

INSPECTION REPORT

MICHAEL DRAYTON JUNIOR SCHOOL

Hartshill

Nuneaton

LEA area: Warwickshire

Unique reference number: 125512

Headteacher: Mr John Buxton

Lead inspector: Mr Keith Edwards

Dates of inspection: 24-27 November 2003

Inspection number: 256906

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7-11
Gender of pupils:	Mixed
Number on roll:	503
School address:	The Woodlands Hartshill Nuneaton Warwickshire
Postcode:	CV10 0SZ
Telephone number:	024 7639 2272
Fax number:	024 7639 2281
Appropriate authority:	Governing Body
Name of chair of governors:	Mr J.G. Brown
Date of previous inspection:	29 June 1998

CHARACTERISTICS OF THE SCHOOL

Michael Drayton Junior School serves a suburban area of Hartshill on the western fringes of Nuneaton and draws almost all of its children from the immediate locality. It is well above average size for a primary school with 503 full-time boys and girls. Currently, 14 per cent of the pupils have an entitlement to free school meals, which is below the national average. The school has a mainly white population. Almost all of the children come from homes where English is the first language. One pupil is at an early stage of English language acquisition.

The pupils' attainment on entry to the school is lower than usual, although there is a wide spread of ability. Twenty-four per cent of the pupils are on the school's register for special educational needs, mainly because they find it harder to learn than usual. This is above the national average. Five pupils (one per cent) have a statement of Special Educational Need and five pupils are in public care. Michael Drayton earned a School's Achievement Award for its results in national tests in 2000.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21190	Keith Edwards	Lead inspector	Music, English as an additional language (EAL)
19692	Robert Folks	Lay inspector	
32274	Jane Haggitt	Team inspector	Science, religious education (RE), geography and history
31539	Martin Phillips	Team inspector	Mathematics, information and communication technology (ICT) and personal, social and health education (PSHE)
30398	Chris Scola	Team inspector	English, special educational needs (SEN), physical education (PE), art and design and design and technology

The inspection contractor was :

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PART A: SUMMARY OF THE REPORT

This is a **very effective school**. The headteacher has developed a very effective team to ensure that the pupils achieve their best. The school is very well led and managed. The school's priorities are clearly identified and the provision gets better each year. The ethos of care and respect has a very positive impact on the personal development of the pupils. They are making very good progress and achieving very well because the teaching is consistently good, the curriculum is rich and inclusive and the assessment procedures are very good. The school provides very good value for money.

The school's main strengths and weaknesses are:

- inspection evidence points to standards that are above average in English, information and communication technology, art and design and physical education
- in the 2003 national tests for the pupils in Year 6, standards were well above those in similar schools
- the headteacher has high aspirations and knows exactly what he wants for the school. He has built a very effective team and is very well supported by the governing body
- the curriculum is broad and interesting
- assessment procedures are used very effectively to help the pupils to learn
- the provision for pupils with special educational needs has improved significantly since the last inspection and is now excellent
- the pupils' attitudes to learning are very positive and their behaviour is very good
- the pupils' personal qualities are developed effectively by the school

There has been very good improvement since the last inspection. Monitoring and evaluation of the work of the school by the headteacher and co-ordinators are very effective. The teaching is much more effective as it is based on secure assessment information. The use of information and communication technology to support learning is very good. The curriculum is very well planned to meet the needs of pupils of all abilities. As a result, standards have risen and almost all pupils achieve highly and progress at a good rate.

STANDARDS ACHIEVED

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

The pupils are **achieving very well**, particularly in English and information and communication technology where standards are above average. This represents a significant success for the school as the attainment of the current Year 6 was below average when they started in Year 3. Results in the 2003 tests showed that the pupils made very good progress in English, mathematics and science. These subjects are well taught and they are very well taught in Year 6. The pupils achieve above average standards in art and design and in physical education where the pupils benefit from an enriched curriculum, very good accommodation and resources and effective teaching. The pupils make good progress in the other subjects.

The pupils have very good attitudes to learning, respect each other and behave very well. In the classroom, dining room and on the playground relationships are harmonious. The pupils enjoy school and are attentive in lessons. They readily accept responsibilities. Punctuality is good and attendance levels are satisfactory. The **school develops the pupils' personal qualities very**

effectively. There are particularly good opportunities for moral and social development that enhance the very good relationships within the school. The teachers extend the pupils' understanding of the importance of cultural and religious traditions satisfactorily.

QUALITY OF EDUCATION

The **quality of education provided by the school is very good.** The **teaching is consistently good** throughout the school and **very good in Year 6.** The teachers plan interesting work that the pupils enjoy. Because the teachers make very good use of assessment information, there is a good level of challenge in lessons. Tasks are often modified for different groups of pupils so that all achieve well. Very good use is made of teaching assistants and information and communication technology to stimulate learning. Consequently, the pupils apply themselves well and work hard. The provision for those pupils with special educational needs is excellent.

The curriculum is rich and vibrant and enhanced by a good range of visits and visitors. The care, guidance and support of the pupils are very good. The school very effectively ensures the care, welfare, health and safety of the pupils. They have very good relationships with their teachers who monitor their progress carefully. The teachers know the pupils very well, listen to them and welcome their comments and ideas. The School Council provides very good opportunities for the pupils to air their views about the school. Partnerships with parents are good. Parents support their children well. The school has developed very good relationships with the local high school and with the community, particularly the local church.

LEADERSHIP AND MANAGEMENT

The quality of the leadership and management is the key to the success of the school. The headteacher's unflinching commitment to ensuring that the pupils achieve highly is the driving force behind the school's improvement. He has developed a very effective team and very effective systems to make the school an efficient organisation that has the well-being of the children at its heart. The governors provide very good support and have a very good understanding of the school's priorities. Financial systems are excellent.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the school and think highly of it. The pupils are proud of their school and feel they are valued and very well supported.

IMPROVEMENTS NEEDED

The school is not required to make any significant changes. However, it needs to continue to develop the quality of teaching to eliminate the small percentage of unsatisfactory lessons and to provide more opportunities to develop the pupils' independence and their thinking strategies.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, achievement is very good. Standards are above average in English, information and communication technology, art and design and physical education. This is because the pupils are well taught and the school provides a very rich curriculum.

Main strengths and weaknesses

- Standards have risen markedly since 2001
- In the national tests in 2003 in Year 6, the pupils achieved standards in English, mathematics and science that were well above those in similar schools
- In information and communication technology the pupils acquire a good level of skills which they apply confidently to their learning in other subjects

Commentary

1. Since the last inspection the school has focused on raising standards and has been very successful across the curriculum. This is reflected in the results of national tests, which have improved significantly over the last two years. In 2003 the results were close to the national average and well above those pupils who had similar scores at the end of Year 2. The school was particularly successful in enabling the pupils to achieve the higher Level 5 in mathematics.

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

Standards in:	School results	National results
English	27.1 (25.8)	26.8 (27.0)
mathematics	27.0 (27.1)	26.8 (26.7)
science	28.8 (28.5)	28.6 (28.3)

There were 132 pupils in the year group. Figures in brackets are for the previous year

2. The pupils' attainment on entry to the school covers a wide range, but it is below average overall, especially in pupils' literacy skills and their mathematical development. The pupils make very good progress in speaking and listening, reading and writing. This is because the skills are taught systematically and in an interesting way. The teachers plan work very well to take account of the wide range of abilities. Teaching assistants give very effective support. Other subjects' such as history, science and religious education, are used very effectively to develop and consolidate writing skills. ICT is very well used to support work on developing research skills. In mathematics, the pupils achieve well because the teachers have good subject knowledge and high expectations of the pupils' attainment.

3. In all year groups pupils with special educational needs (SEN) achieve very well. This is because the provision for pupils with SEN is excellent. The school has very effective systems to analyse the performance of pupils with special educational needs and prepares high quality individual education plans that set out clear targets for them. Furthermore, there is a structured programme of frequent and regular communication between the co-ordinator, the class teachers and the parents to ensure that these pupils receive appropriate support. Support staff are totally involved. The teaching of pupils with special educational needs is very good. Highly skilled and well-briefed teaching assistants support these pupils in lessons and their careful planning and sensitive management of the pupils enables these pupils to learn.

4. Standards are above average in information and communication technology because it is very well taught. The teachers make full use of the computer suite and carefully plan opportunities for the pupils to practise their skills in other subjects, particularly as a research tool. The pupils are confident in their work and can readily explain the processes involved in any particular application. Standards in art and physical education are above average because these subjects are taught well and because the curriculum is enriched. For example, in physical education, the school is very well resourced in equipment and accommodation. The school has extensive grounds, which have been well developed for sport, and the school ensures that there is a very good range of extra-curricular activities to encourage the pupils. The art curriculum benefits from visits to galleries to enhance the pupils' experience and from very good teacher expertise in the subject.

5. Although there remains scope for raising standards further, the school's development strategy has brought significant and sustained improvements in many areas. The headteacher and staff have made very effective use of collective planning across year groups, data analysis and the monitoring and evaluation of teaching and learning to support improvement. These features are now well established and expectations continue to rise. All of the staff know they are accountable and are becoming increasingly involved in evaluating their practice. There is a clear commitment to further improvement.

Pupils' attitudes, values and other personal qualities

The pupils are keen to come to school and enthusiastic about what the school offers them. They are very well behaved and respond positively in lessons. The pupils' personal development is good. Attendance is satisfactory.

Main strengths and weaknesses

- Pupils have a very good involvement in the life of the school
- Relationships within the school are very good
- The school has some very good strategies for dealing with difficult pupils
- Punctuality at the school is good.

Commentary

6. The pupils have very good attitudes to learning and take full part in the many and varied activities available. In lessons, the pupils concentrate very well and stay on task. They work very well together but there is less evidence of independent learning. However, when they are given this opportunity, they respond very well. For example, in a Year 4 history lesson, a group of pupils conducted their own research into Egyptian gods using the Internet. The school expects very high standards for pupils' conduct and they respond very well to this.

7. Behaviour in and around the school is very good. Relationships within the school between staff and pupils are of a high standard. The resultant harmonious atmosphere is a strong feature of the school and contributes considerably to the level of learning in the school. At playtimes and lunchtimes, the pupils are very well behaved. Lunchtime supervision is of a high quality. The pupils socialise extremely well together. The level of exclusions is very low.

8. Pupils are very willing to take responsibility. At the beginning of each day and at break times, many pupils volunteer to carry out duties. Year 6 pupils operate the sound and visual systems for assemblies and prepare and clear up afterwards. Litter pickers and gardeners assist the caretaker in his duties. There are energy monitors, librarians and computer monitors. There is a flourishing School Council and pupils are given the opportunity to take part on a rota basis. They have invited the Chair of the Parent Teacher Association to discuss their views on the outdoor play equipment and other developments that they would like to have in the school. Their views are very well considered and acted upon. They organise charity events themselves such as "Bring and Buy Sales", without intervention from school staff.

9. The pupils' moral development is very good. Moral issues are considered in assemblies and in lessons. The school provides a clear moral code to which the pupils respond extremely well. The school encourages and develops the values of being helpful, thoughtful about others and respect. The staff provide very good role models for the pupils and, consequently, social development is very good in the school and this is evident in the very good relationships. Spiritual development is good and is further enhanced by the very close relationships with the church and in assemblies. Cultural development in music and art is good but less well developed in relation to other cultures. The school has recognised this and has included it in the current school improvement plan. The school is making progress in this area: pupils' drawings of black heroes, produced with the help of a visiting artist, are on display in the hall. Through their contacts with the community, through visits and visitors and the links with many local organisations, the pupils learn to understand the responsibilities of living in a community.

Attendance

10. Attendance is satisfactory. The pupils enjoy coming to school and punctuality is good. Unauthorised absences are in line with the national average. The school has very good systems for promoting and monitoring attendance. All statutory requirements are met.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.1
National data	5.4

Unauthorised absence	
School data	0.4
National data	0.4

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
White – Irish
Mixed – White and Asian
Asian or Asian British – Pakistani
Black or Black British – African
No ethnic group recorded

No of pupils on roll
441
6
2
2
2
50

Number of fixed period exclusions	Number of permanent exclusions
6	0
0	0
0	0
0	0
0	0
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

Teaching and learning

The overall quality of teaching and learning is good. This highly inclusive school provides well for those pupils with special educational needs. Teaching and learning are most effective in Year 6. Assessment procedures are very effective in helping the pupils to make good progress.

Main strengths and weaknesses

- The quality of teaching in Year 6 is very good
- Assessment procedures are used very effectively to help the pupils to learn
- Literacy is very well taught
- The school makes very good use of teaching assistants to help those pupils with special educational needs to learn
- The school is successful in ensuring very good standards of behaviour in lessons
- A few lessons are too prescriptive and provide too few opportunities for the pupils to develop their thinking skills

Commentary

11. The emphasis that each teacher gives to the pupils' personal and social development is a strength. This focus raises the pupils' confidence and self-esteem and nurtures a very positive attitude towards learning. Very good attention is paid to the pupils' previous attainment when planning work in literacy and numeracy. This ensures that these lessons run smoothly. There is often an appropriate variation in the work set for the range of ability in each group. The feedback to pupils is good and in the best examples, particularly in Year 6, the pupils are clearly informed about what they need to do to improve their work.

12. There is a high level of consistency of approach brought about by the teamwork of the teachers in each year group. They plan their work together, share their ideas and evaluate the outcomes. As a result, the quality of teaching in over three quarters of the lessons seen was good or better. The teamwork generated by the headteacher has allowed each teaching team to work collectively and successfully to raise standards, particularly in literacy and information and communication technology. There is a shared commitment to providing the pupils with activities that interest, stimulate and challenge them. Many lessons begin with very lively question and answer sessions that build on what the pupils know from a previous lesson or unit of work. The teaching assistants are fully engaged in each lesson. For example, in a very successful Year 6 literacy lesson, a teaching assistant dramatised the role of Lady Anne of Marwell making her last fateful diary entry. This captured the imagination of the pupils and stimulated a very lively and thoughtful class discussion about motives for Lady Anne's murder. Such activities contribute very well to the good standards of speaking and listening that the pupils achieve.

13. Most teachers provide the pupils with many opportunities to write in a range of contexts. This approach has helped to raise standards in writing although there are still missed opportunities. For example, in some science lessons the pupils are required to copy the findings from the board rather than record the experiment in their own way. In other weaker lessons, notably in Years 3 and 4, the teachers allow too little scope for the pupils to organise their own work.

14. A successful element of the classroom practice is the way that information and communication technology is used to support learning. For example, in a successful PSHE lesson for Year 5, the pupils used digital video cameras to record their group role-play on the theme of bullying. The class teacher successfully used the footage to assess the pupils' filmmaking techniques and to evaluate the pupils' interpretation of the theme. In Year 6, the pupils are very aware of the target audience as they prepare presentations of the flora and fauna of the rainforest to support their work in geography.

15. The teaching of pupils with special educational needs is very good. Special educational needs pupils are identified in good time. A suitable programme of learning is planned and the work set is very well matched to the pupils' needs. Highly skilled and well-briefed teaching assistants support these pupils and deliver programmes of learning that are very appropriate. The targets that are set for pupils are highly relevant and address all areas of the curriculum, including managing relevant aspects of behaviour. The specialist expertise of outside agencies is called in and used if necessary. Teaching assistants are very closely involved in the planning. Reviews both formal and informal are regularly held to check that the pupils are making sufficient progress.

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	10 (26%)	19 (50%)	7 (18%)	2 (5%)	0 (0 %)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages.

The curriculum

The curriculum is very good. Accommodation and resources are very good.

Main strengths and weaknesses

- The pupils benefit from a very good curriculum that is enriched through a good range of visits and visitors
- Through the work of the senior management team and subject leaders the curriculum is very well co-ordinated and monitored
- The school's provision for pupils' personal, social and health education (PSHE) is very good

Commentary

16. All subjects of the National Curriculum and religious education are taught and the curriculum provides the pupils with an enriched experience. The curriculum enables the pupils to achieve well in all subjects and areas of learning and to develop to their capabilities. The school's teaching and learning policy has greatly improved the structure of the school day since the last inspection. An appropriate amount of time is spent on each subject. Literacy is a priority. Some subjects, such as history and geography, are taught in blocks of time to give coherence for the pupils. In planning the curriculum, the school ensures that, wherever possible, programmes of study have purposeful links to provide continuity of learning.

17. The school plans the curriculum very well. The long-term curriculum plan for each year group shows coverage of the curriculum. The medium term plan gives more detailed planning for the half term. After each half term, each subject is reviewed and evaluated and the medium term planning is revised if necessary. Subject leaders are involved in this review and also undertake an audit of their subject every year. These audits are then used to inform the school planning process. For literacy and numeracy, teachers also complete weekly planning. A strength of the school is the co-ordination of the curriculum across the four mixed ability classes in each year group and the clear progression from one year to the next.

18. The provision for pupils with special educational needs is excellent. The school has very effective systems to analyse the performance of pupils with special educational needs. There is a structured programme of frequent and regular communication to ensure that these pupils receive appropriate support. Support staff are fully involved in this process. Appropriate specialist expertise is brought into the school to provide a whole range of support, both for learning and behaviour. High quality individual education plans set out suitable targets. These are regularly reviewed by parents, teachers and the pupils themselves. This ensures that pupils with special educational needs make very good progress and achieve very well. The school also provides very well for the one pupil who is learning English as an additional language. The programme is at the very early stages but the school has responded extremely promptly to the needs of the child.

19. The provision for the pupils' personal, social and health education (PSHE) is very good. It is taught as a mixture of discreet lessons and integrated into other curriculum areas. Pupils are taught about drugs misuse (including smoking and alcohol) and by Year six they have strong views on the subject. Assembly time is also used to promote PSHE and this is sometimes followed up in classroom activities. For instance, an assembly with the theme of "thank you" was followed up in a

Year 4 class when pupils considered the impact on others of saying thank you. The school also has a very effective school council with representatives drawn from every class.

20. The school offers an inclusive curriculum, and inclusion is built into the whole ethos of the school. All pupils have equality of access and opportunity. Support staff are well deployed to ensure that all pupils receive the support they need to access the curriculum.

21. The school has very good links with the neighbouring secondary school and this supports the very good transition arrangements. Both schools work in close partnership. A teacher from the secondary school works with Year 6 pupils one morning each week, and as the year progresses, subject leaders from both schools liaise closely and assessment information is used to ensure progression in pupils' learning. Pupils use the secondary school sports facilities and are invited to functions such as Christmas concerts. In the summer, pupils spend a day in the new school undertaking a range of transition activities. Gifted and talented pupils attend classes at the High School. Pupils in the school already have a very positive approach and are looking forward to the move to a new school.

22. Each year group in the school has opportunities for curriculum enrichment through visits to local places of interest. Year 3 visits Twycross Zoo, Years 3 and 4 visit local museums, while Year 5 visits the site of the Battle of Bosworth. Year 6 pupils have the opportunity to go on a residential visit and, in keeping with the inclusive nature of the whole curriculum, all pupils are given the opportunity to attend visits. Visitors are invited into the school to enrich the curriculum. For example, there are visits from the emergency services, music and dance workshops. Some of these activities have a multi-cultural dimension. All extra-curricular activities are linked into the curriculum and visits are followed up with classroom activities.

23. The school also offers a broad range of extra-curricular activities to support and enrich the curriculum. The school is particularly strong on sports activities with netball, gymnastics, cross-country football and athletics opportunities for pupils of all ages. All activities are well attended and the school has achieved a number of notable successes in sport.

24. The school provides a very good learning environment. An inner courtyard of the school, where there is a well laid out garden with mature plants, typifies the thought that has gone to planning a high quality environment. This courtyard provides a tranquil outlook for many classrooms and provides a quiet area for pupils to enjoy during the warmer months of the year. The accommodation is spacious and attractive. The very well maintained facilities, with the exception of a hall large enough to accommodate the whole school, are very good. Classrooms are large, well lit and in a good state of decoration. Through careful management, resources have been built up over the years so that now the school is well resourced. A recent initiative is to start equipping each classroom with a digital projector.

Care, guidance and support

The school provides very good care, welfare and health and safety for the pupils. The provision of support, advice and guidance based on monitoring is very good. The school is very good at seeking, valuing and acting upon pupils' views.

Main strengths and weaknesses

- The care and welfare of the pupils is very good
- Relationships are very good
- There are very good induction arrangements in Year 3
- There are very good procedures for obtaining the pupils' views of the school

Commentary

25. The school has very good procedures for child protection and they are sensitively and effectively applied. Health and safety procedures are also very good and governors play a full role in their implementation. During the inspection, the school was presented with the Warwickshire Schools Gold Safety Merit Award. The school has a good number of suitably qualified first aiders and first aid procedures are considered to be very good.

26. There is a very good range of support available from outside specialist agencies. These include the educational psychologist, a range of therapists, the school nurse, the Learning Support Service, the Disability Illness Sensory and Communication Service and Hearing Impairment Service. Inter-Agency is operating now and joint professional meetings are held.

27. Pupils' views are sought through the well-established School Council. Regular meetings are held and there is a very good relationship with school, which enables the system to work particularly well.

28. Very good records are kept of the pupils' achievements and progress in the school. Monitoring is used very well to keep track of their progress. The pupils' personal and educational welfare is a priority of the staff. There are very good procedures for starting pupils in the school and for preparing them for life in the secondary school.

29. The school cares for pupils with special educational needs very well and this caring attitude is reflected in the ethos of the school. The pupils know they are very well cared for and this has a positive impact on their learning.

Partnership with parents, other schools and the community

The school has good links with parents. It has very good links with the community, other schools and colleges.

Main strengths and weaknesses

- The school's involvement in its local community is very good
- The quality of information provided for parents about their children's progress is very good

Commentary

30. The parents who attended the pre-inspection parents meeting were positive about the school. They did, however, have concerns about bullying in the school. The questionnaires were more positive about this issue but a very small minority of parents still had concerns about bullying. Other minor concerns were about the quality of information given to parents about their children's progress and how well their children behave. The inspectors looked closely at all of these concerns and concluded that there is very little harassment or bullying in the school and on the rare occasions that it does occur it is dealt with quickly and effectively. The frequency and quality of information is regarded as very good. Behaviour overall, in lessons and in and around the school is very good.

31. Information for parents is very good. The school provides parents with a very well presented school prospectus and annual governors' report. The annual pupil reports are of a high standard, are evaluative, identify areas for improvement and allocate individual targets for pupils. Pupils also complete their own self-evaluation. The monthly newsletters are of a particularly high standard and are very informative.

32. The school has very good links with the community and there are regular outings for pupils and frequent visitors invited in to the school. The very close relationship with the local church is particularly commendable and this benefits the school, the church and the local community.

33. Links with other schools are very good. In particular, the close relationships with the local after-school clubs and the Hartshill High School are very good. The Transition Initiative between Michael Drayton and Hartshill School has been especially effective in boosting the confidence of the pupils. The liaison not only extends to all “core” subjects but also to some foundation subjects including technology, sport, art and music.

LEADERSHIP AND MANAGEMENT

The school is very well led and managed. The headteacher has developed a very effective senior management team and that has a clear focus on sustaining improvement. The governors are very involved in providing the strategic direction for the school.

Main strengths and weaknesses

- The headteacher has established a high quality learning environment and has a very clear understanding of what needs to be done to continue to raise standards
- The headteacher inspires confidence and has developed a very effective management team
- The ethos of the school is both very inclusive and very supportive
- The school makes excellent use of its financial resources to help to achieve the priorities of the school improvement plan.
- Subject co-ordinators monitor achievement in their subject in a systematic way
- The governors provide very effective support for the work of the school

Commentary

34. The school benefits from very good leadership from the headteacher, a dedicated and enthusiastic staff and a very supportive governing body. The headteacher, who has high expectations for the school, has a commitment to ensuring that the working environment reflects these high aspirations. The curriculum and assessment procedures are very well organised. The governors and staff work with shared purpose and are committed to the aims of the school and to high standards of personal and academic achievement. This provides a clear educational direction for the work of the school. The school management plan, determined through consultation between staff, governors and pupils, clearly defines a programme for further improvement. Financial resources are fully utilised to ensure the school makes good progress towards its priorities. The school is both reflective and evaluative and has a clear sense of purpose.

35. The ethos of the school is very good. The school is very successful in meeting its aims. There is a positive, caring ethos that promotes high standards of academic attainment and personal development. Pupils of all abilities and backgrounds are happy in school and share its values. This is reflected in their work and their relationships with their peers and adults. The headteacher and his deputy have established effective management structures and have empowered and motivated their colleagues to continue to strive for higher standards. There is a strong team spirit that is based on commitment to an open evaluation of their professional practice to achieve further school improvement. This analysis of effective classroom practice has improved the quality of teaching. The co-ordinator for special educational needs has transformed the provision. Furthermore, subject co-ordinators have risen to the challenge of increased responsibility and accountability. Their confidence in taking the initiative and the development of their expertise has made a significant contribution to the improvement in standards

36. The school has fully resolved the issues of the last inspection and has been particularly successful in raising standards of attainment in English, mathematics and science. Currently, standards in Year 6 in English are above average. This is because the school has made significant progress in developing its assessment procedures and because the provision for those pupils with special educational needs is now excellent. The school has increased its information technology capability significantly and standards are above average. The potential of information technology to support the curriculum is being continually developed and the class-based computers and the computer suite are being used both imaginatively and effectively.

37. The governing body is very supportive of the headteacher and the school. The committee structure is very well established and the governing body fulfils its statutory duties. Its role as a critical friend to the school is well developed because the governors have a very clear understanding of the curriculum and the standards achieved as well as pastoral, staffing and premises issues. For example, the special educational needs governor meets with the co-ordinator on a regular basis to discuss the progress of pupils on the register and any barriers to learning. Furthermore, the governors discuss the school's progress towards the objectives of the school improvement plan every half term and they make a significant contribution to the strategic planning of the school.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	994,861	Balance from previous year	43,730
Total expenditure	951,555	Balance carried forward to the next	43,296
Expenditure per pupil	1826		

39. The office and administrative staff provide a welcoming first point of contact and a very efficient service. The day-to-day financial management of the school is very good. This is the result of the effective partnership between the local education authority and the school to establish financial systems that are relevant and effective. The strategic use of finance is excellent. The school ensures that specific grants, for example for information and communication technology and special educational needs, are correctly spent. All expenditure is carefully tracked in line with best value principles and the budget is updated continuously to show the current state of the school's finances. The school provides very good value for money.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Leadership of the subject is very good
- There are high levels of consistency in the planning and delivery of literacy teaching
- Pupils achieve very well
- Individual pupils' needs are identified very well and target setting is highly appropriate
- Support for pupils who find learning difficult is very good
- Resources are very good

Commentary

39. Standards in English are rising because of all the work the school has done. When pupils enter the school, standards are below average. But all pupils make at least good, and often very good progress. So, by the time they leave Year 6, they are attaining standards that are in line with national averages. Compared to similar schools they are attaining far higher standards. Standards in the current Year 6 are above average.

40. The school is very good at identifying pupils' abilities and providing suitable work. Teachers are, for example, very good at supporting and encouraging pupils who find learning English particularly difficult. Work is very well planned and challenges them at an appropriate level. Teaching assistants are highly skilled and work very closely with teachers to support and encourage these pupils who make very good progress as a result. Equally, pupils who are exceptionally gifted achieve very well by being presented with appropriate challenge. The school has identified raising the achievement of boys' reading as an issue - based on a detailed and thorough analysis of pupil data and teacher assessments. A range of initiatives is under way and, already, this is having an impact and narrowing the attainment gap between boys and girls.

41. Progress in developing speaking and listening skills is very good. Much work has been done in this area since the last inspection and standards have improved. The pupils listen well to their teachers and this enables them all to contribute to class discussions. The very good classroom relationships between teachers and pupils support and develop pupils' confidence in speaking and listening. The school provides many opportunities for pupils to develop their skills and confidence in public speaking both in class and to a wider audience.

42. The pupils make good and often very good progress in reading because of very effective teaching based on a strong and well-planned curriculum. There are good links with parents, so that the majority of parents reinforce the school's efforts by providing support and encouragement at home. There is a very structured homework system which supports this. The school library provides an excellent range of modern and attractive books and also includes many stories, poems and book reviews published by the pupils themselves. These are very popular and encourage reading as well as modelling good writing. Very effective organisation ensures that all pupils have regular access to the library and very effective support, when selecting books. This gives reading a high profile and motivates pupils of all abilities. In lessons, the pupils are encouraged to read and understand a wide variety of stimulating texts that are appropriate to their level. The work of a wide variety of children's authors is shared and discussed. Less able pupils benefit from a very structured approach to the teaching of reading where the early skills are very well taught. Across the school teaching assistants play a vital role in supporting this work.

43. The teaching of writing has improved because of the recent initiatives the school has taken to raise standards. Standards have risen and pupils' achievement is very good. Standards of handwriting and spelling are good. Teachers plan work very well to take account of the wide range of abilities. Teaching assistants give very effective support. Other subjects, such as history, science and religious education, are used very effectively to develop and consolidate writing skills. ICT is also well used to support work on developing research skills. In every classroom and throughout the school, there is a very good range of attractive, well presented written work. The presentation of this is often enhanced by using the pupils' considerable information and communication technology skills. Lessons are very well planned with a good balance of teacher input and pupil activities, although some teachers are more skilled in this than others. In every lesson an appropriate learning objective is set. Grammar and spelling are very well taught and pupils are eager to improve their spelling.

44. In the lessons seen, teaching ranged from very good to satisfactory and was good overall. The way learning objectives and individual pupil targets are set is a strength and addresses the criticisms of the last report. The scrutiny of work revealed that teaching generally is of a high standard, though the level of challenge set and the way marking is used to set future targets differs from teacher to teacher. Also, some teachers are much better at using the wider curriculum than others to develop the pupils' writing. For example, in the weaker lessons, teachers will require the pupils to copy information rather than to record their findings in their own words.

Language and Literacy across the curriculum

45. Pupils have many opportunities to use their skills in speaking, listening, reading and writing in subjects other than English. In all lessons they listen attentively to their teachers. Discussion is a feature of most lessons and all pupils are encouraged to contribute. Science, religious education, history, art and design and technology are used very effectively to develop and consolidate reading and writing skills in a range of forms. Literacy skills are also very well developed through the pupils' use of information and communication technology.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- Standards have improved since the last inspection
- All pupils achieve well because of the good teaching and learning
- There is a strong focus placed on developing pupils' numeracy skills
- The use of information and communication technology in mathematics is well developed
- The subject is effectively lead and managed

Commentary

46. Standards in mathematics by the end of Year 6 are average. In the 2003 national tests, three quarters of pupils in Year 6 reached the expected levels. Overall the school does well for its pupils, with all groups making good progress and achieving well. Pupils with special educational needs are well supported by teachers and teaching assistants and make very good progress. There is no significant difference between the achievement of boys and girls.

47. Since the last inspection the school has continued to raise standards in mathematics. The proportion of pupils achieving the expected levels has risen steadily so that it is now in line with national expectations. Most pupils enter the school with below average mathematical understanding for their age but, through effective teaching, they leave the school working within the expected range for their age.

48. The school follows the National Numeracy Strategy as a basis for planning the scheme of work and this has contributed to raising standards. The scheme of work is effectively and consistently applied across the school, and this is a real strength of the school. There is a good consistency between classes in the same year group, and a sound progression from year to year. There is, for example, clear progression in developing formal written methods across the four years starting with informal methods of computation based on mental approaches to mathematics. A variety of informal methods are taught to pupils and pupils use the most appropriate method based on personal preference and the task required.

49. In the lessons seen, teaching was satisfactory in one lesson and good in the rest. Strengths include:

- Well planned lessons have clear learning objectives identified through thorough pupil assessment
- Good teacher subject knowledge is coupled with clear explanations of mathematical concepts and terminology
- Good use of ICT supports teaching, and provides opportunities for pupils to use computers to support their learning.
- The teachers have high expectations of the pupils' ability
- The supportive atmosphere in the classroom enables pupils to feel their views and ideas are valued
- A good use of questioning in lessons ensures pupils understand what is expected from them to complete the task correctly

50. Teaching assistants are used effectively, usually to support the pupils with special needs. They usually work with small groups of special needs pupils, often on a simplified activity to that undertaken by the rest of the class using a variety of learning styles. All books are marked regularly, and the marking is related to the learning objectives set. Because the teachers set high expectations standards of presentation are good. Through the use of the three-part lesson and shared learning objectives, pupils are becoming involved in their own learning. However, too little attention is paid to investigative mathematics to enable the pupils to apply their skills and to develop their thinking.

51. Several of the classrooms now have a computer and a projector. In the mathematics lessons seen, both computers and overhead projectors were used to good effect to provide an interactive visual display to enhance learning. Pupils have access to computers to develop mathematical skills and confirm understanding, and the school is building up a collection of suitable software for this purpose. In the lessons seen, the programs provided for effective teaching and helped to engage and interest the pupils.

52. The subject is well led and managed. The subject leader attends courses and briefing sessions on a regular basis. This is passed on to staff through team meetings and through the mathematics policy. There is an annual subject audit each year which identifies issues for the school improvement plan. The subject leader provides advice and support to staff and monitors planning and pupils' work. The Senior Management Team undertakes most of the lesson observations, feeding back to the subject leader.

Mathematics across the curriculum

53. Pupils use mathematics as part of their work in other subjects, and consequently develop an understanding of the practical uses for their mathematical skills. Knowledge and skills acquired particularly in measures, and data handling are used in many subject areas, and pupils are expected to apply their numeracy skills in a wide range of applications. For example, they use graphs and tables to record and analyse data on the permeability of rocks in science.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well as a result of good teaching
- Planning and assessment are consistent across year groups
- Good resources and equipment are well used by staff and pupils
- The subject is effectively led and managed

Commentary

54. Pupils in Year 3 enter school with standards below the national average but make good progress during that year. On the basis of the four lessons observed, an analysis of previous work, and discussions with pupils, it is clear that the pupils' progress is accelerated through Years 4 to 6. The pupils achieve well with a significant number reaching the expected level for their age and some exceeding these levels.

55. The subject manager has worked hard with staff to ensure that the newly produced schemes of work will be fully in place by the end of the summer term 2004. The subject is well monitored and she receives half termly feed back from year group leaders to assist her with tailoring planning to meet pupils' learning needs.

56. Teaching overall is good with some very good teaching seen in Years 4 and 6. Teachers' planning clearly identifies learning outcomes that are shared with pupils, enabling them to have a clear focus on what they are about to learn. Lessons are well managed and include practical investigations where pupils can select their own equipment, make predictions and explore their own ideas. The lessons where pupils collaborate, discuss possibilities, and make their own conclusions raise their levels of attainment in scientific enquiry. Support staff are used well to help pupils who learn at a slower pace or who have difficulty maintaining concentration.

57. In the lessons seen that were very good, the teaching was of a significant pace. In a Year 6 lesson the teacher skilfully managed pupils through a series of activities, ensuring their successes by offering clues to next steps. This strategy secured pupil interest and maintained focus. She challenged the pupils' thinking at all levels, high lighted the expectation of good collaboration, and structured the recording to emphasise the need to take frequent rough notes or quick diagrams of observations and changes. The teacher and teaching assistant worked together well supporting pupils at each stage. They maintained high expectations of pupils' thinking and reasoning to work out for themselves the tasks set. Pupils achieved well and were able to express their findings about separating solids in a clear and logical way. They used appropriate scientific terms such as filtering, sieving, dissolving, and magnetic attraction and were able to suggest how they could improve their filtering systems to enable them to be more effective.

58. Where teaching was less successful there was an over reliance on teacher direction and pupils became restless with listening for long periods of time. Learning lacked challenge when it purely consisted of copying notes from the whiteboard.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

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

Main strengths and weaknesses

- Software and hardware resources across the school are very good
- Teaching of computer skills is good and teachers have good subject knowledge

- There is effective use of ICT across the curriculum enhanced by the introduction of digital projectors
- The effective subject leader provides a strong role model

Commentary

59. Standards are good. Pupils achieve well by the time they leave the school and standards are above national expectations.

60. Resources for teaching information and communication technology at the school are very good. The school's planning is very good and ensures that there is consistency of teaching across the year group and good progression from year to year. Pupils are given the opportunity to apply their knowledge and skills further across the curriculum in other subjects. ICT is used well in other subjects.

61. The quality of teaching is good overall. In the lesson that was very good, the teacher taught the pupils how to undertake multiple searches of a database. The learning objectives were shared with the pupils and the teacher used an interactive whiteboard to demonstrate how the pupils could refine questions to search a database on the Planets. Effective questioning was used to confirm understanding of the skills involved. This was an appropriate but challenging activity for the age of the pupils. By the end of the lesson, all pupils were able to ask multiple search questions separated by either "and" or "or" and could recognise whether the resulting search had provided the appropriate results. The 'Planets datafile' supported the current science topic.

62. Pupils are confident users of ICT. They are able to log onto the network, load applications and load and save their work. They are familiar with the Windows environment and have good mouse and keyboard skills. Younger pupils are able to switch between programs and cut and paste information between them. They are able to manipulate information on the screen and consider the audience before presenting their work. They are able to navigate their way around the Internet to search and find information. Older pupils are also able to create multimedia presentations and use devices such as digital and video cameras to enhance these presentations. They use their knowledge of ICT to select the most appropriate medium for interpreting and presenting information.

63. The school is very well resourced for ICT. As well as the computer suite and class-based computers, there are a number of laptop computers for staff use. The school is also undertaking a programme to equip each classroom with digital projectors. During the inspection these were used very effectively by class teachers to enhance the quality of their teaching. The school has a number of digital cameras and digital video cameras for use by pupils.

64. The school has its own quality website. Staff and pupils contribute to the website and it is maintained by a non-teaching staff member. The school also runs an after-school cyber café. This inclusive after-school activity enables those pupils without home computer access to use the computers and the Internet.

65. A strength of the provision is the quality of subject leadership. The subject leader has a good knowledge of the subject and acts as a good role model for other staff. His input into the planning of ICT lessons has helped ensure that the subject is delivered well. He undertakes training with the staff; all have now completed the New Opportunities Fund training. There is an annual audit of provision which informs the school improvement plan and the budget requirements.

Information and communication technology across the curriculum

66. Information and communication technology is used by pupils across the school to collect, interpret and present information using a variety of tools in appropriate classrooms situations. In one classroom, digital photographs of the pupils were used as a display board to record their individual targets. Other pupils had chosen to develop their topic on the Tudors using ICT to first find facts on the Internet, then to check the information for different viewpoints and finally present their topic using

text and graphics. Pupils have good opportunities to develop skills in other subject areas using ICT. For example, pupils in Year 5 are developing their mathematical understanding by using a branching database to sort different types of triangles.

HUMANITIES

Religious education (RE)

Provision for RE is **satisfactory**.

Main strengths and weaknesses

- The new policy and scheme of work are in line with the agreed syllabus
- New resources are planned to match with the new scheme of work

Commentary

67. Standards are in line with expectations of the locally agreed syllabus, as they were at the time of the last inspection. Analysis of the work in pupils' books shows that pupils work in a variety of ways recording notes from discussions, drawings and photographs of activities and visits. The pupils make links between RE lessons and their everyday lives. For example, when studying Giving Thanks, the pupils considered ways they have said thank you through letters, smiles, words, and how it felt to be thanked. They wrote "Thank You" letters in their books to a friend, relative or to God.

68. Teaching is satisfactory overall with some good and very good teaching in Years 5 and 6. Characteristics of these lessons were the pace, the involvement of every pupil in the activity and the challenges given to them to keep them working well either independently or co-operatively. Less successful lessons were overly teacher directed with too few opportunities for pupils to be involved in discussion and the sharing of experiences. Teacher expectations were low with no differentiation and challenge to encourage reflection and response.

69. The curriculum is well planned across the year groups, and is monitored twice yearly by the co-ordinator who looks for consistency and coverage. She has developed RE to have greater links with personal, social and health education and citizenship and has widened the multicultural aspects of school life by taking pupils to the Intercultural Arts Festival workshops held annually in Nuneaton. There are effective assessment procedures across the school.

History

Provision in history is **good**.

Main strengths and weaknesses

- Clear schemes of work and year group planning provide consistency across the years
- Monitoring and assessment by the subject leader provides good support
- Interesting /exciting field trips/visitors to school enhance pupils' experiences and make learning active and real
- Marking is beginning to support pupils to further develop their history skills

Commentary

70. Standards seen during the inspection remain in line with national expectations as at the time of the last report. By Year 6 pupils talk confidently about what they have learned of the Victorians, Tudors and Romans. They are able to search for information from a variety of sources including making good use of the schools web site links to a variety of history web sites. They described some of the changes over time to their own locality and talked of the A5 as being 'a legacy from the Romans'.

71. During the inspection only lessons in Years 4 and 5 were seen. The teaching here was consistently good, as was the learning by the pupils. The teacher used both overhead projector and ceiling projector to illustrate resources at a larger scale thus increasing the impact. Tasks were suitably matched to ability and the teaching assistant was deployed well, supporting the pupils who learn at a slower rate, assisting them with reading and difficult vocabulary. More able pupils independently researched their own work from a well-produced school booklet on Roman Gods and Goddesses and recorded their work in their preferred style.

72. Pupils recollected the many visitors to school that had brought history to life through drama. They felt they learned more from experiences such as being dressed up as Roman soldiers or working with the Professor who was a time traveller and who *'was very interactive with us and got us dressed up and very involved'*

73. The subject co-ordinator leads and manages the subject well. He has worked hard to produce a good scheme of work that has cross-curricular links and that has included many local connections. He supports staff with demonstrations, advice and has initiated the use of CD-ROMs and LCD projectors to deliver the history curriculum. He regularly supports at staff meetings with web site guidance about information on resources for history. The impact of his leadership permeates through the school to raise standards in history.

74. Only one lesson was seen in **geography** but a good range of work was available in books and on displays. There were also samples of work from the previous year and pupils spoke enthusiastically about the work they had done. The indications are that standards are in line with national expectations, as they were in the previous report.

75. The teaching in the lesson seen was good. The teacher used a range of questions to ensure all pupils were actively involved in the discussion about rainforests and how their position on the globe affects their climate. Pupils showed good knowledge from their previous lessons about what is needed for rain forest conditions. There was an informative video used to extend pupil knowledge of rain forest conditions and the teacher offered good guidance and support for note taking to ensure pupils would have brief notes for discussion and recording later.

76. The subject co-ordinator leads and manages the subject well. He has worked hard to produce a good scheme of work that has cross-curricular links and that has included many local links. He supports staff with demonstrations, advice and has initiated the use of CD ROMs and LCD projectors to deliver the geography curriculum. He regularly supports at staff meetings with web site guidance about information on resources for geography.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

77. The curriculum in these subjects is supported by strong, well-structured schemes of work. Standards of display are high in design and technology and art and design, and skilled teaching assistants provide very good support in all the subjects.

78. Standards in **design and technology** are in line with national expectations by the time the pupils leave Year 6. The very well structured curriculum supports the systematic development of skills. This supports the teaching of design and technology and addresses the criticisms in the last inspection. Pupils' achievement is good because of the close focus in teaching on each aspect of the design, make and evaluate process. The good detail in pupils' planning is reflected in the high quality finish of their work. The pupils use their ideas very well to explore the possibilities of materials and mechanisms. Year 6 pupils, for example, produced high quality moving toys linked to works of Literature such as the "Chocolate Factory" in Roald Dahl's story.

79. In **art and design** there is a very good range of artistic expertise of both teachers and teaching assistants. This results in high quality displays of work in art and design throughout the

school. Teachers are very skilled at teaching art and design. They are supported by a very detailed, structured and well-designed curriculum. This systematically develops the pupils' skills while allowing teachers to quite flexible in the topics they select. This results in some unusual and original work. Also, because of this, most pupils really enjoy their art and design lessons. Consequently they achieve very well and standards are above those seen in most schools. The school also provides good extra-curricular opportunities to see the work of artists in museums and galleries. Older pupils have benefited from working with a specialist teacher of art and design to create chalk and pastel large-scale images of "Black Heroes" based on work they have been doing in history. This work reaches a very good standard, with fine control and very effective shading and toning.

80. In **music**, the school provides very good opportunities for the pupils to perform, to listen to a range of musical genre and to learn to play musical instruments. The co-ordinator has high aspirations for music in the school and this is reflected in the standards that the pupils achieve when she is teaching. For example, in a Year 3 lesson, the pupils made very good progress in determining the appropriate tempo for nursery rhymes such as "Three Blind Mice". Because the teacher maintained very good discipline and required the pupils to listen carefully they were also able to provide the accompaniment with percussion instruments and to evaluate their performance. However, the achievement in lessons in other classes is often determined by the expertise and confidence of the class teacher, which is variable. The school is developing the use of information and communication technology to support learning, for example, biographical details of composers are researched on the Internet and Year 6 pupils sample sounds and explore loops in lessons.

81. The school provides the full range of **physical education** activities, including outdoor and adventurous activities. These take place during residential visits for pupils in Years 5 and 6, although the school is developing the use of its own grounds to teach the skills of orienteering. There is good provision for swimming at a local pool, with the result that nearly all pupils are swimmers by the time they leave the school. There is a very good range of games included in the curriculum. This ensures that there are very good opportunities for all pupils to take part in a variety of competitive sports and games. The games teaching seen was good overall and the pupils showed levels of skill that were above average. A strong feature of the teaching was the use of exemplification to demonstrate skills. This has improved since the most recent inspection. The subject leader has identified the teaching of dance and the introduction of on-site Adventure Activities as areas for development.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social and health education is **very good**.

Main strengths and weaknesses

- The school's provision for pupils' personal, social and health education (PSHE) is very good
- The school places a high priority on PSHE

Commentary

82. Personal, social and health education (PSHE) is taught as a mixture of discrete lessons and integrated into other curriculum areas. Pupils are taught about drugs misuse (including smoking and alcohol) and by Year 6 they have strong views on the subject. Assembly time is used effectively to promote PSHE and this is sometimes followed up in classroom activities. There is a scheme of work for PSHE with topic often integrated into other areas of learning. For example, a topic on learning how to look after money is integrated into mathematics, history and geography. As part of their learning, pupils understand the consequences of their actions on themselves and others and are able to express themselves well on issues that affect them.

83. There is an effective subject leader who is shaping the direction of PSHE in the school and provides curriculum support to other teachers in the school. She undertakes a regular audit of the subject each year to inform planning and the budget. The school has a very effective school council

with representatives drawn from every class. All of the pupils spoken to felt an ownership of the school council and recognised that their views could have a direct impact on school life. The direct impact has meant that all pupils have a voice to help improve the environment of the school. A current issue is the re-opening of the tuck shop, but pupils have recognised that they must therefore be responsible for the litter around school that could be created. The school council has also had an indirect impact on the pupils that derived from a greater appreciation of democracy, the rights and responsibilities of living in a community and the effect of decisions and choices.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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