

# INSPECTION REPORT

## **LITTLE EATON PRIMARY SCHOOL**

Little Eaton, Derby

LEA area: Derbyshire

Unique reference number: 112580

Headteacher: Phil Howard

Lead inspector: Barbara Crane

Dates of inspection: 23<sup>rd</sup> – 25<sup>th</sup> February 2004

Inspection number: 256750

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:	4 – 11
Gender of pupils:	Mixed
Number on roll:	259
School address:	Alfreton Road Little Eaton Derby Derbyshire
Postcode:	DE21 5AB
Telephone number:	01332 831471
Fax number:	01332 830546
Appropriate authority:	Governing body
Name of chair of governors:	Dr R Bailey
Date of previous inspection:	23 March 1998

## CHARACTERISTICS OF THE SCHOOL

This is an averaged sized primary school with 259 children. The school's assessment of children when they start school shows that their attainment is average. About ten per cent of the children have special educational needs, which is below average, but six children have a statement of special educational need, which is higher than average for a school of this size. Nearly all of the pupils come from white, British backgrounds, with only a few pupils of other ethnic heritage. All of the children have English as their first language. The area from which the school draws its pupils is wide and the school is oversubscribed. Children come from the full range of backgrounds but the number of pupils entitled to free school meals is below average.

The school gained a Basic Skills Quality Mark in 2002. There is currently a building programme that will improve the school's facilities.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21227	Barbara Crane	Lead inspector	Foundation Stage, English, art and design, religious education.
14404	Alan Rolfe	Lay inspector	
20010	John Sangster	Team inspector	Mathematics, geography, history
27541	John Collins	Team inspector	Science, information and communication technology, design and technology, music, physical education, special educational needs.

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# PART A: SUMMARY OF THE REPORT

## OVERALL EVALUATION

**This is a good school.** Pupils' achievement is good. By the time pupils leave the school, standards are well above average in English, mathematics and science because of good quality teaching. The leadership by the headteacher is good and the school is well managed. It gives very good value for money.

### The school's main strengths and weaknesses are:

- The Reception children get off to a flying start because of very good teaching but facilities for outdoor play are poor.
- Teaching is good and the curriculum is well planned so that it interests pupils and is enriched by a very good variety of activities outside normal lessons.
- Almost all pupils do well to reach their targets, although these are not always reinforced enough in Years 1 and 2 for some pupils.
- Pupils' behaviour, positive attitudes to learning and their relationships are very well nurtured.
- The school's leadership and management ensure that the pupils' learning benefits from the school being at the heart of its community.
- Parents regard the school highly and they know how to help their children because the school gives them good guidance.

The school has improved well since its last inspection in 1998. Standards have risen at a rapid rate and there is more high quality teaching. There are now guidelines that help teachers' planning for all subjects. The school has worked effectively to improve its planning for improvement and check how well it is working towards its targets.

## STANDARDS ACHIEVED

**Pupils' achievement is good.** Standards at this school have improved at a faster rate than nationally for both Year 2 and Year 6 pupils. In 2003, the English results for Year 6 pupils were in the top five per cent of all schools and were also outstanding in English and mathematics when compared to similar schools.

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

*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.*

Currently, standards are above average in reading, writing, mathematics, science and information and communication technology (ICT) for Year 2 pupils. In Year 6, standards are well above average in English, mathematics and science and above average in ICT, history, physical education and religious education. Pupils of all abilities are doing consistently well in Years 3 to 6. Most pupils in Years 1 and 2 achieve well, but there are times when some pupils' progress is slowed because they are given work that is not at the right level for them in writing, mathematics and science. In the Foundation Stage (Reception year) children achieve very well and most exceed the goals set for their age in all of the areas of learning except for their physical development, where attainment is average. Pupils with special educational needs do well because of good support.

**Pupils' moral, social, spiritual and cultural development is very good.** Pupils have very positive attitudes to school. They get on very well together, grow in confidence and develop a very good understanding of living in a community. Pupils' behaviour is very good and they willingly take on responsibilities. They cope very well with the very cramped conditions in which they work and play. The school turns the limitations in space to its advantage by seizing the opportunity to instil in pupils the need for co-operation and thought for others. Pupils respond very well to this and show a very good degree of maturity as a result. Attendance is well above average and punctuality is good.

## **QUALITY OF EDUCATION**

**The school provides a good quality education. Teaching and learning are good.** High quality teaching for Reception children gives a firm base of skills in literacy and numeracy that ensures children are very well prepared for later work. Teachers throughout the school have a good knowledge of their subjects and plan lively lessons so that pupils are keen to learn. Relationships are very good. Teachers take account of pupils' ideas and interests so that pupils become immersed in lessons and develop independence. Teachers set challenging targets for pupils to aim for in English and mathematics. These are followed up by teachers in nearly all cases and are a major factor in pupils' good achievement. There are, however, times when the work for some pupils in Years 1 and 2 is not always pitched at the right level and the feedback to pupils does not help pupils to improve.

There is a good, broad curriculum that ensures that pupils use what they have learned in one subject in other subjects, such as skills in ICT. The school's accommodation is unsatisfactory. It is cramped and although the staff make the best of what they have, Reception children do not benefit from good facilities for outdoor play and this restricts their ability to explore space imaginatively. New buildings are in hand but these will not solve all of the shortcomings for older pupils. A very good range of activities such as clubs, visits out of school and visitors widen pupils' experience. The school is at the heart of its community and has a very strong partnership with parents, who get very good guidance so that they can support their children's learning at home and school.

## **LEADERSHIP AND MANAGEMENT**

The school's **leadership and management are good.** The headteacher provides good leadership, with a very strong emphasis on promoting pupils' personal development through extra activities, which staff give freely of their time to support. The school has identified the right priorities to work on next and knows what it needs to do to achieve its targets. This has led to particularly good progress in developing pupils' writing. The staff work very well together as a team to achieve the school's aims. Key staff provide good support to bring about improvement. The governance of the school is good. The governors provide effective support for the school and understand its strengths and weaknesses well through checking on its performance. All statutory requirements are met.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents have very positive views of the school and appreciate what it does for their children. The pupils enjoy being part of the school and are proud of their achievements.

## **IMPROVEMENTS NEEDED**

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

- Further improve the teaching and learning for some Year 1 and 2 pupils so that they make the best possible progress.
- Improve the facilities for outdoor play for Reception children.



## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Pupils' achievement is **good**. Standards in English, mathematics and science are **well above average** by the time pupils leave.

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

- Reception children achieve very well and so get a firm foundation for future learning.
- Results are well above average in English, mathematics and science in Year 6 because a higher than average proportion of pupils reach beyond the level expected..
- Most pupils' achievement is good but this is more consistent in Years 3 to 6.

#### **Commentary**

1. There has been good improvement in standards since the last inspection. Standards for both Year 2 and Year 6 pupils at this school have improved at a faster rate than nationally. In 2003, Year 6 results in English and mathematics were outstanding when compared to schools where pupils attained similarly at the end of Year 2 and English results for Year 6 pupils were in the top five per cent of all schools. Standards in science were well above those seen nationally and in similar schools.
2. A very good start is made in the Foundation Stage because of very good teaching and learning. Children in the Reception year achieve very well and most exceed the goals set for their age in all of the areas of learning except for their physical development. Their attainment in physical development is restricted by the school's limited facilities for outdoor play and is only average.
3. Standards are above average in reading, writing, mathematics, science and ICT for Year 2 pupils. Pupils enjoy reading and talk about characters in stories and how the plot develops. They write imaginatively, choosing words for effect in poems and stories. Mathematical skills develop well and pupils have a good facility with numbers. Most pupils in Years 1 and 2 achieve well, but there are times when some pupils of all abilities, of the same age but in different classes, make less secure progress because they are given work that is not at the right level for them in writing, mathematics and science.
4. Pupils of all abilities are doing consistently well in Years 3 to 6. Standards are well above average in English, mathematics and science. Pupils of all abilities achieve well. Most pupils are very competent readers and use their skills very well to support learning in other subjects. Pupils write confidently, varying their style to fit different purposes and organising their writing very well. There is a good understanding of how to conduct investigations in science that supports pupils' good achievement and high standards. Pupils achieve well in mathematics because teachers look carefully to see where pupils can use their mathematical skills in practical situations in other subjects. Standards are above average in ICT and pupils use their skills effectively in other subjects. Standards are above average in history, physical education and religious education.
5. Pupils with special educational needs do well. They have targets that are well focused on what they need to do to improve and reach these because of good support.

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

Standards in:	School results	National results
Reading	17.1 (16.0)	15.7 (15.8)
Writing	16.5 (14.1)	14.6 (14.4)
Mathematics	17.9 (16.3)	16.3 (16.5)

*There were 32 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	30.5 (28.8)	26.8 (27.0)
Mathematics	29.6 (28.8)	26.8 (26.7)
Science	30.4 (28.5)	28.6 (28.3)

*There were 34 pupils in the year group. Figures in brackets are for the previous year.*

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

Pupils' attitudes and behaviour are **very good**. Their spiritual, moral, social and cultural development is **very good**. Attendance is **very good** and pupils are punctual.

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

- Relationships between staff and pupils are very good and make a positive contribution to pupils' learning.
- The pupils are considerate of others' needs and notice what needs to be done.
- Attendance is very good, and well above the national average.

#### **Commentary**

6. Pupils have very good attitudes to the school that are reflected in their enjoyment in coming to school and enthusiasm for learning. Almost all pupils take part in the wide range of extra-curricular activities provided by the school. Pupils have a high regard for their teachers and relationships are very good. These warm relationships have a very positive impact on pupils' learning and pupils are keen to do well because they know that teachers will recognise their efforts. Pupils help each other, share resources and ideas and show a very good degree of willingness to be enterprising and take responsibility. This is seen in the cheerful way that pupils help to re-organise furniture so that different activities can take place in the hall or classrooms. They are quick to notice what needs to be done to help in the school's daily life or to help each other. This is evident in lessons, when they share resources, or at play, where they are mindful of others' space. Pupils' spiritual development is well promoted by the school. Pupils are encouraged to explore their feelings and emotions and their relationships with friends and family.
7. Pupils' social and moral development is very good. Pupils gain a clear understanding of the difference between right and wrong and are aware of the school's code of conduct. Their very good behaviour helps to create a very good climate for learning in lessons. There is a very small minority of pupils, most of whom have been identified as having behavioural difficulties, who exhibit challenging behaviour and this is generally very well managed. Before and after school, at breaks and lunchtimes, pupils play well together. The school has good procedures that make clear that bullying will not be tolerated. Parents and pupils indicate that these procedures are effective. There were no exclusions in the last academic year. The recent

introduction of class councils gives pupils opportunities to exercise responsibility and participate in decisions that affect the school community.

8. Pupils' cultural development is well promoted in their studies of different religious traditions and teachers reinforce these very well in their choice of books they display and stories they read, which help pupils understand the nature of contemporary multicultural society. Well-planned trips to museums, theatres and art galleries also help to broaden pupils' cultural awareness.

### Attendance

9. The level of attendance is well above the national average. The school monitors registers on a regular basis and contacts parents where attendance is a cause for concern. Most pupils are punctual, and lessons make a prompt start throughout the day.

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

Authorised absence		Unauthorised absence	
School data	3.6	School data	0.4
National data	5.4	National data	0.4

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

#### Ethnic background of pupils

Categories used in the Annual School Census
White – British
Mixed – White and Black Caribbean
Mixed – any other mixed background
Black or Black British – Caribbean
Black or Black British – African

#### Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
251	0	0
1	0	0
4	0	0
2	0	0
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 school provides a good quality education. Teaching is good and there is a good curriculum with a very wide range of activities outside lessons. The school takes good care of its pupils and has strong links with parents.

### Teaching and learning

Teaching and learning are **good**. Assessment is **very good**, overall, but is used more consistently in some year groups than in others.

### Main strengths and weaknesses

- Teaching for Reception children ensures that they achieve very well and settle quickly into school life.
- There is some very effective teaching of writing and ICT.
- Teaching is often inventive in exploiting links that enhance pupils' learning.
- While assessment is very consistently used well to plan teaching for Years 3 to 6, the targets that are drawn from teachers' assessments are not always reflected in planning or the guidance given to some pupils in Years 1 and 2.



## Commentary

10. Teaching and learning are good. Teachers are adept at making good links between subjects and this enhances pupils' learning. All staff work hard to make lessons interesting, practical and lively so that pupils want to join in and contribute ideas. Classroom assistants provide good support for teaching and learning; they know what to do and give feedback to teachers on how well pupils have done when they work in groups.
11. For Reception children, teaching is very good because of consistently high expectations and work that is carefully matched to children's different abilities. The staff know what individual children need to move them on in learning and help them to develop good work habits. Sensitive support, combined with interesting and challenging activities, means that children learn at a very good rate and settle happily into the routines of school life.
12. There is some high quality teaching of writing that ensures that pupils develop confidence and accuracy, even in first drafts. Teachers ensure that the basic skills are thoroughly learned and so pupils write fluently. They are given good opportunities to write creatively and explore the use of language to create atmosphere or persuade the reader. Teaching of ICT is very good, so that skills are quickly acquired and then practised in other subjects so that pupils can see the relevance of what they have learned.
13. There are very good systems for assessing pupils' progress, and the information gained is mainly used very well to set targets in English and mathematics. Most pupils know what their targets are and how to reach them. This works very well in Years 3 to 6 and for most pupils in Years 1 and 2. For some pupils, however, assessments are less well used to set work at the correct level and it is sometimes too hard or too easy for pupils. Although targets are set for all pupils in Years 1 and 2, there are times when these are not tightly focused and some pupils are not helped to reach them through teachers' guidance in marking.
14. Pupils with special educational needs are provided with good support and this enables them to make good progress. The school has good procedures for identifying the pupils' needs and the quality of teaching for these children is good, both during withdrawal sessions and when supported in class by the very effective classroom assistants. There is frequent and regular communication to ensure that these pupils receive the support they need and support staff are fully involved in ensuring the pupils attain the targets contained in individual education plans.

### **Summary of teaching observed during the inspection in 33 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3%)	10 (30%)	16 (48 %)	5 (15 %)	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.*

## The curriculum

The school provides a **good** curriculum with a **very good** range of activities outside normal lessons. The staffing and resources are **satisfactory**. The accommodation is **unsatisfactory**.

## Main strengths and weaknesses

- The provision for pupils with special educational needs is good.
- The school provides very well a wide range of activities that enhances the curriculum to cater for the needs of all of its pupils.
- Equality of opportunity is a strong feature of the schools' provision and all groups of pupils are able to achieve well.

- The accommodation is unsatisfactory but a building programme is in hand.

## **Commentary**

15. The curriculum is good and meets all the requirements of the National Curriculum. There are appropriate arrangements for the teaching of sex education and raising the awareness of older pupils of the dangers of drugs abuse. Religious education is taught following the guidance of the locally agreed syllabus. All subjects now benefit from the use of schemes of work based on national guidance. This is an improvement since the last inspection and has brought coherence and continuity to the schools' planning. A particular strength is the emphasis on pupils' personal development. The curriculum is enhanced for many pupils through the very good range of extra-curricular clubs and activities, visits and visitors to school. These develop skills in sport and music well and widen pupils' knowledge and understanding of their own and other communities. Pupils very strongly appreciate what the school provides.
16. The school continues to work hard to overcome the restrictions of its accommodation. The hall is small and barely satisfactory for the provision of physical education, particularly for older pupils. Many classrooms are cramped and it is to the credit of staff and pupils alike that teaching and learning are so good. The current building work will alleviate some of these difficulties for the infant pupils and Reception children but will not help with the provision for junior pupils.
17. The school has a high commitment to the inclusion of all its pupils in all aspects of its provision. The academic curriculum is very well supported by the personal development of pupils. Scrutiny of planning shows that the personal, social, health and citizenship education of all pupils is developed through a well-planned series of topics that relate well to the ages of the pupils as they move through the school. This shows in the very good personal relationships evident in the school and the maturity of older pupils in discussions about their views of the school.
18. Provision for pupils with special educational needs is good. The school takes good account of the needs of the different groups of its pupils. There is good planning for those pupils with special educational needs. Effective planning for different groups of pupils in classes or small groups ensures that all groups are able to make good progress in their learning. These pupils integrate well because their teachers and learning support assistants know them well and plan their work accordingly. Their individual education plans are of good quality and work is closely matched to the targets in them so that the pupils are able to make good progress. All groups of pupils are set tasks appropriate to their abilities within the classroom and for the small withdrawal groups in literacy. These groups are able to make progress as good as that of most other pupils.
19. The school has introduced a number of activities to give further support to specifically targeted groups of its pupils. For example, some pupils have received additional support to enable them to improve their literacy and numeracy skills and this has been very successful in raising standards by the end of Year 6. Current plans are in place to extend this to science to consolidate the good improvements made in science standards recently, particularly in developing pupils' skills of investigation.
20. During lunchtimes and after school, the pupils are provided with the opportunity to participate in the many and varied clubs that are run by teachers, assistants and members of the community. The activities, which cover many sporting, musical and academic areas, are attended by large numbers of pupils, who are very appreciative of the time and effort put in by the organisers. Parents, too, are appreciative and supportive of these activities and this was expressed strongly in the parents' meeting and questionnaire returns.

## Care, guidance and support

The arrangements for the care, safety and welfare of pupils are **good**. Provision for support and guidance, based on monitoring, is **good**. The way in which the school involves pupils through seeking their views is **good**.

### Main strengths and weaknesses

- There are very good procedures for the induction of children into the school.
- Relationships between staff and pupils are very positive and help to provide a good standard of pastoral care.
- Although procedures relating to child protection are satisfactory, there is a need to ensure that all staff have up-to-date child protection training.

### Commentary

21. Overall, the school provides pupils with a good level of care, guidance and support. The good standard of individual care, support and guidance provided for pupils means that they feel happy, confident and secure. The staff know the pupils very well. The school provides a safe working environment for staff and pupils. The health and safety policy meets statutory requirements. Overall, arrangements for child protection are satisfactory. However, whole staff training has not been undertaken for some time and is due for renewal.
22. The good standard of individual care, support and guidance provided for pupils ensures they feel happy, confident and secure. Staff and pupils are well known to each other and relationships are very good, both inside and outside the classroom. Pupils feel confident to approach adults, should any problem arise, in the knowledge that appropriate support and guidance would be forthcoming.
23. The school has very good procedures for welcoming children into the school. Parents are given a wide range of information and guidance about these procedures and how they can help to prepare their children for school life and help them at home. Parents and children have opportunities to visit the school and meet with their teachers prior to admission. The school has very good links with local playgroups that enable children to become familiar with the school and Foundation Stage staff before they start school. These procedures enable children to settle quickly into the school environment. The school actively seeks pupils' views mainly through the class councils and discussion time in lessons. The school values these views and where practicable takes them into consideration when reviewing policies and procedures.

## Partnership with parents, other schools and the community

The school's links with parents are **very good**. Links with the community are **very good** and there are **good** links with other schools.

### Main strengths and weaknesses

- Parents hold the school in high regard.
- They are very supportive of the school and involved in its daily life and their children's learning.
- Very good links with the community enhance pupils' learning.

### Commentary

24. There is a very good partnership with parents that has been maintained since the previous inspection. Views expressed in the parents' questionnaires and at the parents' meeting were very positive about the quality of education provided by the school. The school gives parents plenty of good quality information about what it is doing and how well children are getting on.

The school brochure and governors' annual report provide a wide range of information about the school and its activities and meet statutory requirements. Two-way communication with parents is enhanced through a very good reading record or home/school diary. The school asks for parents' views through questionnaires, and replies are analysed and taken into account. There are good arrangements to involve parents of pupils with special educational needs in the review of their children's individual educational plans.

25. Parents' involvement in their children's learning is very good. A significant number of parents help in the school, listening to pupils read, assisting in classrooms and accompanying pupils on educational visits. A number of parents provide coaching for pupils in football, hockey and netball and provide transport to and from matches. There is an active School Association that organises social and fund-raising events; significant amounts of money have been raised to finance additional learning resources. For example the Association made a substantial contribution to the cost of the computer suite, which has had a positive impact on pupils' learning.
26. The school's links with the community are very good and these make a significant contribution to pupils' learning. The school has particularly strong links, for example with local professional and amateur sports clubs that provide good support for the school's extensive sporting activities. The school's links with local shops and businesses provide prizes for sporting competitions and financial support for the school. The very good range of visitors to the school, including artists, musicians, and theatre groups, very effectively enhances pupils' learning. The school's links with other educational establishments are good. The school has worked with the secondary school, for example, on the 'Wired for Learning' Reinventing Education Project. The school has very strong sporting links with other local primary schools.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **good**. The headteacher's leadership is **good** and the key staff provide effective support. The management and governance of school are **good**.

### **Main strengths and weaknesses**

- The headteacher provides strong leadership, which ensures that priorities are identified and pursued.
- The leadership of the Foundation Stage is very good.
- The senior management team, and other key staff provide good leadership in their areas of responsibility.
- The school has an effective governing body, which provides a good level of challenge.
- Some classroom support is not targeted where it is most needed.
- Management of the school's finances is good.

### **Commentary**

27. The headteacher is totally committed to the school and its development. He enjoys the respect of staff, parents and pupils and has ensured that the school has established very good links with the local community. Key issues from the last inspection, such as sharpening the development planning, improving the monitoring of teaching and learning and providing schemes of work in all subjects, have been fully resolved and the upward trend in standards maintained. Other priorities, such as the development of pupils' writing, have been quickly identified and addressed.
28. The headteacher is developing the role of the recently extended management team through a programme of professional development, which gives staff time to develop their management skills. The benefits of their training are seen in the effective way in which the school has the right priorities in its school development planning through the senior staff's careful evaluation of what needs to improve. All of the staff who hold key roles in the school, such as the co-ordinator for special educational needs, lead and manage their particular areas well. The



subject co-ordinators in English, mathematics, science and ICT check on what is happening through a range of strategies, including analysing pupils' work and teachers' planning as well as observing lessons. The leadership and management of the Foundation Stage are very good and are reflected in a very effective team of staff who have been supported by thoughtful management.

29. Management is good. The school evaluates its own performance accurately. Performance management is carried out effectively for the headteacher and other teaching staff, and helps to identify training priorities for the school and individual staff. However, the school does not always use its resources to the best effect. Where a weakness has been identified in teaching and learning, as for some pupils in Years 1 and 2, the use of teaching assistant support is not always directed where it is most needed and this limits improvement. The school has good procedures for the induction of new teachers.
30. The school's governing body ensures that the school meets its legal obligations. Governors know the school well and visit regularly, sometimes as 'governor of the month'. They have analysed trends in test results and are fully involved in formulating and monitoring the school's development plan. There is an appropriate policy for racial equality in place.
31. The school manages its tight budget well and both governors and headteacher monitor spending carefully. They ensure that the school gets best value for its money, for instance in employing a part-time teacher to help staff raise standards in ICT. The school has dealt well with the difficulties imposed by its restricted accommodation and site, turning it to positive advantage in the personal development and sense of responsibility of pupils. Nevertheless, the facilities limit the youngest children's learning in physical development.

## Financial information

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

Income and expenditure (£)	
Total income	407197
Total expenditure	410827
Expenditure per pupil	1623

Balances (£)	
Balance from previous year	7101
Balance carried forward to the next	3471

## **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 very good. It has improved since the last inspection because the curriculum is better planned to meet the needs of young children and as a result their achievement is higher. Some Reception children are taught with Year 1 pupils and the staff use their assessments very carefully so that children will benefit from this arrangement. Teachers track children's progress thoroughly in each area of learning so that they can plan what children need to do next. All of the adults work very well together, with a consistent approach. All children achieve very well because of very effective teaching that sets them up for a flying start for later work in Year 1.

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

Provision for personal, social and emotional development is **very good**.

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

- Very good routines and warm relationships mean that children readily settle into school life.
- Adults' clear explanations enable children to work confidently and independently.
- Children follow the good example that adults set in working together and helping others.

#### **Commentary**

32. Teaching and learning are very good and so children achieve very well and most exceed the goals set for them by the time they start in Year 1. Children are warmly welcomed into class and adults are always happy to talk to them about experiences that they want to share. The children know what to do and when to do it, because they understand the pattern of the day and the routines to be followed. They gather quickly and calmly on the carpet, for example, at the start of lessons, to hear about what they will learn or the choice of activities. Very positive attitudes to school are built up because adults praise them for their efforts and so children are keen to please and try hard. Children have individual targets, such as 'to count up to six', 'to dress myself', 'to share with others', and so they know what they are aiming for. The adults' careful explanations of what is expected, combined with clear explanations of behaviour, mean that children work very well on their own and develop a good level of concentration. They work together and help each other when needed because this is what adults do and children grow to understand that this leads to a happy classroom.

### **COMMUNICATION, LANGUAGE AND LITERACY**

Provision for communication, language and literacy is **very good**.

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

- Children's speaking is very well extended through lively activities and adults' questions.
- Reading is very well promoted and parents are fully involved in helping at home.
- Teaching ensures that children quickly use what they have learned in writing in relevant situations.

#### **Commentary**

33. Teaching and learning are very good. The basic skills are taught thoroughly. Children's achievement is very good and most children are set to exceed the goals set for their age by the end of the Reception year. Children are happy to offer suggestions and express ideas because they know adults will take what they say seriously. In one lesson, for example, children came up

with lots of ideas for cheering up Humpty Dumpty after his fall after a puppet delivered a letter from him. One group wrote messages to him, using language they had rehearsed in talking to each other and the teacher and what they knew about the sounds of letters very effectively. Adults are quick to enhance children's speaking through questions and prompts that are just at the right level to extend children's language. This was evident in a session in which children talked about what made them happy or sad and the teacher's sensitive questions increased children's ability to talk in fuller sentences.

## **MATHEMATICAL DEVELOPMENT**

Provision for mathematical development is **very good**.

### **Main strengths and weaknesses**

- Teaching promotes mathematical language very well.
- Activities are practical and varied so that children's motivation is high.

### **Commentary**

34. Teaching and learning are very good. Most children exceed the expectations for their age by the end of the Reception year and achieve very well. Activities are practically based and enthuse children to learn. At the start of one session, for example, children worked outside and used the playground markings to help them in counting, ordering and recognising shapes. Adults keep activities lively and short so that children maintain their interest. Songs and rhymes based on numbers feature prominently in teaching and children learn actions that help them with their understanding of position, and adding on or taking away from a given number. Mathematical language develops very well because adults teach the correct terms and insist that children use them. This was evident in a lesson in which children were comparing objects of three different lengths and had to decide which was the longest, shortest or in between these lengths.

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

Provision for knowledge and understanding of the world is **very good**.

### **Main strengths and weaknesses**

- Children's curiosity is aroused by good resources and well-planned activities.
- Children are encouraged to observe and suggest why things happen.

### **Commentary**

35. Children's learning and achievement are very good because of the very good teaching. Most children go beyond the goals for their age by the time they start in Year 1. There is lots for children to explore that harnesses their curiosity. Teaching is carefully planned so that activities prompt children to think for themselves. In one session, for example, children discovered that magnets only attracted objects that were metal through a challenge set by the teacher. In another class, a child was intrigued by a short video clip on the computer of a shoot emerging from a seed and worked out, through the teacher's questions, that it did this so quickly because "the film was speeded up". Adults are always on hand to extend children's thinking through questions but achieve a very good balance of direct teaching of knowledge and allowing children to explore their own ideas.

## PHYSICAL DEVELOPMENT

Provision for physical development is **satisfactory**.

### Main strengths and weaknesses

- Children's control over their finer movements and use of tools is very well promoted.
- There are very limited facilities for play outdoors.

### Commentary

36. Teaching is good and makes the most of the school's very limited facilities. While children's attainment in controlling their finer movements is good, their progress in developing larger movements and exploring space imaginatively is slowed because of poor facilities. Consequently, children's attainment overall is only average for their age by the start of Year 1. There are varied and interesting activities so that children learn how to use tools and manipulate small objects carefully. Children's achievement in extending their finer physical control is enhanced because of the thoughtful planning by adults. This was well demonstrated when children sorted different types of seeds or filled bags with compost, shells and cones in the 'garden centre' play area. Other children in this lesson accurately cut out pictures and placed the glue precisely so that the finished product was neat and pleasing to them. The staff make the most of what they have to provide play outdoors, but facilities for children to ride, climb and play imaginatively are very limited. Children's awareness and confidence in using space are affected. This was evident when children were taught in the hall for physical education and found it hard to keep from bumping into one another or to maintain their balance.

## CREATIVE DEVELOPMENT

Provision for creative development is **very good**.

### Main strengths and weaknesses

- Children have very good opportunities to try out their ideas in a range of play situations and media.

### Commentary

37. Teaching and learning are very good. Children achieve very well, and most exceed the goals set for their age by the end of the Reception year. They benefit from good resources to support imaginative play in which they can take act out different roles. Children act as cooks and customers in the 'café' area and use the props and their good language skills very well to sustain their play. In the 'garden centre', children buy and sell items and use what they have learned about coins to help them pay and give change. Children paint, print and make collages, as well as models from recycled materials and construction kits. They have a good choice of materials and are given the freedom to try out the different skills they have learned.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **good**.

### Main strengths and weaknesses

- Teaching ensures that pupils use their literacy skills very well in other subjects.
- Pupils use a very good vocabulary because they are encouraged to express their ideas.

- There is very good teaching of writing.
- Teachers use target setting very effectively to raise achievement in most year groups but this is not always the case.
- Teaching does not always promote pupils' listening as well as it should.
- The subject is well managed so that there has been good improvement.

## **Commentary**

38. Standards are above average in reading and writing, speaking and listening in Year 2 and well above average in Year 6. There has been good improvement since the last inspection, particularly in standards in writing. Pupils write confidently because they have been taught the basic skills very well and know how to use these in relevant situations. Pupils read very competently. Year 2 pupils relished the rhythm and language of a poem they read together in one lesson and replicated a similar rhythm when they wrote their own poems, which they then read to others using very good expression. Year 6 pupils quickly skim text to find the main points, and talk about their favourite types of stories or authors.
39. Teaching and learning are good and pupils often make rapid progress because of interesting work that builds very successfully on what pupils already know. Pupils' achievement is good. Their progress, however, is more consistent in Years 3 to 6 than in Years 1 and 2. This is because work in Years 3 to 6 is securely pitched at the right level, with targets for pupils in reading and writing that are firmly based on teachers' assessments. Pupils know exactly what they need to work on to improve and teachers' good guidance through marking pupils' work focuses on these targets. These very good features in teaching are also seen in some teaching for pupils in Years 1 and 2, but there are times when targets are not followed up in marking and so pupils continue to make the same mistakes with punctuation or handwriting. At times, the work is too easy or too difficult for pupils. In one lesson, for example, a reading task was too hard for lower attaining pupils and so they struggled with the work.
40. Pupils talk freely and use a very good vocabulary because of teachers' good examples and the way in which they encourage pupils to express their ideas. In a Year 6 lesson, for example, pupils gave their opinions about an environmental issue and lower attaining pupils offered views such as "All creatures have a right to live and we don't need high performance cars taking up the last open space in the area." Pupils usually listen to others' views respectfully because of most teachers' high expectations. There are times, however, when pupils are not so well encouraged to listen to each other.
41. Good leadership and management have ensured a tight focus on raising teachers' expertise through carefully planned professional development and extending pupils' use of reading and writing in other subjects. The co-ordinator has a high level of expertise and sets a good example in her teaching. Effective checks have been made on teaching and learning throughout the school and weaknesses have been identified and supported.

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

42. Teaching ensures that pupils use their skills in language and literacy very well in other subjects. This was evident in a Year 4 lesson, when pupils used bullet points very competently to set out the key facts from a history text. In a Year 6 religious education lesson, pupils quickly researched information about different holy places in library books.

## **MATHEMATICS**

Provision for mathematics is **good**.

### **Main strengths and weaknesses**

- Pupils' numeracy skills are reinforced very well in other subjects.
- Teaching in both infant and junior classes is good.
- In a small minority of lessons the work is not matched closely to the needs of lower attaining pupils.
- Sometimes the end part of the lesson is not used as effectively as it might be to extend pupils' learning further.

### **Commentary**

43. There has been good improvement since the last inspection. The subject is led and managed well; weaknesses in provision have been identified by analysing information gathered from assessment of pupils' work and the monitoring of teaching. Advice has been sought when necessary and appropriate action taken.
44. The standards achieved by pupils are better than those reported at the last inspection and are well above average. Pupils in Year 6 have a very good understanding of fractions and decimals. They can interpret graphs, for instance to show the cost of a telephone call. In a lesson observed during the inspection they showed a good understanding of reflective symmetry. A higher proportion of pupils than in most schools achieve a level above that expected for their age. These pupils are able to explain very clearly the strategies they use in their calculations. In Year 2 standards are average overall because there is a significant proportion of pupils in this year group who entered the school with number skills which were below those expected for their age. These pupils make good progress because of the good teaching they receive.
45. The quality of teaching is good, and this leads to good learning and achievement by pupils. In particular, teachers place a very good emphasis on the use of the correct mathematical terms, for instance when discussing symmetry. In most cases teachers set work at the appropriate level for all the pupils in the class, with work prepared at up to five different levels, as was the case in a Year 3 lesson on counting forwards and backwards in tens. Occasionally, teaching does not ensure that there is sufficient explanation for lower attaining pupils to accomplish the task set for them. Sometimes also, when the class is gathered together again at the end of the lesson, teachers go over what has been done in the lesson without extending pupils' learning further.

### **Mathematics across the curriculum**

46. Teachers make very good use of work in other subjects to reinforce and develop the skills pupils have learned in mathematics. Year 1 pupils, for example, use geometric shapes to create pictures of animals; Year 5 pupils count up points in orienteering, and Year 6 pupils calculate the cost of a holiday by means of a spreadsheet in an ICT lesson. This means that pupils see the relevance of the skills that they have learned in mathematics and apply their knowledge very competently.

## SCIENCE

The provision in science is **good**.

### Main strengths and weaknesses

- Standards in science have improved and by the end of Year 6, the majority of pupils attain standards that are well above the national average.
- The leadership and management of the subject are good and support good standards.
- There are good opportunities for pupils to carry out investigations.
- In a very few lessons, activities lack challenge and fail to engage pupils.

### Commentary

47. Standards have risen in science because of the improvements in teaching. Teaching is now good overall with some very good teaching seen in both infant and junior classes. The school has also made very effective use of its assessment information to identify which pupils need additional support and this has had a significant impact on enabling the less able pupils to achieve well and to make the good progress seen by their peers. Challenging work for the older, more able pupils has resulted in over half of the pupils attaining well above average standards.
48. The subject is led well and the co-ordinator has succeeded in raising the profile of the subject across the school. The analysis of assessments identified that pupils were not developing an appropriate scientific vocabulary in their investigations and this was inhibiting their progress. Teachers have worked hard to rectify this and most pupils now experience a wide range of investigations. All teachers now give an emphasis on using appropriate terminology when recording science work. Most lessons are well planned and there is a clear identification of what the pupils will have learned by the end of the lesson. Very good, searching questions by the teachers, particularly in Years 3 to 6, challenge the more able pupils to think carefully about their work. Pupils in Years 1 and 2 make good progress overall but there is occasionally a lack of challenge in the work they are given and, in the unsatisfactory lesson seen, the practical work was not well organised and pupils' learning suffered as they became confused and over-excited.
49. Teachers encourage the pupils to discuss their ideas and findings and this good strategy enables pupils to learn effectively from one another. Teachers generally demand high standards and the overwhelming majority of pupils show they are keen to learn and do their best. The recent focus on developing skills of investigation across the whole school is succeeding in raising standards overall in this aspect of pupils' learning. Most pupils are achieving well in developing their investigative skills. They use correct scientific vocabulary to describe the findings of their investigations into magnetism and electricity. All pupils develop a secure understanding of the need for fair testing and can use a variety of methods to record their findings.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

### Main strengths and weaknesses

- Teaching is consistently very good
- The subject is well led and managed
- ICT is used effectively to support learning in other subjects

## Commentary

50. Standards are above average at the end of Year 2 and Year 6 and the pupils achieve well. Standards in ICT have improved well since the previous inspection because of the improved quality of teaching and the more secure system of planning for the subject. The majority of pupils are confident when using computers and they achieve well. In Year 6, a significant number of the pupils are attaining at the higher National Curriculum levels. Most pupils by the end of Year 2 are attaining above average standards.
51. The improvement in standards has been greatly helped by the improved quality of teaching, particularly in the teaching of specific skills. In all lessons observed, teaching showed confidence and competence and this, in turn, encouraged pupils to work hard and with concentration. Most pupils are achieving well in developing their ICT skills and using them in other curriculum areas. In a Year 5/6 history lesson, for example, the skills learned previously were used very effectively to extend pupils' knowledge and understanding of the Aztecs, when good use was made of different research media. The school is making very good use of its resources and they have had a positive impact on raising standards. The better quality of teaching, use of resources and use of ICT in other areas of the curriculum are all improvements since the last inspection.
52. The resources are very good; the pupils are taught regularly in the computer suite following a well-planned curriculum, enabling them to make good gains in their learning. The curriculum co-ordinator provides good support, identifying which aspects work well and where improvements are needed. Assessment procedures are good and are used effectively by the teachers to plan the next stage of pupils' learning.

## Information and communication technology across the curriculum

53. The teachers make good use of computer technology to promote learning in other areas of the curriculum. Pupils across the school frequently use computers to produce stories, poetry and reports. Their work in science is enhanced through the use of computer microscopes and digital cameras, and the use of spreadsheets is an integral part of mathematics for Year 5 and 6 pupils. The Internet is frequently used for research in subjects such as history, religious education and geography.

## HUMANITIES

No lessons were seen in **geography** and it is not possible to make a judgement on overall provision. Inspectors looked at teachers' planning and at samples of pupils' work. There was limited recorded work to be seen in Year 2, apart from a comparison of life in St Lucia with Little Eaton and some display work on the Isle of Struay. Standards in Year 6 are as expected for pupils' ages. Pupils understand the water cycle and also appreciate some effects of weather, such as in a typhoon in Hong Kong. Pupils' understanding of geography is reinforced by looking at topical events, such as the situation in the Middle East or the disturbance caused by snow when it fell locally. Pupils' understanding of maps and their symbols was reinforced well in an English lesson in Year 3, when they were learning about the language of instructions.

## History

Provision in history is **good**.

## Main strengths and weaknesses

- Pupils in Year 6 have a good knowledge and understanding of the periods they have studied.
- Pupils are given good opportunities to work independently and develop research skills.
- Teachers make the subject interesting by a wide range of activities, displays and visits.
- Good links are made with other subjects.



## Commentary

54. Standards have been maintained well since the last inspection and are above average. This is a result of good management and good, imaginative teaching, which have ensured that the subject is interesting to pupils.
55. Pupils in Year 2 show the level of knowledge and understanding expected for their age of famous people such as Florence Nightingale and Mary Seacole. They have also begun to develop a sense of chronology by comparing old and new toys, consolidated well by a visit to Pickford House, which was recorded by digital photography.
56. Year 3 and 4 pupils have amassed a great deal of information about the Ancient Greeks, including the outcomes of their own research into the meaning of democracy. They explore many aspects of the life of Henry VIII and his court when studying the Tudors in Year 4. Pupils in Years 5 and 6 have an extensive knowledge of the Aztecs. During the inspection they were observed using a wide range of books and also computers to prepare for a debate on the Spanish conquest.
57. No teaching was observed in the infant classes but teaching in the juniors is good. Teachers have a good knowledge and understanding of the subject, and encourage pupils' learning by very good displays both of pupils' own work and of other material. For instance, following a visit to the National Portrait Gallery, pupils created portraits of the Tudors that are now on display. Pupils have also made papier-mâché pots based on Ancient Greek designs. Teachers give pupils good opportunities to develop their writing skills, when they write about topics such as Aztec fashion or the contrast between the rich and poor in Aztec civilisation.

## Religious education

Provision in religious education is **good**.

### Main strengths and weaknesses

- Pupils are encouraged to think deeply about important issues.
- There is a good range of visits and visitors to enhance pupils' learning.
- There are a few occasions when teachers' introductions to lessons are too long.

## Commentary

58. There has been good improvement since the last inspection, when the guidance to support teaching was inadequate. The good leadership and management of the subject have ensured that there is now comprehensive guidance for teachers and the profile of the subject has been lifted. As a result of these improvements, teaching and learning are good.
59. Pupils achieve well and standards are average in Year 2 and above average by the time pupils leave the school. Pupils enjoy lessons because the work in religious education is challenging and probes their thinking very effectively. Year 6 pupils, for example, considered the difference between what they valued in their lives and what was of monetary value. Through their discussions they came to understand why different people place value on different things. This understanding was then extended to how religious beliefs are valued in guiding people's lives. Teaching mainly ensures that activities engage pupils' interest. This was seen in a Year 4 lesson, where groups of pupils acted out parts of a story to show the importance of forgiveness. At other times, the introduction to lessons goes on for too long and pupils' interest wanes.
60. Pupils have a good knowledge of major world religions that is enhanced through visits to different holy places. A recent visit to a Gudwara, for example, extended pupils' understanding

of how Sikhs worship. Pupils have also visited Derby Cathedral, and a range of visitors from different religions extends pupils' understanding of religious practices and festivals.

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

No lessons were observed in **art and design** and so the subject was sampled. No judgement can be made on overall provision. Pupils' past work shows average skills in drawing and painting and good links are often made with other subjects. For example, work based on history projects resulted in some high quality work on Tudor portraits in Year 4 that shows imaginative use of mixed media. Pupils' work on Aztec designs in Years 5 and 6 indicates close observation of fine detail. Pupils in Year 4 have also benefited from a visit to the National Portrait Gallery to extend their understanding of the range of ways that people have been portrayed in different times.

No lessons were observed in **music** so it is not possible to make a secure judgement about provision. However, a scrutiny of planning and looking at examples of pupils' work in Year 6 show that good use is being made of ICT to develop pupils' skills in composing by the end of Year 6 but there are some missed opportunities to develop singing skills further, for example in assemblies.

No **design and technology** lessons were seen during the inspection. No overall judgement is made on provision. Evidence from looking at planning and a scrutiny of current work on display indicate that standards are broadly in line with national expectations, that pupils work with a range of materials to develop their skills and that there are often good links with other subjects. For example, work in Year 2 on making Joseph's coat of many colours had good links with religious education and the pupils made good use of their computer skills in designing the coat. The completed articles showed a sound development of their sewing skills. Work on display in a Year 5/6 class showed pupils had developed a wider range of sewing skills, using a range of different types of stitches and using different materials.

### **Physical education**

Provision in physical education is **satisfactory**.

### **Main strengths and weaknesses**

- Although the school has extremely limited facilities, it makes the best of what it has and provides extensive activities out of school.

### **Commentary**

61. No lessons were seen in Years 1 and 2. By the end of Year 6 most pupils are attaining above average standards. In the lessons seen, where there is good teaching, the pupils achieve well. The subject is now being planned across the whole school using national guidance, which is enabling teachers to plan more securely the development of skills of all pupils.
62. The overall quality of teaching is good in the juniors. Teachers demonstrate sound subject knowledge and this is used well to demonstrate and guide pupils. For example, in a good lesson seen in Year 3, teaching had very clear aims for the activities planned to develop pupils' sense of dance through movement to music. This was most effective because of the good support and guidance, encouragement and challenge to which all pupils responded with enthusiasm and involvement. Boys and girls are equally enthusiastic in their approach to physical education lessons and greatly enjoy the activities planned for them. This was evident in the other lesson seen which introduced pupils to the skills of orienteering.
63. Although the school currently has no access to a grassed area and the hall is too small for the numbers of older pupils, it improves its provision significantly through the very good range of sporting clubs and after-school activities. The subject is well led by the co-ordinator who has an action plan for future development.

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

No lessons were seen but a meeting of a class council was observed. In this session, Year 5/6 pupils listened carefully to others' ideas about what games might be suitable during wet lunchtimes. They took others' needs into account very well in forming their ideas. The school's approach to developing pupils' understanding of the importance of considering others and pupils taking responsibility for their own actions and helping others is evident in all lessons. The success of the school's provision is evident in pupils' very good personal development. The scheme of work helps teaching to make links with other subjects, where pupils consider moral dilemmas or look at the consequences of what people do. This was well demonstrated in a religious education lesson in Year 4, where pupils acted out a scene in small groups.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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