

INSPECTION REPORT

INGS PRIMARY SCHOOL

Hull

LEA area: Kingston upon Hull

Unique reference number: 117797

Headteacher: Mrs L Huckstep

Lead inspector: Mr N P Stewart

Dates of inspection: 15th – 18th March 2004

Inspection number: 256543

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	258
School address:	Ings Road Hull
Postcode:	HU8 0SL
Telephone number:	01482 374367
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs J Hudgell
Date of previous inspection:	16 th March 1998

CHARACTERISTICS OF THE SCHOOL

The school is of average size with 258 pupils on roll, including a 26 place brand new nursery. It is situated to the East of Hull, drawing pupils from a mixed catchment area. Children's attainment on entry to the nursery is in line with that expected nationally of the age group, although their language, literacy and communication skills are often below average. The percentage of pupils eligible for receiving free school meals is broadly in line with the national average, as is the number of pupils (four) with a statement of special educational need. There are no pupils for whom English is an additional language. In the past two years the school has achieved local education authority accreditation for its work in assessment and curriculum planning. It has also attained the Basic Skills Quality Mark and a Positive Health in Schools award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3545	N P Stewart	Lead inspector	Geography History Physical education
13459	E Mills	Lay inspector	
17919	J Deans	Team inspector	English Music Religious education Special educational needs
31621	K French	Team inspector	Mathematics Information and communication technology Art and design
27591	M Campbell	Team inspector	Science Design and technology Foundation Stage curriculum

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very effective school, with very good leadership; it gives **very good value for money**. Attainment on entry is average, although language, literacy and communication skills are often below average. Pupils make good progress through the school so that by the time they take the national tests at eleven their performance in English and in mathematics is well above average. This is due to the good teaching across the school and the very good teaching in Years 5 and 6. Parents, rightly, hold very positive views about the way the school looks after their children's personal and academic development.

The school's main strengths and weaknesses are:

- Standards in English and mathematics at the end of Year 6 are well above average;
- Teaching in Years 5 and 6 is consistently very good; it is good overall across the school;
- Leadership and management of the headteacher, governors and subject leaders are very effective;
- Assessment is very good and contributes significantly to pupils' progress;
- Parents have very positive views about the school;
- A few pupils in Years 2, 3 and 4 have not yet developed consistently good work habits and this impedes their learning;
- As a result of the sensible emphasis on raising standards in English and mathematics, insufficient time is given to teaching skills in art and design and design and technology.

Good progress has been made against all key issues since the last inspection. Outstanding developments have been made in assessment. Governors have ensured that all statutory requirements are now fully met. Standards have risen in most subjects, markedly so in English, and teaching is better throughout the school.

STANDARDS ACHIEVED

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

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

Achievement overall is very good. Children enter the nursery with standards that are in line with what would be expected for their age, although their language, literacy and communication skills are often below average. They make satisfactory progress through the Foundation Stage towards achieving the goals children are expected to reach by the end of the reception year. The much improved performance of both seven and eleven year olds in the national tests in 2003 has been sustained. Indeed, the judgement of this inspection is that it has further improved in reading in Key Stage 1 and in science across the school. By age seven, standards in writing and in mathematics are above the national average; by eleven, standards in English and mathematics are well above average, in science they are above average and pupils show good competence in information and communication technology (ICT) skills. Across the school pupils attain above average standards in religious education, history and music. Standards in other subjects are satisfactory, although there is limited development of skills in art and design and design and technology.

Provision for pupils' spiritual, social, moral and cultural development is good.

Pupils have positive attitudes to learning and behave well. Attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are good overall, and they are very good in Years 5 and 6. Teachers plan their work very well and have good subject knowledge and expertise. This, together with high expectations and particularly good use of resources, leads to good learning. The curriculum is enriched and pupils' interests engaged by some good specialist teaching, by using practical starting points for learning in the locality and beyond and by the stimulus provided by visitors to the school. Because of the present emphasis on English and mathematics, too little time is given to the progressive development of skills in art and design and in design and technology. Teaching assistants make an effective contribution and are valued team members who particularly improve the learning of pupils with special educational needs. On a few occasions, less well developed work habits of a small number of pupils in Years 2, 3 and 4 hinder their learning. Partnership with parents and the community is good.

LEADERSHIP AND MANAGEMENT OF THE SCHOOL

Leadership and management are very good. The headteacher provides very confident and purposeful leadership and she is well supported by the senior management team. Very good processes are in place for carrying out school self-evaluation and prioritising subsequent improvement planning. The headteacher is aware that learning in some classes is not always as good as in others and plans are in place to address this. Subject leadership is very good. Teamwork in the school is strong, with all staff fully committed to the drive to raise standards. The governing body is very effective, makes a very strong contribution to school improvement and ensures that statutory requirements are fully met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents hold very positive views about the school, feeling strongly that their children are very well taught and cared for. Pupils like coming to school. The inspection team agrees with these strong views.

IMPROVEMENTS NEEDED

The most important things the school now needs to do are:

- Ensure that very good learning habits are achieved consistently across the school by continuing to address the small amount of distracting behaviour in Years 2, 3 and 4 that sometimes spoils the flow of lessons and impedes pupils' learning.
- Review aspects of curriculum planning to retain the sensible focus on English and mathematics, whilst ensuring adequate teaching time for art and design and design and technology, so that subject skills are developed appropriately across the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is very good across the school, regardless of gender, ability or special educational needs; by the end of Year 6 it is very good. Standards are above average for seven year olds in writing and mathematics. This is built upon through Years 3 to 6 so that the attainment of eleven year olds is well above average in English and mathematics, and above average in science.

Main strengths and weaknesses

- The recent rise in standards has been sustained and improved;
- Standards are well above average at the end of Year 6 in English and mathematics;
- Standards are above average at the end of Year 2 in writing and mathematics;
- ICT competence is good by the end of Year 6;
- Standards across the school are good in science, religious education, history and music;
- Gifted and talented pupils and those with special educational needs achieve very well;
- Pupils' development of skills in art and design and in design and technology is limited.

Commentary

1. Children enter the nursery with standards that are in line with what would be expected for their age with the exception of their language, literacy and communication skills, which are often below average. They make satisfactory progress through the Foundation Stage towards achieving the goals expected for their age at end of reception, and good progress with their physical development. In Years 1 and 2 progress is more marked so that, by age seven, pupils are achieving at least at a level consistent with national expectations, and better than this in the key areas of writing and mathematics. Progress is sustained in Years 3 and 4; in Years 5 and 6 pupils then make rapid progress because of the very good teaching, so that they achieve very well and standards are well above the norm for eleven year olds.

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

Standards in:	School results	National results
reading	15.1 (14.6)	15.7 (15.8)
writing	15.3 (13.6)	14.6 (14.4)
mathematics	16.9 (15.9)	16.3 (16.5)

There were 37 pupils in the year group. Figures in brackets are for the previous year.

2. Results in the national tests for seven year olds in 2003 were above the national average in writing and in mathematics, but below average in reading; they were the same when compared with schools with a similar proportion of pupils eligible for free school meals. Girls performed better than boys in all three subjects. Standards improved significantly in 2003, although in reading they remained unsatisfactory. Teacher assessments in science showed well below average achievement, with no pupil judged to have reached the higher levels.

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

Standards in:	School results	National results
English	28.8 (26.1)	26.8 (27.0)
mathematics	28.3 (26.8)	26.8 (26.7)
science	28.6 (29.1)	28.6 (28.3)

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

3. In the 2003 national tests at the end of Year 6 the position was very different. Attainment was well above the national average in English and in mathematics; it was in line with the national average in science. These results were equally very good when compared with those achieved by pupils from similar schools. The percentage of pupils attaining the higher levels in English and in mathematics was well above the national average. Boys outperformed girls in all three subjects. This overall performance in the national tests for eleven year olds was a significant improvement on the previous three years, particularly in English. The value added over the four years most pupils had spent in Years 3 to 6 was very good indeed. The school's results for eleven year olds have risen at a higher rate than the national since 1999.
4. The school's procedures for tracking pupil progress and setting targets to meet their needs are very good. These have contributed to the high standards achieved in 2003 and to the judgement of this inspection that this very good performance is being sustained; indeed, it is improved in reading in Years 1 and 2 and in science across the school. Another key factor in the drive to raise and maintain these improved standards is the good quality of teaching throughout the school, and the consistently very good teaching in Years 5 and 6.
5. Attainment and progress in ICT are satisfactory in Years 1 and 2 and good in Years 3 to 6. Pupils in Year 6 show a high level of ICT competence, using skills well to enhance learning in most other subjects. Attainment across the school is above average in religious education, history and music. It is satisfactory in geography, physical education, art and design, and design and technology. In these latter two subjects, however, the development of pupils' skills is hindered by limitations in the planned curriculum, which means that too little time is available in these two areas.
6. Overall, the oldest pupils in the school make most progress, in part because they know exactly what they need to do to improve and have very good attitudes to their learning. There are a few instances, however, of slower progress being made where some pupils in Years 2, 3 and 4 have less well developed work habits and can be inattentive at times.
7. Gifted and talented pupils and those with special educational needs make very good progress because work is well planned to match their needs and they receive good support and challenge from teachers and other adults. There are no pupils for whom English is taught as an additional language.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good overall. Attendance and punctuality are satisfactory. The personal development of pupils, including their spiritual, moral social and cultural development, is good.

Main strengths and weaknesses

- The vast majority of pupils behave well in lessons and around school;
- Although most pupils have good attitudes to their work, a few pupils in Years 2, 3 and 4 lack motivation and do not always apply themselves fully in lessons;
- Assemblies are used well to reinforce moral and social messages, but spirituality does not feature strongly;
- Staff in Year 5 and 6 have very high expectations of pupils' good behaviour;
- The 'buddy' system helps to promote inclusion.

Commentary

8. Almost all parents agree that their children enjoy coming to school, a view which is confirmed by the pupils themselves. Most pupils behave well in lessons and around school. They are polite and well mannered, and relate well to each other and to all adults in the school community. Parents, pupils and staff agree that instances of bullying are rare and are dealt with effectively when they do occur. In lessons, the majority of pupils listen well to their teachers and to each other. They work hard and co-operate well when working in groups or pairs. This is especially evident in Years 5 and 6 where pupils' attitudes to their work are very good. Teachers in these year groups consistently insist on high standards of behaviour and pupils respond very well.
9. Although most pupils share these good attitudes, a minority in Years 2, 3 and 4 are occasionally too fussy and over demanding of their teachers.
10. The school works well to reinforce moral messages and to promote good social development. The 'Ings Imps', pupils from Years 3 to 6, work as buddies in the playground, ensuring that no one is excluded from play. Throughout the school, and especially in assemblies, there is a strong emphasis on the difference between right and wrong and pupils respond well to this. Sometimes assemblies do not provide the necessary atmosphere to successfully promote spirituality and there is some inattention, low-level noise and restlessness.
11. Pupils' personal development is good. By Year 6, they are confident and mature. They take responsibility for their own learning and organise resources sensibly. Pupils of all ages relate well to each other, and those new to the school settle in well.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.0	School data	0.3
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 have been no recent exclusions.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The curriculum is broad, with a strong focus on literacy. Teaching and learning are both good, and consistently very good in Years 5 and 6. The provision made for pupils' care, welfare, health and safety is good.

Teaching and learning

The overall quality of teaching is good, enabling pupils to make good gains in learning; in Years 5 and 6 teaching and learning are very good indeed. Assessment, target setting and tracking of pupil progress are very good and are particular strengths of the school.

Main strengths and weaknesses

- There are examples of outstanding teaching in Years 5 and 6;
- There are very good assessment procedures and practice across the school;
- Teaching and learning are good overall;
- Teachers' planning, subject knowledge and expertise and use of resources are good;
- There is good provision for pupils with special educational needs;
- Some occasional low level misbehaviour in Years 2, 3 and 4 impedes learning.

Commentary

Summary of teaching observed during the inspection in 39 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (5%)	10 (26%)	16 (41%)	10 (26%)	1 (3%)	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.

12. The very high proportion of good and very good teaching is having a clear impact on the achievement of pupils. Teachers' planning is thorough, with a clear lesson structure, good pace and high expectations, which result in effective learning. The impressive assessment practices mean that work is mostly well matched to the pupils' needs and they know what they need to do to improve further. This is particularly so in the Year 5 and 6 classes where consistently very good, and sometimes excellent, teaching is enabling pupils to make rapid gains in their learning. Very occasionally, teachers in Years 2, 3 and 4 allow unnecessary interruptions, which spoil the flow of the lesson and lead to inattentiveness and more limited learning.
13. Teaching resources are introduced effectively to enhance learning. These include the good use that is made of the locality as a starting point for learning both for younger and older pupils, for example in geography lessons. Visitors to the school increase the already high level of pupil interest and motivation by bringing learning to life, for instance in history topics in Years 1 and 2 and in the study of Tudor England in Years 3 and 4. ICT is used particularly well in Years 5 and 6 as an effective tool for learning. Good opportunities are also planned for successful specialist subject teaching by staff and visiting professionals in English, mathematics, music, drama, physical education and French, which result in improved learning and achievement and have a positive impact on standards.
14. The school benefits from committed and able teaching assistants who are valued team members and provide effective support for pupils with special educational needs; this enables these pupils to join in fully in the lessons and make good progress with their learning.

Example of outstanding practice

The school has very thorough assessment procedures, designed by the co-ordinator, which make effective use of ICT. This enables teachers to track individual progress, set targets with the pupils and match tasks more effectively to their needs. Marking of work is a particular strength, with teachers' comments very clear about the level being achieved and what pupils need to do to improve. Given the weakness identified in the previous inspection in this area, the school has made such great strides forward with assessment that it now offers a model of practice worthy of sharing with other schools.

The curriculum

Curricular provision is good. There are satisfactory opportunities to extend learning beyond the school day. Accommodation and resources are good throughout the school.

Main strengths and weaknesses

- The strong emphasis on English and mathematics in the timetable appropriately reflects the school's priority of raising achievement;
- The school is very inclusive, ensuring equality of access and opportunity and providing very well for pupils with special educational needs;
- Insufficient time is given to the progressive development of skills in art and design and design and technology;
- There is a good range of opportunities for the development of personal, social, health and citizenship education;
- Good resources support learning.

Commentary

15. The National Literacy and Numeracy Strategies have been very effectively implemented. Teachers are well trained and programmes of work are well planned and monitored to ensure increased challenge for all pupils as they mature. Time is used very well and activities are carefully matched to meet pupils' needs, including intervention programmes and booster classes. Pupils have access to a wide range of opportunities for writing and for developing problem-solving skills, particularly in Years 5 and 6.
16. The very effective inclusion management team ensures that the special educational needs of pupils are provided for. Teachers and support staff know these pupils very well and individual teaching and learning plans reflect individual needs and result in very good progress. Teaching assistants are deployed well and give pupils good support. Gifted and talented pupils are identified early and their progress is carefully tracked.
17. Because of the present emphasis on English and mathematics, too little time is given to the progressive development of skills in art and design and in design and technology. The school is presently reviewing curriculum planning and provision.
18. The extra-curricular provision made by the school is satisfactory and includes drama, sport and reading activities. The school uses the locality effectively and welcomes a range of visitors to enrich curriculum opportunities provided for the pupils.
19. The school is well staffed and many adults are available to support pupils in their lessons. Subject co-ordinators ensure that good quality resources are made available to support curricular developments. Accommodation is good and has been improved by the recent addition of the nursery, a computer suite and the library.

Care, guidance and support

Procedures to ensure pupils' care, welfare, health and safety are good. The school provides very good support, advice and guidance and has very good measures in place to involve pupils in its work.

Main strengths and weaknesses

- The assessment data gathered by the school is used very well to provide well-targeted guidance for pupils;
- The very good relationships established between staff and pupils lead to good pastoral care;
- Pupils are very well involved in the work of the school and their views are valued;
- The documentation to support health and safety requirements is very good.

Commentary

20. The school provides a safe and caring environment in which pupils are happy and learn well. Teachers and other members of staff have a thorough knowledge of pupils, their families and their personal circumstances. They are sensitive to their needs and are therefore able to provide very good personal support. Parents appreciate the concern shown by staff and feel that their children are looked after very well. Parents of pupils with special educational needs are particularly pleased with the way in which the needs of their children are met and how well they integrate with their peers.
21. The school has improved the documentation that supports its health and safety procedures and the written risk assessments produced by governors are now very good. Healthy living is promoted well and the school has recently been awarded a Positive Health in Schools award.
22. The academic progress of pupils is very effectively monitored and the information collected is used very well by the school to provide support and guidance for pupils in their work. Pupils are well aware of the levels at which they are working and what they need to do to improve. The marking of work is detailed and informative, giving pupils and parents a clear idea of how they are progressing. Targets are set and clearly conveyed to pupils and parents. This has a very positive effect on pupils' learning and on their achievement.
23. The school involves pupils actively in its work and takes their views very seriously. The school council has representatives from Years 1 to 6. Councillors are elected to represent their classmates and suggestions made by pupils are discussed at meetings. These meetings are well supported by staff and pupils' ideas and concerns are considered well when decisions are made about the development of the school.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- Parents have very positive views of the school;
- The school provides a high level of useful information for parents, although the tone of some newsletters could be improved;
- The shared school and adult education facilities ensure that the school has a high profile in the community.

Commentary

24. Parents hold the school in high regard and are very supportive of the school's efforts in the education of their children. They are pleased with almost all aspects of the school and few have any concerns. There is good contact with parents, both formally at consultation evenings, and informally when they deliver or collect their children. Staff have established very good relationships with the majority of parents, seek their views regularly and make themselves available whenever possible to deal with any issues.
25. The level and quality of the information provided for parents have improved greatly and are now good. Annual written reports to parents are very detailed, especially in English, mathematics and science. They provide parents with useful information about what their children are learning, how well they are doing and what they can do to improve. Good information about topic work is now provided regularly and newsletters keep parents fully informed about school events. The tone of some of these newsletters is sometimes rather terse and does not always reflect the welcoming, caring ethos of the school.
26. The Home/School Reading Programme has been very effective in maintaining good communication between teachers and parents. Parents are fully involved in this, are given guidance on how to help their children and the work begun at home is followed up in lessons. Parents of pupils with special educational needs are particularly pleased with the level of contact with the school. They are invited to sit in on lessons, are involved in the production of individual education plans and are kept well up to date on pupils' progress. During the inspection, staff sought out parents at the end of the school day to report any concerns or successes.
27. The school shares its accommodation with an adult education centre. Local people, including parents of pupils at the school, use the facilities well and the school is well regarded by the community. The school has effective links with the community and with neighbouring schools.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The overall quality of governance is very good.

Main strengths and weaknesses

- Governors have a very good understanding of the school's strengths and priorities for improvement; their committee structure works extremely well;
- The headteacher provides very confident and purposeful leadership;
- The headteacher, staff and governors have worked hard to ensure that the school is inclusive and that all pupils have the opportunity to do as well as possible;
- Rigorous self-evaluation systems enable the senior management team to set a clear agenda for improvement;
- There is a very effective corporate approach to school improvement, especially in terms of raising standards;
- Subject leadership is very good.

Commentary

28. The governing body meets its statutory duties well and encourages a school where all pupils are included in all the opportunities offered. The governors are very supportive of the headteacher, and strongly committed to helping to bring about improvements. They hold their meetings during the school day so that they can take every opportunity to observe the school at work. A comprehensive programme of training, and regular discussion of important issues,

ensure that they are very clear about what needs to be done to further improve the school and about their role within this.

29. The implementation of rigorous self-evaluation systems has enabled the headteacher to be very confident about what the school does well and where it can do better. Through the improvement plan she then provides very purposeful leadership of a whole-team commitment to activities that will bring about the changes required. The recent significant improvements in standards throughout the school are a direct result of this approach. The school is continuing to tackle the few instances of minor disruption that occasionally detract from learning in Years 2, 3 and 4. The successful implementation of performance management leads to a very effective programme of professional development that continually strengthens the knowledge and expertise of both teachers and support staff.
30. Subject leaders have an excellent understanding of their role and they fulfil their responsibilities very well indeed. Their subject knowledge and level of expertise are impressive and do much to improve the confidence of colleagues. They use a range of monitoring strategies in order to evaluate the quality of provision and then prioritise what needs to be done to bring about improvements. They manage subject budget allocations efficiently, trying to ensure that resources and training provided help to improve the teaching and learning in all classrooms. Recent actions taken to raise standards in reading have been particularly effective throughout the school. Senior managers are working to good effect with subject leaders to support them in observing lessons of other teachers and offering feedback. The senior management team is also involved in a review of curriculum provision which will address the issue of teaching time for some subjects, for example in art and design and in design and technology.
31. Inclusion issues, including provision for pupils with special educational needs, are managed especially well by the inclusion team, which includes a member of the governing body. There are very efficient systems in place that enable all teachers to monitor the progress of identified pupils. As a result every one of them is making very good progress.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	758602	Balance from previous year	51282
Total expenditure	756857	Balance carried forward to the next	53027
Expenditure per pupil	2752		

32. Financial management is good. The headteacher and governing body have approached spending decisions very wisely, knowing that the numbers on roll are expected to fall. The budget surplus has been earmarked to safeguard staffing, and therefore relatively small class sizes, for at least one more year. The sensible forward planning of the nursery provision will also enable the school to attract more pupils. Governors and the headteacher always ensure that spending decisions are as efficient as possible and provide the best value for the school.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **satisfactory**.

Main strengths and weaknesses

- Teaching is consistently good in the new nursery;
- The contribution of teaching assistants is good;
- Children make good progress in physical development and communication, language and literacy;
- Planning and assessment are good and enable the needs of all groups of children to be met.

Commentary

33. Children enter the nursery with attainment that is at the expected level, although their language, literacy and communication skills are often below average. By the end of reception, most of them reach the goals expected for their age in all areas of learning, and a few surpass them.
34. Curriculum planning is good and thorough assessment provides meaningful and manageable information. Staff bring enthusiasm, skill and understanding to the children's learning and every opportunity is taken to develop spoken language, literacy and numeracy skills.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Caring and warm relationships help children settle quickly into school and become familiar with the organisation of their days.

Commentary

35. Children achieve standards in line with expectations for their age by the end of reception. Teaching is satisfactory overall, with much good teaching in the nursery and satisfactory teaching in reception. All children receive patient, caring and appropriate support. Progress is satisfactory because the teachers specifically plan activities to promote personal skills through other areas of learning. Once in school, children quickly get to know regular routines. They understand the need to change activities and learn how to make independent choices. They take part willingly at tidy up time, because they have learnt that working together makes the task easier. Children behave appropriately because all staff praise good behaviour and explain calmly why certain behaviour, like not sharing, is unacceptable.
36. Relationships are positive throughout the Foundation Stage and children have the opportunity to develop effective working relationships with one another and with the adults who work with them. Adults set good examples for the children; this plays an important part in their learning. Activities are exciting in the nursery and so children become engrossed and work on a task for extended periods. In the reception class, sometimes children are not challenged enough and this slows their learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- All staff take every opportunity to develop the children's language skills.

Commentary

37. By the end of reception, standards are those expected for this age group; this means children have made good progress, as they enter nursery with below expected levels in this area of learning. Throughout nursery and reception, children develop their confidence with speaking because staff engage in almost continual conversation with them. They chat, question and encourage the children to extend their vocabulary and their confidence in the spoken word. Children learn to initiate their own conversations and they become interested in the well-planned activities as they play, for example, in the hospital role-play area.
38. Children in the nursery are beginning to develop an enjoyment of books and some make good attempts to tell stories using the pictures as prompts. They already recognise individual letters, usually those contained within their name, and sometimes use these in their writing. Teaching in the nursery is good and provides a range of activities to encourage children to explore writing. Children see the purpose of writing because activities are often linked to work in other areas of learning such as knowledge and understanding of the world. Although reading and writing activities are promoted satisfactorily in reception, the teaching is not always focused enough to extend children's skills and understanding systematically.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- There is a stimulating range of activities in the nursery to support children's mathematical development;
- In the reception class, resources are not always used well enough to help develop children's mathematical language

Commentary

39. By the end of reception children attain standards that are in line with expectations for their age. Teaching is satisfactory overall; in the nursery it is good and it is satisfactory in reception. Teaching in the nursery makes purposeful links between children's mathematical development and related activities, for example physical development. In one such activity, children drew circles with water outside and used language such as 'big' and 'small' to describe what they were doing. Opportunities for children to practise counting, sing number rhymes and play mathematical games ensure most gain a secure understanding of number to 10. Children with special educational needs receive good support and this ensures that they join in most of the activities on offer and achieve satisfactorily. In the reception class, activities also support children's learning through repetition and practice, but opportunities are missed to actively involve the children in their learning, such as when using a washing line to count and order numbers.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Commentary

40. By the end of reception, children's achievements are in line with expectations for their age. Teaching is satisfactory with much that is good in the nursery; it is satisfactory in reception. Staff plan an interesting range of activities which help children to learn about the world around them and help to develop an appropriate vocabulary. For example, in both classes, children look at how they have changed since they were babies; learning is enhanced with the use of photographs and the visit of a real baby. They have taken part in a role-play christening to help them understand the significance of belonging and being special and they have discussed things that are special to them, such as 'precious toys'. Such activities provide chances for children to draw on their own experiences and this helps them develop an awareness of themselves and others.
41. All children have good access to computers. There is a range of competence, with a few children able to use click and drag across the screen, whilst a small number finds the necessary hand-eye co-ordination difficult. Overall, standards are satisfactory.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children have plenty of opportunity to develop hand-eye co-ordination;
- The range of activities and resources is good.

Commentary

42. Children make good progress in their physical development and achieve better than expected for their age by the end of reception. Teaching is satisfactory overall; it is good in the nursery and satisfactory in reception. Children learn quickly because they participate in structured and purposeful activities both indoors and outdoors. Nursery children have a secure outdoor area that is being developed but the grassed area for reception can be used only in fine weather. Reception children use the hall for physical education lessons, using large and small apparatus. They are able to run and jump, try to skip and make good attempts to throw and catch a ball.
43. All children are given ample opportunity to develop hand-eye coordination. Most manipulate the computer mouse and roll and mould play dough appropriately. They competently use scissors, glue sticks and a variety of papers when making Mother's Day cards. They are offered a wide range of construction toys to use on the carpeted areas.

CREATIVE DEVELOPMENT

Provision for creative development is **satisfactory**.

Main strengths and weaknesses

- Activities to develop children's imaginative play in the nursery are successful;
- The range of activities and resources provided is good.

Commentary

44. By the end of the reception year children achieve in line with expectations for their age. Teaching is satisfactory, with good teaching in the nursery and satisfactory teaching in reception. Children's skill development is sound because they have access to daily opportunities to use paints, a variety of fabrics, papers and artists' materials. Their creative skills are developed further by the provision of a wide range of activities in the role-play areas. These capture the children's interest which shows in the way they concentrate for extended periods either on their own or with others.
45. Children enjoy the opportunity to sing action songs and rhymes, responding enthusiastically. In the reception class, some interesting activities to develop imaginative play lose their impact because children are left too much on their own to explore the tasks. This leads to some aimlessness and children not getting the best from the activities. They do not have sufficient guidance to help them extend their ideas further.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards attained by the end of Year 6 are well above average;
- The very good teaching in Years 5 and 6 enables pupils to achieve at a very high level;
- Leadership and management are very good; the co-ordinator has excellent knowledge and expertise;
- Marking and feedback to pupils are very good;
- As a result of a very well structured programme, that involves all parents and that is supported by quality resources, pupils thoroughly enjoy reading and they are making good progress in the development of reading skills;
- A few pupils in Years 2, 3 and 4 demonstrate less motivation and application to work than those in Years 5 and 6; occasionally this becomes a barrier to learning.

Commentary

46. Standards overall have improved since the previous inspection. Pupils enter Year 1 (the school) with attainment levels in speech and language that are in line with those expected for their age. By the end of Year 2, standards are above expected levels in writing, but remain average in reading and in speaking and listening. Almost one third of pupils are likely to attain the higher levels in the national tests in writing by the end of the year because teaching of this aspect is generally good. Teachers plan an appropriate range of interesting writing opportunities that allows for the incremental development of skills. Actions to improve standards of reading in line with those of writing are already in place. The new high quality resource provision, the excellent 'guided reading' programme that actively involves parents (and that parents speak very highly of), and the introduction of BEAR time (Be Excited About Reading) is already having a positive impact on pupils' enjoyment of books and will undoubtedly support the raising of achievement and have a positive impact on standards.
47. Standards by the end of Year 6 have risen dramatically and work seen during the inspection confirms that they will remain well above average. Some of the writing seen in the mixed Year 5/6 class was outstanding. This included narrative (some of it produced collaboratively), argument, literary appreciation and poetry. Girls and boys are performing equally well as the result of the consistently very good teaching.

Example of outstanding practice

In one lesson observed in the mixed Year 5/6 class, the teacher's very high expectations and his planning of very well structured opportunities to support a range of learning styles gave every pupil access to a very difficult Shakespeare text. As he skilfully dramatised the text through his own excellent reading, the teacher used his ICT skills to project still images from the film version of *Romeo and Juliet* that offered a simultaneous visual interpretation of character and plot. This led to a lively whole-class discussion of the feelings that motivated the actions of key players during the encounter in the market place. The subsequent 'freeze-frames' that came from the purposeful collaboration of small groups showed not only that the pupils really did know what was going on in the minds of the different members of the Capulet and Montague families, but also that they were developing an appreciation of the work of Shakespeare that will open all sorts of possibilities for them in the future.

48. Although teaching of pupils from Year 1 to Year 4 is good overall, it rarely reaches the level that commands interest from start to finish and that moves the learning along with pace, variety and appropriate support for the range of abilities and learners within the class. Pupils with special educational needs are always very well provided for and make very good progress throughout the school, often as a result of the very good liaison between teachers and support staff. Likewise, those pupils identified as gifted or talented have ample opportunity to attain at a high level.
49. A few pupils in Years 2, 3 and 4 can occasionally 'switch off' from the learning because they have not been actively enough involved and appropriately challenged throughout the lesson. The resulting lack of motivation and committed application to tasks means that the progress these pupils make is sometimes satisfactory when, with a little modification to the lesson, it could be good.
50. The co-ordinator for English has an excellent understanding of strengths and areas that could be improved within the subject. She leads and manages the subject very well. Her detailed analysis of assessment results, scrutiny of pupils' work, observation of colleagues and very many discussions with other teachers have resulted in the identification of priorities for development and appropriate actions to support this. A recent focus on reading is already showing signs of being successful; the work done on assessment, marking and individual target-setting has had a significant impact on results, especially in writing. There is now a planned whole-school emphasis on improving speaking and listening that will add to the good opportunities already provided for focused work in pairs, group discussions and drama activities. This is likely to also help pupils in all year groups to become even more actively involved with their learning.

Language and literacy across the curriculum

51. The development of language and literacy skills in other subjects is very good throughout the school. The links made between the ballet music from *Romeo and Juliet* in music and the text being studied in English effectively supported both musical and literary appreciation. Reading, discussion and writing in science, history and geography have a good emphasis on the accurate application of skills. History lessons provide good opportunities for extended writing. In all subjects teachers put appropriate emphasis on the use of precise technical vocabulary.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- By the end of Year 6 standards are well above average;
- Teaching and learning are good, with some examples of exceptional practice in Years 5 and 6;
- There are very good procedures for assessment;
- The co-ordinator is knowledgeable and enthusiastic, well able to lead continued improvement.

Commentary

52. Standards overall have improved since the last inspection. Standards of work seen in the inspection confirm that pupils will attain well above average levels by the end of Year 6. In Year 2, pupils use a variety of methods of recording based appropriately on mental calculation strategies. They explain their reasoning and are confident in answering questions and tackling work. More able pupils show their understanding of elements of the higher levels in the curriculum. Overall, standards by the end of Year 2 are above average.
53. In Years 3 and 4 pupils make sound progress. Pupils in Years 5 and 6, however, make very good progress so that, by Year 6, most pupils are already working above the level expected for their age. They are confident in applying their knowledge to problems and their reasoning is well developed. More able pupils are achieving particularly well. They are consistently working at the higher levels. Throughout the school, pupils with special educational needs make good progress.
54. Teachers have good subject knowledge and plan lessons well, matching work carefully to pupils' needs. The pace of lessons is brisk and probing questioning maintains a good level of challenge. Teaching is especially good in Years 5 and 6. In one very effective lesson on probability, the teacher's excellent subject knowledge resulted in questioning which was mathematically very challenging. Pupils tested out hypotheses by throwing dice and explained with confidence how repeating an experiment can produce different outcomes.
55. Pupils' progress is very well supported by very good assessment. All marking refers clearly to the purpose of the learning, which is discussed with pupils and recorded at the start of each lesson. Evaluative comments help pupils to recognise their progress towards their targets. Pupils in Years 5 and 6 fully understand the level at which they are working and what they need to do to improve. Tracking procedures are very efficient in providing all teachers with a clear overview of pupils' progress.
56. The leadership and management of the subject are very good. The co-ordinator has a clear understanding of the quality of teaching and learning in mathematics across the whole school, and how it can be improved. He reviews policy and practice regularly and brings pertinent issues to all staff for discussion and agreement. His commitment to continuous improvement is an important factor in accelerating pupils' progress.

Mathematics across the curriculum

57. Teachers provide sound opportunities for pupils to apply mathematics in other subjects. There are particularly good examples in ICT, especially in managing data, and in science. Although mathematics is used appropriately when opportunities arise, the new planning format will ensure a greater consistency in identifying activities to promote mathematics across the curriculum.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards in Year 6 are above average;
- Good teaching throughout the school enables pupils to make satisfactory progress in Years 1 and 2, and good progress in Years 3 to 6;
- Leadership of the subject is good;
- ICT is used well in the subject.

Commentary

58. Standards are the same as at the last inspection. By the end of Year 6, standards are above those expected for eleven year olds, with many pupils working at the higher levels. This is because of the very good teaching in Years 5 and 6 and the many opportunities these pupils have to carry out investigational work. Elsewhere in school, standards are only average because teachers provide insufficient opportunities for pupils to carry out challenging investigations. There is good provision for pupils with special educational needs who are supported well by informed and effective teaching assistants.
59. The quality of teaching and learning is good overall, with very good teaching in Years 5 and 6. In a Year 2 class the good teaching enabled pupils to understand the essential conditions for a plant to grow. They identified that water, warmth and light were needed, but they were unclear about the presence of air. Year 6 pupils were able to deduce, from practical work, that temperature plays an important part in the evaporation process and they were given clear guidance as to how to improve their work to achieve higher standards. These pupils are confident, enthusiastic and the high expectations of their class teacher enable them to achieve at a high level.
60. Pupils are encouraged to develop social skills by working with groups or partners. Most teachers' subject knowledge is secure and there is a good emphasis placed on developing a scientific vocabulary. For example, Year 6 pupils described states of matter as solid, liquid or gaseous and know that an investigation needs a hypothesis and a prediction and that a conclusion should be drawn from results.
61. Subject leadership is good. The co-ordinator monitors teaching and learning across school, and scrutinises planning and so is aware of the strengths and areas for development within the subject. She has carried out a detailed analysis of last year's national test results to identify possible gaps in pupil knowledge and understanding that are now being addressed. The use of ICT in the subject is strong throughout the school with pupils competently using graphs, data-logging and research.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils' competence in ICT is good overall;
- Good resources, including a well-equipped computer suite, support teaching and learning;
- Teachers are well trained and confident;
- The co-ordinator is skilled and enthusiastic.

Commentary

62. Standards in ICT are average for seven year olds and above average for eleven year olds. This is an improvement since the last inspection, when standards across the school were average. Pupils are confident in using computers and enjoy their work. The computer suite enables all pupils to be fully involved in whole-class lessons and so develop a good level of competence. There is good access to the Internet and the school's own Intranet. Class-based computers are also available so that work can be continued and extended. Three interactive whiteboards are beginning to make a positive impact on work in classrooms, increasing links with other areas of the curriculum.
63. The co-ordinator has delivered training to teachers and also to support staff. This has greatly increased their confidence and competence. Teachers also have access to laptops, enabling them to practise and apply their skills to develop the curriculum. This good subject knowledge supports teachers in planning interesting and relevant activities so that pupils can achieve well. The school also uses the local 'Passport' scheme to ensure progression in the acquisition of skills.
64. The subject is led and managed very well. The co-ordinator is passionate in his belief that ICT is a most powerful means of improving teaching and learning. He has used his skills very well to set up the school Intranet as an effective management tool, a support for teachers and a developing resource for pupils. He has a very clear picture of what ICT can contribute to the curriculum, and a development plan to ensure its implementation.

Information and communication technology across the curriculum

65. ICT is already used effectively to support the wider curriculum and is well set to improve further now that opportunities are systematically identified in planning. Many good and a few very good examples of work in other subjects were observed during the inspection, particularly in literacy; for example, pupils in Years 5 and 6 use ICT skills very effectively to present their poetry in a format worthy of publication.

HUMANITIES

Geography and History

Overall provision is **satisfactory** in **geography**, and **good** in **history**.

Main strengths and weaknesses

- Standards in history across the school are above average;
- There is good subject planning, teaching and assessment, particularly in history;
- Good curriculum provision in both subjects is enhanced by the use of the locality and by visitors to the school.

Commentary

66. Standards in history have improved since the last inspection. Pupils make good progress, achieving standards higher than those expected of seven and eleven year olds nationally. This is because teachers have good subject knowledge and present work in a way that engages and motivates pupils to learn effectively as young historians, handling artefacts and using a wide range of sources to research the past.
67. The use of drama, including the involvement of professional actors to bring history to life, helps both younger and older pupils to gain a good knowledge and understanding of the period being studied. Pupils in the Year 1 class talked excitedly about how Samuel Pepys had written about

the Great Fire of London in his diary, using this to produce an accurate account of the event. Pupils in Years 3 and 4 knew much more about life in Tudor England following the visit of 'Master Day'.

68. Standards in geography are the same as at the last inspection, being in line with expectation for pupils at seven and eleven. Pupils make sound progress and clearly enjoy their learning. Good use is made of the school grounds as a teaching resource and every opportunity is taken to develop skills through work in the locality. Pupils in Years 1 and 2 are acquiring good early mapping skills and know about some localities other than their own. Older pupils can describe key features of Hull, explaining the importance of its location for trade and tourism. They benefit from good teaching, which includes the use of ICT as a key learning tool, for example with the study of 'Rivers' by Year 5 and 6 pupils.
69. Work in both subjects is presented to a high standard in books, folders and displays, with detailed written accounts produced in Year 5 and 6 classes. Teachers' planning is thorough and complemented by good assessment procedures, including detailed marking, to ensure that pupils know what they need to do to improve. Subject leadership is good.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Standards are above average;
- Good quality resources are available to support all modules of work.

Commentary

70. Standards have improved since the last inspection and are now above the expectations of the locally agreed syllabus for seven and eleven year olds. Pupils gain a good knowledge of similarities and differences amongst religions, especially Islam, Judaism and Christianity, and are developing a relatively detailed understanding of Christianity. They know the important festivals and celebrations and about the lives of significant religious leaders.
71. In Years 1 and 2 pupils confidently retell some stories from the Old and New Testaments and draw significant messages from them. Following the teacher's sensitive telling of the story and skilful questioning, a Year 2 class wrote vivid accounts of Jesus's entry into Jerusalem on Palm Sunday. In Years 3 to 6 pupils have a very positive attitude to learning about different faiths and are eager to answer questions and offer ideas. Some of their work is very perceptive, for example their interpretations of prayers from the different religions studied.
72. The co-ordinator has provided stimulating and attractive books and artefacts to support teaching throughout the school. She has the level of expertise necessary to support the professional development of her colleagues and to offer more informal support as required.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Only one lesson was observed in both art and design and in design and technology. However, from work observed, too little time and attention are given to the progressive development of skills in both subjects.

Art and design

Provision in art and design is **satisfactory**.

Main strengths and weaknesses

- Insufficient time is given to the development of pupils' skills;
- The co-ordinator is enthusiastic and knowledgeable.

Commentary

73. Standards are not as good as at the last inspection; although attainment in art and design is satisfactory overall by the time pupils are seven and eleven, there are significant weaknesses in the development of pupils' skills, particularly in drawing and colour mixing. This affects the level of their understanding of the work of other artists, as well as the quality of their own work. It also means that the effect of working in sketchbooks is limited. The scheme of work follows national guidelines, but is not yet developed well enough to include clear guidance and expectations on the progressive acquisition of basic art and design skills.
74. The co-ordinator is active in supporting colleagues, particularly in providing good resources. Cross-curricular links are being explored and moderation of a portfolio of work, held on CD-ROM, has begun. Art and design is due for review soon, as part of the school's self-evaluation cycle. This will provide the opportunity to audit current practice and identify how improvements can be made.

Design and technology

Provision in design and technology is **satisfactory**.

Main strengths and weaknesses

- Insufficient time is given to the development of pupils' skills;
- All teachers provide a range of opportunities to plan, make and evaluate products.

Commentary

75. Standards are the same as at the last inspection, being in line with expectations for pupils at seven and eleven. All pupils have a wide range of opportunities to design and make articles using a variety of materials, but they are sometimes insufficiently involved in choosing their own materials for the task. Pupils carry out product surveys to help their planning, and older pupils are able to suggest possible modifications to their completed products.
76. Pupils in Years 1 and 2 represented popular nursery rhymes and stories using a simple winding-up mechanism; for example, they made 'Incy-wincy spider' models, using re-cycled materials and construction kits. In Years 3 and 4 pupils build on these earlier experiences by planning and making a variety of pop-up cards. The Year 6 pupils designed and made simple toys using a cam mechanism and used ICT to control fairground rides that they had made from a variety of materials. However, in all year groups there is too little focus on specific skill teaching. In Years 1 and 2 pupils do not know how to cut and paste economically and carefully; in Years 3 to 6, pupils are not consistently accurate when measuring, cutting and joining.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Performance in some aspects of music is above expectations;
- The co-ordinator has a good level of expertise and confidence and is effective in supporting non-specialist colleagues;
- There is insufficient emphasis on composition.

Commentary

77. Standards are similar to those found at the last inspection. They remain above those expected for pupils by age eleven. Pupils' work is above average in knowledge and understanding of music and in some aspects of performance. Teaching is good overall. As a result of their teacher's musical expertise, Year 2 pupils sang enthusiastically with good attention to pitch and rhythm. They used tuned percussion instruments with a good degree of accuracy to accompany their singing and to reflect the varied movements of ducks. Year 3 pupils showed good understanding of how music conveys atmosphere and mood, when using voices and bodies as instruments to accompany *The Haunted House*. The Year 5 teacher very effectively linked the development of musical skills to appreciation of ballet music. Pupils had the opportunity to write down their thoughts and feelings as different pieces were played. Responses showed a good degree of perception and sensitivity. Within the same lesson pupils exhibited a good knowledge of cyclic patterns, rhythm and pulse, with the learning culminating in a very satisfying whole-class performance using feet and percussion instruments. Music makes a good contribution to pupils' social and cultural development.
78. The co-ordinator has provided appropriate resources to ensure that pupils make progress in all aspects of music. However, there is not yet a great enough focus on composing in order to improve staff confidence in the teaching of this aspect of the subject. The involvement of visiting specialists to take individual and group instrumental lessons and to provide regular 'live' performances has a positive impact on achievement. Enjoyment and appreciation of music are further enhanced by the opportunities that the school provides for pupils to perform to an audience, for example during the 'singing day' at the City Hall and as part of school productions for parents and the community.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Pupils make good progress in dance by the end of Year 6;
- Assessment procedures are good;
- There is good support from visiting professionals to enrich the curriculum.

Commentary

79. Standards are the same as at the last inspection, being similar to those expected nationally for pupils aged seven and eleven; at the end of Year 6 attainment in dance is good. Teaching is satisfactory overall. In the three lessons observed pupils were well aware of the routines and expectations for exercising safely and warming up appropriately to prepare their bodies before the activities. In a very good dance lesson observed in Year 5, pupils were highly motivated and performed imaginatively and successfully. They used their knowledge from work in English on *Romeo and Juliet* to strut and gesture convincingly, both individually and in different groupings,

as they responded very well to the teacher's prompts and encouragement, and the stimulus of the music.

80. Individual progress is well documented within the good assessment procedures that have been introduced. Planning shows good curriculum coverage across the school; the subject is enriched by extra-curricular involvement, with visiting professionals giving additional support for a range of sports, including baseball, rugby and girls' football.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

81. Provision for pupils' personal, social, health and citizenship education is sound, with some good features. Although no specific lesson was observed, meetings of the school council were attended at the pre-inspection visit and during the inspection. These meetings showed how pupils are encouraged to contribute to aspects of school policy, for example the 'buddy' system at playtimes. Its success is being recognised as an exemplar of good practice by the local education authority.
82. Displays and folders of work show good evidence of involvement in a range of relevant activities such as a 'European Day', a visit to the Guildhall to meet the mayor, participation in environmental projects and a link with a school in New York. The school has also achieved a Positive Health in Schools award.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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