can help its work. Consultation evenings are held in the autumn and spring terms, when parents are invited to discuss their children's progress. Parents are provided with satisfactory written annual reports and targets for improvement are discussed with them. A weakness in some reports is that the reporting of subjects, other than English, mathematics and science, is brief, with little information given to parents about how attainment matches that expected. Parents of pupils with special educational needs are kept well informed of their children's progress through regular consultations.
41. The school welcomes the help of parents, both in school and at home, recognising the importance of good relationships with them. It works hard to promote its partnership with them and is anxious to seek their views. For example, the school has sought parents' views recently on school dinners, physical education and after-school clubs, through questionnaires. There is an 'open door' policy that encourages parents to communicate with the school so that parents can discuss their concerns and complaints. Parents and other helpers are always made welcome, whether visiting the school, to seek information and guidance, or to support the school by offering to help in its day-to-day activities. The good number able to help the work of the school, especially those involved in the very good support provided by the parent-teacher association, make a significant contribution to the work of the school.
42. There are satisfactory links with partner schools, especially through the cluster initiative, and with other educational establishments. Arrangements for the smooth transfer of pupils to the next stage of their education are as they should be. The school's links with the local and wider community, including those with the local church, whilst satisfactory for the age range within the school, are not as strong as they were judged to be when last inspected. There are, however, some positive community links that help the school in a variety of ways, giving some justification to the school's contention that it is at the heart of village life.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. There are some good management structures in place, particularly in the day-to-day running of the school and finances. The governance of the school is satisfactory.

Main strengths and weaknesses

- The headteacher and deputy headteacher have a clear vision for the future of the school.
- Effective strategies to release financial balances for the benefit of pupils' learning.
- The management of the Foundation Stage is unsatisfactory.
- Day-to-day organisation and financial monitoring and control are good.

Commentary

43. When the current headteacher was appointed nearly a year ago, she undertook an evaluation of the school's provision and found there were important issues she needed to deal with in order to raise standards and give pupils the best possible education. For example, she recognised that the provision in the Foundation Stage needed improving and has put in a considerable amount of training to address this. Despite this, the provision is still unsatisfactory mainly because the teacher, who is also the co-ordinator, of the Foundation Stage does not have a good knowledge and understanding of the Foundation Stage curriculum and how these young children learn.
44. Recently a new deputy headteacher has been appointed and he and the headteacher have a clear vision for how they see the school developing in order to provide the best learning environment. For example, a key focus is for the staff to work together as a strong team with a common approach to teaching and learning so that all pupils achieve their best. Great importance is being attached to providing a well-balanced stimulating curriculum through which standards can be raised. Although the number of teaching staff is relatively few, and teachers have to manage more than one subject, systems are being put in place for subject co-ordinators to monitor and evaluate the quality of teaching and learning, for example, through working alongside teachers, the scrutiny of pupils' work and discussions with pupils. Performance management procedures are satisfactory, and staff undertake training to develop both their own professional needs and those of the school improvement plan.
45. The headteacher has monitored standards, especially in English and mathematics, through undertaking lesson observations with outside agencies. Results from these observations and the analysis of assessment tests have enabled her to identify weaknesses in pupils' learning and set out procedures for improvement.
46. The school aims to be fully inclusive so that all pupils have their entitlement to the full curriculum. However, the practice of sending pupils who misbehave into other classrooms where they do no work is unsatisfactory, and does not meet this aim. The management of special educational needs is satisfactory. The school complies fully with the requirements of the Code of Practice for pupils with special educational needs. Individual education plans have clear objectives, and are reviewed regularly. However, with a full-time teaching commitment to her class, the co-ordinator is heavily reliant on teachers and especially learning support assistants, to implement the individual education plans. Currently, there are not enough learning support assistants to provide the support needed for pupils with special educational needs and the school recognises the need to appoint more support staff so that these pupils have more regular help for their needs.
47. The school improvement plan is a clear document that highlights the most important issues for development. Achievable goals have been set, timescales are realistic, and funding has been allocated appropriately. However, there are issues which the school has identified for improvement through its own evaluation, for example, assessment systems, that are not included as specific areas for improvement.

48. Although a significant number of governors are newly appointed, there is a good level of expertise on the governing body, which is put to good use, especially in financial and premises matters. Governors are very supportive and many are regular visitors to the school. For example, one governor is a swimming coach and helps with swimming each week. The governing body meets its responsibilities fully and all statutory policies are in place. Governors are kept well informed by the headteacher about current developments, but their role in leading the school and holding it to account is not yet fully developed. For example, there are no clear procedures as to how they monitor issues for improvement identified on the school improvement plan.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	307,903	Balance from previous year	52,457
Total expenditure	326,769	Balance carried forward to the next	33,591
Expenditure per pupil	3,369		

49. The school has satisfactory procedures for ensuring that the financial resources available to it, which are considerably higher than those enjoyed by many similar schools nationally, properly support the educational needs of its pupils. All funds are used effectively for the direct benefit of the pupils. The recommendations of the school's most recent external audit, in 2003, have been acted upon.
50. There is a satisfactory awareness of the need to apply best value principles in the identification of priorities which relate to improving the quality of education and raising standards. A considered view is taken when balancing the needs of staffing, accommodation and resource provision from the available evidence, including the views of parents and pupils. There is a clear cycle of financial planning and the monitoring of expenditure is good. The use of the monies the school receives to help pupils with special educational or other needs are well directed. Overall, the school has maintained the secure financial planning and efficient control of its budget identified when the school was last inspected. The school secretary is conscientious, undertaking her duties in a quietly efficient manner that contributes significantly to the smooth day-to-day running of the school.
51. The amount of money the school holds in reserve to protect it against unexpected happenings has been very much higher than suggested by good practice in recent years, the result of a very conservative approach to money management. However, since her appointment, the headteacher, working closely with governors, has determined that there should be a progressive release of accumulated balances. Whilst maintaining prudent contingency planning additional learning resources have been provided, accommodation improvements made and an increase in the number of classroom-based support staff, reversing previous decisions, has been agreed that will directly benefit of pupils' learning. It is anticipated that, by the end of the present financial year, 2004-05, financial reserves will be more in line with recommended practice. This is effective corporate decision making, reflecting the developing confidence of managers to balance the need to be careful financially, with properly targeting resources, to meet the needs of the pupils in the school and raise educational standards.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Overall, provision for children in the Foundation Stage is unsatisfactory, and there has been insufficient improvement since the last inspection, when some unsatisfactory elements were identified. There are still significant weaknesses in teaching, planning and assessment. Planning often lacks rigour, and the developmental steps identified in the national framework for the early years are not used to adapt the curriculum for children's differing needs. Procedures for assessing children's day-to-day achievements are not sufficiently systematic, and opportunities to judge their needs are often missed in lessons.

52. Children enter the reception class with a range of abilities that are broadly average, and, although most will meet the expected standards in the recommended areas of learning by the time they enter Year 1, children's achievement is unsatisfactory, as they could do much better. This unsatisfactory achievement is because teaching is unsatisfactory overall, as it was at the time of the previous inspection, and activities are not matched closely enough to the differing abilities within the class. In the lessons seen, the teacher was not always fully engaged with children's learning, or actively assessing what they could or could not do. During free choice time, children often flit from one activity to another, as the activities on offer fail to capture their interest. In many sessions, the children are expected to sit for too long on the carpet, and, in one session observed, they sat immobile for an hour. This is unsatisfactory.
53. The organisation of the curriculum was criticised in the last report, and this has improved. It is now appropriately planned to cover the recommended areas of learning, although there are still weaknesses within the planning. However, the management of the Foundation Stage is unsatisfactory. There is no clear understanding of how to deliver the recognised curriculum, through planned stages of learning, to meet the needs of these young children. For example, lessons are not planned to give the correct balance between teacher-directed and child-initiated activities. Most activities are very prescribed by the teacher, which inhibits independence, and, when choice is given, activities lack focus and direction, so it is difficult to identify any learning that may take place.
54. The outside accommodation has improved since the last report, and there is now a separate secure area for children in the reception class. However, it is unable to be used regularly as an extension of the indoor classroom, as the teacher is often on her own, which means if children do go outside they are unsupervised. In the reception class, children do not, therefore, have continuous access to an outside 'classroom', which is unsatisfactory. Children have to use the same toilets as pupils in Years 1 and 2, which are unsuitable for this young age. They are also situated a distance away and require children to walk through another class. This is unsatisfactory.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Known routines and consistent expectations in regard to behaviour help children to feel secure and confident.
- The children are given too few opportunities to make choices and decisions in their learning.

Commentary

55. Overall, the quality of teaching and learning is satisfactory in this area of learning, although there are weaknesses. By establishing regular routines, and by making plain her expectations in regard to behaviour, the teacher establishes a calm working atmosphere where learning takes place in a generally orderly environment. Daily routines are made clear, and expectations in regard to

behaviour are consistent. As a consequence, the children know what is expected of them, and they are generally polite and behave well. Children are learning to take turns, to listen to others and to interact with adults and with other children in a kindly and constructive manner. They are encouraged to speak up in front of their classmates, for example, when sharing their news, and most have acquired the confidence to do so because they know that the teacher and the other children will listen and will show interest in what they have to say. By now, most of the children are able to work together co-operatively in pairs without direct supervision, for example, when using the classroom computer, or when sharing books. In their work and play, the children are already establishing good relationships with others, while their developing sense of independence is evident when they dress themselves after a physical education lesson. Although teaching is satisfactory, overall in this area of learning there are significant weaknesses. Children are given too few opportunities to develop independence in their learning, for example, by choosing activities and making their own decisions about the resources they might use. Too much time is given for 'tidying up' when no productive learning takes place, as no clear expectations are apparent, and time is wasted. It is anticipated that most children will meet the expected standard in this element of their learning by the end of the Foundation Stage and achievement is satisfactory.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The majority of the children are on course to meet the early learning goals in this area of learning, but too many average and higher-attaining children are underachieving.
- Many opportunities are given to enhance speaking and listening skills to enable children to make sound progress.
- Planned activities do not match the needs of the children closely enough.
- Insufficient attention, at this late stage in the school year, is paid to the structure of the National Literacy Strategy to prepare children for transfer to Year 1.

Commentary

56. Overall, the teaching of communication skills, language and literacy is unsatisfactory and results in children's unsatisfactory achievement. The teaching has some important weaknesses that need to be addressed:
- Planning focuses too much on the content of activities and not enough on what children will learn. As a consequence, it does not take sufficient account of children's differing learning needs.
 - What actually goes on in lessons does not match the planning, so aims of the lesson are often not met.
 - There is insufficient awareness of the next stage of learning, so that too much time is spent in reinforcing knowledge rather than moving learning on. Expectations are too low, particularly for the most able children, and too much time is wasted while these children wait for the slowest.
 - Children are expected to sit for far too long on the carpet.
 - Activities are very teacher-directed, with few opportunities for children to develop their own ideas.
57. Children are given many opportunities to talk and, as a result, the children are making sound progress in speaking and listening. The good relationships in the reception class and in the wider school mean that most of the children soon feel confident enough to ask and answer questions, and to talk about their experiences. For example, during 'news time' children ask each other sensible questions about what they have done. However, a session of one hour is an inefficient use of time, and too long for children to sit and share their news when for most of that time only one child is involved. In this instance, the planning did not reflect the practice, and so the aims of the lesson were not met.

58. All the children enjoy stories. They listen with pleasure as their teacher reads to them, but there are missed opportunities for children to appreciate the finer points of the text, and know and understand technical terms such as 'title', 'author' and 'illustrator'. Lessons are not planned following the literacy strategy format to prepare children for transfer to Year 1, and lessons do not have effective 'end of lesson' times where children can either share their work, or learning is reinforced. Appropriate emphasis is placed on learning to read, and children take books home to share, so they have all learned the conventions of reading. Children are encouraged to use their knowledge of letter sounds to help them read, and some children can recognise certain regularly used words on sight, and all can identify most initial letters by their sounds, and are linking these to the names of the letters. All can recognise and write their own names, hold pencils correctly, and are beginning to form their letters correctly. For some children that experience difficulty, there are too few opportunities for tactile experiences, and tasks are often too difficult. For example, in one lesson observed, all children were given the same words to spell regardless of their ability, and one lower-attaining child achieved nothing, as he was unable to write any of the words. The teacher recognised this, but did not adjust her practice. Higher-attaining children and those towards the top end of the average range could be doing better, as a lot of time in lessons is wasted, while everyone waits for the slowest, and no extension activities are provided for those who finish. For example, when children were matching words to pictures they completed the task easily and then did nothing. There were missed opportunities for these children to use these words to write and so extend their learning. Some of these children might reasonably be expected to write at greater length and for different purposes.

MATHEMATICAL DEVELOPMENT

Overall provision for mathematical development is **unsatisfactory**.

Main strengths and weaknesses

- Although the quality of teaching by the reception teacher was satisfactory in the lesson seen, there are many weaknesses.
- Activities are too prescribed and too few opportunities are given to enhance mathematical experiences through play.
- Insufficient attention is paid to the differing abilities within the class.

Commentary

59. Most children enter school able to count, and although standards are mainly average as they leave the reception class, it is unclear how the range of activities provided outside the timetabled numeracy lessons gives children regular opportunities to consolidate their mathematical understanding through regular, self-chosen practical and play activities. Work in children's books shows that they are beginning to record numbers to ten. They appreciate terms, such as 'longer than', and 'shorter than', and can recognise and name simple two- and three-dimensional shapes. Recorded work did not indicate that sufficient attention is being paid to the differing abilities within the class, as all children do the same task. Achievement is, therefore, unsatisfactory, as the most able children are not given work that continually enhances their learning.
60. Very few mathematical activities were seen during the inspection, but in the lesson observed teaching was satisfactory overall. There were missed opportunities for children to reinforce their understanding of number while in the whole-class group and the session did not follow a numeracy strategy format in preparation for Year 1. The teacher supervised a small group of children learning about capacity by pouring water into a range of containers. It was appropriately practical, but very controlled, and children were not allowed to discover for themselves, as they were told exactly what to do. There were missed opportunities to stimulate children's natural curiosity and enhance their spiritual development. The teacher assumed that all children were at the same stage of understanding, and no opportunities were given to accommodate differences. Although the method was very laboured, children did begin to realise which container had the largest capacity by the end of the session. A teaching assistant supervised another group of

children well, using computers and a mathematics program to check their arithmetical understanding. This was a useful assessment tool, but insufficient attention was paid to any difficulties the children might experience. Only final scores were recorded, not elements of learning that had been achieved. There were no opportunities for children to extend any mathematical knowledge, through informal activities, and there are no detailed assessments of exactly what children have learned, so that future lessons can be planned to meet individual needs.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **unsatisfactory**. Concerns were highlighted in the last report about this area of learning, which have only partially been addressed.

Main strengths and weaknesses

- Planning is not sufficiently rigorous in this area of children's learning, showing a lack of expertise.
- Children are developing good information and communication technology skills.
- There are insufficient opportunities to develop children's scientific enquiry.

Commentary

61. Children generally have good general knowledge of the world about them. Children have had the opportunity to explore their senses, know about their home environment and about adults and their offspring. During the inspection, no lessons were seen, but children were observed using computers, and their information communication technology skills are developing well. The majority use the mouse with developing accuracy, and can change colours when using a paint program. Lesson planning is imprecise, as one lesson planned as knowledge and understanding was actually creative development, while another planned as personal, social and emotional development related to the knowledge and understanding area of learning. In the former lesson, children were able to identify all the people who help them in school, and then make a card for them. The lengthy activity consisted of the teacher compiling a list of such people and so there were many missed opportunities to develop this information further, through discussion as to their roles within the school. Again a very controlled teacher-led activity made limited contributions to children's new learning. There was no evidence of children having regular opportunities to develop their religious education. However, children know about Christmas and Easter, through their visits to the local church.
62. No opportunities were seen to enhance children's knowledge and understanding through independent investigation, or through the use of books, and so opportunities were missed to develop independence, and for the teacher to use well-focused questions to probe children's understanding and to assess their future needs. There were no exciting activities to stimulate children's curiosity, and no three-dimensional displays that pose questions to make children think. Thus, the most able children in particular were given no ongoing opportunities to further their understanding, and ensure that achievement is as good as it could be. The planning did not indicate any evidence which demonstrated a coherent strategy for the development of children's knowledge and skills in this important area of their learning. Overall, evidence suggests that children's knowledge and understanding of the world are sound, and that the majority will reach the expected standards at the end of their reception year, but as learning opportunities are limited and teaching is unsatisfactory, achievement is also unsatisfactory.

PHYSICAL DEVELOPMENT

Provision for children's physical development is **unsatisfactory**.

Main strengths and weaknesses

- Children do not have enough access to an outdoor area during lessons.
- They have too few opportunities to engage in activities that offer physical challenges.
- Teaching in the one formal lesson was poor.

- There are few resources for children to use outside, and activities are unstimulating.

Commentary

63. The outside accommodation has improved since the last inspection, and now includes a separate secure area for children in the reception class. However, the area is limited and not used well. It lacks stimulus, and, during the inspection, it was used solely for riding wheeled toys. The teacher manages the class on her own, so there is often no extra help to supervise children adequately; this results in children using the outside area unsupervised. Opportunities to use the outside area are limited, preventing children having continuous access to the outside. Children have regular access to the hall for physical education lessons, where they have opportunities to use larger pieces of apparatus. In the one lesson seen, the teaching was poor. There was much wasted time at the start of the lesson, while all waited for the slowest to change. The lesson was extremely controlled, with children acquiring no new learning. The organisation of the lesson resulted in children having about five minutes actual physical activity, as the rest of the time was taken in listening to detailed instructions and queuing up for turns. The apparatus was set up ready for the class, and, as the hall is so small, there were no opportunities for an appropriate warm-up session, or for children to explore the space around them, or be aware of others as they move. Expectations were low, and achievement was unsatisfactory, as the children were capable of doing much more than was expected of them. Despite the lack of pertinent or focused interventions by the teacher, the children demonstrated satisfactory standards for their ages, and displayed good personal and social skills while they waited patiently.

CREATIVE DEVELOPMENT

Provision for creative development is **unsatisfactory**.

Main strengths and weaknesses

- Children have many opportunities to paint, but activities are prescribed by the teacher, with little room for children to express their own ideas and feelings.
- There are few opportunities for children to explore and develop their ideas through imaginative and expressive activities.
- There are missed opportunities to teach new skills as the children get older.

Commentary

64. Evidence was collected from the limited planning that was made available, from displays and from observing a planned activity supervised by a competent volunteer helper. This tends to suggest that children will achieve the expected standards in parts of their creative development, by the end of their reception year, but achievement is unsatisfactory overall. The quality of teaching and learning is unsatisfactory, because there are too few opportunities for children to develop their imagination through an exciting range of activities. They are able to mix paint and use a limited range of materials to make collages. However, opportunities for enhancing children's imagination are limited, as the role-play corner is very small, and there are not enough resources to provide imaginative stimulus. The teacher does not enrich the experience by joining in the play and asking questions which develop children's learning, as they work on creative activities while she listens to children read. The planning is very thin for this important area of children's learning, and there was limited evidence, from either planning or displays, of children developing their own imaginative ideas. The one display on the wall showed that all children had stuck paper on prepared teddy bear shapes. The only creative experience provided was that children could choose from a range of three colours. It was also unclear whether or not children have more regular opportunities to engage in creative activities, such as music making or small world play outside the timetabled slots for music and singing.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards in English are currently below average in Year 6 and above average in Year 2.
- Teaching of the basic skills is good overall.
- Assessment procedures have improved and are mostly used well to provide appropriate work for pupils.
- The management of the subject is improving.

Commentary

65. Overall, as they move through the school, most pupils achieve satisfactorily and make satisfactory progress overall. Standards in Year 2 have improved since the last inspection. Although, at the last inspection, standards in Year 6 were average, the lower than average standards of the pupils currently in Year 6 are not a reflection of low achievement because, when these pupils joined the school, their attainment was below that expected for their age. However, achievement does vary from class to class. Although, over time, girls in Year 6 have tended to do better than boys in the national tests, there was no strong evidence to support this during the inspection.
66. Pupils' skills in speaking and listening are about average. Throughout the school, staff ensure that pupils have many chances to develop the skills of speaking and listening. For example, in some classes, when given a question, pupils are encouraged to discuss this in pairs before giving their answers. In Year 6, the teacher is very effective in his use of praise to give pupils confidence in their responses. Most pupils listen with good attention to their teachers and each other, but occasionally get restless when they have to spend too long listening. This is particularly so with pupils who have special educational needs, especially those with behaviour problems, particularly when there is no extra help in the classroom. Most teachers use many good subject-related words and general vocabulary in all lessons, and adults encourage pupils to ask if they do not understand a word.
67. Currently, standards in reading are above average in Year 2 and below in Year 6. Younger pupils work out new and unfamiliar words, using letter sounds, picture and context clues, and more able pupils in Year 2 read with good expression and understanding. Most of these pupils understand the workings and layout of information books. Pupils in Year 6 read fluently, from a good range of books, at an appropriate level, but many cannot refer back to significant events in the text, nor can they understand the deeper meaning within it. The school has identified this as a priority for improvement. Although, most pupils name their favourite authors and explain why they chose to read a book, there is evidence that pupils do not read from a wide range of authors or genre. Most pupils say they enjoy reading and are happy to talk about books they have read.
68. Standards in pupils' writing are above average in Year 2 and below in Year 6. Pupils in Year 2 are developing and using appropriate techniques such as storyboard planning to plan and structure their work as they write for a wide range of audiences and purposes. Pupils are aware that they should put a capital letter at the beginning of a sentence and a full stop at the end and many are doing this naturally without continual reminders. More able pupils make their sentences more interesting by using different words and phrases to start their sentences. In Year 6, more able pupils are beginning to use paragraphs in their work, speech marks and more complex punctuation. However, although some pupils produce descriptive, imaginative work, much of the writing is lacking in the depth expected from pupils of this age. Many pupils in Years 3 to 6 have not yet developed the concentration needed to write accurately at length, or the self-discipline to work independently. The school is working hard to improve pupils' spelling. Pupils in Year 2 often use their knowledge of letter sounds effectively to help with their spellings but sometimes make silly mistakes in simple words. In Year 6, pupils' spelling mistakes were frequently left

uncorrected. Handwriting varies considerably across the school. Most pupils in Year 2 write their work neatly, with many joining their letters correctly. This is a considerable improvement since the last inspection. However, in Year 6, although the pupils usually write in a cursive style, many have reverted to printing and do not always take care with the presentation of their work. However, these pupils appreciate the value of word-processing, and use it well in presenting their work effectively.

69. Pupils with special educational needs are usually supported in literacy lessons by learning support assistants who have a clear understanding of the needs of these pupils from the targets set in their individual education plans. This enables the pupils to achieve satisfactorily and, on occasions, to make good progress in their learning.
70. The quality of teaching observed was good, overall. However, teaching is satisfactory overall, in Years 3 to 6 because the work in the books of most pupils indicates that the progress they make in their learning is only satisfactory. Pupils progressed better in Years 1 and 2 indicating good teaching. Teachers have a good understanding of the National Literacy Strategy. Overall, basic skills are taught well. Pupils' knowledge of letter sounds, blends and basic spelling patterns (phonics) are promoted effectively. In the best lessons, teachers share with pupils what they are going to learn and establish at the end of the lesson what they have achieved. In all classes there is a wide range of ability, and, in the main, teachers provide work that matches the need of pupils grouped according to their ability. Learning is most effective in lessons where planning is clear, tasks are purposeful for all abilities and the pace of lessons is brisk. Where this is linked to confident class management and good subject knowledge learning is at its best and all pupils achieve very well. For example, in a very good lesson with the pupils in Years 5 and 6, the teacher gave a very lively input to the lesson which held all pupils in rapt attention. He used the interactive whiteboard effectively to further stimulate their interest and used questioning, skilfully directed at pupils with different levels of ability, to promote thinking and learning. Clear explanations and instructions were given for follow up work and the whole lesson was conducted at a very good pace so pupils were focused on their learning all the time. Successful teaching is also characterised by the teachers' very good relationships with pupils who are encouraged to evaluate their work and share their findings. In general, marking is unsatisfactory. In the best examples seen, mainly in Years 1 and 2, teachers give appropriate praise and make constructive comments as to how pupils can improve their work. In all classrooms there are good displays of teaching and learning aids to help pupils with their work.
71. The leadership and management of the subject are sound. The co-ordinator is very new to the school, is suitably qualified for the post and already has plans in place for improving the provision. Assessment procedures are generally good and teachers use these effectively to group pupils according to their ability and set targets for individual pupils. However, some individual targets are very general and are not focused enough for pupils to understand so they are not able to see clear gains in their learning. A considerable amount of funding has been put into improving resources, for example for reading. The library is rather small but has an appropriate range of non-fiction books. Classroom libraries generally have a good range of fiction books.

Language and literacy across the curriculum

72. The school is developing some appropriate links where literacy skills are used effectively to support other subjects. For example, pupils in Years 1 and 2 were writing prayers in their religious education lesson, and pupils in Years 5 and 6 had written letters 'home' expressing their feelings as evacuees, in their history studies of Second World War. There are plans to develop this further.

MATHEMATICS

The quality of provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards have improved in Years 1 and 2 and are now above average.
- Assessment procedures have improved so teachers have a clearer indication of what pupils have learnt.
- Standards in Year 6 are not currently high enough.
- Pupils have poor mental arithmetic facilities, particularly in Years 3 to 6, as they do not know their multiplication tables.

COMMENTARY

73. The school has made satisfactory progress since the last inspection, and has successfully raised standards in Years 1 and 2, but standards have fallen in Year 6. Pupils' achievement is satisfactory. The pupils currently in Year 6 began Year 3 with below average standards, and they have had a steep hill to climb. Currently, with their new teacher many pupils in Years 5 and 6 are achieving well because the teaching is very good. Generally, pupils in Years 3 to 6 do not have secure mental calculation skills, and this hinders their ability to work out sums, or check that their answers are reasonable. During the inspection there was no evidence of any significant difference between the achievement of boys and girls. The few pupils with special educational needs do as well as their classmates, and better when given support.
74. The quality of teaching is variable, but it is satisfactory overall and ensures sound learning. Pupils in Years 1 and 2 benefit from good teaching, resulting in above average standards. The teacher emphasises mathematical language well, and, in the lesson seen, the good demonstration ensured that pupils understood that two quarters are 'equivalent' to one half. In this lesson, the learning support assistant worked well with lower-attaining pupils to ensure they understood and completed the task. High expectations of behaviour and pleasant relationships ensured that pupils worked well throughout the lesson. Pertinent assessments were made by the support assistant about the pupils she was working with to inform the next stage of their learning. Teaching in Years 3 to 6 is more variable. There was evidence of some very good practice, where the teacher used an open-ended problem for pupils to solve which required them to think and recognise patterns. This was an example of very good opportunities for pupils to apply their previous knowledge and understanding to a new situation. The teacher used an electronic whiteboard very effectively to sum up the lesson and reinforce learning. In a less successful lesson, pupils were not managed well and the pace of the lesson was slow. The tasks set were insufficiently matched to the differing abilities within the class, and many pupils were unable to complete the tasks. Pupils with special educational needs were not supported in this lesson, and, consequently, they did not achieve as well as they should if support had been available.
75. Leadership and management of mathematics are good. The headteacher is the co-ordinator and has carried out lesson observations across the school, and checked progress on individual pupils' targets for mathematics every term. She has a clear picture of attainment within the subject and where the weaknesses lie. The quality of teaching in the top class has already improved, and this good practice is being disseminated through the school. Assessment procedures are now more thorough, an improvement since the last inspection, and this data is being used to identify key aspects of mathematics that need development, both across the school and within year groups. For example, the inability of a significant number of pupils to calculate mentally has been identified as a weakness, and there are plans to tackle this. Pupils have targets to enable them to improve their work, but these are not precise enough, and because the pupils are not involved in setting them in most cases they are not clear about what they have to do to improve. Resources are satisfactory.

Mathematics across the curriculum

76. There is satisfactory use of mathematics in other areas of the curriculum, such as science and geography, when pupils use charts and graphs to display their findings. Good use is made of information and communication technology when older pupils use spreadsheets, and in class of pupils in Years 5 and 6, the teacher uses the electronic whiteboard very effectively to reinforce learning.

SCIENCE

The quality of provision is **satisfactory**.

Main strengths and weaknesses

- Standards have risen since the last inspection in Years 1 and 2.
- Standards have fallen in Years 3 to 6 since the last inspection.
- In the past there have been too few opportunities for pupils to investigate for themselves, but current practice indicates that this has improved.
- The role of the co-ordinator is developing.

Commentary

77. Standards at the end of Year 2 are average, but standards at the end of Year 6 are below average. This is because there are too few pupils achieving the higher Level 5, and pupils' investigation skills are generally weak. The achievement of pupils, including those with special educational needs, is satisfactory.
78. Teachers are aware of the need to promote the development of scientific skills, and lessons are now planned to give pupils more opportunities to plan their own investigations and draw their own conclusions. In this way, scientific skills are now being developed alongside factual knowledge. This was particularly evident in a lesson in Years 5 and 6, when pupils worked together to plan an investigation on soundproofing. The pupils were required to think for themselves, and use their previous knowledge and understanding of the way sound travels to plan this investigation. Good opportunities were then given to evaluate their plans, and pupils soon appreciated the limitations of their ideas. Good learning ensued, as pupils were reminded of concepts, such as fair testing. Similarly, in a lesson in Years 1 and 2, the emphasis was on practical work, as pupils investigated switches in their lesson on electricity. The school is, therefore, well placed to enable standards to rise.
79. The quality of teaching overall is satisfactory, with considerable strengths and some weaknesses. Features of good practice were:
- Good use of day-to-day assessment to establish exactly what the pupils had learned before introducing new learning.
 - Good emphasis on practical investigations, so that pupils learn from their mistakes and are all involved.
 - Appropriate use of specific scientific vocabulary.
 - Good use of questioning to elicit pupils' ideas and make them think.
 - Very effective sessions at the end of lessons reinforce learning.
80. In the weaker lesson, some pupils were not interested, and the teacher had difficulty establishing control. In this class, there were several pupils with special educational needs for learning difficulties and others with behavioural problems. The teacher did not have any extra support for these pupils so they, therefore, caused disruption. Insufficient attention was paid to the differing abilities within the class. Resources were not appropriate to enable pupils to test the transparency of materials, as none of the given ones was opaque. This demonstrated a weakness in the teacher's subject expertise.
81. Co-ordination of the subject is satisfactory and developing. The co-ordinator has worked hard to raise the profile of science, through the school, by the introduction of planning boards in all

classes. The subject is appropriately planned, using a two-year cycle to accommodate the mixed age classes. Because of the nature of the small school, the subject leader liaises well with the other staff, and has a good overview of the subject and the strengths and weaknesses. She, however, has had no opportunities to observe teaching or look at work on a regular basis. Assessment procedures are in place, but these are not, as yet, used rigorously enough to track pupils' progress across the school, so that work can be planned to meet individual needs. Resources have improved since the last inspection and this has helped raise the quality of teaching.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- There has been a significant improvement in the quality and quantity of resources for the subject.
- Standards have improved since the last inspection.

Commentary

82. Two information and communication technology lessons were observed during the inspection. Based on these observations, pupils achieve well and standards are broadly average in Years 2 and 6, with a significant number of pupils achieving beyond the expected levels in Year 6.
83. In the Year 2 lesson, the pupils were developing their skills well in sequencing instructions to move a programmable toy. The quality of teaching and learning was good, as the teacher had good subject knowledge, which she used effectively, to move pupils on in their learning. In another lesson, pupils in Year 6 were developing their knowledge of the use of spreadsheets. They followed the teacher's instructions, confidently locating the right program, entering data, and adding this up. One boy who had previous experience of using spreadsheets ably demonstrated another method he used for adding the data. The teaching and learning were very good in this purposeful activity. The teacher showed very good knowledge of the subject and imparted it well at a level of the pupils' understanding. In both lessons, the learning intentions and expectations of behaviour were made clear and, as a result, lessons were distinguished by the good attitudes of the pupils, the co-operative way in which they worked with each other and the brisk pace throughout.
84. Leadership and management of the subject are good. The co-ordinator is committed to continued improvement. The new computer suite has contributed greatly to the improved standards. All classes have at least two other computers, although these were rarely observed being used during the inspection. The teacher of the pupils in Years 5 and 6 uses the interactive whiteboard in the class very effectively to make lessons interesting and the school is planning to provide this facility in the other classrooms. In addition, the school makes good use of the two digital cameras it has. There has been good improvement in provision and standards since the last inspection.

Information and communication technology across the curriculum

85. The use of information and communication technology across the curriculum is satisfactory, and the co-ordinator is planning to develop this more extensively. Pupils regularly and confidently use information and communication technology in English, especially word-processing final copies of their writing. For example, in Year 6, pupils had written well presented persuasive letters about 'Saving the Tigers'.

HUMANITIES

History and geography were not a focus for the inspection, so no overall judgements can be made about provision or standards. Only one lesson was seen and too little other evidence was available to scrutinise. Examination of planning indicates that the curriculum meets statutory requirements, and is taught through a topic-based approach. However, there are long periods of time when geography is not being taught, and this has a negative impact on the way skills are progressively developed. Places

of educational interest and visitors to the school with expertise make valuable contributions to both subjects and bring them alive. Scrutiny of work indicates that there are few opportunities given for pupils to use their literacy skills, as many worksheets are used, requiring little input from the pupil.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils' achievement is unsatisfactory by Year 6 and standards are below those expected in the locally Agreed Syllabus.
- Standards and provision have declined since the last inspection.
- There has been insufficient monitoring of the subject to check that standards are high enough.
- There has been too much emphasis on learning facts about religions and insufficient understanding of the meaning behind religions.

Commentary

86. During the inspection there were only two displays of pupils' work relating to any aspect of religious education. There was limited work in pupils' books, and discussions with pupils in Year 6 revealed that they have little insight into why religious education is taught or why people believe in a religion. They have a smattering of factual knowledge about different world faiths, which they have learned through watching videos in the past. The emphasis in the past has been on learning facts rather than learning about the meaning behind different religions. For example, pupils in Year 6 were very unsure about the importance of the Ten Commandments to Christians. However, there are now more opportunities for pupils to consider religious concepts and develop their understanding of the nature of faith, but these changes have only happened recently, and there has been insufficient time for them to have any impact on standards in Year 6. Standards in Year 2 are in line with the expectations of the locally Agreed Syllabus, and pupils have a satisfactory understanding of the main features of the Christian religion, and are beginning to consider the similarities and differences between occasions such as Hindu and Christian weddings. Pupils' achievement in Years 1 and 2 is sound, whereas, achievement in the remainder of the school is unsatisfactory.
87. In the one lesson was seen during the inspection, in Years 1 and 2, the teaching was good. However, there was too little evidence available to make an overall judgement about the quality of teaching. There are links with the church, which are used well to promote knowledge and understanding of Christianity. Leadership and management of the subject are unsatisfactory, and the co-ordinator has no clear picture of what pupils are learning or what standards are like. There are no assessment procedures to help teachers plan the next stage of learning. The statutory requirements for religious education are met. The programme is properly based on the locally Agreed Syllabus. There are missed opportunities for work in religious education to have an impact on pupils' spiritual and cultural development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No judgements on standards, achievement or provision can be made in **art and design, design and technology and music** as these subjects were not foci for the inspection. Although **physical education** was a focus for the inspection, timetable restrictions made it impossible to make clear judgements on the provision of the whole of the physical education curriculum.

88. Work on display and in sketchbooks shows that pupils develop and use their skills appropriately in **art and design** as they move through the school. Pupils experiment with colours, mixing and matching them, using colour to show different textures and to produce different tones of colour. They use a good range of materials effectively in their work, such as pencil, paint, chalk, pastel and wax crayons, string and other materials for printing, and paper and fabric for collage work. Planning shows that the main aspects of art and design including drawing, painting, collage and

three-dimensional work are covered appropriately. Special art weeks, for example 'Sculpture Week', when some attractive designs were created, and artists who share their expertise with the pupils, enhance the curriculum. Resources are adequate and the subject is managed satisfactorily.

89. In **design and technology** only two lessons were observed and there was very little work on display or in books. In one lesson, the pupils in Years 3 and 4 were starting to think about designing and making a new kind of drink to meet consumer need. The teacher had a good knowledge of the subject and, through skilful questioning and well organised exchange of views, which promoted and consolidated learning, the pupils gained a good understanding of how to determine consumer needs as a basis for successful design. In one lesson, pupils in Years 5 and 6 were studying different movement mechanisms, in preparation for designing their own mechanisms, relating them in particular to how animals move. It was clear, during the lesson, that the pupils had very little background knowledge of this aspect of the subject. However, planning shows that throughout the school, all elements of the subject are planned for, through a commercially produced scheme of work. The school has an appropriate range of resources and the kitchen has recently been refurbished to improve the provision for food technology. Management of the subject is satisfactory.
90. Apart from a whole-school 'Singing Assembly' no other **music** lessons were observed. During the assembly, the singing was tuneful and most pupils kept to the rhythm well. The pupils sang a familiar favourite song with great gusto and enthusiasm. Pupils have the opportunity to listen to music, as they enter the hall for assemblies, although no reference was made to the music during the inspection to help pupils' appreciation of it. The school has a suitable range of resources and the subject is managed satisfactorily. The African drumming day made a good contribution to pupils' cultural development. Pupils take part in musical performances in assemblies and church and visit venues further afield where they join other schools for concerts.
91. In **physical education**, the standards attained by the pupils in Years 3 and 4 in swimming are well above average. Most pupils are swimming without aids and the most confident swimmers swim underwater to retrieve a hoop from the bottom of the pool. The high ratio of experienced adults to pupils during swimming sessions ensures that pupils are challenged, achieve well and make good progress. The quality of teaching observed was good. The dance lesson observed for pupils in Years 5 and 6 was well planned and conducted at a brisk pace so that, by the end of the lesson, the pupils were able to give a full performance of their activities. However, it was clear that these pupils have not had a great deal of experience in dance and this has inhibited their overall progress. Occasionally, pupils miss physical education lessons because they do not have the correct clothing, which is unsatisfactory.
92. The limitations of the school accommodation cause problems for the delivery of the physical education curriculum. Although the school makes best use of its limited space, the hall is not big enough for whole-class gymnastics especially with large apparatus. There is no area outside that provides enough space for football or netball games. The school does have access to a field in the village and this is used well for sporting activities. The school is fortunate in having the use of a minibus for transporting pupils to the field. The school provides all pupils in Years 3 to 6 with the opportunity to take part in outdoor adventurous activities on residential visits. Specialist coaches and parents provide expertise in extra-curricular activities and pupils take part in inter-school sporting activities. Resources are adequate and the management of the subject is sound.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

93. Only one full observation was made on a lesson in **personal, social and health education**, so it is, therefore, not possible to make an overall judgement on the provision or standards. However, regular sessions are timetabled, and, in the one lesson seen, pupils were aware of the need to keep themselves clean and healthy. Whole-class discussion times are used effectively to consider topics such as relationships. These opportunities have a positive impact on the attitudes and behaviour of the pupils.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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