

INSPECTION REPORT

KADER PRIMARY SCHOOL

Middlesbrough

LEA area: Middlesbrough

Unique reference number: 111574

Headteacher: Mrs L Chalk

Lead inspector: Mrs J Morley

Dates of inspection: 20th - 22nd October 2003

Inspection number: 256576

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

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:	391
School address:	Staindrop Drive Acklam
Postcode:	TS5 8NU
Telephone number:	(01642) 286599
Fax number:	(01642) 286599
Appropriate authority:	The governing body
Name of chair of governors:	Mrs H Pearson OBE
Date of previous inspection:	1 June 1998

CHARACTERISTICS OF THE SCHOOL

- There are 391 pupils on roll: 68 per cent are white and British, and most of the remainder are of Asian origin.
- Socio-economic factors are favourable in comparison with those nationally.
- Attainment on entry to the school is declining: it now meets expectations but until recently has been above or well above.
- English is an additional language for 11 pupils (three per cent), all of whom are at an early stage of learning it.
- Thirteen per cent of pupils have special educational needs, a figure well below the national average. Of these, 25 are receiving funded support: 11 of them for needs relating to moderate learning difficulties, six for social, emotional and behavioural difficulties, three for dyslexia, two for autism, two for speech and one for physical disability.
- Pupil mobility is low.
- Kader Primary School gained the Healthy School Award in 2003.
- After-school care is provided from Monday to Friday during term time.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25470	J Morley	<i>Lead inspector</i>	English; Personal, Social and Health Education; Special Educational Needs; English as an Additional Language.
9333	K Schofield	<i>Lay inspector</i>	
27477	J Mitchell	<i>Team inspector</i>	Mathematics; Information and Communication Technology; Design and Technology.
29188	G Ulyatt	<i>Team inspector</i>	Art and Design; Geography; History; Foundation Stage.
20038	G Watson	<i>Team inspector</i>	Science; Music; Physical education; Religious education.

The inspection contractor was:

VT Education Services Ltd
Old Garden House
The Lanterns
Bridge Lane
London

SW11 3AD

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	1
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	3
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	5
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	9
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	11
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	21

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The quality of education and value for money provided by the school are both satisfactory. Pupils make sound progress from the Nursery to Year 6. They leave the school with above average standards, which in relation to age are broadly the same as those with which they entered. The new headteacher - in post for five terms - has a clear and appropriate vision for the development of the school. Most staff have united behind her. This has generated significant change but more is needed. Planning is newly revised but has not yet had an impact. Assessment systems are now in place but most are very 'young'. Although much teaching is of good quality, there are lingering weaknesses in some classes that make it satisfactory overall. These are being tackled.

The school's main strengths and weaknesses are:

- Teaching is good in the majority of lessons, but in too many it is uninspiring.
- The leadership of the headteacher is good, and teamwork is beginning to develop.
- Pupils behave well and respond with real enthusiasm to good quality teaching.
- The school provides well for pupils' personal development.
- The wealth of data available to the school is not used well enough to raise standards.
- Teachers' marking is not good enough.
- Tasks set do not always match pupils' needs, and this creates some inequality of opportunity.
- Resources are inadequate in the Nursery and Reception classes, and for music.

The school has made satisfactory progress since the last inspection. It has dealt successfully with the issues relating to the breadth of the curriculum, information and communication technology (ICT), provision for pupils' cultural development, and statutory requirements. Work remains to be done on assessment and on ensuring that work meets the differing needs of all pupils, although the school had tackled both of these in part. Standards have been maintained in most subjects, including English, mathematics, science, geography and history. They have improved in art and design and ICT from being below expectations to meeting them.

STANDARDS ACHIEVED

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

*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.*

Until last year children entered the Nursery with attainment that was above or well above that expected. Subsequently it has met expectations. **The achievement of pupils of all backgrounds and capabilities from Nursery to Year 6 is satisfactory** overall, although there is variation between and within year groups, dependent on the quality of teaching pupils receive. By the end of the Reception Year children attain above expected standards in relation to the early learning goals in all six areas of learning. Inspectors find that the same pattern continues through the school, with the result that pupils in Year 2 and Year 6 attain above average standards in reading, writing, mathematics and science. Hence the 'big picture' is that, in relation to their age, pupils' attainment is good and achievement is satisfactory.

Provision for pupils' spiritual, moral, social and cultural development is good, as it was at the time of the last inspection. Pupils behave well. They have good attitudes to work, which can easily become very good when lessons are interesting, challenging and fun. Attendance and punctuality are good.

QUALITY OF EDUCATION

The quality of education is satisfactory. Much teaching in individual lessons is of good or better quality. The better teaching offers good levels of challenge and seeks to interest pupils. The weaker quarter is uninspiring, and it is to pupils' credit that they behave as well as they do with little beyond routine tasks to engage their interest or fire their imagination. There are weaknesses in teachers' marking and some inconsistency in the match of work to pupils' needs. Where and when it exists, this inconsistency creates inequality of opportunity for pupils to learn and make progress. The best lessons are fun and pupils are highly motivated. Overall, however, **the quality of teaching is satisfactory and the quality of learning is the same**.

The curriculum is now satisfactory, having been broadened since the last inspection to give each subject an appropriate amount of teaching and learning time. This has had an impact on achievement in some subjects, notably art and design and ICT. The school provides a good level of care for pupils.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. Leadership by the headteacher is good. Overall management of the school is satisfactory. Governance is good. Governors are knowledgeable about the strengths of the school and the areas where it needs to improve. They take a keen interest in its development and are kept well informed by the headteacher. The headteacher knows what needs to be done. Some teachers have been slow to respond to change and this has affected the rate of improvement. A school-wide determination to work as a team for the benefit of pupils - to make learning fun and challenging - could make an instant difference to what the school has to offer.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think highly of the school, although a significant minority do not feel well enough informed about how their children are getting on. Pupils like school but say their classmates do not always behave well and lessons are not always much fun.

IMPROVEMENTS NEEDED

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

- Make more lessons interesting and fun, and *ensure that the work that teachers set offers a challenge to pupils of all capabilities.
- Improve teamwork in school.
- Make better use of data to raise standards.*
- Ensure that teachers' marking shows pupils how to improve and make progress.*
- Improve resources for children under five and for music.

(*Denotes issues already identified and in the school improvement plan)

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils attain standards in English, mathematics and science that are above those expected nationally. These have declined slightly over two years as the school has reduced (to acceptable proportions) the time spent on teaching these key subjects and has restored a more balanced curriculum. Nevertheless, pupils achieve satisfactorily and are now poised to do better.

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

Standards in:	School results	National results
reading	17.2 (16.5)	15.7 (15.8)
writing	16.5 (15.2)	14.6 (14.4)
mathematics	18.1 (17.3)	16.3 (16.5)

There were 58 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	27.7 (28.6)	26.8 (27.0)
mathematics	27.8 (27.8)	26.8 (26.7)
science	28.7 (29.8)	28.6 (28.3)

There were 54 pupils in the year group. Figures in brackets are for the previous year

Main strengths and weaknesses:

- Pupils attain above average standards in key areas of the curriculum.
- Achievement is satisfactory and should improve when recent changes have had time to make an impact.
- Pupils who find learning least and most difficult are slightly disadvantaged by current provision.

Commentary

1. The attainment of children when they join the Nursery varies between one year and another but, overall, it is declining. Data show this clearly. Pupils currently in Year 3 entered with attainment that was well above average; in the case of current Year 1 pupils it was above expectations, and for children in the Nursery at present it is in line with what is expected. All make satisfactory progress.

2. Test results in 2003 show Year 2 children as attaining standards that are well above national averages in reading, writing and mathematics. As this cohort of pupils joined the school with attainment that was well above that expected, they have achieved satisfactorily. Currently, inspectors find that attainment in Year 2 is above expectations, again mirroring the attainment of that group of pupils when they entered the school. Inspectors find that Year 6 pupils are currently attaining at an above-expected level in English, mathematics and science. In broad terms, therefore, throughout the school pupils are maintaining the standards with which they entered and their achievement is satisfactory. The headteacher, staff and governors know that standards could be better, and the priorities in the school improvement plan show that appropriate action is being taken. This is particularly so with regard to most aspects of assessment, including teachers' marking, and to the match of work to pupils' needs. In addition, data could be better used as a management tool to help pupils make more rapid progress towards higher standards.

3. The general picture of satisfactory achievement, however, disguises variations between groups of pupils. The achievement of pupils of average capability is often good. While no pupils achieve unsatisfactorily, provision for the most and least capable is the least effective. This is because too many teachers pay too little attention to what *could* be achieved. Pupils with special educational needs and those for whom English is an additional language receive generous levels of support in their lessons but would do better if the work set took more account of their needs. Pupils of the highest capability do not always enjoy the levels of challenge to which they could respond.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and many other personal qualities are strengths that contribute to effective academic and social development. Attendance is good and punctuality is very good, reflecting pupils' enjoyment in coming to school.

Main strengths and weaknesses:

- Pupils' attitudes are good, enabling them to sustain interest in their work.
- Their behaviour is good, both in lessons and when they are at play.
- The spiritual, moral, social and cultural development of pupils is good.
- There are no significant weaknesses: awareness of multi-cultural issues, identified as requiring improvement at the time of the last inspection, is now sound.

Commentary

4. Attendance rates are better than the national average and there have been no exclusions in the last year. This reflects pupils' enthusiasm for school as well as good parental interest in their children's education. Punctuality is very good, ensuring that no teaching time is wasted at the start of the school day.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.7	School data	0.1
National data	5.4	National data	0.5

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

5. Pupils have good attitudes to learning and concentrate in all lessons, especially where teaching is more exciting and thought provoking. For example, a lesson on creative writing seen in a Year 6 class had a very high and challenging content, the outcome of which would have been a credit to much older pupils. On the other hand, a few lessons were much less lively. On these occasions, through their good attitudes, pupils sustained their interest but achieved rather less well. Pupils usually share resources readily, listen to each other thoughtfully and offer constructive suggestions. From the early days in school, pupils follow instructions carefully, set to work quickly and usually meet the deadlines set.

6. Behaviour in classrooms is good, with very little disruption from the great majority of pupils. Almost all teachers have good methods of controlling behaviour. Lunchtime supervisors are vigilant and pupils behave well in the dining room and on the playground. Pupils know how to deal effectively with the rare incidents of inappropriate behaviour. Parents agree with this view, believing that the school resolves such problems quickly and effectively. Relationships throughout the school are good. These factors contribute directly to the positive learning environment and good social interaction.

7. Pupils benefit from having individual responsibilities, which engender self-esteem. They frequently accept the opportunity to help teachers and other adults. Older pupils take on mature tasks, such as answering the telephone and helping visitors. The School Council is relatively new and is already making an impact through suggesting new ideas.

8. Good provision is made overall for the spiritual, moral, social and cultural education of pupils. The spiritual content is satisfactory, with some good features, particularly when the school involves local church ministers. Pupils clearly know right from wrong and are polite and helpful. There has been an improvement in the multi-cultural topics in the curriculum and this is now satisfactory. Pupils develop a good awareness of local culture, for example through visits to the Town Hall and to places of historic or geographical interest.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	265	0	0
White – any other White background	1	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	23	0	0
Asian or Asian British – Pakistani	25	0	0
Asian or Asian British – any other Asian background	3	0	0
Chinese	1	0	0
No ethnic group recorded	1	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is satisfactory.

Teaching and learning

The quality of teaching is satisfactory overall and pupils' learning matches this. Assessment systems are very new and their impact on teaching and learning is not yet satisfactory.

Main strengths and weaknesses:

- The quality of teaching in individual lessons is often good or better, and occasionally outstanding.
- Over time, however, other factors limit the quality to satisfactory. These are:
 - * the quality of teachers' marking;
 - * the inconsistent match of work to pupils' capabilities;
 - * the use made of assessment information.

Commentary

9. As is evident from the table below, teaching in individual lessons is often good or better. Where this is not so it is because the teaching is uninspiring. It is thanks to the patience and good behaviour of pupils that these lessons seldom become less than satisfactory. Nevertheless, it is the case that too many lessons fail to motivate or inspire or are fun. A significant proportion of pupils also share this view.

Summary of teaching observed during the inspection in 48 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2%)	10 (21%)	24 (50%)	12 (25%)	1 (2%)	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.

10. Where teaching is very good or excellent, pupils are fully engaged and challenged. A superb example of this was seen in a mathematics lesson for a Year 6 group that had been formed on the basis of their lack of confidence and self-esteem. What could colleagues learn from watching this teacher? A great deal:

- * how to engage pupils totally and channel their energy productively;
- * how to challenge everyone, regardless of their prior attainment;
- * the fact that pupils learn best when lessons are fun.

11. The quality of teaching in a collection of individual lessons does not always give a wholly accurate picture of the overall teaching quality in a school. Such is the case here. Other factors have an impact: the quality of teachers' marking and the use made of assessment to raise standards are two key influential features.

12. Teachers' marking is variable. There are a few examples of good marking, but the majority is unsatisfactory because it does not help pupils to do better. The best marking is in English but very few teachers produce it. Where they do, comments are purposeful and effective because they actually make a difference. One teacher, for example, uses a 'next time' strategy: 'Next time, flesh out your story with a little more detail (and try to avoid beginning a sentence with 'Then')!' It was evident in subsequent writing that the pupil had learned from this advice.

13. Teachers do not always use what they learn about pupils' attainment in one lesson to influence the next. For example, it is sometimes evident that pupils with special educational needs or with English as an additional language find some work difficult. Talking with pupils confirms this. It is sometimes evident, also, that the most capable pupils could achieve more. Too often, both scenarios fail to influence what teachers plan for the next lesson. While this is sometimes the case in English and mathematics, it is much more prevalent in other subjects, where it is more likely that the same task will be set for the whole class. In addition, pupils with special educational needs receive generous quantities of support from skilled classroom support staff. However, their achievement is not as good as it could be because the targets on their individual education plans are sometimes too easy for them.

14. Finally, assessment information is not used well enough to alert the headteacher or staff to the limited progress made by some of the pupils. This issue is dealt with more fully in the leadership and management section of this report.

The curriculum

The curriculum is satisfactory overall and provides adequately for all its pupils. Accommodation is satisfactory but some resources are inadequate. The school offers some opportunities for additional activities outside the school day.

Main strengths and weaknesses:

- The curriculum has improved significantly since the last inspection.
- Provision for ICT has improved and is now satisfactory.
- In some respects this is an inclusive school but there are times when opportunities to learn are not the same for all pupils.
- Resources in the Reception class, in the Nursery, and for music are unsatisfactory.

Commentary

15. Since the last inspection the school has changed its time allocation to all subjects so that English and mathematics lessons no longer occupy the whole of every morning. This has led to a more balanced curriculum. New planning now ensures that all subjects are satisfactorily covered and that the curriculum is both broad and balanced.

16. Outside the school day, opportunities for sport are offered in the form of football and volleyball but these are available only to Year 6 pupils. At the time of the inspection no musical activities were on offer, partly due to the absence of the music co-ordinator. There are science, gardening and conservation clubs, each attended by a small number of Year 4 to Year 6 pupils. A satisfactory number of outside visits take place and Year 6 pupils have the opportunity of a residential visit. Theatre groups and musicians are regular visitors to the school.

17. New ICT hardware and software have been purchased and staff have had appropriate training. Teachers are growing in confidence in using equipment such as projectors linked to computers and laptops. This means that provision in the subject now meets statutory requirements.

18. In several respects the school is successfully inclusive. It celebrates pupils' differences in religion and ethnicity, for example, and encourages respect, tolerance and harmony. In other respects it is less successful. These relate to learning opportunities and emanate from lessons in which all pupils are given the same task to do. This creates some inequality of opportunity, particularly for those pupils with special educational needs and those who are most capable. For the former the task can prove too hard, while for the latter it can offer too little challenge.

19. The accommodation is satisfactory. The Nursery uses its outdoor area well and has established a good outdoor curriculum. Resources are satisfactory overall, although much classroom furniture is old. Resources in the Reception class are unsatisfactory, despite the best efforts of the school in purchasing attractive furniture. The new furniture creates an inviting first impression, but cupboards and shelves are nearly empty of toys and equipment. This means that the children do not have the essential apparatus to develop their learning at this vital stage in their education. The remaining old Nursery furniture is the wrong size: too tall for staff who are seated and working with a group to be able to see all of the children. Not only can this compromise children's safety, which is unacceptable, but it limits the opportunities that can be offered in the room.

Care, guidance and support

All aspects of pupils' care, welfare, health and safety are very good, providing a safe and secure environment in the school. The support and guidance available to pupils are satisfactory. The involvement of pupils in decision-making is good: achieved largely through seeking their views via the School Council.

Main strengths and weaknesses:

- Pupils have a good and trusting relationship with one or more adults in school.
- Support for pupils' personal development is good but that for their academic achievement is limited.

Commentary

20. Good procedures are in place to ensure that pupils work in a healthy and safe environment. A senior manager has overall responsibility for health and safety, working closely with a governor and other staff members to make sure that the whole school community is safe from potential hazards. The school carries out all the required safety testing of equipment and emergency procedures to ensure everyone's welfare. Exemplary care has been taken with road safety in the vicinity of the school through a most informative 'Travel Plan' booklet. The project involved parents, teachers, governors and the Local Authority.

21. In lessons, pupils learn about personal hygiene and safety and are encouraged to eat a healthy diet. An impressive range of appetising meals is served in hygienic conditions. A number of external agencies visit the school to promote care. The police service has been especially helpful with many events, such as the 'Good Citizenship' initiative. Other visitors include the fire service and the school nurse. To support parents within the home-school relationship, the school has organised drugs awareness meetings for parents.
22. There are tried and tested policies for management of child protection, with the designated person having plans in place for more advanced training. All adults in school are kept up to date with child protection developments and are clear about their responsibilities. Procedures for accidents and emergencies are good, with many of the staff trained in first aid.
23. Surveys of pupils' views show that over 94 per cent of them have a good and trusting relationship with at least one member of staff, and also with teaching assistants and non-teaching staff. Overwhelmingly, pupils believe that teachers are fair in their treatment and listen to their ideas. As the pre-inspection questionnaires show, parents hold the same view.
24. The monitoring of pupils with special educational needs involves class teachers, support assistants, the co-ordinator, and an external behavioural specialist. . A multilingual specialist member of staff very successfully supports pupils who have English as an additional language. However, assessment is limited and, as yet, not adequately developed to give pupils' well-informed support, advice and guidance.
25. Before the youngest children are first admitted to school, the school makes good induction arrangements by meeting parents and children at home.
26. Provision for pupils with special educational needs is satisfactory. In lessons where pupils are taught in groups of similar ability, their needs are catered for well. They have individual education plans that are updated regularly and contain precise targets. However, in too many cases the targets are too easy. In addition, the pupils do not know what their targets are and this is a missed opportunity for them to be actively involved in their own achievement.

Partnership with parents, other schools and the community

Links with parents, the wider community and other schools are good features of this school.

Main strengths and weaknesses:

- Links with parents ensure their satisfaction, and support the education of their children.
- Links with the community and other schools enhance pupils' learning experiences.
- There are no significant weaknesses, and the issue of including statutory information to parents, identified as a required improvement at the time of the last inspection, has been addressed.

Commentary

27. The school has good links with parents, who assist in school, particularly with pupils' reading. Parents expect to hear their child read every day and, at the meeting, they emphasised how willing they were to offer support. They also support the school on visits and for extra-curricular activities, such as football coaching. They sometimes come into school to talk to older pupils about their job experiences, and a grandfather has presented a talk about his memories of World War II.

28. The school provides parents with information of good quality. The prospectus and newsletters are well presented, with added pages to cover all the statutorily required information about attendance figures and National Curriculum test results. Annual reports on progress are attractive in

appearance and quite informative about pupils' progress. However, reports do not include advice to parents about targets that will help their children to improve. Teachers give this guidance during the parent-teacher meetings, which are held each term, but some parents will not have any written record about what they should do to help their children.

29. Parents are welcomed into school on a more informal basis to discuss any concerns they might have about their child's academic or social progress. As the pre-inspection questionnaire shows, parents feel comfortable about approaching the school with questions, problems or complaints. The school has catered for their needs by organising evening events on the curriculum, such as providing explanations about the mathematics curriculum and drugs awareness.

30. Pupils extend their learning through partnership with many local businesses and institutions. In fact, some of the commercial sponsors are shown in the governors' annual report to parents, with advertising material designed by pupils. Public services have been particularly generous in spending time in school, including officers from the police and fire service. Pupils' skills and knowledge are enhanced by visits to the local library and the Town Hall. Three ministers of religion are closely involved with the school, arranging visits to church and taking part in assemblies for special events, such as the school's harvest festival. Pupils show their concern and care by supporting charitable activities. For example, the school has received an award for its support of a local hospice.

31. Links with the local secondary school, to which the great majority of pupils transfer, are strong. Acklam Grange School invites Year 6 pupils for an extensive induction visit. In their last year at Kader Primary, pupils benefit from special lessons in French, drama and sports. Pupils at the secondary school also forge social links by arranging a joint disco for Year 6 pupils.

32. Universities, colleges and schools often place students at the school for suitable work experience. This is not only a compliment to the quality of the school but also creates an additional resource that supports pupils' learning.

LEADERSHIP AND MANAGEMENT

Governance of the school is good. The leadership of the headteacher is good. Overall management of the school is satisfactory.

Main strengths and weaknesses:

- The headteacher has a clear vision for the school and teamwork is beginning to develop.
- Governors have a clear understanding of the strengths of the school and of where it needs to improve. They play an active role in supporting its work.
- Performance management is having a positive influence in bringing about improvement.
- Data on pupils' performance is not used well enough to raise standards.

Commentary

33. The headteacher has a positive effect on the way the school operates. She is seeking to ensure that all who work in it give of their best. Strategic planning is now well established and reflects the school's drive for improvement. Analysis of the school's work is realistic and rigorous. and the headteacher knows what needs to be done to raise standards. The vision and planning for the school are well communicated, and most staff understand them. The headteacher has worked hard to support staff and they are now beginning to work as a team, within and across years, to implement the strategies and achieve the vision.

34. Governors play an active part in the life of the school and are fully supportive of the headteacher and the staff. They bring a diversity of skills and challenge the school in what it plans to do to ensure that decisions benefit all users. They offer strong support to the headteacher and senior managers. They are clear that the school is there to serve pupils from all walks of life, and they expect teachers to

provide a good education for any child who wishes to join. Governors have a clear understanding of all aspects of the school's work. Although the school is working to a tight budget, the headteacher and governing body plan well to secure best value from its spending. For example, they are as rigorous in making decisions about the safety of the new fence as they are in ensuring that pupils who do not speak English at home are well supported in school. Spending decisions relate to priorities for improvement, and benefit all pupils.

35. The school has begun to collect performance data, and the school improvement plan shows that it plans to build on this practice. The headteacher is clear about systems and procedures. She has guided staff to analyse and use the information to improve their planning. This is beginning to have an impact in the Nursery and Reception class, and in English and mathematics throughout the school. However, the gathering of information is in its infancy and there is inconsistency in its use. In some core subjects, for example, co-ordinators are clear about the strengths and weaknesses and have drawn up relevant action plans to raise standards by improving planning and setting arrangements for pupils. On the other hand, the headteacher has not used data to furnish herself and her senior staff with a whole-school overview on which action could be taken. For example, differences in achievement by different groups of pupils, between classes or between year groups, has not been brought to the attention of staff or used to challenge them on the progress of pupils in their class. This is despite the fact that analysis undertaken by inspectors showed some differences to be quite stark.

36. Performance management is having an impact on standards and on whole school improvement in the way in which teachers tackle identified weaknesses. For example, last year the school focused on writing and presentation of work, and these have much improved. Some co-ordinators have attended courses and are gaining a clearer overview of subject leadership. Co-ordinators of subjects other than English and mathematics examine pupils' work, but it is not clear how well this information is used to improve the quality of teaching and learning. Key co-ordinators have received training in how to observe their subject being taught and to offer advice on improving the quality of teaching and learning. More training is planned as funds allow, and in line with the priorities in the school improvement plan.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	757,084.00
Total expenditure	696,724.00
Expenditure per pupil	1855.00

Balances (£)	
Balance from previous year	39,173.00
Balance carried forward to the next	99,533.00

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The quality of provision in the Foundation Stage is satisfactory with some good features. The range of resources in the Reception class is unsatisfactory and some furniture in the Nursery is unsuitable.

Children enter the Nursery with an extensive range of backgrounds and pre-school experiences. They make steady progress and the majority are likely to reach all the Early Learning Goals. Progress is good in personal, social and emotional development and mathematics because teaching in these areas is more inspiring.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses:

- Children enjoy activities because staff provide opportunities both indoors and outside.
- Children are well behaved and learn how to play together, because the adults are good, caring role models.

Commentary

37. Children enter the Nursery with an extensive range of backgrounds and pre-school experiences. They make steady progress and the majority are likely to reach all the Early Learning Goals. Progress is good in personal, social and emotional development and mathematics because teaching in these areas is more inspiring. Leadership is good: the co-ordinator has worked hard to improve the quality of teaching and learning. The curriculum is managed and led with enthusiasm and the action plan is an intelligent response to a detailed audit based on results from the new Foundation Stage Profile. Staff interact sensitively with children, ensuring that all settle well and have equal access to the good range of experiences on offer. Staff plan for activities to take place both indoors and out and to suit all styles of learning: hence, no child is disadvantaged. Assessment procedures have been greatly improved in response to national initiatives. They are now beginning to support learning in a more focused way. The school has improved the quality of furniture in the Reception classes, but it is still possible for teachers to be unable to see all the children at all times. This has implications for safety, and it limits the opportunities for sensitive interaction during play. Moreover, lack of other resources can cause some children to be less inspired during activities they have chosen themselves.

38. Teaching is good. Relationships are good and children work well together, for example when sharing equipment such as rolling pins, or in taking turns on tricycles. Staff praise children often and value their work by displaying it well; this helps children's self-esteem. Nursery staff work with small groups of children as this helps to improve their concentration. In the Reception class, children sometimes spend too long listening to the teacher before they go to their work. Children show great interest and excitement during practical activities, such as role-play in the house outside; staff create good role-models for them. Many children have established friendships and play well together in small groups. Behaviour is good and children are clear about right and wrong. Adults in the school have high expectations. Children follow rules and routines very well, lining up sensibly when moving around the building. Staff always listen carefully to what children have to say, and talk about any problems they may have. Most children are confident, and many happily talk with adults.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses:

- Staff teach letter sounds and words in a systematic way.
- Vocabulary development is promoted well, but there are missed opportunities to develop speaking and listening skills.
- Writing activities do not inspire enough children.

Commentary

39. Teaching is satisfactory. Children enjoy learning letter sounds and make steady progress. Teaching gives Nursery children many worthwhile experiences to develop speaking and listening skills and improve their vocabulary. For example, role-play scenarios are diverse and include a cupboard, a home area and a forest. However, in whole class sessions, some opportunities are missed for children to express their thoughts to a friend and consolidate their thinking. Children show great interest in books and use the pictures to tell the story. Staff encourage parents to share books at home with their children. Children in the Nursery begin writing by expressing their ideas in paintings and drawings; older children learn to write letters and words. Staff use good methods to teach early writing skills, for example through outdoor games which involve using chalk or sand to trace letters. However, they do not role model writing enough to inspire some children, and writing areas are not sufficiently inviting. By the end of Reception most children write letters, simple words and sentences accurately.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses:

- Teaching is good and children achieve well because staff plan interesting activities to make mathematics come alive for them.
- Staff give good attention to number symbols.

Commentary

40. Teachers place good emphasis on number skills and make learning fun. They encourage counting in enjoyable ways by singing songs or by using puppets. Numbers are well displayed. Teachers help children to count by setting the picnic out with four plates and four cups. They introduce the properties of shape through practical activities so that children can learn by handling them and talking about them. Staff use the language associated with addition and subtraction in such a way that the children learn to understand. Children make patterns with paint and beads. They paint shape pictures and play shape-finding games outside.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses:

- Staff provide a good variety of activities

Commentary

41. Teaching is satisfactory and children achieve steadily. Staff plan a range of opportunities for children to explore and investigate. When the children play outdoors, the teachers talk with them about their experience of sun, rain, wind and snow, and what each feels like.

42. The children play with different materials to find out similarities and differences, such as wet and dry sand and water. They examine fruit, talk about texture and taste, and express preferences. When using construction equipment to make castles and garages, they learn how to use tools such as scissors, saws and glue spreaders. The children learn about the passage of time, but some activities are based on work-sheets and are not practical enough for young minds. Indian and Korean visitors have provided direct experiences of their culture through food, music, stories and national costume. Children are involved in Christmas productions in the school, and this helps them to learn about Christian beliefs.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses:

- Children achieve well because they have regular access to equipment outdoors.
- Staff make good use of the available resources.

Commentary

43. Teaching is satisfactory. Staff make sure that Nursery children play outdoors each day and have chances to use the available equipment. Children master the art of balancing as they take part in well-planned assault courses. They learn to move under, over and through apparatus and enjoy riding tricycles and pushing wheeled equipment. Teachers support children well and encourage them to be adventurous, though opportunities to develop climbing skills are limited owing to the lack of resources. Children are made aware of healthy living when they are drinking their milk each day, and all know the importance of washing hands. They develop their fine finger skills by playing with dough, threading beads and using paint brushes, chalk, felt pens and glue spreaders.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses:

- The quality and range of activities lead to steady progress.

Commentary

44. There is a range of creative materials, which are readily accessible, and adults encourage children to experiment for themselves. Children paint spontaneously, using large brushes with water outdoors and pre-mixed colours indoors. They use collage materials in their work. Role-play opportunities are particularly good in inspiring children's imagination: they happily dress up and pretend. Staff use the outdoors well to promote learning. For example, they attached metal objects to the fence for children to experiment with sound. They also encourage the children to discuss tastes and smells, for example when they are eating fruit or smelling rosemary growing in a pot.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses:

- The setting arrangements generally help to ensure that the work the teachers set is a good match to pupils' capability, but there is room for further improvement.
- Collaborative talk could be used more productively.
- There are good opportunities for writing across the curriculum.

Commentary

45. Pupils attain standards above those expected. Through Years 1 to 6 their progress is satisfactory overall. However, it is variable. It is best for pupils of average capability and less good (although not unsatisfactory) for less and more capable pupils.

46. Pupils' achievement is helped by the setting arrangements in operation, because the range of ability in a 'set' is less than it would be in a class. This results in a better match between the tasks teachers set and pupils' ability to complete them. In addition, pupils with special educational needs or for whom English is an additional language receive generous levels of good quality support. On the other hand, teachers rely too often on the setting arrangement alone to make tasks a good match for pupils. This means that the most capable pupils don't always make the strides they could, while the least able are sometimes too reliant on support to help them complete their work.

47. Standards in speaking and listening are good. In lessons, pupils are attentive and seldom need to have information or instructions repeated. They speak with confidence and their vocabulary is quite extensive, but their skills in both could be improved further if every opportunity was taken to develop them. For example, teachers make little use of 'talking partners', an activity, which enables pupils to rehearse their ideas and opinions with a friend before offering them to the whole class. Even less use is made of the strategy to ask the 'partners' to explain the ideas or opinions they have been listening to.

48. Reading skills are good. The school ensures that pupils have regular access to books which are well matched to their ability, and that they have plenty of opportunity to read. Pupils take books home regularly and a very high proportion of parents hear their child read on a daily basis. This makes a significant contribution to the standards achieved.

49. Writing skills are good. Pupils present their work well, and their spelling is accurate. There is not a marked difference in the attainment of pupils of average and higher ability, a fact which reinforces the point made earlier of some lack of challenge for the most able. Nevertheless, pupils develop a sense of sentence and use a range of interesting vocabulary.

Language and literacy across the curriculum

50. The school successfully ensures that pupils have opportunities to write in other subjects of the curriculum. Some are generated by visits such as to Eureka, while others support practical work in school, such as bread making. Teachers bring other subjects into literacy lessons, too. Year 6 pupils, for example, use their knowledge of evacuation in World War II when presenting an argument. Despite successes, there is variation between year groups and classes, and a replacement of the use of worksheets in some instances would help to bring the weakest in line with the best.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses:

- Some of the teaching is good.
- Some teaching lacks pace and does not inspire pupils.
- The leadership of the subject is good.
- The use of assessment to raise standards is at an early stage of development.

Commentary

51. Over the last couple of years test results have been variable. In the most recent tests, however, pupils reached standards that matched those of pupils in similar schools, and exceeded the national average.

52. Teachers plan their work well and make sure that pupils know what they are expected to learn in any particular lesson. The grouping of pupils into two sets according to ability is effective, and teachers now take account of pupils' varying ability within their set by planning work at different levels for them. Teachers now need to use the recently introduced assessment systems so that work can be matched more closely to pupils' individual targets. In the best lessons pupils enjoy learning because it is fun. In one such lesson, playing Bingo required fast mental calculations involving addition, multiplication and division. These lessons were also founded on excellent relationships. For example, a small teaching group of pupils who lacked confidence in mathematics glowed with pride as they were told 'Wow, you are good thinkers!'

53. Some lessons lack pace, particularly in mental work. Where lessons start slowly, pupils are deprived of the enjoyment that a brisk mental session can generate. Without stimulation there is a tendency to work sluggishly on tasks set and the whole lesson becomes boring. Plenary sessions are not always used effectively to reinforce learning, to extend thinking or to celebrate success.

54. Leadership of the subject is good. The co-ordinator has a clear vision for the subject. She has plans to improve the overall standard of teaching and make greater use of assessment material.

Mathematics across the curriculum

55. Mathematical skills are used satisfactorily in ICT. Younger pupils use data they have collected to create pictograms on the computer, while older pupils use their knowledge of shape, comparative measurement and angles to create patterns, using a 'Logo' programme. Skills in measuring are required in design and technology, for example to make sure that a 'gas mask' fits.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses:

- There is a good level of focus on approaches which involve experiment and investigation
- Teaching is good and gives useful guidance to pupils in planning their work.
- The subject leader is well informed and has identified appropriate priorities.
- Day-to-day marking by teachers lacks comments that point the way forward for pupils.

Commentary

- * Standards are now above expectations. Hence, the below average test results of 2003 have been surpassed.
- * The standard of work seen in lessons was *above expectations* in all but one lesson, where it was in line with expectations.
- * The planning for science has changed dramatically over the past year. This broadening of the curriculum has had an immediate effect on teaching and learning. It gives far more emphasis to appropriate methods of working and to acquiring scientific skills than to a factual, knowledge-based approach.
- * Pupils' work shows that before this re-organisation topics were too often repeated year-on-year. Whilst this may have backed up the factual aspects of pupils' knowledge, it could do little to extend them as developing scientists.

56. Teachers start their lessons with a clear explanation of their objectives and make essential links to the work that has gone before. The best teaching encourages pupils to work together in 'brainstorming' their ideas. This enriches their learning and prepares them well to work as effective teams in their investigation. In a very good lesson in Year 6 the teacher guided pupils by skilful questioning and avoided direct intervention or 'taking over' during both the pupils' planning phase and the practical work that followed. Given this control over their own work, the pupils progressed with very good attitudes and team skills, and carried out some valid scientific investigations. They were able to take account of a range of variables and consider key facts to enable them to carry out a fair test. When the investigation had been run once and data collected, they repeated their procedure several times to ensure that the data were reliable. They used their skills in numeracy to record time to hundredths of a second and used the mean of their results to present their data. Where lessons are planned to build on previous work and to challenge pupils through investigation - as in this case - pupils regularly make good progress and achieve well.

57. The subject leader is clear about her priorities, as she was when she re-worked the planning of science to give greater emphasis to key scientific principles. This promoted understanding and skills in experiment and investigation. She has given good levels of specialist support to her colleagues by demonstrating teaching and producing written guidance on investigative science. To extend this support towards securing higher standards, she needs to:

- * observe science teaching throughout the school;
- * ensure that in the course of their marking the teachers incorporate comments that show how well pupils have done and what they need to do to improve further.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses:

- Improvements have resulted in statutory requirements being met, and standards are now satisfactory overall.
- Staff are confident in teaching the subject.
- Leadership of the subject is strong.
- Information and communication technology (ICT) is not sufficiently used to support subjects across the curriculum, but the school is aware of this and is tackling it.

Commentary

58. Since the last inspection the computer suite has been brought into full use and the staff have received training so that they are confident in ICT skills teaching. The standards that pupils reach are satisfactory overall. Most staff follow the practice of introducing in the classroom a topic which often involves using the newly installed projectors. This is proving effective, and it counteracts the physical constraints of the computer suite.

59. The leadership of the subject is strong. The co-ordinator has very sensibly made a priority of developing the curriculum and has built up a scheme of work that is both supportive and challenging to pupils. This is still developing, and his expectations of the standards that pupils will reach are very high. There is clear vision for the future of the subject.

Information and communication technology across the curriculum

60. The use of ICT is undeveloped. The school has recently installed projectors linked to a computer in some of the classrooms, and there are examples where these are well used. For example, one was in use in a Year 6 lesson mathematics lesson where pupils were learning about ratio and proportion. However, opportunities were lost in other lessons. The set of newly acquired laptop computers is being piloted by the co-ordinator in Year 6, and these offer the opportunity for ICT to be used more widely to support subjects across the curriculum.

HUMANITIES

GEOGRAPHY

Provision in geography is **satisfactory**.

Main strengths and weaknesses:

- Standards meet expectations and the curriculum is covered.
- Resources are used well to enhance learning.
- There is work to be done on the quality of marking.
- Assessment procedures are not sufficiently embedded.

Commentary

61. Standards in geography have been maintained at a satisfactory level since the previous report. Practical work supports the subject well. For example, pupils in Year 5 compare the Tees with the Loire: the school takes them on a trip on the *Teeside Princess*, and this first hand experience makes learning real for them. Pupils in Years 3 and 4 undertake an *Acklam trail* and look for geographical

features within their own locality. On the evidence of work seen, the curriculum ensures that pupils compare features they know with those of countries far away. For example, in Year 4 pupils study features of Jamaica. The work they produce is well presented, with a range of illustrations, diagrams and drawings. Pupils are clear about the topics they have studied and are aware of differences in features and lifestyle in different countries. They use atlases and identify countries around the world.

62. Teaching is satisfactory overall. Teachers have good knowledge of the subject and use resources to best advantage. In Year 2, pupils study the names of continents and oceans. The teacher makes good use of a world map and a globe to explain why the Pacific Ocean seems to appear twice on the map, and pupils learn the route an aeroplane might take to Australia. Both activities challenge them well. Throughout the school, pupils' work is neat and carefully written, with good illustrations, diagrams and drawings. However, teachers do not mark work in a way that helps pupils understand what they have done well or how they might improve.

63. The subject leader is enthusiastic and the management of geography is satisfactory. The curriculum is covered in such a way as to ensure that pupils progress steadily. Systems are in place to assess pupils' work at the end of topics, but these are still in their infancy.

HISTORY

Provision for history is **satisfactory**.

Main strengths and weaknesses:

- Standards meet expectations and the curriculum is covered.
- Pupils enjoy history topics and have good knowledge about different eras.
- There is work to be done on the quality of marking.
- Assessment procedures are not sufficiently embedded.

Commentary

64. Since the previous inspection the standards in history have been maintained at a satisfactory level. Pupils in Year 6 say they enjoy the subject. They have good knowledge of the aspects taught and draw on this when answering questions. On the evidence of the work pupils produce, it is clear that the curriculum ensures that they build on their previous understanding and improve their skills of research and enquiry as they move through the school. Pupils are very clear about the topics they have studied and talk about changes in society with confidence. Pupils discuss World War II with enthusiasm.

65. Teaching is satisfactory overall. Teachers have good knowledge of the subject and use resources well. In a very good lesson in Year 3, teachers planned a good range of interesting activities based on the burial rites of the Egyptians: practical activities motivated pupils well. All were clear about what they were learning and entered into well-informed discussions about the contents of the sarcophagus. Teachers throughout the school encourage pupils to present their work well: it is neat and carefully written, with good illustrations, diagrams and drawings. However, teachers do not mark work in a way that helps pupils understand what they have done well or how they might improve.

66. Management of the subject is satisfactory. The curriculum is covered in such a way as to ensure that pupils progress steadily. Systems are in place to assess pupils' work at the end of topics but these are still in their infancy.

RELIGIOUS EDUCATION

67. In **religious education**, not enough lessons were seen to make an overall judgement on provision, but on the evidence of past work and discussions, pupils are attaining broadly in line with expectations.

68. When significant numbers of pupils of other religions join the school, the topics and themes the pupils study are extended so that others can learn about their faiths and cultures. Recently, families of the Sikh religion have joined the school's community. This is reflected in the planning, which increases pupils' understanding of others, and respect for them. Pupils' past work shows that they learn about a wide range of faiths, including Christianity. Their work includes special occasions in different faiths and the associated symbols and artefacts. The pupils also make comparisons of different religions and their teachings. These aspects of their religious education make a good contribution to the pupils' multi-cultural understanding. However, their work also shows repetition and the use of worksheets of low challenge.

69. The subject leader has recently revised plans for religious education, not only to include additional faiths but also to ensure that topics are not repeated throughout the school. This was seen to be sometimes the case in past work. As part of the revision of plans for the subject, pupils' work will be assessed at the end of each topic. This should give teachers a clear view of progress.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

In all five subjects within this section it was only possible to sample work. Not enough evidence was available to make secure judgements on provision.

70. In **art and design** no teaching was seen. Standards in work on display and in sketch-books meet expectations. This represents an improvement since the previous inspection. Pupils say they enjoy art and like to use their sketchbooks to practise new skills and ideas. Pupils' work shows that there is a progression in the skills being taught. For example, the youngest pupils in infant classes make patterns in different ways and use their work to produce celebration cards. Older pupils use art to enhance their understanding of subjects such as history and geography. The work in Year 3, based on colour, shows chalk being used to create beautiful images of the Egyptian pyramids. In Year 5 pupils work with collage materials and make portraits of famous Tudor monarchs. Year 6 pupils paint landscapes showing how rivers form.

71. No **design and technology** lessons were seen during the inspection and work on display was limited. Models of gas masks were made as a homework project and this activity suitably supported pupils' study of the Second World War. Discussions with pupils showed that they are all familiar with the process of 'designing', 'making', 'evaluating' and 'adapting a product'.

72. Few **music** lessons were seen and there was no past work to analyse. Discussions with staff and pupils, however, raised some matters that need to be resolved.

73. Throughout the year, ensembles of different types visit the school. Instrumentalists give the pupils a wider range of understanding of the characteristics of their instruments and the music they play. Last year, a member of a well-known pop group held a drum workshop when pupils were able to play and sample drums from a wide range of cultures, broadening their understanding of the cultural dimension of music. Additionally, a small number of pupils have instrumental tuition in cello, violin or guitar. Some of these also benefit from belonging to ensembles that rehearse and perform out of school.

74. When it comes to class music lessons, the picture is less encouraging. Resources are insufficient in number and inadequate in range. Class teachers and management are aware of this, and it should be corrected soon. It is clear that pupils do not use the instrumental resources regularly

enough. This prevents them from developing their knowledge and skills over time and adversely affects their progress. One other aspect of music provision that restricts teaching and learning is the way in which most pupils are grouped. Too often, both classes in each year group come together for music even though there are not enough resources for one class at a time. Indeed, on Fridays, four classes from Years 5 and 6 are scheduled for music at the same time.

75. On the evidence of some past work and of discussions, pupils are attaining broadly in line with expectations in **physical education**.

76. Coaches from a local sports development team visit the school and give expert tuition to each class over a six-week course. They teach pupils individual skills and strategies for use in team games. Year 5 and 6 pupils have made visits to several tournaments and events. These give them good opportunities to play in competition and develop their skills. Activities have included football, tag rugby and volleyball.

77. Pupils talk about their work in dance, gymnastics and games. In games, they understand the importance of team co-operation in order to be successful in attack and defence. In dance, they recall how to create routines and sequences of movement, and remember that their classmates have the opportunity to comment on their performance. This is an important aspect of learning, recognising value in the work of others and enabling good ideas for improvement to be shared. In gymnastics, they describe apparatus and floor work. Pupils are made aware of health and safety in their work. Swimming is taught in Year 3, and pupils in Year 6 attend a residential course during which they take part in outdoor challenges and activities, working with each other to overcome difficulties.

78. Assessment of pupils' work is at an early stage and is geared to the recently overhauled planning. To the leader's credit, she has identified worthwhile areas for development, including the need for her to monitor teaching in the subject. This would enable her to give first-hand support where it is needed.

79. As only one lesson was seen in **personal, social and health education and citizenship**, no judgement on overall provision was possible. Nevertheless, it is clear that the school views pupils' personal development as an important part of its work. The curriculum includes good advice on healthy eating, safety, sex and drugs. It encourages pupils to take a responsible attitude to learning and to understand and respect differences between pupils, particularly in terms of ethnicity and religion.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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