

INSPECTION REPORT

FORESTERS PRIMARY SCHOOL

Wallington

LEA area: Sutton County Council

Unique reference number: 102986

Headteacher: Mrs Gillian Hutton

Lead inspector: Paul Missin

Dates of inspection: 8 – 10 December 2003

Inspection number: 256151

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	225
School address:	Redford Avenue Wallington Surrey
Postcode:	SM6 9DP
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Appropriate authority:	The governing body
Name of chair of governors:	Gary Kirkwood
Date of previous inspection:	2 November 1998

CHARACTERISTICS OF THE SCHOOL

Foresters Primary School is bigger than most other schools of the same type. There are 29 more boys than girls. There is a unit in the school for up to 42 pupils with autistic spectrum disorder (ASD) known as the Foresters Opportunity Base (FOB). There are 4 FOB classes and seven classes in the mainstream school. Thirty-five pupils use English as an additional language (EAL) and three of these are at an early stage of language acquisition and receive support from a special government grant. Seventeen pupils are refugees or asylum seekers. There are 42 pupils on the register of special educational needs (SEN). This and the proportion of pupils with SEN statements are above average. Mobility in the area is high. The school received an Achievement Award in 2000 and an Investors in People Award in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19227	Paul Missin	Lead inspector	Art and design Design and technology Information and communication technology
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17171	Mary Last	Team inspector	Pupils in the autistic unit
8560	Margaret Lynch	Team inspector	English as an additional language Mathematics Physical education
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Foresters Primary School is an effective school where all pupils, including those from the Foresters Opportunity Base (FOB) are fully included in all aspects of its work. When they leave the school, most pupils are achieving average standards, but most make good progress and achieve well from a lower level when they start school. Pupils with special educational needs (SEN) and English as an additional language (EAL) consistently make good progress. Across the school, teaching and learning are good. They are particularly strong in Years 3 to 6 where pupils make the best progress. The headteacher leads the school well. She is effectively supported by other key staff and management is good. Governance is sound. Overall, the school provides good value for money.

The school's main strengths and weaknesses are:

- Provision for pupils in the FOB is good and the very effective way that these and all other pupils in the school are fully included in all aspects of the school's work adds significantly to their personal and social development.
- Pupils' very good attitudes and behaviour and the very good relationships shown provide an impressive sense of community and belonging across the school.
- The school's high profile in the local area is promoted by very good relationships with the local community and other schools and colleges.
- The headteacher provides good leadership, particularly in the way she encourages a strong caring ethos in the school.
- Standards achieved in physical education (PE) are above those expected for pupils' age and the opportunity for them to take part in extracurricular sport is very good indeed.
- Standards achieved in music are above average in Years 1 and 2 and are rising across the school because of the impact of the specialist teaching that pupils receive but standards in writing require further improvement.
- The monitoring of teaching and learning has not been sufficiently rigorous to ensure that the good and very good practice in some classes is extended across the school.
- Children in the Reception class do not have sufficiently easy or regular access to an appropriate outdoor play and activity area.
- The school's procedures for improving attendance are not sufficiently rigorous.
- The governors are not fulfilling their statutory duty in one important respect.

The school has made good overall improvement since the last inspection. Good improvement has been made in providing an overall curriculum plan and in improving the school's accommodation. The quality of teaching has been improved significantly. Most of the statutory requirements are now met. Good work has been done in raising attainment in English, improving assessment procedures and in developing the role of co-ordinators, but in all these aspects further work is required.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	C	C	A
mathematics	D	D	D	B
science	C	E	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.*

When compared with all schools, standards in Year 6 in 2003 were average in English, below average in mathematics and well below average in science. However, when compared with similar schools, standards were well above average in English, above average in mathematics and average in science. The inclusion of FOB pupils in the national test data can significantly distort the school's overall figures.

Currently, pupils in Year 6 are attaining average standards in all subjects inspected except in PE where standards are above average. Pupils in Year 2 are attaining above average standards in music and PE, below average standards in writing and science and average standards in all other subjects which were inspected.

Achievement across the school is good. From a below average level when they enter the school, most pupils make good progress by the end of Year 6. Across the school, pupils with SEN and EAL achieve well as do pupils in music and PE. Achievement of pupils is good in English and science in Years 3 to 6 and in music in Years 1 and 2. Children in the Foundation Stage and those in Years 1 and 2 achieve satisfactorily.

Pupils' attitudes and behaviour are consistently very good. They are fully involved in their learning and are keen to do their best. **Their spiritual, moral, social and cultural development is good.** Punctuality is satisfactory. Attendance is unsatisfactory. The rate of attendance is well below the national average.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are good across the school, with important strengths in Years 3 to 6. However, there are inconsistencies in the quality of teaching across the school and the quality of the monitoring has not yet succeeded in bringing all teaching up to the best. Important strengths in teaching are the positive way in which pupils are encouraged and motivated and the effective support provided by teachers and their assistants. The good assessment practices in some subjects have not yet been sufficiently extended across all aspects. The school has established good links with parents and very good links with other schools and the local community. Very good improvement has been made to the school's accommodation, except that children in the Reception class do not have easy access to the outside play and activity area.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher ensures that the caring and inclusive ethos of the school is successfully promoted. She is supported well by key staff in the school. The financial management of the school is very good. The school has a very clear view of value for money. Governance of the school is satisfactory. Governors have a good view of the working of the school but one important health and safety issue has not been dealt with satisfactorily.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very positive about the school. Most thought that pupils behaved very well and that the school was well led and managed. Pupils also value their school highly. Most identified an adult in the school community that they could go to if they needed help and considered that they were treated fairly at school.

IMPROVEMENTS NEEDED

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

- Further improve the standard of writing across the school.
- Improve the quality and consistency of teaching across the school and develop more rigorous procedures for monitoring its impact on pupils' learning.
- Improve provision for outdoor learning for children in the Foundation Stage.
- Further encourage better attendance by pupils.

and, to meet statutory requirements:

- Governors should ensure that the legal requirement notified by the inspection team is urgently addressed.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, pupils attain standards in the Foundation Stage and in Years 1 and 2 which are below those expected for their age. Pupils in Year 6 attain average standards. From a below average point when they enter the school, most children achieve satisfactorily in the Foundation Stage and in Years 1 and 2 and make sound progress. Progress is accelerated in Years 3 to 6. Here pupils achieve well and make good progress.

Main strengths and weaknesses

- Across the school, most pupils make good progress in their learning.
- Pupils with SEN and EAL achieve well and make good progress towards their own learning targets.
- The provision for pupils with autistic spectrum disorders (ASD) in the FOB is good.
- In 2003, pupils in Year 6 achieved standards in English that were well above and in mathematics standards that were above those expected in similar schools.
- Pupils attain above average standards in PE across the school and in music in Year 2.
- Pupils in Year 6 achieve well in English and science.
- Standards in writing are too low because pupils do not have sufficient opportunity to use and develop their writing skills across other curriculum areas.
- Children in the Reception year do not make sufficient progress in the development of their physical skills because of lack of regular access to an outdoor play and activity area.

Commentary

1. A feature which affects the analysis of the statistical data from national tests at this school is the proportion of pupils from the FOB within each year group. While many of these pupils are disappplied from the national tests, their number is included in the statistical data published for the school. This can distort the overall figures significantly. For example, analysis of the Year 6 tests data for 2003 shows that in several subjects the difference between including and not including the FOB's pupils caused a variation of almost ten per cent in the overall scores. The school has produced useful figures to show the effect of excluding FOB's pupils from published data. An important feature, which impacts on all comparisons made with the last inspection, is that the attainment of pupils when they enter the school has dropped. At the last inspection it was judged to have been in line with national expectation, now it is below average.

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

Standards in:	School results	National results
English	27.4 (27.4)	26.8 (27.0)
mathematics	26.5 (26.4)	26.8 (26.7)
science	27.7 (27.0)	27.7 (27.0)

There were 35 pupils in the year group. Figures in brackets are for the previous year.

2. The results of the most recent national tests for seven-year-olds show that standards in Year 2 have been consistently low in reading and writing, but until 2003 they had been broadly average in mathematics. This relative strength in number skills and weakness in language skills are also a feature of the assessments made on children at the end of the Foundation Stage. Standards have also been low when compared with similar schools. Analysis of recent test data for eleven-year-olds shows that standards have been higher in English than in

mathematics, but that the rate of improvement in mathematics has been better than that nationally. In 2003, standards were well above those expected in similar schools in English, above in mathematics and in line in science. Measures of the rate of improvement since the seven-year-olds tests show the best achievement in English and the least progress in science.

3. Children in the Foundation Stage attain average standards in their personal, social and emotional development and in their creative development. In all other areas of learning, standards are below average. There was insufficient evidence during the inspection for a judgement to be made on standards in children's knowledge and understanding of the world.
4. In the current Year 2, pupils attain average standards in reading and mathematics but below average standards in writing and science. Standards are above average in music and PE and average in ICT. There was insufficient evidence for overall judgements to be made in other subjects. Since the last inspection, standards have improved in reading and PE and above average standards have been maintained in music. Standards are higher in PE because of the good teaching and the high profile which the subject has in the school. Standards in music are still above average because of the quality of specialised teaching which pupils receive. Standards have improved in all areas since the 2003 tests, mainly because the proportion of pupils with SEN is less in the current Year 2 group.
5. In the current Year 6, pupils achieve above average standards in PE and satisfactory standards in all other subjects where it was possible to make a judgement in this inspection. This is similar to the findings of the last inspection except there have been improvements in ICT and PE and standards are currently average in music where they were above average at the last inspection. Improvements have been made in ICT as a result of the teachers' confident use of the facilities in the computer suite. Standards have appeared to remain the same in core areas since the last inspection, but the attainment levels of pupils entering the school have dropped since then.
6. Pupils are not given enough opportunity to apply and develop the writing skills which they have been taught. Across the school there is an overuse of photocopiable worksheets. Some pupils are not given sufficiently interesting or challenging purposes for writing.
7. Pupils with SEN are well supported and benefit from well written individual plans to support their work in school. As a consequence they are achieving well overall in relation to their capabilities. The school has very good links with local agencies and parents to harness support for pupils. The school celebrates the differences of individual pupils and has an inclusive approach. There are very strong links with pupils in the FOB and frequently these pupils join in with the classes in the mainstream school to the benefit of all.
8. Provision for English as an additional language is good. The school welcomes these pupils and their dignity and cultural heritage are respected. Classrooms and teachers provide a welcoming environment in which pupils feel secure. Multicultural resources support a wide range of curriculum activities. Most of the pupils currently in school, for whom English is an additional language, have a good level of English and many have fluency. The three pupils who are beginners have made steady progress over two terms and one can now, for example, read seventeen words.
9. The good provision for pupils in the FOB enables them to make good gains in their personal and emotional development and in their understanding of appropriate areas of learning and aspects of the National Curriculum. A major strength is the commitment shown by staff to include such pupils in all the learning opportunities and activities provided by the school. Their relationships with other pupils and staff and the opportunities provided for them to learn alongside pupils in the main school classes ensure that FOB pupils make good progress in learning and social skills.

10. Pupils in the FOB make good progress in expressing their preferences and needs through the recently introduced use of a system which involves communicating with adults by using a range of pictures and symbols. By using these, the youngest pupils in the Foundation Stage can construct simple sentences to identify what they would like to eat, drink or do. Interactive work on communication and language is good and helps pupils understand the importance of body language, eye contact and using appropriate strategies such as speech, symbol or sign. By the time they reach the end of Year 6, pupils communicate more easily with each other as well as with staff and can work in pairs.
11. Across the school, pupils achieve well. Most make good progress during their time at school and the school makes positive value added gains as they move through. Pupils make satisfactory progress in the Foundation Stage and in Years 1 and 2. Their progress is accelerated in Years 3 to 6 where they make good progress. This good progress is the direct result of the good teaching these pupils receive. Across the school, the needs of most pupils are met well. Pupils with SEN and those with EAL receive good levels of support, encouragement and instruction in class and make good progress. The needs of higher attaining pupils are met soundly. However, teachers' planning does not consistently show how work is extended to meet these pupils' needs in order for them to make better progress.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and their behaviour are very good. Attendance is unsatisfactory and provision for spiritual, moral, social and cultural development of pupils is overall good.

Main strengths and weaknesses

- Pupils behave very well both in and out of lessons.
- Pupils in the FOB demonstrate good attitudes to their learning and they are keen to do well.
- Pupils are willing to take on responsibilities both in and out of school.
- The school stimulates in pupils a desire to learn.
- The school promotes good relationships, including racial harmony, well.
- The school promotes a strong sense of community.
- Attendance and the school's action to promote it are unsatisfactory.

Commentary

12. Pupils in the FOB and the mainstream classes have very good attitudes to the school and display very good behaviour both in and out of lessons. Staff are skilled at managing pupils' behaviour and the overwhelming majority of pupils at the school, including pupils with learning difficulties, behave well and have good relationships with staff and one another.
13. Many pupils in the school are happy and willing to take on responsibilities, for example: acting as school council members, monitors, mentoring other pupils and, in the main, displaying a good level of confidence and self-esteem. The inspection team was impressed with the way that pupils of all abilities, including children in the FOB, integrate well together. The school is a well-balanced and contented community.
14. Teachers have high expectations of pupils' behaviour. In most lessons pupils display good attitudes, have a good respect for each other's feelings and beliefs and form constructive relationships with one another. Pupils interviewed during the inspection week confirmed that they felt that instances of bullying were rare but were dealt with immediately and effectively by staff when they occur. Although the school takes in pupils who have been excluded from other schools, there had been no fixed term or permanent exclusions during the previous year.
15. The school effectively promotes pupils' understanding of the principles to enable them to distinguish right from wrong and how to be socially and morally aware. Lunch times are pleasant, social occasions where pupils sit and eat together and develop social skills and an

understanding of one another's views. In the playground pupils display good and sensible behaviour with older pupils defending younger pupils and acting as their mentors. The very good relationships that pupils have with each other have a positive effect on the progress that they make during their life at school.

16. The overall provision that is made for pupils' spiritual, moral, social and cultural development is good. Assemblies are regularly held where pupils are given time for quiet reflection and learn about other cultures and religions. By the reinforcement by staff of the school's rules, pupils are taught to have a good respect for the feelings, values and beliefs of others. The school is very proactive in promoting pupils' knowledge of multicultural differences in society. The inspection team was impressed by the variety of displays throughout the school showing how Christmas is celebrated in other countries and by other faiths.

Attendance

17. Attendance at the school is unsatisfactory. The school does not monitor attendance on a first day of absence basis and, as a result, pupils are absent for several days without the school being aware of the reason. The school does not contact parents promptly to request reasons for absence and the newly appointed Education Welfare Officer does not visit the school on a regular basis. A small number of parents do not make sufficient effort to ensure the attendance of their children and, as a result, the overall attendance figures at the school are affected.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.2	School data	0.6
National data	5.4	National data	0.4

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

Exclusions

There were no exclusions in the last academic year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The strongest features are the effective integration of the work of the FOB into the main school and the good support for pupils with SEN and EAL. The school has very good links with other schools and colleges and with the local community. The main areas for improvement are to further promote the use of writing skills across the curriculum and to improve the consistency of teaching to ensure that good and very good practice is better promoted.

Teaching and learning

The quality of teaching and learning is good overall. It is sound in the Foundation Stage and in Years 1 and 2, with several good features. It is good in Years 3 to 6 with some very good features. Assessment is good across the school.

Main strengths and weaknesses

- Teachers consistently manage pupils well and create effective learning environments in their classrooms.
- Pupils' very good behaviour and their very good attitude to school work promote and encourage their learning well.
- Pupils with SEN and EAL are taught well and make good progress in their learning.

- Teaching and learning in music and PE are good.
- Although some teachers' lesson plans are full, detailed and clear, others do not show consistently the work planned for pupils of all abilities in the class.
- Pupils in the FOB are given good levels of support and encouragement from teachers and support assistants. The contribution of the speech and language therapist is particularly effective.
- Assessment procedures in the core subjects are good, but less well developed in music, ICT and across all parts of the FOB.
- Teachers in the FOB use praise and encouragement effectively but sometimes some pupils would benefit from a higher degree of challenge.
- Teachers have recently had effective in-service training in the development of assessment practices.
- Data from national tests are used well.
- The assessment of pupils with EAL is very good.
- Parents are involved well in the setting of pupils' attainment targets.

Commentary

Summary of teaching observed during the inspection in 49 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7 (14%)	21 (43%)	21(43%)	0	0	0

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

18. Overall, the quality of teaching and pupils' learning is good. This represents an improvement since the last inspection when teaching was satisfactory. Since 1998, the proportion of very good teaching has been broadly maintained and the significant proportion of unsatisfactory teaching has been eliminated. There is too much variation between the quality of teaching across different aspects of the school. The highest proportion of good and very good teaching is found in Years 1, 4 to 6 and in the Nursery. In these groups, pupils make the best progress in their learning. The teaching of pupils with SEN and EAL is good. It is also good in music and PE across the school and in English and science in Years 3 to 6. Teaching is satisfactory in all other subjects where judgements have been made.
19. An important strength in teaching across the school is in the positive way in which pupils are managed. Teachers introduce lessons clearly and carefully and interesting activities are devised. This ensures that pupils know what is expected of them and improves their learning. Teachers lead class discussions well and ensure that all pupils take part. Pupils feel safe and secure and they are confident in putting forward their own point of view. These are accepted and valued by the teachers. Great care is taken when pupils from the FOB are in mainstream classes. An example of the positive way that this is managed was seen in a discussion about Christmas around the world in a Year 5 religious education lesson. During the discussion, the pupil was well supported by ideas and encouragement by his learning support assistant. She enabled him to make appropriate and helpful comments to the rest of the class as the lesson proceeded. Across the school, pupils' behaviour is consistently good.
20. Some aspects of teachers' planning are good. In literacy, teachers' lesson plans are detailed and clear and are made relevant to pupils' current learning by making good reference to previous assessment data. Good use is made of individual developmental targets which are clearly known and understood by pupils and frequent reference to them is made during the lesson. However, in several lessons teachers' planning does not show sufficiently clearly how work is specifically planned to meet the needs of all abilities in the class. In these plans, activities are not closely matched to appropriate National Curriculum levels.

21. An art and design lesson to pupils in Year 5 illustrated several features of very effective teaching. The lesson observed was the last of a series where the pupils were bringing together skills and techniques that they had been previously taught. The teacher reminded pupils about the work they had been doing, and related it to the work of other artists that they had been learning about. The teacher made quick, but effective reference to examples of pupils' work on display, fully valuing and remarking on their individual achievements. The current task of using different media to undertake some observation of still life objects was introduced very well. The teacher emphasised close observational skills and the development of specific techniques involved with the different media, such as oil paints, charcoal and poster paint. The result was that pupils were enthused to begin and were confident with their skills and produced some good quality work.
22. The knowledge and enthusiasm of the specialist teacher in music add significantly to the quality of teaching and learning in music. She takes classes throughout the school and ensures that pupils have good opportunities across the subject. In PE, teachers show good subject knowledge and they manage pupils well. A further strength is in the quality of the extra-curricular activities provided by teachers, parents and support assistants.
23. Teachers' use of assessment of pupils' work, as a natural part of teaching and learning, has improved since the last inspection when it was judged weak across the infant and junior departments. Assessment is now good overall, but there are areas for further development which the school has identified. Assessment procedures in English, mathematics and science are now good, and data collected are used well. The results of national testing are carefully analysed to identify areas of weakness in pupils' understanding and teacher's approach. An example of the impact of this analysis is that further work in the development of science skills was identified and now shorter science skills teaching sessions have been organised in Years 3 to 6. Data are also used to set clear and helpful attainment targets for individual pupils and year groups. A recent useful initiative was introduced whereby parents were invited to come to the school with their children to discuss children's targets and the progress being made in achieving them. A weakness in the assessment procedures is that the good systems in the core subjects have not yet been extended across other aspects, such as ICT and music. However, the school has planned well for the further development of assessment practices. The school's assessment policy has recently been revised and assessment is a continuing focus for staff development. A very comprehensive action plan has been devised with co-operation with a local Beacon school. This is a four-year plan focusing on the assessment of work according to National Curriculum levels and extending assessment practices beyond the core subjects.
24. Teaching and learning are satisfactory overall in the Foundation Stage and good in the Nursery. Here the teacher plans well and makes sure that children feel safe, valued and welcomed. A good range of activities is provided. Assessment is good. Both teachers assess children's work effectively. They give information about the context for the work, how children coped and what they know and understand. This is done particularly well by the Nursery teacher and frequently includes comments about what children should do next. Teachers make useful evaluative comments on their weekly lesson plans; however, it is not always clear how these very valuable assessments are used to inform planning.
25. The teaching of pupils with SEN is good. Pupils are not made to feel any different to other pupils in lessons. They are frequently supported by teaching assistants in small groups and when this happens they often make very good progress. The teaching assistants have a good understanding of their particular needs and in collaboration with the teacher make sure that programmes of work are suitably adjusted to meet their needs. Pupils working with the teaching assistants show high levels of interest in their work.
26. The teaching of pupils with EAL is good. Staff have a clear understanding of pupils' prior attainment from assessments by the class teacher and other professionals. Teachers have an assessment of pupils' achievement and of their level of competence in English. Staff know the ethnic and language background of all pupils and if they are refugees or asylum seekers.

Support in lessons helps pupils to take account of concepts and vocabulary to enable pupils to be able to apply subject specific language and have access to other lessons. Some teachers use a good number of visual resources and a good number of group opportunities are provided for pupils that will allow them to work at their intellectual level. It is important that this is the case in all classes in all lessons. Class teachers use pupils' first languages where they are confident and at ease, for example in themed displays and at cultural festivals. Pupils' families may also become involved. All pupils have targets set for language and learning.

27. The quality of teaching and learning in the FOB is good. Pupils benefit from staff who know them well and understand how to promote their confidence and self-esteem. The learning support staff are particularly skilled in understanding and supporting individual pupils with their work and their social skills. Although pupils with ASD are not assessed through the national testing programme, they are taught all the subjects of the National Curriculum with much additional and effective attention paid to their personal and social skills. The work of the specialist speech and language therapist is a major strength in her direct work with the pupils as well as the guidance she provides for staff.
28. Many pupils with ASD are, however, frequently dependent upon adult support. During specialist classes in the opportunity bases, adult support is gently persuasive rather than challenging which boosts the pupils' self-esteem and helps them build their self-confidence. Some higher attaining pupils could cope with higher levels of challenge in their work and very occasionally some opportunities are lost to record precisely what they have successfully learnt. The staff are aware, however, of the importance of praising pupils' achievements. The teachers have a thorough knowledge of the individual pupil's educational and social needs. They plan activities and lesson content well in response to the pupils' needs and place a regular emphasis on vocabulary which helps pupils improve their understanding in lessons.

The curriculum

The school ensures all pupils have a satisfactory range and quality of learning opportunities. It provides them with good opportunities to widen their experiences through extra-curricular activities, visits, visitors and events. The school's accommodation and resources support learning well.

Main strengths and weaknesses

- The school is inclusive and works hard to integrate pupils from the FOB.
- The provision for pupils with SEN and EAL is good.
- Schemes of work are now in place for all subjects.
- There is good provision for personal, social and health education.
- A good use of visits, visitors and events help to bring the curriculum alive. A very good range of out-of-lesson sports' activities complements these.
- The school's accommodation is good and is used well to support pupils' learning but children in the Reception class do not have easy access to the outdoor play and activity area.

Commentary

29. Since the last inspection the National Literacy and Numeracy Strategies have been satisfactorily introduced. Schemes of work in other subjects provide a secure foundation for teaching and learning. This has satisfactorily addressed one of the key issues identified at the last inspection. However, there is still work to be done, through careful monitoring, to ensure that these schemes are fully and effectively implemented, and that any needed developments take place and are evaluated.
30. The school works hard to provide equality of access and opportunity for all pupils. The provision for pupils with SEN and EAL is good. This enables these pupils to achieve well. Pupils from the FOB take a full part in the life of the school and where possible, they are integrated effectively into mainstream classes for lessons. The school encourages some

mainstream pupils to work with base children in their classrooms. This supports pupils with social skills' needs, and provides modelling for base children in language and communication and social skills.

31. The school supports the curriculum well through a good range of visits and visitors. For example, a visit to the Polka Theatre provides a stimulus for project work; a Tudor experience helps pupils to understand life at that time; visits by the police, the school nurse and the recycling roadshow support pupils' personal, social and health education. Participation in events, such as Black History Month, enriches the curriculum. Music is well supported through the school band and choir. There are very good opportunities for pupils, including those from the FOB, to participate in sporting activities.
32. Aspects of the school's accommodation are very good and the school has made good overall progress in improving provision in this area since the last inspection. Funding has been secured for providing useful extensions to the indoor accommodation and imaginative developments to the outside provision. For example, spacious shared work areas have been provided in the new building extension together with separate rooms for drama, music and teaching preparation area. There is ample storage room. The new, extensive staffroom provides an area which helps to encourage and motivate teachers and other helpers. Several imaginative initiatives have also improved the outside accommodation. These have included a hard-surfaced outdoor area for FOB children, a separate play and activity area and trim trail and a covered, shaded picnic area. These initiatives have improved the school's environment, are evidence of the school's concern to support and encourage pupils and positively increase the sense of belonging and commitment to the school community. Limitations in the school's accommodation are that pupils in the Reception year do not have easy access to an appropriate play and activity area.
33. The curriculum for pupils in the FOB is satisfactory with many strengths. Pupils regularly work towards specific targets in their individual educational plans. Such targets are reviewed at least twice yearly and teachers, parents and other relevant adults contribute to identifying tasks designed to maximise pupils' progress. The targets place a clear emphasis on the pupils' needs and in most cases are consistently expressed through measurable outcomes or broken down into small achievable steps. Over time, higher attaining pupils with ASD make good progress, entering the school with below national expectations and leaving in Year 6 with significantly improved all round skills and knowledge. The school has identified the improvement of the curriculum as a main focus of its immediate work. Standards and systems are developing well. Statutory arrangements regarding the Code of Practice are fully met and staff discuss pupils' progress prior to annual reviews so that parents receive a detailed account of activities and work. Liaison with parents is good and external advice is readily available from other experts such as the educational psychologist.

Care, guidance and support

The school is caring and offers good support, advice and guidance to its pupils. Their views are valued well. In most respects the arrangements that the school makes for the care, welfare, health and safety of pupils are good, however they are unsatisfactory overall because in one important respect, notified separately to the headteacher and the governing body, their duty of care is not being met.

Main strengths and weaknesses

- Staff offer pupils a good level of care and support.
- Pupils have good access to well-informed support, guidance and advice from all members of staff at school.
- Pupils from the FOB are integrated very well into the mainstream school.
- Induction arrangements for pupils are good.

- Pupils are given good opportunity to take responsibility for the school through their work on the school council.
- Procedures to ensure pupil's work in a healthy and safe environment are unsatisfactory.

Commentary

34. Staff at the school ensure that pupils are looked after in a happy environment but a serious matter concerning pupils' safety was observed during the inspection week and reported to the headteacher and governing body. Pupils have good and trusting relationships with adults in the school. Pupils' pastoral progress is monitored informally and they are known to all members of staff who relate to them extremely well.
35. The child protection officer is aware of her role and has received appropriate training. She has cascaded training to all other members of the teaching and non-teaching staff. Health and safety checks are carried out on a regular basis by the LEA. The school has appropriate risk assessment procedures in place for school visits. The school keeps satisfactory records of accidents to pupils and has an adequate number of suitably qualified first aiders.
36. The school gives good levels of support to pupils with SEN and pupils in the FOB. They are integrated into the life of school successfully, well monitored and receive high levels of care and support. Pupils' individual learning plans are of a good standard and parents are invited to regular reviews of their child's progress held by the school. The school has very good relationships with outside agencies. The school skilfully promotes the use of drama therapy to support pupils.
37. Induction arrangements for pupils are good. Home visits are carried out prior to the admission of all Nursery pupils and all parents are invited to an admission meeting to meet Nursery staff, FOB staff and Reception teachers. Parents are invited to stay with their children during their first few days of school life. As a result of the sensitive induction arrangements, pupils settle very quickly into school routine and make good progress.
38. The involvement of pupils through seeking, valuing and acting on their views is good. Two pupils from each year group are elected to the School Council, where they meet regularly to discuss items of interest. The school has given the Council a budget of £500, which, after discussion and consultation with pupils, they decided to use to purchase playground equipment. Pupils are appointed as class monitors, school helpers and are involved in fundraising activities for charities such as: the Sutton MENCAP, Marie Curie Cancer Care, Women's Refuge, Rotary Club and raise funds for an African School. Pupils interviewed during the inspection week confirm that they felt their views were valued and taken into account and were treated as responsible young people by staff.

Partnership with parents, other schools and the community

Links with parents are good. Links with the community, other schools and colleges are very good.

Main strengths and weaknesses

- The school has established effective partnerships with parents.
- Provision to parents of information about the school and about pupils' standards and progress is good.
- Links with the community are very good.
- Links with other schools and colleges are very good.
- The school has good procedures to ensure satisfaction and to deal with any concerns or complaints.

Commentary

39. Only 16 per cent of parents responded to the pre-inspection questionnaire. The overwhelming majority of parents thought that they were well informed about how their children were getting on, they were comfortable about approaching the school with questions or a problem or complaint and that staff treat their children fairly. They thought that the school is well led and managed and that it seeks the views of parents and takes into account their concerns or suggestions. The inspection findings confirm all these positive views. A few parents thought that they were not kept well informed about progress and the school did not seek the view of parents. The inspection findings do not in the main agree with these negative views.
40. School links with parents are good. Parents are welcomed into school at any time and a small number help in several ways such as helping in the library, hearing pupils read and helping in sewing activities. Others assist in the paired reading scheme and help in the school with office work. The school warmly welcomes their input.
41. Regular newsletters are provided giving well-written information about school activities and events that the school promotes. Annual reports on pupils' progress give a clear indication on what pupils have studied, their progress in each subject and an explanation of targets for improvement. These reports are extremely well produced and are welcomed by parents. The school has good arrangements for informing parents about their children's progress. Induction meetings are arranged in September to give full information about how the school is run and two parent evenings are arranged per year, one in February and one in July after the production of annual reports. In addition, the school has arranged special information evenings for parents to inform them of the school's policy for sex education, literacy, drug awareness and healthy eating.
42. Parents are able to see the headteacher and staff at any time if they have any concerns and although the school does not seek the views of parents in a formal way, parents are encouraged to pass on their views and opinions to the headteacher for discussion.
43. The school has good arrangements for the transfer of pupils to the next stage of their education. All Year 6 pupils attend an induction day arranged by the local high schools and secondary schools in July and Year 7 pupils from the secondary school come into school to talk to pupils about life in senior school. The secondary school's behaviour team gives good support to Year 6 pupils if needed and the LEA has provided additional funding to extend drama therapy in Year 6 to support the transition of pupils with emotional difficulties.
44. Links with other schools and colleges are very good. The school has very close relationships with receiving secondary schools. A member of the local grammar school regularly takes mathematics extension groups in the school. He also runs lunchtime mathematics clubs and an ICT teacher helps pupils to compile the school newspaper. The grammar school makes its swimming pool and astro-turf available for the use of pupils.
45. Links with the community are very good. Various speakers from the community come into school such as the school nurse, fire brigade and police. There are also strong links with local businesses who work with the school to raise money for various charities. Pupils sing at two local old folks homes at Christmas and they make educational visits to the local church. A National bank supported the school's fundraising for the playground project.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher leads the school well and she is supported effectively by other key staff. The governance of the school is satisfactory.

Main strengths and weaknesses

- The school's inclusive ethos is very well promoted through the effective operation and integration of the FOB.
- The headteacher's leadership and management are good.
- The management of the school's finances is very good.
- The school has improved aspects of its accommodation significantly since the last inspection.
- The management of SEN and EAL provision is good.
- Provision in the FOB is led and managed well.
- Procedures to enable the newly appointed teacher in charge of the FOB to monitor provision in the unit and the impact of integration across the school are underdeveloped.
- The monitoring of teaching and learning is not yet sufficiently rigorous.
- Governors are not fulfilling all their statutory duties.

Commentary

46. The leadership and management of the headteacher are good, with some very good features. This represents good improvement since the last inspection when leadership and management were judged to have been sound. The headteacher leads the school well by the example she sets and the way that she very effectively promotes the school's caring and supporting ethos. She has had a major impact on the development of the FOB and the integration of pupils from the unit into the whole school. An example of this is the way in which she has organised the classes of pupils in the unit so that they are interspersed with the mainstream classes across the school. This helps all pupils and staff to feel that they belong to one school. The care and attention which is given to the integration of individuals from the base into assembly and other lessons is a reflection of a whole school strength encouraged by the headteacher. She is personally very caring and this permeates across all staff. An example of this is the very effective way in which a family at school suffering a significant personal trauma was very quickly supported by the introduction of bereavement councillors.
47. A further leadership strength of the headteacher is the way in which she has encouraged and empowered other staff within the school. She has strategically placed effective teachers in key positions and has then encouraged them to develop their own management skills. This has led to an effective senior management team and a good sharing of tasks and responsibilities. Procedures to support teachers in the school, including those new to the profession, are good and are taken seriously. Staff are encouraged, wherever possible, to undertake further professional development. Some staff and several teaching assistants are undertaking further studies.
48. The headteacher has worked hard and very successfully since the last inspection to provide improvements to the school's accommodation which was a key issue in the last OFSTED report. The school has been very imaginative in the way it has worked to secure funding for several different projects. The impact of this work is that the accommodation is now very good and the attractive working environment helps to improve staff morale and commitment to their work and also encourages pupils' pride in the school and involvement in their own learning.
49. The headteacher's management of the school is also good. Processes for involving the whole staff team in the school's work are good. Procedures for overseeing the school's work through staff meetings, by the senior management team and subject co-ordinators are clear and effective. Work on developing the role of the subject co-ordinator has been carried out since the last inspection. Now co-ordinators devise their own subject action plans and manage their own subject budget. Some responsibility has been given to co-ordinators to monitor the quality

of teaching and learning and to undertake a review of pupils' work. However, this has not been sufficiently rigorous to identify weaknesses in writing in some subjects and to provide greater consistency in the quality of teaching across the school. Performance management procedures are well established and clear links are made with school improvement priorities and to teachers' professional development needs.

50. School improvement planning is good and financial management is very good. The school improvement plan is appropriately focused on raising standards and covers a wide range of activities and priorities. The processes for devising the plan and monitoring its implementation are secure. An important strength in the school's management of its finances is in the appointment of a bursar who works very effectively with the headteacher and governing body. She is fully involved in the work of the school through membership of the senior management team and provides very good links with the governing body. A particular strength is the way in which she has ensured that the school is getting value for money from all services, contracts and purchases made. This is very good. The process by which the school's finances are also monitored by an additional external person, known as the school's responsible officer, provides a very good check on finance practices. The expenditure per pupil is very high at this school because of the impact of the funding for the FOB.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	1,259,217	Balance from previous year	58,599
Total expenditure	1,248,909	Balance carried forward to the next	68,907
Expenditure per pupil	5,563		

51. The monitoring of the effectiveness of teaching and learning is sound. The school makes good use of the services of outside consultants to support its monitoring work. However, the responsibility for monitoring the quality of teaching and learning in each subject area is not yet a routine part of co-ordinators' responsibilities. Monitoring has not been sufficiently rigorous to identify some weaknesses in curricular provision nor to ensure that the best teaching practice seen is consistently established across the school. A useful whole school approach has been adopted towards the regular sampling of pupils' work.
52. Governance of the school is sound. Governors are keen and enthusiastic and support the school well. A scrutiny of the records of previous meetings shows that agendas are well organised and that a good range of issues is discussed. The work of the sub committees is effective. Governors have a good view of the development of the school. They are particularly well informed of school activities through very comprehensive headteacher's reports which are provided for their full body meetings. Procedures for recording progress through the school improvement plan and for monitoring spending patterns are sound. Governors are beginning to have a clearer understanding of target setting procedures and value added data which is helping them to become more proactive in challenging the school about the standards that pupils achieve. Governors have ensured that most of the statutory omissions that were identified at the last inspection have now been addressed. However, an important weakness in the governors' role is that an important legal health and safety issue which has been discussed has not been dealt with satisfactorily.
53. The Foundation Stage co-ordinator is knowledgeable and experienced and is a member of the senior management team. She is well organised and has a good understanding of the needs of these young children. However she has insufficient time to carry out the role with her other co-ordinating roles and teaching responsibilities. As a result her role as Foundation Stage co-ordinator is insufficiently developed. The newly qualified teacher is not trained specifically for this age group and the monitoring and support has not yet been sufficient to ensure a sharing of best practice and a consistency of approach across both classes.

54. The co-ordinator manages special education needs effectively. Education plans are reviewed regularly and adjusted. Teaching assistants and some parents who come into the school to help are provided with training to ensure that their support is effective. The school monitors the progress of individual pupils and uses this information to check the effectiveness of support provided. Data shows that overall, the large majority of pupils are making at least good progress.
55. The management of English as an additional language is good and the co-ordinator is knowledgeable and committed to this work. She has been appropriately trained and this has included time spent on a LEA working party for challenging racism. Drama and music groups are to be introduced in the New Year to further extend the quality of provision. A LEA support teacher is funded through a special government grant for ethnic minority pupils. She provides effective support to this work. She is in her third consecutive term of working at the school for one hour a day, two days a week. She has given good support to a refugee pupil who has recently arrived at school. She has been generous with her own time and has given considerable advice and support to the school. She will give precise ideas for priority needs, and is helping the school to build up a necessary resource bank of, for example, appropriate resources for English as an additional language learners, together with specialised EAL assessments and reports.
56. The leadership and management of the FOB are good and the teacher in charge is currently working towards highly relevant targets identified in the ASD action plan. The teacher in charge provides a very good role model for other teachers and the school has recognised the need for her to monitor the quality of teaching and learning support in classes where pupils are integrated. Whilst this integration is a major strength of the provision, further monitoring of practice would enable the school to build on its success. Since the last inspection the school has made satisfactory progress in addressing its weaknesses because of staffing difficulties. Only this term has the school been able to appoint a teacher to carry overall responsibility for all pupils with ASD ensuring that their needs are effectively met within lessons and around the school. This discontinuity in staffing has resulted in some lack of focus on the work of the opportunity bases and some inconsistency between classes and teachers. The school has worked in partnership with a consultant to draw up a highly relevant action plan to build upon and improve the existing good provision. The teacher in charge has highly relevant ideas for development. Her plans to monitor teaching and learning across the school are of prime importance and will provide the school with further evidence upon which to build its good practice.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Overall provision for children in the Foundation Stage is satisfactory. Provision for personal, social and emotional development is **good**. Provision is **satisfactory** in communication, language, literacy, mathematical and creative development. Provision is **unsatisfactory** for physical development. There is insufficient evidence to make a judgement about provision in knowledge and understanding of the world. There was no clear judgement about overall provision at the last inspection.

By the end of the Foundation Stage children attain average standards in their creative development and in their personal, social and emotional development. Standards are below average in all other areas of learning. There was insufficient evidence for a judgement to be made in children's knowledge and understanding of the world. At the last inspection, standards in children's personal and social, creative and physical development were all above average and average in all other areas. Standards are lower now because most children enter the school achieving lower standards than they did in 1998. At the previous inspection it was average, now it is below average.

Overall, children achieve satisfactorily. Children make good progress in several aspects in the Nursery but sound progress overall in areas of learning by the end of the reception year. Achievement in their physical development is unsatisfactory. This is because children in the Reception class do not have easy and regular access to an appropriate outside play and activity area.

At the time of the inspection there were 35 children in the Foundation Stage. They are taught in two separate Nursery and Reception classes. Currently, all the children in the Nursery attend part-time and there will be a further group admitted from the beginning of the next term. When they enter the school, most children are attaining standards that are below those expected for their age. The teacher in the Reception class is new to the profession.

There have been several other important changes since the last inspection. Standards achieved in 1998 were judged to have been average and above, now they are average and below. Previously progress had been good, now it is satisfactory. The previous inspection report noted the good co-operation between the Reception and Nursery classes. Currently, the good practice in the Nursery has not been sufficiently transferred to the Reception class. This is mainly because the monitoring role of the co-ordinator has not been sufficiently developed. The lack of access of children from the Reception class to an outside play area was also reported at the last inspection.

Main strengths and weaknesses

- Teaching and learning are good in the Nursery class.
- Attainment was very good in a specialist music session and is usually good in personal, social and emotional development.
- Most children listen attentively.
- Teaching in a music session was very good and is almost always good for personal, social and emotional development.
- Assessment is very good in the Nursery and good overall, but data are not yet used sufficiently well to inform planning for groups or individuals including those with English as an additional language.
- Good inclusion of children from the FOB.
- Overall attainment in communication, language, literacy, mathematical and physical development is below the level expected for most children of this age.
- Provision for outdoor learning is unsatisfactory particularly for the Reception class
- The role of the co-ordinator is insufficiently developed.

Commentary

57. Attainment is good in **personal, social and emotional development** and staff pay good attention to developing these skills. Children have good attitudes, generally work and play together well and are learning to share resources. They usually handle resources carefully. There are good relationships between staff and children. Children in the Nursery are developing independence through opportunities such as snack time when children decide when to have their snack and serve themselves with very little fuss. They choose activities independently and show developing responsibility; for example, when putting on aprons independently prior to painting or cooking activities. A strong feature is the attentive way in which children listen to adults in the class. This helps their learning. Children in Reception usually behave well but on occasions are lively and want to speak at the same time. This is not always handled effectively by staff. On a few occasions individual children in the Nursery play too roughly with the large wooden construction blocks in the entrance area.
58. The overall attainment of children in **speaking, reading and writing and mathematical development** is below what would be expected for most children of this age, but there are exceptions to this. Most children have good listening skills which enhance their learning. This is most notable when they listen to stories which they enjoy. Individual children in the Reception class read very well for their age. There is good support from parents and carers in the home-school reading diaries of the children who read to an inspector. The work of higher attaining Nursery children indicates good development of pencil control over time.
59. Children have sound opportunity to develop their **creative skills**. Evidence of displays in the classroom shows they have had an appropriate range of experiences. Children use splatter techniques as they paint their fireworks pictures and print with mathematical shapes using ready mixed paint. They use other materials as they make collages with autumn leaves and felt as they make their Rangoli patterns.
60. Attainment was very good in one music session for Reception children led by the specialist teacher. The children sang a range of songs, such as 'Tinsel', very expressively. They explored the sounds which can be made on different untuned percussion instruments and, remarkably, were able to read and reproduce a graphic score successfully distinguishing long and short sounds. Some counted themselves in and almost all played together well. The specialist teacher showed very high expectations of the children to which they responded very well. The sensitive way that children from the FOB are integrated into the mainstream school was clearly seen during this activity. When one child was not responding well they were quickly withdrawn before they got too stressed. In every other session this good inclusive practice is implemented effectively to the benefit of all.
61. Provision for outdoor learning is unsatisfactory. Nursery children have access to an outdoor area and different activities are planned, however this aspect is not developed sufficiently well. Reception children do not have easy access to an outdoor area and the few planned opportunities were not used during the inspection. Children in the Reception class have timetabled times when they can use the indoor facilities in the school hall. However, they do not have opportunity to have regular access to riding and clambering equipment. This is an important reason why standards attained in **physical development** are below those expected for age when they enter Year 1.
62. The quality of teaching and learning is good in the Nursery class, but satisfactory overall. At the time of the last inspection, teaching was good. Strengths in the Nursery class are where the teacher provides a good range of activities and she intervenes effectively to enable learning to take place. The children are managed well. They feel safe and secure and this improves the quality of their learning. Teachers' planning is detailed and makes clear reference to the recommended areas of learning. A strength in this area is the way in which weekly plans define specific success criteria for children's achievement in each area of learning. Shortcomings are that teachers' planning does not consistently show how work can

be extended for higher attaining children nor how it can be adapted for children with EAL. Sometimes the learning planned covers too wide a range. In the Reception class there are too many worksheets which are not sufficiently matched to children's learning needs.

63. The effective way in which the Nursery teacher introduced a morning activity session illustrated several strengths in teaching which impact well on children's learning. The children are greeted warmly as they come into the classroom and all settle quickly to the class routines. Interesting activities, which include work on the computer, counting, writing and making groups are provided to quickly get children's attention. Children's personal development is promoted well as they make choices about which activities to follow. The support and encouragement provided by the teacher and her assistant for the writing group, which was composing a letter to Father Christmas, and the making group, which was making a Christmas table decoration, was good. As a result of this teaching, children were settled quickly, understood what they had to do and were encouraged to do their best.
64. The quality of support provided by the teaching assistants is satisfactory but too variable. There were examples during the inspection of several effective interventions which encouraged children's learning well but there were also examples where opportunities to extend children's understanding and appreciation of the world were not taken sufficiently. For example, on some occasions support staff do not reinforce the learning of skills such as how to hold pencils appropriately.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards in writing are not high enough.
- Standards in reading are improving.
- By Year 6 pupils have achieved well as a result of good teaching overall.
- Pupils behave well and have positive attitudes to learning.
- Pupils from the FOB are integrated well.

Commentary

65. In Year 2, pupils achieve average standards in reading but below average standards in writing. By Year 6 standards are average. Similar standards were reported at the last inspection, although reading has recently started to improve as a result of action taken by the school. By Year 2 pupils, including those with SEN, have made satisfactory progress from a below average level of attainment on entry. Stronger overall teaching in Years 3-6 enables all pupils to achieve well.
66. Pupils' speaking and listening skills are average. By Year 2 pupils are generally attentive and listen carefully. Most have a satisfactory vocabulary and can answer questions in reasonable detail. However, few pupils were observed to be above average in their ability to hold detailed discussions or use a wide range of expressive vocabulary. By Year 6 pupils have developed a fuller vocabulary. In class they listen well and answer questions, expressing themselves clearly and accurately. Teachers do not draw sufficiently on pupils' speaking and listening skills in order to develop a wider, more varied vocabulary and range of ideas for writing.
67. Standards of reading are improving, and are now average by both Year 2 and Year 6. Phonic skills are taught systematically in literacy. The school has introduced new graded reading books that are matched carefully to pupils' reading levels. A greater emphasis is now given to

hearing individual readers within school, including the support given to younger pupils by older ones. Parents have welcomed the changes, and are encouraged to support children in their reading at home. More books have been introduced particularly to encourage boys in their reading. The use of the Electronic Library by lower ability and less confident Year 6 pupils draws on their computer skills and effectively develops vocabulary, understanding and fluency in reading.

68. Although the skills for writing, for example handwriting, spelling and punctuation, are taught systematically, the opportunities to apply them to writing are limited. Pupils in Years 1 and 2 write weekly news, which is often repetitive. Higher attaining pupils are not always challenged sufficiently, indicating some lack of expectation of both the quality and quantity of their work. The work set for lower attaining pupils does not take enough account of the levels at which they need to be working. For example, some Year 2 pupils were expected to fill in a story planner and to use time words in their writing when barely able to write a full sentence. By Year 6 pupils are writing for a satisfactory range of purposes. Higher attaining pupils start to set their work out in paragraphs and to use a full range of punctuation accurately.
69. The overall quality of teaching and learning in Years 1 and 2 is satisfactory; in Years 3 to 6 it is good. Although no unsatisfactory lessons were observed the quality is variable, with examples of very good and satisfactory lessons seen. In the very good lessons activities were well planned and prepared for different ability groups, and drew on the teachers' good subject knowledge. Classroom assistants were well used to support lower attaining pupils, including those with SEN and EAL. For example, in a lesson on instructional writing assistants worked well with pupils on practical activities, making pop-up cards and party decorations. Pupils were able to see for themselves the need to carefully sequence instructions and then to record them. Strong questioning was also a feature of these lessons, which helped to develop pupils' understanding and teachers to assess this. In some other lessons planning did not take enough account of the levels at which pupils needed to be working, although classroom assistants did their best to support pupils in their tasks. Further careful questioning would have helped to develop and clarify pupils' ideas and understanding. A strong feature of most lessons is the good relationships that promote very good behaviour and positive attitudes to learning, even when the pace is quite slow and pupils might be expected to lose interest and concentration. Pupils welcome others from the FOB into classes, who are fully included in lessons. Individual targets are set for pupils, which provide a measure of progress for them. They are reminded of these targets when talking about the work they are doing and are generally keen to achieve them. Teachers refer to them in their constructive marking.
70. The new co-ordinators are keen to move the subject forward. They have already improved the reading resources and their central storage. These, along with an attractive yet functional library, clearly help to promote reading. The results of national and optional end-of-year testing have been analysed for strengths and weaknesses, and are starting to inform future planning. These results allow pupils' progress to be monitored and end-of-year level targets predicted. However, teachers are not all sufficiently aware of the smaller steps in learning that need to be planned, so that pupils can make steady progress throughout the year towards these targets. There has been little recent monitoring of teaching and learning. The school recognises the need for this, in order to improve the quality and consistency of teaching and learning and to raise standards.

Literacy across the curriculum

71. The development of literacy across the curriculum is satisfactory overall, but some aspects require further development. Attempts are made to ensure that pupils are offered opportunities to develop their reading and writing skills through other subjects. However, some continuing over-use of worksheets restricts the effectiveness of these opportunities for using skills at an appropriate and challenging level. Planning for the use of these skills is not yet sufficiently structured. Within literacy the use of non-fiction texts provides further relevant ways to link literacy to other subjects.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils behave very well and show interest, good attitudes and a desire to learn.
- The very good analysis and presentation of assessment data enable teachers to know the strengths and weaknesses of all pupils in their classes.
- Pupils with SEN and those for whom English is an additional language achieve well.
- Teachers do not ensure that pupils consistently use the correct mathematical vocabulary.
- ICT skills are used insufficiently in this subject.
- Mathematics skills are not used sufficiently across other curriculum areas.

Commentary

72. In Years 2 and 6, most pupils attain average standards. This is broadly similar to the results achieved in recent national tests. However, analysis of the trends in the test scores since 1999 shows that standards have improved at a rate which exceeds that nationally. Most pupils achieve satisfactorily and make sound progress as they move through the school. Pupils with SEN and those using EAL are supported and encouraged well and they make good progress in their learning.
73. Across the school, the quality of teaching and learning is satisfactory, but with several good features. No unsatisfactory teaching was observed. Throughout the school pupils show very good engagement, application and concentration. Many work independently, without direct adult support and with absorbed concentration. These qualities impact well on the quality of pupils' learning.
74. In a Year 1 lesson, the teacher used imaginative methods and her well-planned lesson resulted in a high level of interest and success for all pupils. The oral introduction successfully developed pupils' counting skills. The main part of the lesson provided pupils with an opportunity to estimate as they guessed how many times activities such as threading beads, writing their names or pulling a jumper on and off, could be carried out in one minute. The teacher's imaginative and well-resourced teaching methods, the committed work of support assistants who worked with various groups of pupils, pupils' own excellent concentration and collaborative work in the challenging and fun tasks, all resulted in pupils experiencing success.
75. In Years 3 to 6, the quality of teaching is also satisfactory with some good features. Strengths in teaching which impact positively on pupils' learning are where teachers use questions to challenge and extend pupils' understanding and lessons that are taught at a brisk pace to develop the speed of mental calculations. Teachers' planning is detailed and full and ensures that pupils of all abilities can work at tasks at an appropriate level of challenge. A lesson to pupils in Year 4 which was observed during the inspection illustrated several features of good, effective teaching. After a good mental starter on estimation to the nearest pound where pupils used individual whiteboards to show their answers to the teacher, they played an 'I am' game. For example, "I am a number between 4 and 10, a multiple of 3 and an odd number." This promoted the development of pupils' thinking skills as to which mathematical operation would be appropriate to use. Overall, as a result of very good organisation, imaginative teaching methods, very good pupil/teacher relationships and rapport, together with the good work of two support staff, pupils achieved well.
76. Shortcomings in teaching across the school are where teachers' interventions miss the opportunity to teach and reinforce mathematical vocabulary. For example, in a Year 6 lesson the teacher spoke about how many times pupils would "slide" a number, or "move it up one space". No correct mathematical vocabulary connected with place value and decimals was used. In another exercise with whiteboards 26 was accepted as £26 though no pound sign

was used. A scrutiny of pupils' work indicated that there was an excessive use of worksheets, and little evidence of practice in solving word problems or use of calculators. ICT skills are not used sufficiently.

77. All adults working with pupils encourage and engage them in their learning. This was especially noted with support staff working with EAL pupils and support staff working with pupils who have SEN. There is a good match of teachers and a very good match of support staff to pupils' learning needs.
78. Management of the subject is good. The management team now has the capacity to ensure further improvements in the provision of a rich, appropriate, broad curriculum that meets pupils' needs. The subject action plan is committed to ensuring greater rigour in the quality of teaching and learning and continues the priority of further raising the standard of pupils' work. The school now belongs to the excellent secondary school liaison project whereby Wilson's Grammar School, a specialist school for numeracy, is now in its first year of liaison with Foresters School. This government funded project enables Foresters School to have fortnightly visits from a leading specialist teacher from the grammar school. This visiting teacher works with higher achieving groups in Years 5 and 6 and leads a lunchtime club session with the Foresters co-ordinator and Year 5 and 6 pupils. In November of this year, the school entered into a liaison with a Beacon School for assessment. This partnership has opened up a pathway to training, expertise and the adoption of rigorous and appropriate assessment procedures. Teachers collect and use the assessment data well. It enables teachers to set challenging targets and to monitor the progress pupils make.

Mathematics across the curriculum

79. Insufficient use is made of mathematics to enhance pupils' learning in other subjects.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils in Year 6 attain average standards but achieve well.
- Teaching and learning are good in Years 3 to 6.
- Good practical experiences make lessons memorable for pupils.
- Pupils are very enthusiastic and work well together.
- Leadership of the subject is good.
- Expectations about writing are too low throughout the school.

Commentary

80. When they enter the school, most pupils' basic knowledge of the world around them is below that expected for their age. By the end of Year 2, most make satisfactory progress, but are still achieving below average standards. In the current Year 2, there is only a small proportion of pupils expected to reach the higher level of attainment and it is this that brings down the standards overall. In Years 3 to 6, pupils make good progress and achieve well and most are on line to attain average standards by the time they leave the school. Currently, more able pupils in Year 6 are developing their scientific understanding and procedures well and they are being appropriately challenged to achieve the higher Level 5. The current judgement on standards in Year 6 is an improvement on the results of the 2003 tests. Pupils from the FOB frequently join lessons and when this happens they are well integrated. Pupils with SEN make good progress.

81. Across the school, pupils' enthusiasm for the subject is very apparent. They work together well and respect each other's views and ideas. Behaviour is very good. Older pupils in particular have a curiosity about the world around them and are eager to develop their understanding. Most are very keen to talk about what they have done and express their ideas confidently. However, their written accounts seldom show understanding at the higher levels. A consistent weakness in the teaching is that expectations for pupils to write without the help of worksheets and in sufficient depth are too low.
82. The quality of teaching and learning in Year 2 is satisfactory. Classroom discussion is well led and supported by a good range of resources. Throughout Years 3 to 6 the teaching seen was at least good and most led to effective learning. Teaching is strong because teachers have good subject knowledge and develop key ideas about science carefully. For example, lessons planned over a 7 week period show how sieving, filtering and evaporation can be used to separate different materials such as salt and water. Teaching in Year 5 is particularly effective. In a lesson on the phases of the moon the use of drama and video made the lesson particularly memorable.
83. Overall, leadership and management of the subject are good. The co-ordinator is providing a strong drive for improvement. Her analysis of strengths and weaknesses in the subject is very good. This is providing good feedback to all teachers and beginning to improve standards. For example, teaching in Year 4 has been adjusted and improved to rectify an area of weakness identified from this evaluation. Monitoring of lessons is in place but is not yet sharp enough to extend the good and very good teaching across the whole school. In the previous inspection teaching and pupils' progress were judged to be satisfactory. These are now better in Years 3-6 and the strong leadership is improving standards. Progress since the last inspection has therefore been good.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Teachers make effective use of the facilities in the computer suite.
- Pupils are provided with a good range of interesting and challenging tasks across all the elements of the subject.
- Good links with other subjects are beginning to be established.
- Useful collections of pupils' work are being maintained.
- Procedures for assessing the attainment and recording the progress pupils make are not sufficiently developed.

Commentary

84. Across the school, pupils attain standards that are in line with those expected for their age. This is the same judgement as the last inspection in Years 1 and 2 but represents an improvement in Years 3-6. Previously the work of these older pupils lacked depth, especially in data handling. This weakness has now been fully addressed. Currently, pupils of all abilities achieve satisfactorily and make sound progress.
85. In Years 1 and 2, pupils are introduced well to computers and other data recording systems such as cassette recorders. Older pupils have opportunity of using word-processing functions as they write and print their names using fonts of different sizes and colours and compile lists of ingredients for a recipe. They select and move clipart pictures of houses, and with help, they combine these to form town pictures. In Years 3 to 6, pupils continue to develop their skills satisfactorily. They use word-processing features, for example, as they write and print their Christmas poems. They combine pictures and text effectively as they design 'Come to the Caribbean' holiday posters. Older pupils have good opportunities to use a range of data.

For example, they collect and display data showing the relationship between the height and shoe size of pupils in the class, and they interrogate a database about aspects of Victorian life. Evidence from previous work showed that they had used the Internet well to discover important information about aspects of life in Ancient Egypt.

86. Teaching and learning across the school are satisfactory, although most of the teaching observed during the inspection was good. Across the school, teachers use the facilities in the computer suite well. Effective use is made of the interactive whiteboard to demonstrate specific skills and techniques. Teachers demonstrate good subject knowledge in their use of the equipment and in the clarity of their instructions. The good, and sometimes very good, attitudes of the pupils and their enjoyment of and commitment to their work add significantly to the quality of their learning. Lessons are well balanced between the teaching of specific skills and opportunity for pupils to apply and reinforce their understanding. Where appropriate they are given good, practical experience to enable them to appreciate computer functions. For example, in preparation for work on routes and sequences, pupils in Year 1 took part in an effective route planning activity in which groups predicted and recorded the sequence of forward moves and turns needed to move from one part of the classroom to another.
87. The subject is managed soundly. Useful monitoring of teaching was carried out during the previous academic year by the co-ordinator and an LEA adviser. Resources are satisfactory, but there are insufficient computers in the suite for effective whole class work. However, teachers organised their classes well to provide opportunity for smaller groups to use the suite. For example, during the inspection, groups of pupils in one Year 3 class alternated between ICT work and recorder practice and other groups of pupils in Year 2 were undertaking a design and technology task in rotation with computer work. There is evidence around the school of good use of the school's digital camera. There are no agreed whole school procedures for assessing pupils' attainment or of recording the progress which they make. This is a weakness. Overall, the school has made good improvement since the last inspection.

Information and communication technology across the curriculum

88. ICT skills are used soundly across other curriculum areas, although their use in some aspects is developing well. For example, during the inspection, Year 2 pupils 'corrected and improved' a piece of writing they had done on 'Busy Santa', while pupils in Year 6 used computers effectively as part of their electronic library, to improve their reading skills. There was also evidence of the appropriate use of computers in history.

HUMANITIES

There was insufficient evidence for an overall judgement to be made about provision in religious education (RE), history or geography.

Commentary

89. In RE there was insufficient evidence for an overall judgement to be made about the quality of provision or of teaching and learning across the school. Evidence from teachers' planning and from a scrutiny of pupils' work indicated that the subject was being taught in line with the requirements of the locally Agreed Syllabus. Evidence from a limited work sample showed that there was an overuse of worksheets in Years 1 and 2 and there was a lack of depth in some of the recorded work in Year 6. Some effective teaching was seen in the two lessons observed. In the final part of a lesson in Year 3, good teaching enabled pupils to share what they had learnt about the sacking of a temple and the lighting of the seven-branched candlestick in Judaism. The feelings of the people involved were appropriately explored. In an effective lesson in Year 5 exploring Christmas celebrations across the world, teaching was good because lesson planning was detailed and the teacher ensured that all pupils were involved in discussion. The lesson promoted a strong message about the spiritual meaning of

Christmas and pupils made good progress. In some parts of other lessons the pace of learning is too slow. For example, when too long is spent cutting out, colouring in and sticking in pictures.

90. Geography and history were only sampled. No lessons were observed for these subjects. It is evident from displays and an analysis of pupils' work that there is satisfactory coverage of the National Curriculum. The work also shows that pupils are generally all set the same task, often based on worksheets. This often results in lower attaining pupils struggling with tasks and higher attaining pupils not being sufficiently challenged. There are few opportunities for pupils to apply their literacy skills at a fully appropriate level. The new co-ordinator has checked the resources but has not had the opportunity or time to look at the subject further. Some use is made of the Internet for research, but the school recognises the need to develop the use of ICT in these subjects. There are not yet any assessment procedures.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

There was insufficient evidence for an overall judgement to be made on the quality of provision or of teaching and learning in art and design and design and technology.

Commentary

91. In art and design, teacher's planning and a scrutiny of displays of work around the school indicated that appropriate techniques are developed and different media are being used. For example, display boards around the school showed several representations of Christmas across the world. These showed imaginative use of different paper and fabrics and were effectively displayed. The quality of teaching and learning in the single lesson observed in Year 5 was very good. The teacher demonstrated very good subject knowledge and he enthused the pupils well as they carefully observed and drew various still life artefacts using a good range of different media. A strength of the teaching was the way in which careful observation was encouraged and specific drawing and shading techniques were taught. The pupils responded very well to this approach and were confident and thoroughly enjoyed the lesson.
92. In design and technology, a scrutiny of teachers' planning and evidence from some of the pupils' previous work showed that topics were being approached soundly. Planning followed the topics suggested in the nationally recommended scheme of work and appropriate time is given to the subject. During the inspection, two groups undertaking design and technology activities were observed. Pupils in Year 6 were making shadufs as part of their history project on Ancient Egypt. The group was well supervised by a teaching assistant and they were experimenting with the use of doweling rods and plasticine balls to make their shaduf work. Insufficient attention had been given to the preparation of their designs for this project. A group of pupils in Year 2, also supervised well by a teaching assistant, were making fabric puppets from designs that they had already made. They demonstrated sound skills in selecting tools and cutting different materials. A scrutiny of older pupils' models of bus shelters showed some interesting design features but models generally were not finished and not presented to a high standard.

MUSIC

Provision in music is **good**.

Main strengths and weaknesses

- In Year 2 pupils attain standards that are above those expected for their age.
- Pupils from the FOB are integrated successfully.
- The teaching provided by the specialist music teacher is almost always good but she has insufficient opportunity to co-ordinate music across the school.

- The quality of singing throughout the school is good and pupils learn a good range of multicultural songs.
- Assessment systems are still at an early stage of development.

Commentary

93. In Years 1 and 2, pupils attain above average standards and make good progress in their learning. There was insufficient evidence for an overall judgement about standards achieved in Years 3 to 6. Standards in singing across the school are above average. These are broadly similar to the findings of the last inspection.
94. In the lesson observed in Year 2, pupils enjoyed exploring the sounds made by percussion instruments and they used these effectively to illustrate the movement of different creatures when creating a picture score of different sounds. They performed confidently and skilfully in their groups and kept good time. Most were able to start and finish at the appropriate times in response to the graphic score. Pupils from the FOB integrate well in most sessions.
95. Singing in the junior hymn practice and in the Year 2 lesson was good. Pupils sang quiet songs really well, holding the tune and singing in time as a group. They sing more lively songs satisfactorily, in a lively manner but not always tunefully. They are learning to sign some songs such as 'Away in a Manger'. The school band played to a high standard in one assembly, showing good control of their instruments and interpreting the music skilfully. The songs include a range of multicultural ones such as 'The Huron [Native American] Indian Carol'.
96. The quality of teaching and learning is good across the school. The impact of the specialist teacher is an important reason for the above average standards and the high profile which the subject has in the school. The specialist teacher is knowledgeable and skilful, having high expectations of pupils in most lessons. She is usually supported well by teaching assistants who work with groups or individuals to aid their learning. However, on some occasions they remain observers of the lesson. Pupils are interested and enthusiastic and they respond very well. These qualities impact positively on the quality of their learning. Very occasionally they get over excited when selecting and collecting the instruments they will use.
97. Provision for pupils to learn the recorder is good. A good number of pupils played confidently and accurately in a recorder group to begin and end morning assembly during the inspection. The groups are run by the music teacher and a support assistant. A beginners group led by the support assistant was observed during the inspection. This was well managed. The assistant showed good knowledge as she encouraged pupils' posture, listening and 'tonguing' techniques. There are currently no visiting tutors to provide individual tuition as at the time of the previous inspection. A weakness in the management of the subject is that the co-ordinator has very little opportunity within her very tight teaching schedule to monitor and support the work of other teachers across the school. For example, she is not able to ascertain whether staff provide other opportunities for pupils to participate in musical activities in different subjects. The co-ordinator has identified rightly that the use of ICT needs developing. Assessment procedures are still underdeveloped as they were at the time of the last inspection.

PHYSICAL EDUCATION

Provision in physical education is **good**.

Main strengths and weaknesses

- The subject is managed very well by a knowledgeable and committed sports group.
- Interest and involvement are promoted very effectively by a very good range of extra-curricular initiatives.

- The monitoring and evaluation role of the co-ordinator is developing well.
- There are very good school sports and community links.
- Pupils show very good attitudes to the subject.
- Several health and safety issues were evident during the inspection.

Commentary

98. Across the school, pupils achieve standards that are above those expected nationally. This is an improvement since the last inspection when standards were judged to have been average. An important reason for the current high standards is the quality of the leadership and the additional provision which the school provides. The school indicates that most pupils reach the required standard in swimming by the end of Year 6.
99. In Years 1 and 2, pupils develop confidence and control in ball skills as they carefully balance a ball on a bat and throw and catch with increasing co-ordination. Other pupils express themselves confidently through dance. In a lesson observed, they responded well to the concept of an alien dance. As aliens, they emerged from an egg, discovered the world around them and returned to the egg. At all times the pupils were sensitive to the mood of the music. In Years 3 to 6, pupils gain a clear understanding and appreciation of the need for attacking and defending strategies as they play their games. Most compete keenly.
100. The quality of teaching and learning is good. Strengths in teaching are the way in which warm-up activities are organised and how teachers concentrate on the specific skills to be developed. For example, in a lesson in Year 1, the skills of catching a bouncing ball were explained well. The teacher had good, effective strategies for ensuring pupils' attention and questioned pupils well about their work. At the end of the lesson pupils were able to review their achievement with the teacher. A Year 5 games lesson began appropriately in the classroom as the weather was very cold. There was good emphasis on technique, tactics and rules for the game. Once outside the teacher then led the lesson at a good pace.
101. The quality of provision is enhanced well by extra-curricular opportunity. This is often led by the sports co-ordinator. She is a teaching assistant who has several sports qualifications. She adds significantly to the quality of provision and the way that she supports and encourages other teachers and takes an important role in the management of the subject across the school is a strength. A Year 5/6 lunchtime coaching lesson in athletics which was specifically focused at pupils who would be unlikely to represent the school in sporting fixtures was evidence of the quality of her teaching. Teaching was very good as was care, guidance, support and inclusion for these pupils. All pupils worked hard with great enjoyment. In this teaching climate they were empowered to give of their best. Teaching was constantly stimulating, enthusiastic, challenging and stemmed from the teaching assistant's very good knowledge of how to empower and give confidence to these pupils with sensitive teaching. In this climate for learning the pupils consolidated skills and gained new ones. They performed with increasing control and quality.
102. Several important health and safety issues were noted during the inspection. Several pupils lacked appropriately warm clothing at the start of outdoor games on a bitterly cold day. Some Year 5 pupils were inappropriately dressed. For example, earrings were not covered, two girls had no socks for outside games, four girls had long loose hair, and one pair of fashion socks did not protect the child's heels. The communal changing facilities for Year 5 boys and girls together in a very small classroom with no personal privacy were not satisfactory.
103. The work of the sports co-ordinator and her team in the provision of sport for all pupils is currently very good with some aspects of excellence. The co-ordinator has completed an audit of the PE and sport experiences of all pupils. This includes what pupils can do and what training they would like. The sports co-ordinator continually seeks community links that can greatly benefit all pupils and not just those with an established interest or talent in PE and/or sport. Curricular additions include an indoor sports competition for Years 5 and 6 through the

London Borough of Sutton Sports Development, funding of £500 from Surrey for a football course, aerobics training, offered by a parent instructor to provide cardio-vascular training for pupils in Years 3 to 6. New activities for this year will be tag rugby, cricket and badminton. This has further developed strengths identified at the last inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

104. There was insufficient evidence to make an overall judgement about provision. No lessons were observed in the mainstream classes and there was little evidence of work in books. There is a comprehensive programme of themes in place across the school and detailed weekly plans. Some teachers evaluate these well. Policies for drugs, sex and relationships education are in place as part of the curriculum. Lessons are timetabled in all classes apart from Year 6 which cover personal, social and health education and citizenship in RE. There are good links with LEA advisory and other staff such as the school nurse. The school is part of the LEA's Healthy Schools initiative and a pilot scheme for developing guidance for the role of co-ordinator. The co-ordinator has identified appropriate areas for development on an appropriate action plan. The school receives good support for a few pupils from drama therapists who speak very positively about the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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