

INSPECTION REPORT

**NELSON ST PHILIP'S CHURCH OF ENGLAND
(VOLUNTARY AIDED) PRIMARY SCHOOL**

Nelson

LEA area: Lancashire

Unique reference number: 119437

Headteacher: Mr John Parsons

Lead inspector: Bernice Magson

Dates of inspection: 15th - 17th March 2004

Inspection number: 256991

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:	Voluntary aided
Age range of pupils:	4 - 11 years
Gender of pupils:	Mixed
Number on roll:	124
School address:	Leeds Road Nelson Lancashire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs A Emmott
Date of previous inspection:	June 1998

CHARACTERISTICS OF THE SCHOOL

This small voluntary aided primary school situated in the Bradley district of Nelson admits pupils aged from 4 to 11. Currently, there are 124 pupils on roll with similar numbers of boys and girls. The very large majority of pupils are of Asian Pakistani background and a small proportion of pupils are of white British origin. Main languages spoken in the home are Panjabi, Urdu and Spanish and most pupils speak English as an additional language. At least, a quarter of pupils are at an early stage of learning English. The school serves an area of significant social and economic deprivation and there is considerable movement of families in and out of the area. Most children enter school with low attainment for their age in all areas of learning. The current number of pupils with special educational needs at 21 per cent is above average and four pupils have a formal statement for their special needs. Special needs of pupils are identified as speech, communication and learning difficulties, or behavioural problems.

In 2003, the school received an achievement award in recognition of improved standards.

INFORMATION ABOUT THE INSPECTION TEAM

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	1
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	3
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	6
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	12
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, AND SUBJECTS	14
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	29

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a sound school where pupils achieve well. They attain below average standards by the age of 11. The quality of teaching and learning is good. Leadership and management are satisfactory. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The school promotes an inclusive environment, strong relationships and good attitudes to learning;
- Standards are above average in English by the age of 11;
- Standards are below average in mathematics and information and communication technology (ICT) and well below average in science by the age of 11;
- Provision is good for pupils with special educational needs and those with English as an additional language;
- The school's assessment systems and their use, fails to contribute enough to raising standards;
- The role of some co-ordinators is under developed in the monitoring of teaching and learning and in the use of its outcomes to make standards better.

The school has made satisfactory improvement since the last inspection. Standards by Year 6, have improved at a greater rate than nationally. By Year 2, standards in ICT are now average. Policies and schemes of work have been improved and as a result, the curriculum has a better structure. Provision for pupils with special educational needs has improved and their needs are fully addressed. The prospectus is attractive, written in dual languages and now meets statutory requirements. However, there has been insufficient improvement in assessment procedures and the quality of some teachers' marking and target setting remains under developed.

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	B	A
mathematics	C	E	E	C
science	E	E	E	D

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with similar percentages of pupils eligible for free school meals.*

The pupils are achieving well, including those with special educational needs and English as an additional language. They make a good start in the Foundation Stage even though, by the end of the reception year, standards are below expected levels for their age and skills of communication and physical development are well below average. By Year 2, standards are average in reading, writing, mathematics and science. Speaking skills are below average for the majority of pupils. Currently in Year 6, standards are above average in English, below average in mathematics and well below average in science. Compared to similar schools, pupils' standards in the last set of national tests were well above average in English, average in mathematics and below average in science. In 2003, the girls achieved significantly better than boys in all core subjects, although there is not a consistent pattern over time. Standards in ICT are below average by Year 6.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. Pupils have positive attitudes to their learning and behave well. Attendance is well below the national average.

QUALITY OF EDUCATION

The school provides a satisfactory quality of education. Teaching and learning are good overall. Well planned lessons support the inclusion of all pupils in each learning task. Teachers have high expectations and manage pupils very well. Pupils are encouraged to be independent in their learning. However, in mathematics and science, teachers direct investigative work too closely. In the Foundation Stage, there is a good balance between teacher directed activities and exploratory play. Bilingual assistants and other staff are effective in their support of pupils. There is insufficient tracking of pupils' performance and in some lessons the learning tasks offer too few challenges, particularly for the more able.

The curriculum is satisfactory overall, but with good provision for development of personal, social and health education (PSHE). However, the cramped accommodation restricts the range of learning opportunities in some subjects and adversely affects standards. Teachers know their pupils well and give very good attention to the development of relationships, which promotes the growth of confidence and self-esteem. Induction of children to the reception class is good. Provision for the care and welfare of pupils is good, although there is insufficient advice and guidance based on monitoring of academic and personal development. The school has good links with parents, other schools and colleges and the community.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The leadership and management of the headteacher are satisfactory. He has a clear vision and provides a good direction for the school. All leaders are very committed to the inclusion of all pupils in each of the school's activities and in the promotion of racial harmony. The roles of some co-ordinators are under developed and as a result, there is insufficient monitoring of teaching and learning in some subjects. The governance of the school is satisfactory. Many governors visit the school regularly and understand its strengths and weaknesses. The governing body complies with all their statutory duties.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are pleased with the work of the school and are happy to help in classrooms, or become members of the governing body. Pupils have positive views of the school and are eager to support its development.

IMPROVEMENTS NEEDED

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

- Raise standards in mathematics, science and ICT by the age of 11;
- Improve assessment procedures and their use;
- For all subjects except English, the Foundation Stage and special educational needs, improve subject leadership so that the monitoring of teaching and learning contribute effectively to raising standards.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils of all backgrounds and capabilities are achieving well. Although they make up ground quickly from a very low starting point, standards are below average overall, by the age of 11. Children make a good start to their education in the reception class and achieve well. By Year 2, standards are average in reading, writing and mathematics. Throughout the school, boys and girls achieve equally well over time, but with fluctuations year-on-year.

Main strengths and weaknesses

- The school's trend of improvement in all core subjects is greater than nationally, by the age of 11;
- Standards are above average in English, by the age of 11;
- Speaking skills are below average for many pupils, particularly in reception and Years 1 and 2;
- In science, standards are well below average by Year 6 and they are below average in mathematics;
- There is good achievement in overcoming their difficulties by pupils with special educational needs and those with English as an additional language.

Commentary

1. Attainment is well below average in all areas of learning for the children entering school at the start of the reception year. Because there is a good focus on developing their social skills and confidence, they achieve well towards each 'stepping-stone' of the Early Learning Goals, which represents appropriate expectations for their age. The teacher and bilingual assistant provide a good variety of learning opportunities to develop speaking and listening skills and good progress is made. By the end of the reception year, children have attained below average standards in all areas of learning, apart from their physical development and speaking and listening skills where standards are well below expectations.

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

Standards in:	School results	National results
reading	15.9 (15.6)	15.7 (15.8)
writing	15.8 (14.1)	14.6 (14.4)
mathematics	15.5 (16.0)	16.3 (16.5)

There were 17 pupils in the year group. Figures in brackets are for the previous year.

2. There are small cohorts of pupils in Year 2 and consequently, results in national tests need to be treated with caution. For example, in the 2003 national tests, one pupil represented 6 per cent. Over time, by Year 2, standards in national tests have not improved as rapidly as nationally, although average points scores for the same period indicates that standards are just below the national average. In reading and mathematics, standards have remained consistent over a three year period. They are at average levels in reading, but are below average consistently in mathematics and with fewer pupils than nationally achieving the higher Level 3. In 2003, in writing, all pupils made good progress and attained standards above the national average and well above pupils in similar schools, being in the top 5 per cent of schools nationally. As nationally, the performance of girls in writing is consistently better than boys. Currently, Year 2 pupils are attaining average standards in reading, writing, mathematics and science. In Years 1 and 2, pupils learning English as an additional

language are achieving well towards their individual targets, although they are still at early stages of understanding. From their low starting points and the barrier of English as an additional language, this represents good achievement. Similarly pupils with special educational needs achieve well because of the good levels of support they receive.

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

Standards in:	School results	National results
English	27.9 (24.5)	26.8 (27.0)
mathematics	24.5 (25.6)	26.8 (26.7)
science	25.4 (25.9)	28.6 (28.3)

There were 19 pupils in the year group. Figures in brackets are for the previous year.

3. By Year 6, current standards are above average in English, below average in mathematics and well below average in science. In 2003, standards in national tests were above average in English and well below average in mathematics and science. High levels of mobility and extended holidays make it difficult to track pupils' progress over time, however, comparisons using free school meals information, indicate that standards in 2003 were well above those of similar pupils in English, average in mathematics and below average in science. In English, more pupils than nationally attained the higher Level 5, but in mathematics and science there was only one pupil who attained this high level. In 2003, girls attained standards significantly better than boys in all core subjects, but there is no consistent pattern over time. There is considerable variation in standards because the cohorts of pupils are small and results need to be interpreted with caution. Nevertheless, there has been a good rate of improvement in standards, albeit that average points scores over a three year period show that they are still well below average in all core subjects. The school has undertaken some monitoring of results in national tests by ethnic groups, but this shows no significant differences.
4. The pupils on the special educational needs register in Years 3 to 6 attain standards below average. Given their capabilities, this shows that they have achieved well since entry into school. The enthusiasm of pupils and the good support of the special educational needs co-ordinator, teachers and support assistants encourages them to make good progress towards the targets in their individual education plans.
5. Pupils with English as an additional language also make good progress and overcome major barriers to learning, because of the good quality support they receive. Many of these children enter school with very immature language development in their mother tongue and no knowledge of spoken English. Good planning between teachers and the bilingual assistants helps these pupils to acquire the first stages of English. Gradually these pupils are attaining the higher stages of language acquisition, although there are still difficulties in the use of technical vocabulary among older pupils in Years 3 to 6, particularly in mathematics and science, which is restricting their progress.
6. In ICT, standards are improving rapidly, as pupils move through the school. Improved equipment is providing pupils with more opportunities to practise on machines and an increased level of staff expertise ensures that learning opportunities have relevance across the curriculum. Currently, standards are average by Year 2, but still below average by Year 6, where national expectations in the subject have risen significantly.
7. Pupils progress steadily in history, geography and art and design and attain average standards by Years 2 and 6.
8. Because of insufficient inspection evidence, no judgement can be made on standards in music, design and technology and physical education.

Pupils' attitudes, values and other personal qualities

Pupils have good attitudes to school and learning and they behave well. The school promotes their spiritual, moral, social and cultural development well. Overall, levels of attendance at school are well below average. Punctuality is satisfactory.

Main strengths and weaknesses

- Despite the school's best efforts, levels of attendance are greatly affected by extended holidays;
- Pupils enjoy school and like learning;
- The school is very successful at developing racial harmony and good quality relationships.

Commentary

9. Pupils like coming to school and this is clearly evident in the way that they arrive with smiling faces in the morning. They pay good attention in lessons, listening and concentrating well. They settle well to work because they know what they are expected to do. Pupils are eager to talk about what they have been doing and they show their work with pride. They move sensibly from one part of the building to another and even the youngest children are becoming increasingly helpful about tidying up after themselves. There are good levels of collaboration among pupils, although occasionally, when working in groups, individuals can tend to dominate the activity and staff do not always notice this.
10. The school is very welcoming and has a real sense of community. There is good consideration given to the provision to support pupils' personal development. All staff attend worship and join with the pupils in the lively singing. Throughout the school's work, a strong emphasis is placed on learning more about, valuing and respecting others' beliefs and ways of life. The similarities between different cultures, especially Muslim and Christian, are built upon effectively, while recognising the differences. Good levels of respect and sensitivity are shown in the school's policy on racial equality. The headteacher's letter to parents about Ramzan, for example, shows a good understanding of the values and beliefs of religious festivals. Staff act as good role models and pupils grow up in an atmosphere of tolerance. The small numbers of white pupils are well integrated in the classroom and the playground, as are those who have special educational needs. Through the school council and charitable fund raising activities, pupils' understanding of social responsibility is increased well. Initiatives, such as the recent 'Field Mosaic' project, through which their work has helped to brighten the playground walls, help them to realise that their creative efforts and teamwork really can improve the quality of life for all.
11. Staff regularly reinforce the expectations of how best to live in a community and they make good use of praise to promote good behaviour. Pupils have a clear understanding of the difference between right and wrong, for instance, willingly abiding by the rules in a basketball game. Although the school had to exclude one pupil last year, the norm is that pupils behave well which enhances the quality of their learning. During the inspection, there was no evidence of bullying among pupils and they are confident that, if it occurs, teachers will deal with issues quickly. The bullying policy sets out the range of procedures clearly and is understood by pupils and their parents.
12. Behaviour amongst pupils with special educational needs is good. The school places a strong emphasis on inclusion and good behaviour. Pupils are encouraged to support each other. This is evident during lessons when pupils with lower ability are placed with more able pupils. Teachers observed during the inspection demonstrated good classroom management skills. Positive relationships exist between pupils and staff.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	8.5	School data	0.9
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.

13. Attendance levels are well below those found in most primary schools. This is mainly the result of families, some of whom have three or four children attending this small school, taking long holidays to visit relatives living in Pakistan. Staff work very hard to monitor and pursue pupils' absence and also to dissuade parents from taking their children away during term time. This is beginning to have an effect. Some families, for example, have curtailed the length of holidays or rearranged them completely, especially to avoid end of key stage assessments. However, the school has clear evidence of the educational impact brought about by such absence from school, with pupils 'going backwards' rather than making progress in English and mathematics. Apart from these holidays, pupils' attendance is at least satisfactory, with the majority arriving regularly and punctually in the morning.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	15	0	0
Asian or Asian British – Pakistani	97	0	0
No ethnic group recorded	11	1	1

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

There has been a permanent exclusion in the last school year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education for its pupils. Teaching and learning are good, but assessment is unsatisfactory overall. It is satisfactory in the Foundation Stage, but unsatisfactory in Years 1 to 6. There is a sound curriculum. The school makes good provision for the health, safety care and welfare of pupils. Links with parents, other schools and the community are good.

Teaching and learning

The quality of teaching and learning is good throughout the school. Assessment is unsatisfactory overall.

Main strengths and weaknesses

- Effective planning supports the inclusion of all pupils in each learning task;
- Teaching assistants make a significant contribution to pupils' learning, particularly the bilingual assistants;
- Behaviour management is very good because all teachers have very high expectations of pupils;
- The use of assessment is insufficient in the core subjects of mathematics and science and in other subjects assessment procedures are too inconsistent.

Commentary

Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	13	9	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

14. During the inspection, two thirds of teaching observed was good or better. In the Foundation Stage half of all teaching seen was very good and the rest was good. In Years 2 and 6 all teaching observed was good or better. In Year 6, the teaching of music was very good and also the teaching of mathematics in Year 2. In all other year groups, the majority of teaching seen was satisfactory. Since the last inspection, the quality of teaching has improved, particularly for older pupils. There is now no unsatisfactory teaching.
15. In the reception class, the teacher has a good understanding of how children of this age learn. She provides a warm and friendly classroom environment, so that children gain in confidence and begin gradually to participate in a variety of directed activities and investigative play. Planning is good and the teacher has a clear understanding of her aims for each lesson. She plans well for the different needs of children. Support staff are also involved in the planning so that they can be more effective in the interpretation of lesson aims. As a result, in each lesson, there is a good partnership between the teacher and her support staff and roles and responsibilities are clearly understood. Together the staff maintain a good pace and fluency to the learning because they share an agreed focus. The contribution of the bilingual assistant is very good. She is perceptive in identifying children's difficulties with understanding in a second language and she intervenes skillfully, whenever necessary. In any lesson she can be seen explaining the teachers' instructions, or conversing with children in their mother tongue so that they can participate fully. Pupils with special educational needs also receive good support and are fully included in all activities, whenever possible. Through skilled questioning and sensitive support, all children are encouraged to participate, work independently, and consider alternatives so that they can make choices. Assessment in the Foundation Stage is satisfactory. The teacher has a satisfactory understanding of children's progress in each area of learning made from ongoing observations. In lesson planning some consideration is made of assessment information, but this is sometimes insufficient to achieve an accurate level of challenge for all individuals. The teacher is currently improving assessment arrangements to include the contributions of all staff. A good start has been made, since her appointment last term, to include contributions to children's portfolios from parents. However, these strategies are not yet fully embedded and it is too soon to judge their impact on learning.

16. Teaching is good in Year 2 and satisfactory in Year 1. Pupils are taught in year groups for core subjects and in mixed-aged classes for all other lessons. This ensures that in English, mathematics, and science, pupils work in smaller groups, where their needs can be met more precisely. However, the Year 1 teacher has not received sufficient training in the literacy and numeracy strategies and as a result, there is a lack of pace, sometimes, to the management of activities and less rigour to the learning tasks. In the better lessons the teachers demonstrate good subject knowledge and use the strategies with confidence and enthusiasm. There are good opportunities for pupils to undertake practical investigations and many challenges to find out answers for themselves. For example, in science, Year 2 pupils worked in small groups to change the state of materials as they made salt dough. When the teacher asked the question 'How do we know?' she expected and received a measured and well evidenced response from pupils. Because they had recorded their own observations on a flip chart, pupils were able to give a variety of written responses, appropriate to their levels of ability. The lesson was well structured, teacher demonstrations were precisely described and as dialogues continued, the teacher provided good opportunities for reinforcement of the learning objectives.
17. In Years 1 and 2, there is good attention given to the needs of pupils with special educational needs and those with English as an additional language. Sometimes pupils work in mixed ability groups and are able to support each other. Sometimes the bilingual assistant provides an interpretation of pupils' responses for the teacher. Lesson plans give good consideration to each pupil's targets in their individual education plans. Teaching and bilingual assistants are available to help, for example, in the interpretation of scientific vocabulary. Working alone with adults, whenever necessary, there are good opportunities for consolidation of learning if there are misunderstandings. In some lessons the needs of more able pupils are not fully addressed, because assessment systems are not used well enough in planning lessons. For example, in the use of worksheets, there are few learning activities matched to the abilities of these more able pupils.
18. The quality of teaching in Years 3 to 6 is satisfactory overall. In Year 6, the teaching is particularly successful because the teacher has adopted imaginative and well structured approaches that encourage pupils' creativity. The teacher undertakes a regular evaluation of her classroom practice and tracks pupils' progress carefully. A skilful organisation of topics and meticulous planning has enabled the teacher to use a themed approach. For example, work on the comedies and tragedies of Shakespeare can be seen in PowerPoint presentations of famous scenes in ICT, or in character drawings in art. Pupils are gaining 'in depth' knowledge of Shakespearian plots and characters as ideas are discussed in a variety of activities. This is an intelligent approach to teaching. Throughout the school, pupils are achieving above average results in English because their learning is reinforced in different settings and for different audiences.
19. Teachers and teaching assistants support pupils with complex special educational needs well in Years 3 to 6. Relationships are good and as a result, pupils work confidently. Both teaching assistants and bilingual support assistants focus on helping pupils meet the targets on their individual education plans. The bilingual assistants provide very sensitive and unobtrusive support, which both encourages and utilises the mother tongue as a tool for learning a second language. Pupils are aware of their targets and teaching staff use them effectively to plan work at the right level.
20. Good use is made of homework opportunities to extend learning. This is a high profile activity for the school under the management of a teaching assistant. The homework project involves all pupils and enables them to take home a variety of games and other challenges to extend their learning. Parents are appreciative of the school's efforts and, a display in school celebrates pupils' homework, such as in art and craft. Additionally pupils are encouraged to read, learn spellings and times tables.
21. Assessment procedures are unsatisfactory overall. Annually and collectively, teachers predict and set targets for pupils' performance. Some teachers maintain this approach and

review pupils' targets as the year progresses, but others have less formal classroom arrangements. There is no ongoing rigorous monitoring of achievements to identify subject strengths and weakness by co-ordinators or senior managers. For example, although the school has noted that there were few higher attaining pupils in the 2003 national tests, some co-ordinators have yet to introduce strategies in their subjects to improve the performance of the more able. Similarly, in lesson planning, there is insufficient use of assessment information to check that the tasks build on prior learning.

The curriculum

The school provides a satisfactory curriculum for its pupils. There are satisfactory opportunities for the enrichment of the curriculum within the school day and in out of school clubs. Accommodation is unsatisfactory overall and restricts the range of learning opportunities available to pupils. Resources are good in the Foundation Stage and satisfactory overall.

Main strengths and weaknesses

- There are good links between subjects which helps pupils to understand their work;
- Planning is effective and achieves a good balance between the development of knowledge and skills;
- Displays value pupils' current work and support their learning;
- Accommodation is unsatisfactory and limits learning opportunities, for example, in physical education and for outdoor play in reception.

Commentary

22. The school provides an appropriate curriculum overall and offers inclusive learning opportunities for all its pupils. Planning of the curriculum is thorough. The school works hard to reflect the cultures of all the ethnic groups represented within it. Most displays are of good quality and celebrate well the variety of pupils' work. Equal opportunities for all groups of pupils are given a high priority. Pupils' own experiences are valued and drawn upon, for example, in 'Circle Time', or personal, social and health education and citizenship (PSHCE). In a project to improve pupils' understanding of citizenship, they worked with the local council on road safety issues. They designed road signs, and the best examples were used for public signs in the local streets. Extra-curricular activities at lunchtime are based around music with recorder and choir groups established. These opportunities enrich pupils' personal development as well as their learning and pupils report that they enjoy these activities.
23. There are satisfactory opportunities for the enrichment of the curriculum within the school day, although there are few educational visits and trips. When developed to their full potential, areas of the curriculum effectively support pupils' learning. For example, in links between art and history, pupils reviewed the work of Antoni Gaudi and his use of mosaics. Then, staff enthusiastically worked with local artists to develop the outside play area. This lovely piece of art work now surrounds the outdoor playground enhancing its appearance and reflecting a project of very high quality. Effective cross-curricular links are also using literacy and numeracy and ICT. These opportunities are carefully planned into lessons and have a positive impact on raising pupils' achievements. Good use is made of local amenities such as the nearby swimming pool, which is within walking distance of the school.
24. Resources are satisfactory overall. However, in a few subjects, they have not been sufficiently developed to match the requirements of the current scheme of work. For example, in history and geography resources lack variety.
25. The accommodation is cramped and for some lessons has a detrimental effect on the range of opportunities offered to pupils. The limited provision for the delivery of physical education and outdoor play areas for reception are particularly affected.

26. The provision for pupils with special educational needs is good and they make good progress. They are effectively supported by well targeted intervention, and support staff make a significant contribution to help pupils in their learning. Resources for their needs are satisfactory. Individual education plans are good with small steps of development clearly outlined, effectively supporting teachers in their planning.
27. The school has satisfactory library provision, which is appropriately resourced, including a computerised library system, which is used well by pupils. A librarian manages the library and pupils regularly take books out on loan to take home. A successful initiative to enrich the curriculum is the 'make club' where pupils take design books at home. The school provides the materials for pupils to take home in order to make their chosen design and pupils then bring back to school their completed models and are proud to have them displayed in the library.

Care, guidance and support

The school provides good quality care for pupils and involves them well in its development. Staff give good support and advice for pupils overall, although guidance based on monitoring of pupils' progress is insufficient.

Main strengths and weaknesses

- Pupils are confident to go to staff with concerns because they trust them;
- The school values pupils' views and acts on them;
- The informal advice and guidance for pupils is good, but monitoring of pupils' progress could be better used to guide their learning.

Commentary

28. In their responses to the inspection questionnaire, pupils gave a resounding 'Yes' to whether they felt there was an adult they could go to if they were worried at school. There is a good rapport between staff and pupils that creates a caring ethos throughout the school and helps pupils to grow in self-confidence. Staff notice if they are feeling unhappy or unsure and take appropriate action. They are skilled at helping those who find self-discipline difficult to calm down and be included in, for instance, assembly, thus helping them to feel part of the community. Pupils know that the school takes notice of their opinions, expressed through the recently established class and school councils and they have the confidence to initiate projects, such as the current one to deter bullying.
29. The arrangements to ensure health and safety are good. Staff carry out detailed risk assessments and show good awareness of safety issues in lessons. There is suitable supervision at break times, with welfare assistants, many of whom are also classroom assistants, encouraging pupils to play games such as 'What time is it Mr. Fox?' much to the delight of the younger children. The procedures to ensure child protection are also good, and the headteacher regularly reminds staff of their importance. The school welcomes new comers warmly, and has good arrangements to help those about to enter the reception class and their parents, to feel comfortable in school.
30. Although the school has put in place arrangements to assess and track pupils' progress, especially in English, mathematics and science, these are not yet used well enough to guide the work that teachers provide for pupils in the classroom. In other subjects and for pupils' personal development, except in the reception year, the procedures are inconsistent. This means that, although teachers know their pupils well as individuals and offer them much encouragement and support, they do not yet make sufficient use of systematic monitoring to inform the guidance that they give to pupils and the challenges that they set them.

31. Pupils with special educational needs are well integrated into the caring environment of the school. Pupils are assessed appropriately and where necessary placed on the special educational needs' register. Pupils who require specialist help with English as their additional language are well supported by bilingual assistants. The school has adopted the local education authority's scheme for supporting assessment, target setting and monitoring achievement for all vulnerable pupils. Good practice exists for those pupils who have a statement of special educational needs. The school recognises that they need to extend this practice to include those pupils identified at other stages on the school's special educational needs register.

Partnership with parents, other schools and the community

The school's partnership with parents, other schools and the wider community are good.

Main strengths and weaknesses

- Parents feel very welcome in school and are pleased with what it offers their children;
- The school works hard to encourage parents' involvement in their children's education;
- Pupils' progress reports do not include sufficient information;
- The school's partnerships with the wider community enhance its provision for its pupils.

Commentary

32. Parents speak very highly of the school and they appreciate how it helps their children to mature and make good progress. They find staff very approachable and are content that they act upon any concerns. Some parents volunteer to help in school and they are becoming increasingly willing to take an active part in school life. A 'Parents' Group' was formed at the beginning of this academic year which has already visited the library to see how the system works. Most parents support their children's homework well.
33. The school works hard to foster this good partnership with parents. Staff are in the playground at either end of the day and the two bilingual support assistants are readily available if required to translate verbal or written information or to interpret opinions and expectations. The parent liaison officer works very closely with parents over attendance matters. She also operates a scheme through which pupils on an individual basis chose a library book for inspiration and create a painting, collage or three-dimensional work together with their family at home, using materials provided by the school. The finished products form a lively display in the library. The school also runs a popular toy and games lending library, with the items being changed on a weekly basis.
34. Written information for parents is adequate. The prospectus is bright and welcoming, and the school issues business letters as required along with a termly newsletter, the latest issue of which is being compiled by pupils. Some class teachers furnish parents with information about what their children will be learning in the coming weeks but this practice is not consistent across the school. Parents find the twice-yearly discussions about their children's progress to be useful, however, the written reports are unsatisfactory because they do not give separate information about each subject. The school itself has already identified this error and is well on the way to producing a new format.
35. The school has good relationships with parents of pupils with special educational needs. Parents are kept informed of their children's progress and they are supportive of the school. Where fully engaged, the parents of pupils with special educational needs play a significant part in the progress made by their children.

36. The bilingual assistants have good relationships with parents and assist well with induction procedures, interpreting when required. Their knowledge of the families is invaluable for home visits for new entrants. They assist in assessing children in a second language for placement onto the bilingual development record. The two assistants attend staff training where their expertise is valued in joint planning and training.
37. The school works closely with members of the health services, particularly the school nurse, both over support for individual pupils and also to augment the curriculum. Reception class pupils recently visited the neighbouring health centre, even watching a baby being weighed, which has helped them to make informed use of the 'doctors' practice' area in their classroom. Liaison with the local healthcare trust has led to good access to sports training. As part of the Pendle Small schools cluster, there are mutually beneficial links with neighbouring primaries, such as in joint staff training on learning styles, and also good links with the four high schools to which pupils transfer. Pupils take part in local civic events. One pupil, for example, won the Mayor of Pendle's recent competition to produce a joint Eid/Christmas card.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory overall. The headteacher provides satisfactory leadership and management, but the monitoring of teaching and learning by some subject co-ordinators is insufficient. In the Foundation Stage, leadership and management are good. The governance of the school is satisfactory.

Main strengths and weaknesses

- All leaders share and promote very well the inclusion of all pupils in the school's activities;
- The special educational needs co-ordinator (SENCO) is effective in her leadership and management of the provision for pupils with special educational needs;
- There is an inconsistent quality in subject leadership overall;
- There is no clear management role for some key managers.

Commentary

38. A key feature of the leadership of the headteacher is the strong emphasis he places on providing pupils with a caring and happy environment in which they feel secure and can gain in confidence. He has a clear vision, which includes developing an understanding and appreciation of the values and beliefs of the Christian faith and other world religions, particularly of the local community. He knows all pupils and their families well and provides good pastoral care. His leadership and management of the curriculum and teaching is satisfactory overall. However, he has lacked the support of senior managers and has been unable to delegate responsibilities effectively. The recent appointment of a deputy headteacher is providing more opportunities for shared decision making and shaping of the future direction for the school. The new senior management systems are not yet fully developed, for example, in financial management and monitoring of the budget, although there are signs of good teamwork. The school development plan sets out clear priorities for the year and a cycle of actions for school improvement is firmly in place.
39. The governors are loyal to the school and very supportive of the headteacher. Several of them work in school on a voluntary basis, hearing readers and helping in classrooms. The school and church have considered the needs of the community very well in making recent governor appointments and the governing body includes a good representation of all faiths and interests. There has been a change of key personnel in committees and some temporary arrangements, such as the current appointment of the chair of governors. As a result, some governors are still growing into their roles and the governance of the school is currently satisfactory. All statutory duties are fulfilled successfully. The headteacher is

effective in seeking the views of governors about the future development of the school but they rely heavily on his leadership and management skills in guiding them. They now need to develop more confidence to ask searching questions in their roles as critical friends of the school.

40. The roles of subject coordinators have been reviewed recently, responsibilities have been re-allocated and new plans for monitoring have been arranged. Some co-ordinators are leading and managing their subjects very well, such as in English, where standards are above average. Other subject co-ordinators are less effective and there is a lack of rigour overall in the monitoring of the curriculum and teaching and learning. Historically the role of co-ordinators has not been defined enough for some of them to understand their role and make a significant contribution to the management of the school. There has been insufficient time allocated for them to track the performance of pupils in order to identify key strengths and weaknesses. In the current school year new arrangements for co-ordinators are still developing and they are not yet fully effective in managing their subjects.
41. Since her appointment in September, the Foundation Stage co-ordinator has been successful. She has made good improvements in the curriculum for the reception children and these children now have a good balance of exploratory play activities and teacher directed tasks.
42. The hard working and dedicated SENCO has had a significant impact on improving special educational needs provision across the school. The individual education plans of pupils are good and improving further under her guidance. She has enabled all staff to play a full role in review and target setting procedures for pupils with special educational needs. She has established a climate of cooperative working, which has positively impacted on the raising of achievement of those pupils. There is a named governor for special educational needs. Monitoring of special educational needs provision by governors has started, although they do not yet monitor progress termly, nor are they fully involved in decision making. The school uses money allocated for special educational needs well and has a satisfactory system for matching funding to pupils' needs.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	389,271	Balance from previous year	58,780
Total expenditure	383,440	Balance carried forward to the next	64,611
Expenditure per pupil	2,950		

43. The financial management of the school is sound. Monies are allocated appropriately to the priorities of the school development plan and regular checks on the effectiveness of spending takes place by the headteacher and governors with the help of the financial officers of the local authority. Governors apply the principle of best value in their spending decisions and refurbishment of the building and replacement of furniture takes place as monies allow. For example, in the current year, tables and chairs have been replaced in most classrooms. There are clear financial plans for the large budget surplus, for example, the appointment of a deputy headteacher and teaching assistants have taken place. Future plans include further improvement of accommodation and resources for ICT. Daily administration is good. The office managers know families well and parents value their support.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

When children begin school in the reception year, their attainment is well below average in most areas of learning and they have poor skills of communication. Although they achieve well, standards by the end of reception are below average in all the areas of learning, apart from in speaking and listening and physical development, where attainment is well below average.

The quality of teaching is good. During the inspection, all teaching seen was of a good or very good quality. In lessons the very good teamwork between the teacher and bilingual assistant ensures that all children are introduced to an appropriate curriculum, which nurtures their interest and curiosity very well. Assessment is satisfactory overall. The information generated is used satisfactorily in planning lessons, but there are insufficient arrangements to note significant improvement in children's progress during the day. Assessment information is shared with parents on a regular basis and many parents are happy to contribute to their child's portfolio. There is good early identification of children with special educational needs and clear small steps for improvement identified in individual education plans.

There has been a recent review of the curriculum for children in the Foundation Stage. Each day children participate in an appropriate range of well structured activities to match ability levels. These include investigative play and direct focused teaching in all areas of learning. Following a recent refurbishment of the classroom furniture and resources, children have opportunities to play with an attractive and suitable range of equipment. Nevertheless, the difficult access to outdoor provision and cramped school playground, create difficulties in providing children with a full range of outdoor experiences.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- There are clear routines in all areas of learning that support children's personal development;
- Teachers provide a happy and secure environment in which children achieve well.

Commentary

44. Many children have few pre-school experiences and when they start school, they are unsettled and uncertain. They find it difficult to share and take turns and lack confidence to form new relationships. The teacher and support staff manage children well so that they know daily routines and moderate their own behaviour. All staff have high expectations of children and they respond well, are eager to please and make good progress. By the end of the reception year, they are likely to attain just below average standards for their age after making up a lot of ground. They work well together and share resources in a variety of situations. In a dance lesson they worked well with partners clapping and skipping together. They enjoy playing games and take care of toys. Behaviour is good. With adult help they are beginning to understand how to tidy away successfully at the end of a lesson and are learning how to store all equipment in its proper place.
45. Teaching is good. Positive attitudes are continually reinforced and every opportunity is taken to allow pupils to express their ideas, thus raising their self-esteem. Currently, few children are able to take responsibility for their own learning. They are encouraged to consider the needs of others and support each other in their play. Children with special educational needs are integrated in all activities whenever possible and their contributions are well valued. Staff are good role models, demonstrating caring and co-operative relationships.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Basic skills of speaking and listening, reading and writing are being carefully developed;
- A good range of activities support children in developing language skills.

Commentary

46. Children have limited skills of communication, language and literacy when they start school. They find it difficult to make their needs known in their first language and have difficulty in listening to instructions. Additionally, for many children, English is an additional language and their skills of communication are at very early stages of development. By the end of the reception year, although most children have made good progress, speaking and listening skills are well below average. However, they talk with adults and other children with greater confidence and in a second language show good achievement in understanding instructions and attempting a limited dialogue. In reading and writing, attainment is below average by the start of Year 1.
47. The quality of teaching is good. All adults understand the importance of developing skills of oracy and they engage children in conversation at every opportunity. The team work between the teacher and bilingual assistant is very good and they have high expectations of what a child can achieve. Whenever necessary, the assistant intercepts perceptively with interpretations in the child's mother tongue. Staff persuade and cajole children to converse with others and there is lavish praise for their success. The teacher has a good understanding of children's current levels of language acquisition and good challenges are set. There are good cross-curricular links so that language is reinforced in a variety of settings. For example, work on colour recognition told through the story of 'Elmer the Elephant' included work on patterns in mathematics, and collages with coloured paper in art.
48. Children enjoy stories but find it difficult to concentrate for long periods of time. Most are identifying favourite stories and rhymes and can recall some facts from a small selection of traditional tales. There is regular reinforcement of reading skills with individuals, groups and in class activities. Most children are learning some book skills such as the direction in which to read a book in English. There is an attractive book area, which includes a listening centre. However, during the inspection, few children chose to read there and adults make insufficient reference to its use or encourage children to work there. There is a very small collection of books in dual language but this is insufficient to enable children to learn enough about stories from across the world.
49. Writing skills are extended on a daily basis. Children are challenged to express their ideas in small group activities where tasks are appropriate to their levels of ability. Focused teaching activities promote improvements in pencil control and letter formation. Levels of ability are very wide. Higher attaining children are able to write their name unaided and copy a simple sentence, while other children are at early stages of mark making. Most children know that writing carries a message and sometimes tells a story, for example, as they role play in the doctor's surgery they pretend to write prescriptions for patients. Informal opportunities for language development encourage children to learn the names of everyday objects and the tasks for which they are used.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Practical activities help children to understand mathematical concepts;
- There are good opportunities for children to use mathematics across the curriculum.

Commentary

50. Children's mathematical development is well below average when they start school. They make good progress because of the good quality of the teaching, with many planned opportunities to practise and improve their understanding of mathematical concepts. By the end of the reception year, children are attaining standards below expected levels in number and shape, space and measure.
51. The teacher plans activities effectively so that children have many opportunities to develop their understanding of a range of mathematical concepts. When working with a teaching assistant to make biscuits, children learnt the vocabulary of 'one more and one less' and counted aloud to 10 as they stirred the mixture. At registration time the teacher encourages children to count actual numbers so that one-to-one matching skills can be improved in counting.
52. Staff are continually questioning children to track their knowledge and understanding, although some significant stages of development are not always recorded. Nevertheless, children are re-grouped regularly to ensure that challenges are suitable and rigorous.
53. There is a wide variety in children's understanding and use of number. The more able can count accurately to thirty and have some understanding of place value as they arrange cubes in columns of tens. A few children can add and subtract numbers mentally and explain their actions. During the inspection, there were examples of children subtracting 23 from 30 and accurately calculating the answer as 7. Other less able children can sequence numbers to 5 and understand the concept of numbers to 3.
54. There are good opportunities to explore and use mathematics in other situations. In a dance lesson, children reminded the teacher how they must dance within the painted rectangle on the floor. They learnt the difference between a square and rectangle as they talked. Using the Roamer, a mechanical toy, they learnt about directions and counted the number of button presses to move the toy forward. Children share the teacher's interest in number and they attempt new tasks with confidence and enthusiasm.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- There are good first-hand learning opportunities to make learning meaningful.

Commentary

55. When children enter school they have very limited knowledge of the world around them. A 'sound walk' around the school grounds is a new experience. It has increased children's curiosity and encouraged them to learn. There are good opportunities for children to explore

- and observe and by the end of the reception year all children are on course to achieve well and attain standards close to those expected in the Early Learning Goals.
56. Teaching is good. Starting from children's early experiences new learning is introduced. For example, currently, the role play area is a doctor's surgery, where children can learn the names and uses of doctor's equipment and practise new vocabulary as they diagnose illnesses. As they bandage legs and arms, children learn to play together and share personal experiences. The teacher asks questions skillfully teaching new technical vocabulary and then in role play uses the vocabulary on sick patients. Children are encouraged to explain methods of recovery. Other children watch the fish swimming in the fish tank; they improve their skills of observation and take on roles of responsibility in feeding the fish.
57. In the classroom, children make satisfactory progress in their computer skills, using the mouse to activate the voice function of the machine or add numbers. Computer skills are improving as children learn to use various icons. During the inspection, some children created a repetitive pattern, changing colours and shapes to make a string of repeated designs.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Children enjoy activities to develop their physical skills and are eager to learn;
- There is limited available space to provide children with meaningful outdoor play experiences.

Commentary

58. During physical education lessons in the hall, children explore and improve their ability to control and develop their physical actions. Currently, they have limited understanding of the full use of a large space and lack confidence in any movements. Nevertheless, they are learning to skip and jump and to stop and start on command. For example, in one lesson, they tried travelling in different ways by walking, skipping and jumping, mostly alone, but sometimes with a partner. They are learning to walk in a line behind each other and are beginning to understand that the needs of others must be considered too. During the inspection, they walked around the hall, laughing with pleasure as they wriggled, bounced, jumped or clapped to a favourite rhyme, some times varying the speed and direction of their actions. One more able child was able to direct the actions of other children, independent of the teacher and maintaining the beat of the rhyme.
59. In dance activities children find it hard to recall a sequence of actions as they dance to music. Unsatisfactory listening skills limit their ability to follow instructions. They enjoy a musical beat and respond positively, dancing to strong rhythms, but not always in time. Children understand the need for exercise and are beginning to suggest ways for checking the effect of their actions on their heart.
60. Their skills with smaller equipment are developing well. All children are developing satisfactory manipulative skills and can attach cubes and blocks independently, or mould playdough. They can colour a picture within lines accurately. Skills of cutting out are weak, but children persevere well, and are improving in their control of the scissors. Currently, very few children can cut on a line accurately.
61. The outdoor play area is limited and offers little space for children to develop skills of moving and playing safely with equipment. Although the teacher provides some activities, both for independent play and taught skills, the area is cramped and the sloped surface makes it difficult for children to manage the wheeled toys. Whenever possible the teacher plans

alternative activities, such as a 'sound walk,' but these are too few to be a meaningful extension to the outdoor provision.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children enjoy this aspect of their learning.

Commentary

62. When children start school in the reception class they have creative skills well below those expected for their age. There are good opportunities for children to investigate and learn about a wide range of materials in directed activities and in their exploratory play. These activities encourage children to learn new vocabulary as well as consolidate learning in other areas of the curriculum. Children achieve well in lessons and by the end of reception have made good progress in developing their skills of imagination and creativity.
63. Teaching is good and all adults are skilled at encouraging independence in learning, only offering advice as necessary. The teacher demonstrates new skills in art and design, role play or story telling and then promotes the development of creative ability as children take over. In art, children cut and pasted a variety of paper pieces to make a pattern for 'Elmer the Elephant'. They enjoy collage making and their work links well with literacy sessions in which the story was featured. Children learn to mix colours and apply them confidently when painting pictures or decorating models.
64. The teacher makes good links between subjects. Following the telling of 'Noah's Ark' in a religious education lesson, children painted their own Noah's ark and added animals, counting them two-by-two. They designed their own pictures for the front page of the book 'Mooncake' by Frank Asch, and in a food technology lesson decorated biscuits with their own designs.
65. Music is incorporated into their learning. Children are taught a good repertoire of nursery rhymes and enjoy singing together. They also have some opportunities to play with musical instruments in formally planned lessons.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well and make good progress;
- Pupils with special educational needs or those who have English as an additional language make good progress;
- Teaching assistants and bilingual support staff make a significant contribution to pupil progress;
- The school promotes reading and the enjoyment of books. This results in good reading fluency by the end of Year 6 and encourages the development of good literacy skills;
- Pupils do not always know what to do in order to improve their writing.

Commentary

66. Standards for the current Year 2 and Year 6 pupils are consistent with results in previous years. By the end of Year 2, the school is nationally in line with other schools in reading and writing and below average in speaking and listening. By the end of Year 6, standards are

above average in English. There has been significant improvement in attainment by the end of Year 6 since the last inspection. In comparison with similar schools pupils attain well above average in reading and in the top 5 per cent of similar schools in writing by the end of Year 2. Compared to similar schools results in English are well above average by Year 6, and again in the top 5 per cent of schools. In 2003 almost half of all Year 6 pupils attained the higher Level 5 and there are similar numbers of pupils predicted to achieve the higher Level 5 in the next national tests.

67. Since the last inspection, the school has worked hard to improve standards in English. This is largely due to the hard work of staff and the good management by the English co-ordinator. Strengths and weaknesses in performance were identified and changes made to improve provision. The National Literacy Strategy has been adapted successfully to meet the needs of the pupils and support for individuals has been targeted effectively. The teaching of basic language and literacy skills has improved significantly through the use of a structured programme. Phonic and grammar intervention programmes have impacted well on attainment. The teaching of cursive writing now begins in Year 2. As a high priority, the school has targeted home school reading and new reading material has been purchased to suit the age and interest of all pupils. this is a sensible move.
68. Standards in speaking and listening are below average by the end Year 2 because large numbers of pupils are still working at the earlier stages of their acquisition of English as an additional language. When they entered Year 1, they had speaking and listening skills, which were well below those expected for their age. Pupils achieve well because of the good support they receive. Bilingual support is particularly beneficial in accelerating learning. Assistants ensure that pupils understand the teacher's explanations and instructions in both their home language and English. They do this sensitively and unobtrusively. In Year 2 staff reinforce pupils' understanding of key vocabulary very effectively. Pupils with special educational needs and those of lower ability achieve well because tasks are effectively planned to meet their needs. A good example of this was in a Year 2 lesson when a bilingual assistant played word bingo with a group of lower ability pupils. All members of the group were actively involved and pupils' achievements in speaking and listening were good. Satisfactory assessment by teachers is enabling pupils' learning needs to be identified early and the appropriate support provided for them. For example, there is good preparation of a text into a mother tongue, or the provision of adult support. This is underpinning all the good achievement.
69. By the end of Year 2 most pupils are quickly developing a good vocabulary in their writing. They are able to do this because of carefully planned tasks and effective feedback, especially by the Year 2 teacher. Pupils improve their skills of punctuation and more able pupils can make the link between punctuation and sentence structure. By the end of Year 6 pupils plan their work by note taking and then extending their first ideas. They draft and revise by editing, and make final copies that are clear, accurate and well presented. The Year 6 teacher is creative in the tasks that she sets and is effective in motivating pupils to learn. Nonetheless, by the end of Year 6 many pupils do not always know what to do in order to improve their writing further.
70. The quality of teaching is good overall, especially in Years 2 and 6. Procedures for checking on pupils' progress are satisfactory and this information is now being used well, overall, when planning work for different groups of children. Where teaching is good teachers have high expectations and through imaginative teaching enthuse pupils and lead them to approach English with high levels of interest. An example of this was in a Year 2 lesson, where the teacher extended the pupils' vocabulary through a shared reading activity focused on a favourite text, written by Julia Rowling, and called 'Please Miss'. Pupils were quick to identify deliberate mistakes made by the teacher in rhyming words and showed confidence and understanding in offering suitable alternatives. In a Year 6 lesson, good role play activities of the story of Macbeth stimulated pupils' imagination and gave them opportunities to develop their speaking and listening, reading and library skills. The teacher skilfully structured the lesson to create the maximum interest and so encourage pupils to learn. In

the opening scene the three witches took on their parts well, successfully developing characterisation. Pupils enacted the play with confidence both in small groups and as a class. Then, pupils used dictionaries to find the meaning of unfamiliar words. The whole class joined in with the reading of the witches' spell, revelling in the mystery of the story. This imaginative approach resulted in most pupils making good progress and achieving well in the lesson. Where teaching is only satisfactory, time is not used as effectively and the lesson pace is slower. Tasks are more mundane and less inspiring. In all lessons where support staff are available, they are deployed well, ensuring progress for pupils learning English as an additional language and those with special educational needs.

Language and literacy across the curriculum

71. The school makes good links to enable pupils to consolidate and use their language and literacy skills in other subjects of the curriculum. Particularly good links are made in ICT and pupils word process their work, search the Internet for information, or play language games. History makes a good contribution to the development of writing skills and allows pupils to write using different styles.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- In Years 1 and 2, pupils enjoy activities with number and achieve well;
- The application of skills to problem solving is not taught well enough;
- Assessment and monitoring lacks sufficient rigour.

Commentary

72. Standards are average by Year 2 and below average by Year 6. Extended holiday leave and a high mobility factor have had a negative impact on learning by slowing some pupils' progress in acquiring key skills. Although over time, standards in mathematics are improving gradually and at a faster rate than nationally, in the last three years this momentum of improvement has not been maintained and standards are well below the national average. The performance of pupils is average when compared to pupils in similar schools. In 2003, the performance of girls was significantly better than boys, however, this is contrary to results in previous years and shows the variations often seen in small cohorts of pupils. In 2003, only one pupil achieved the higher Level 5 in mathematics. The school has analysed these results and identified that pupils had difficulty using their mathematical knowledge in problem solving activities because of difficulties in their understanding of technical terms sometimes in a second language.
73. Achievement is good in Years 1 and 2, because there is an emphasis on exploration and independence in learning. In a lesson on money, for example, Year 2 pupils were able to explore alternative ways of paying for shopping by practical work in the classroom café. There is a good match of work to the ability levels of pupils in Years 1 and 2. During the inspection, in a 'mental' introduction to a lesson, the teacher challenged pupils with four different problems, with each problem slightly more difficult and with questions skilfully matched to pupils' capabilities. These teachers build learning effectively on pupils' prior attainment. In Year 1, in a lesson on shape, the teacher guided Year 1 pupils to estimate logically about an answer, giving reasons, therefore ensuring they used previous knowledge and did not make wild guesses. There is a wide variety of topics including ordering and matching numbers, doubling numbers, and undertaking calculations in the four rules of number and problem solving. Pupils work conscientiously and their achievements are extensive. However, teachers' marking is inconsistent and some comments fail to tell pupils

- how to improve. In better marking good work is celebrated and teachers draw pupils' attention to areas for more practise with careful questioning.
74. Through Years 3 to 6, the achievement of pupils is less rapid because the quality of teaching is inconsistent. The children are productive in their work and collaborate well. In good lessons teachers have high expectations of pupils and there is a quick pace to the practical activities where pupils are set challenges to explore number relationships. In other lessons the pace of learning is slower, teachers provide fewer challenges and pupils are less motivated to achieve. In one good lesson pupils used a dice game to quickly work on adding and subtracting 10 and used negative numbers. Most pupils could work independently and could explain what they were learning. 'Oh, a negative number is one that goes below zero,' explained one girl. Year 6 pupils have good mental agility in solving sums which include the four rules of number, but slower at problem solving. During the inspection, for example, they struggled to calculate how much skirting board was required for a square room with sides of 10 metres.
75. There is good support for pupils with English as an additional language and an appropriate level of challenge for those with special educational needs. For example, the teaching assistant expected her pupil to be as quick as the other pupils and could be heard quietly encouraging the boy, 'Come on, come on have you got the answer yet?' The planning is good for children with English as an additional language and those with special needs is good.
76. The quality of teaching is satisfactory overall. Where teaching is good, it includes good motivation and challenge for pupils, relevance in the learning tasks and good opportunities for exploration with numbers and suitable extension tasks for pupils who learn quickly. In these lessons pupils see a relevance to their learning, they can explain clearly what they are doing, and why and how to improve. Pupils collaborate well. However, in some teaching there is not enough practical investigation or application of skills to problem solving and limited opportunity for independent work. Most teachers have good subject knowledge and plan well but in some lessons the exposition of the lessons is too teacher directed and explanations are too long. As a result, pupils lose interest and subsequently are unsure of what to do when they eventually set to work. Assessment of pupils' progress in lessons is satisfactory but there is little use of improvement targets so that pupils know how to make their work better. In a mixed-aged class there was too little attention given to the needs of each ability group and there was too little challenge in the worksheets. There are booster groups to help pupils with specific difficulties. Homework is used well to consolidate learning.
77. In leading and managing the subject there is regular monitoring of teachers' planning by the co-ordinator but a limited scrutiny of pupils' work. As a result, the co-ordinator has limited knowledge of any inconsistencies in teaching and learning. Resources and accommodation are adequate.

Mathematics across the curriculum

78. Overall, the pupils have satisfactory opportunities to use and develop their mathematical understanding in other subjects. They put skills they have learnt into practice. There are satisfactory links with science, for example. In a Year 2 lesson pupils counted out the ingredients to make salt dough. There are good links to ICT in creating graphs and in data handling. The co-ordinator recognises that this is an area, which needs to be further developed in Years 3 to 6 to help raise standards.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils in Years 1 and 2 achieve well;
- Pupils are enthusiastic about science experiments and collaborate well together;
- There are inconsistencies in the teaching of skills for investigation, recording and evaluating particularly in Years 3 to 6;
- Pupils of high ability are not always challenged enough;
- Assessment and monitoring procedures are not rigorous enough to enable teachers to target individuals and groups of pupils to help drive standards up.

Commentary

79. The pupils in Years 1 and 2 are achieving well and making satisfactory progress overtime. By the end of Year 2 standards are average. Standards in Year 6 are well below average and very few pupils are achieving the higher Level 5. This is due in part to the high mobility of some pupils and extended holiday patterns of others, which causes interruptions in the learning of new skills. Many of the pupils with English as an additional language find it difficult to recall and understand technical vocabulary. When school results are measured against similar schools standards by the end of Year 2 are average and below average by Year 6.
80. Pupils are achieving well by the end of Year 2 because there are high teacher expectations. For example, the teacher constantly asks, 'How do we know?' to extend the pupils' skills of reasoning. There is a good expectation of pupils to be independent in their recording of scientific tests and results. In Year 1, pupils showed their findings about sounds from instruments and recorded in their own chart of results. In Years 1 and 2 good links are made with other subjects to make the learning more relevant, for instance, the teacher related the new work on sound production to a photograph display on a 'sound walk.' Pupils are taught science through a good range of topics. They are beginning to use a variety of recording methods, for example, charts and graphs some of which are linked to use of the class computers.
81. In Years 3 to 6 there is an over-reliance on work sheets and a text book driven curriculum. This means there is less 'hands-on' exploration and more teacher led lessons. For example, in a lesson on magnetism the pupils had to follow instructions, which the teacher read to them. Pupils went on to complete tables and boxes in the associated worksheet, but this demanded very little independent activity for them. In some lessons there is insufficient extension of activities for the higher attaining pupils. Often these pupils are given the same worksheet task with no opportunity for their own independent investigation.
82. There is good inclusion of pupils with English as additional language and those with special educational needs in all lessons. They achieve well because there is good support and emphasis on the acquisition of technical language. For example, the bilingual assistants unobtrusively interpret and explain new vocabulary or tasks to pupils.
83. The children's portfolios of work show a good coverage of the curriculum. In Years 3 to 6 there is inconsistency in teachers' marking, for example, some teachers mark regularly with good diagnostic comments for the children's improvement, but in other files there is unmarked or merely ticked work which gives the pupils no real indication of their achievement nor how to improve.

84. The co-ordinator has introduced a new scheme of work since the last inspection. This is providing a good structure to the curriculum. The co-ordinator has ensured that risk assessment has a high priority and most lessons start with a discussion of the health and safety aspects of any ensuing experiment. Currently, there is insufficient emphasis on assessment in science. As a result, there is a lack of rigour in predicting pupils' future performance and then tracking their progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The subject is well led and managed and consequently standards are improving;
- ICT is integrated successfully into literacy and numeracy.

Commentary

85. Since the last inspection, there has been satisfactory improvement in ICT provision, teaching and learning and standards. Standards are now average by Year 2, but below average by Year 6. As the younger pupils move up through the school standards are improving, as they have had more access to machines. Most teachers have sufficient skills to teach the subject with confidence, but there are still limited opportunities planned across the curriculum for pupils to use machines. There has been some improvement in resources, but not yet enough to fully meet the needs of all pupils. Nevertheless, the newly appointed coordinator has a good understanding of current strengths and weaknesses in the subject and has addressed current issues in the subject action plan. There is a good pace to improvements. For example, training of support assistants was identified as a priority and is now underway.
86. In the limited number of ICT activities seen during the inspection, the attitudes and behaviour of pupils was good. They are eager to learn and thrilled when they are successful.
87. A scrutiny of pupils' work indicates that, in Year 2, pupils' achievements are of a good quality. The teacher has introduced good assessment sheets for each pupil, which shows coverage of each strand of the curriculum, and also identify individual strengths and weaknesses in performance. However, this good assessment system is not consistently practised in all classes. Additionally, in Year 2, the teachers' marking is linked well to assessment. It is of good quality, with annotations linked to the learning objectives of the lessons and clear guidance for pupils on how to improve, matched effectively to national curriculum expectations for their age. There is good evidence of this advice helping to raise standards. In planning lessons, the Year 2 teacher has given good consideration to the various abilities of pupils in ICT and challenges them appropriately. For example, the more able are expected to work alone to word process simple sentences, whereas other less able pupils receive help in creating vertical and horizontal lists. By Year 6, pupils are confident in their word processing skills and can undertake research independently. For example, they have undertaken historical research as part of their topic work. They use other computer programs to reinforce and extend their learning in other subjects. For example, PowerPoint presentations were an integral part of some work on Shakespeare plays.
88. In other year groups teachers provide fewer opportunities for pupils to use machines to enhance learning and only in some lessons is ICT an integral part of the lesson. Pupils have some opportunities to practise new skills, but infrequently and there is much less focus on the learning of new skills. Most staff do not recognise the needs of differing abilities as well as this in their planning. Since the last inspection a programmable toy, microscopes and digital cameras have been purchased but their use is limited overall.
89. The leadership and management of the subject are developing well, since the appointment of a new co-ordinator. She is enthusiastic and has a good understanding of national

expectations for primary aged pupils. Her action plan is of good quality and addresses all key priorities. She has brought a new urgency and interest to the development of the subject. Currently, there is no governor monitoring of ICT although funds are allocated annually to extend provision.

Information and communication technology across the curriculum

90. The use of ICT across the curriculum is varied. It is good in literacy and numeracy but there is inconsistent use in other subjects. In numeracy, for example, pupils in Year 1 created a bar graph on machines and learnt the terminology 'one more and one less' as they answered questions. In Year 5, pupils used machines to copy and paste diagrams and pictures as part of a PowerPoint presentation on the Aztecs. For pupils with special educational needs and English as an additional language good support is provided by using machines, such as, in Year 2, learning to add word spaces to a text on screen. The co-ordinator is keen to extend curriculum links in teachers' planning.

HUMANITIES

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Teachers are enthusiastic about the subject, especially in Year 6;
- There are good links between subjects, which helps pupils to understand their work in history.

Commentary

91. The curriculum has a satisfactory breadth and over time, pupils achieve steadily in an appropriate range of topics. By the end of Year 2, there is a good understanding of the passage of time and pupils are able to place famous events in chronological order. By the end of Year 6, pupils are able to describe historical events and the work of famous characters. They know how historical facts and people have impacted on history. They are beginning to suggest the consequences on mankind of principal events in the past.
92. Teachers plan lessons well and there is good attention to providing support for pupils' individual needs, for example, pupils with special educational needs and, those with English as a second language are well supported and make satisfactory progress. In Year 2, worksheets are well planned and have a varied challenge for pupils of differing abilities. However, in the mixed-aged classes in Years 3, 4 and 5 teachers give insufficient attention to pupils' levels of ability and often provide the same task for pupils of different ages. This limits the progress made. In a Year 6 lesson observed teaching was good and pupils learned well because of the teacher's enthusiasm, effective planning and the good use of a variety of teaching styles. A strong emphasis was placed on discussion, with artefacts from Aztec culture used effectively to promote pupils' skills of investigation. There are good links made to other subjects to support learning. For example, pupils in Year 4 wrote about religious gods in their work on the Aztecs linking history with religious education and English.
93. The leadership and management of the subject are satisfactory. There are few school artefacts and limited opportunities for educational visits and field trips to extend first-hand experiences. ICT is used well for research and to support lessons. Assessment within the subject is inconsistent, although most teachers have effective systems for marking which helps promote pupils' learning.

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- In all lessons, pupils who have English as an additional language and those with special educational needs, are fully supported and make good progress;
- The teaching in Year 2 is good.

Commentary

94. Standards in geography by Years 2 and 6 are in line with expectations and pupils make steady progress. By the end of Year 2, pupils have benefited from good teaching which is supported by effective marking and as a result, extends their learning well. Most Year 2 pupils are able to record observations and can use ICT to input data into a computer. In a lesson observed, Year 2 pupils were seen doing this effectively, and comparing the type of jobs that their parents were employed to do. Using an appropriate geographical vocabulary they demonstrated a good knowledge of their own environment and are beginning to make comparisons with other locations. In Year 5, pupils have started to recognise the way places fit into a wider geographical context and are interdependent and, by the end of Year 6 they can explain patterns produced by human features within the environment. In addition pupils can analyse the effect of water on the landscape and people. They have studied the physical features of rivers or coasts and the process of erosion. By the end of Year 6, progress has remained satisfactory. Year 6 pupils make satisfactory use of geographical skills as they read maps and plans of various scales.
95. The quality of teaching observed was satisfactory overall but good in Year 2. There is evidence of effective teacher planning. The learning objectives are clearly explained to pupils. There is a strong cross curriculum link, for example, with literacy, where a book around the imaginary island of 'Struay' was used as the focus for learning about islands. In better lessons the teaching is imaginative and through effective questioning, teachers skillfully extended learning by exploring pupils' ideas and promoting extended talking and thinking. Higher ability pupils are challenged successfully because previous assessments have identified their needs. In lessons where teaching is satisfactory, the lack of variety in resources limits pupils' progress. In these lessons tasks are mundane and less interesting to pupils. The breadth of the curriculum is appropriate, but there are few enrichment opportunities provided by visits into the local environment or on field trips. Also there is a need for greater variety in the range of resources, such as in Ordnance Survey maps.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No overall judgement can be made on provision, or the quality of teaching and learning in design and technology, music or physical education, due to insufficient inspection evidence. However, several lessons were observed, pupils' work was sampled and discussions took place with staff and pupils.

Art and design

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

Main strengths and weaknesses

- The art curriculum is extended well in whole school topics involving specialist artists;
- Art experiences successfully extend pupils' spiritual, moral, social and cultural development.

Commentary

96. There is a buzz of excitement and pride in school about a recent art project to create a playground mosaic, called 'The Field Mosaic' and involving all the school, including the art club. With the help of a visiting artist in residence, pupils designed and constructed a mosaic mural to brighten up their playground area. They wished for their own grassy field so created a lengthy mural of bright wild flowers and grasses made out of small tiles, which are attached to the playground wall. Every pupil can describe in good detail the tasks undertaken to make a small tile, and how corporately their contribution was added to flowers and grasses to make the large mural display. Early sketch designs are of good quality. They show a developing understanding of the use of colour and tone in the work of older pupils. This project has successfully lifted the interest and enthusiasm of all pupils for art.
97. Overall, standards in art are average by Years 2 and 6. Pupils are introduced to a wide range of art and design techniques, but limited time allocation restricts rates of progress overall. Pupils are encouraged to look at the work of famous artists. Following studies of the Spanish buildings of Antoni Gaudi, pupils made rubbings of their own to find out more about textures and designs, and pupils in Year 3 discussed how an artist portrays relationships and then made pictures of their own.
98. Teachers are skilful at making links to other subjects to provide opportunities to extend skills in art. In Years 4 and 5 pupils are making Aztec masks as apart of a history topic. Activities are sufficiently varied to provide a satisfactory range of challenge and inclusion for all pupils, including those with special educational needs and with English as an additional language. Achievement is good for all pupils.
99. Art makes a good contribution to pupils' personal development. Good opportunities are created for pupils to reflect on the beauty of their work and of others. They learn about famous artists and begin to value and appreciate the rich cultural heritage of art from around the world. Recently, as pupils in Years 1 and 2 made patterns and changed the colours of materials with food colourings, one pupil wrote 'Carefully I opened up the material. It was wonderful. I had made a wonderful pattern.' Pupils are proud of their achievements. The work of some pupils has been shown in the town, and one pupil was a winner in the local Eid/Christmas card competition.
100. The co-ordinator is enthusiastic and well qualified. Leadership is good. The subject is well resourced and managed. An action plan has identified priorities for development such as the introduction of sketch books and a school portfolio. Assessment procedures are inconsistent although informally teachers have a satisfactory knowledge of pupils' current standards.
101. **Design and technology** is taught in blocks of work, alternating with art and design. During the inspection the school focus was on art and design. There is evidence of a good breadth of curriculum coverage in teachers' planning and many opportunities for 'hands on' experiences. Indications are that standards are average by Years 2 and 6. During a design and technology project teachers structured the learning effectively so that pupils learned skills systematically. For example, prior to making Humpty Dumpty action pictures, Year 2 pupils trialled different methods of joining materials. Pupils have an enthusiasm for the subject and in a lesson seen in the mixed class of reception and Year 1 they worked well, watching the teacher's demonstration with keen interest and extending their creativity as they made models. In all year groups, some pupils are so enthusiastic that they make models and pop-up cards at home. There is evidence of good opportunities for evaluation of completed projects in pupils' topic books. One Year 6 pupil commented about sight and taste of his sandwich snack 'It looked horrible the way I made it, but fortunately it tasted nice.' Links are also established with other subjects, so that pupils can consolidate their design and technology skills. In Year 4, in links with science, pupils identified a balanced plate of food prior to making sandwich fillings and, in links with geography, researched about different breads of the world. At the end of each topic teacher assessments take place. There are

some good assessment records, for example, in Year 2, but there is no consistent practice across the school. There is little evidence of the co-ordinator monitoring and evaluating pupils' work or developing the subject. Design and technology is a successful subject because of pupils' and teachers' enthusiasm.

102. The evidence from lessons in **music**, together with discussions with pupils and the co-ordinator and observations in assemblies and the choir club, indicate that standards are broadly similar to other schools by Years 2 and 6. The curriculum is planned in line with national recommendations and is interwoven with a commercial scheme of work. This means that there is good coverage of all strands of performance and composition. In lessons the pupils are enthusiastic and creative in their musical composition. For instance, in a very good lesson, Year 6 pupils identified different priorities to interest adults and reception children in a performance and then adapted their compositions accordingly. They showed considerable technical skill and musical awareness when they performed in song and action. Many different activities were developed to make the whole performance fun and also of good musical quality. Pupils sang in two parts, chanted 'raps', created actions, and provided accompaniment with tuned and untuned percussion instruments. There was very good attention to dynamics and beat and timing. The school produces two concerts annually for parents. Additionally pupils visit the local hospital and library to perform. Plans are in place to introduce a guitar and recorder club. Co-ordination is satisfactory. The co-ordinator is attending training to help with the development of a whole school assessment system. Currently, a lack of allocated time for co-ordination is limiting opportunities for monitoring the quality of teaching and learning.
103. In **physical education**, a lesson was observed in basketball. In this good lesson, most Year 5 pupils improved their skills in ball handling, for instance using different passes for different situations. The teacher built new learning progressively on successful moves and kept a brisk pace to the lesson. The activities were well planned and resourced and with good attention to health and safety in the management of pupils and equipment. Pupils are enthusiastic about the subject and are responsive to instructions. Across the school all strands of physical education are addressed and the subject is regularly timetabled. The co-ordinator indicates from her records that standards in physical education are in line with national expectations. The school is in close proximity to the swimming baths and the pupils in Years 3 and 4 regularly attend. There are separate sessions for boys and girls because the school is mindful of religious customs. Additionally the local health trust has been involved in developing out of school activities. The co-ordinator has yet to decide on a whole school scheme of work and monitoring of the subject is in early stages of development. Assessment is in place but procedures are inconsistent across the school. Resources for physical education are of good quality. The school has many difficulties in providing facilities for physical education lessons and this limits the opportunities available to pupils. Outdoor provision is cramped and there are no grassy areas on site or in close proximity to the school. Facilities in the hall are satisfactory but space is limited.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social and health education and citizenship (PSHCE) is **good**.

Commentary

104. Only one lesson was observed in personal, social and health education (PSHE) and no overall judgement is possible about teaching and learning, due to insufficient inspection evidence.
105. The PSHE curriculum is delivered in all subjects and this effectively supports pupils' personal development. The school's ethos is instrumental in recognising and celebrating the unique qualities of individuals. Pupils are encouraged to become independent learners, confident that their actions will be valued and respected. Provision for 'Circle Time' and the school council helps pupils respect and understand the feelings and beliefs of others. The introduction of discreet lessons in PSHE is promoting pupils' understanding of what it means to be a good citizen. In addition, the PSHE curriculum also makes a significant contribution to the social, moral, spiritual and cultural development of pupils as they learn to live together.
106. A good 'Circle Time' session observed in Year 2 was based on the fact that everyone has worries from time-to-time and that it is important to talk to someone who can be trusted to help. Within the lesson pupils were encouraged to express their own thoughts, explore problems and listen to the thoughts of others. There was good evidence of trust and honesty and a willingness among pupils to help each other
107. The school is currently working towards the 'Healthy Schools' award. A review of school policy is underway to ensure appropriate training is given about misuse and abuse of drugs. Currently, there is no formal system to assess the personal and social development of pupils or monitor their progress.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	6
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	3
How well pupils learn	3
The quality of assessment	5
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	5
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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