

INSPECTION REPORT

ORCHARD JUNIOR SCHOOL

Dibden Purlieu, Southampton

LEA area: Hampshire

Unique reference number: 115988

Headteacher: Mr R J Carson

Lead inspector: Godfrey Bancroft

Dates of inspection: 5–7 July 2004

Inspection number: 257094

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

© Crown copyright 2004

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7–11
Gender of pupils:	Mixed
Number on roll;	407
School address:	Water Lane Dibden Purlieu Southampton Hampshire
Postcode:	SO45 4SB
Telephone number:	023 80843162
Fax number:	023 80207157
Appropriate authority:	Governing body
Name of chair of governors:	Mrs Christine Leonard
Date of previous inspection:	29/06/1998

CHARACTERISTICS OF THE SCHOOL

This is a larger than average sized junior school serving the community of Dibden Purlieu, near Southampton. The social and economic circumstances of the community are favourable and the percentage of pupils eligible for free school meals is below average. Attainment on entry to the school is currently well above average. The percentage of pupils from minority ethnic backgrounds is below average. The percentage of pupils with special educational needs and the percentage of pupils with statements of special educational need are below average. The range of special educational needs includes specific learning difficulties, moderate learning difficulties, social, emotional and behavioural difficulties, speech difficulties and hearing impairment.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3687	Godfrey Bancroft	Lead inspector	Mathematics Physical education Personal, social and health education and citizenship
9646	Geraldine Osment	Lay inspector	
23413	Robert Allen	Team inspector	English Geography History
8139	Barbara Johnstone	Team inspector	Art and design Music Religious education Special educational needs
8696	Abul Maula	Team Inspector	Science Information and communication technology Design and technology

The inspection contractor was:

Cambridge Education Associates Limited

Demeter House
Station Road
Cambridge
CB1 2RS

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14
PART C: THE QUALITY OF EDUCATION IN SUBJECTS	16
SUBJECTS IN KEY STAGE 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	25

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school with many excellent features. Standards are above average and pupils achieve very well. Teaching and learning are very good. The leadership and management are very good. The school gives very good value for money.

The school's main strengths and weaknesses are:

- Pupils achieve very well in English, mathematics, science, physical education and personal, social and health education and citizenship.
- Pupils' attitudes and their behaviour are very good. Pupils' spiritual, moral, social and cultural development is excellent.
- The curriculum and opportunities for the enrichment of pupils' learning are very good.
- The school provides very well for pupils' care, welfare, health and safety.
- Procedures to assess pupils' attainment and progress against national expectations are not in place for all subjects and arrangements to mark pupils' work and set targets for their improvement are not applied consistently across the school.
- Links with parents are excellent and parents and pupils think very highly of the school.
- There are not enough opportunities for co-ordinators to monitor the quality of teaching and learning in their subjects.
- The leadership of the headteacher is excellent.

There has been good improvement since the time of the last inspection, in June 1998. Standards in English and science are similar to those found at that time, whilst standards in mathematics have improved. Teaching and leadership and management have improved and are now very good. Schemes of work are now in place for all subjects. Facilities for information and communication technology have improved very well. The monitoring and evaluation of teaching and learning in English, mathematics and science have improved, but not yet in other subjects. Governors now meet all the statutory requirements demanded of them.

STANDARDS ACHIEVED

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

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

Pupils' achievement is very good. Standards in national tests, over the last two years, in English, mathematics and science have been above or well above average. When compared with other schools on the basis of pupils' prior attainment, standards in English and science were well above average in 2003 and standards in mathematics are above average. Inspection findings show that standards, by the end of Year 6, in English and mathematics are above average. Standards in science are well above average. This represents very good achievement by the current group of Year 6 pupils, as the attainment of these pupils, when they entered the school, was below average. Pupils achieve very well in physical education and in personal, social and health education and citizenship. They achieve well in all other subjects. Pupils with special educational needs achieve very well and many attain average standards by the end of Year 6. Pupils have very good attitudes to

their learning and behave very well. **Pupils' personal qualities, including their spiritual, moral, social and cultural development are excellent.** Attendance and punctuality are good.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. Teaching and learning are very good and a significant amount of teaching seen during the inspection was excellent. Teachers expect high standards. They often inspire the pupils, who respond by learning very well. Procedures to assess pupils' attainment and progress against national expectations are not in place for all subjects. Arrangements to mark pupils' work and set targets for their improvement are not applied consistently across the school. The curriculum and additional activities to enhance pupils' learning are very good. Arrangements to ensure pupils' care, welfare, health and safety are very good. The school's partnerships with parents are excellent, and parents make an excellent contribution to the life of the school. Links with the community and other schools are very good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The governing body fulfils its duties very well. Governors are very knowledgeable about the strengths and weaknesses of the school and provide very good support for senior managers. The leadership of the headteacher is excellent and he is held in high regard by staff, pupils and parents. The leadership of teachers who have responsibility for subjects is good. However, there are not enough opportunities for these teachers to monitor directly the quality of teaching and learning in the subjects they lead.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think the school is excellent and provides very well for the education of their children. Pupils also feel the school is excellent. Pupils feel they are taught very well and are very pleased with the range of extra-curricular activities provided for them.

IMPROVEMENTS NEEDED

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

- Ensure that procedures are in place to assess pupils' attainment and progress against national expectations for all subjects and that arrangements to mark pupils' work and set targets for their improvement are applied consistently across the school.
- Ensure that there are enough opportunities for co-ordinators to monitor the quality of teaching and learning in their subjects.

The school is already well placed to address these needed improvements by building on the existing good practice.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is very good. Standards in Years 3 and 4 are well above average and, by the end of Year 6, are above average.

Main strengths and weaknesses

- Pupils achieve very well in English, mathematics, science, physical education and personal, social and health education and citizenship.

Commentary

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

Standards in:	School results	National results
English	28.2 (28.1)	26.8 (27.0)
mathematics	27.6 (28.8)	26.8 (26.7)
science	30.7 (30.9)	28.6 (28.3)

There were 102 pupils in the year group. Figures in brackets are for the previous year

1. Attainment on entry to the school is currently well above average. However, the attainment on entry of the current Year 6 pupils and of the 2003 group of Year 6 pupils was below average and, thus, these pupils have made very good progress.
2. The results of the most recent national tests for which comparative data is available, 2003, show standards in English and mathematics to be above average and standards in science to be well above average. When compared, on the basis of pupils' prior attainment, with similar schools, standards in English are well above average, mathematics above average and science well above average. The trend of improvement in standards over recent years is broadly in line with the national trend. Overall improvement is evident in English. In 2003 standards in mathematics were not quite as good as in 2002. Standards in science have been maintained at well above average over the last two years.
3. Inspection findings show that standards, by the end of Year 6, in English and mathematics are above average. Standards in science are well above average. This represents very good achievement by the current group of Year 6 pupils, as the attainment of these pupils, when they entered the school, was below average. Pupils achieve very well in physical education and in personal, social and health education and citizenship. They achieve well in all other subjects. Standards, at the end of Year 6, in religious education, information and communication technology are average. The attainment of pupils in Years 3 and 4 in English, mathematics and science is well above average, indicating that standards over the next two years, at the end of Year 6, are likely to show even more improvement. Pupils with special educational needs achieve very well and many attain average standards by the end of Year 6. Gifted and talented pupils also achieve very well and the school is successful in meeting their needs - for example, in the master classes provided for gifted scientists and in the identification and support of pupils who are talented at sports. The school has set realistic and challenging targets for attainment in future years.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Pupils' personal qualities are developed exceptionally well. The attendance rate is above the national average and the pupils arrive at school on time.

Main strengths and weaknesses

- The quality of relationships is an outstanding feature of the school.
- The school expects high standards of behaviour and the pupils' response to this is very good.
- Pupils' personal development is promoted very effectively and as a result their attitudes are very positive.
- Provision for pupils' spiritual, moral, social and cultural development is excellent.

Commentary

4. At the pre-inspection meeting, parents commented on the strengths of the relationships between the headteacher and the pupils and the headteacher with his staff. These are very special features of this school and create a sense of community in which all staff and pupils work with confidence. In lessons, pupils work together very successfully in pairs and in small groups. For example, in a very good Year 4 information communication technology (ICT) lesson the pupils interacted very well with each other as they shared ideas to produce posters. They are very good at listening to and valuing each other's opinions. This was clearly seen during an excellent Year 3 literacy lesson. In this lesson the pupils were able to answer questions thoughtfully because of their good listening skills during a discussion about the language of advertising. At break and lunchtimes, the pupils play together co-operatively. During the inspection it was good to see many pupils supporting their friends taking part in the mini-football tournament between Years 5 and 6.
5. Parents are right in their belief that behaviour in the school is very good. Pupils clearly enjoy being in the school and have a very thorough awareness of the school's expectations about how they should behave. They respond accordingly and behaviour at all times is of a very high standard. Behaviour is very good in lessons as a result of the very good teaching, which means that the pupils are interested and motivated to learn. In a very good Year 6 numeracy lesson the pupils were challenged by the tasks set; the lesson progressed at a very good pace that enabled rapid learning to take place. At the pre-inspection meeting a parent commented that he was very impressed with the behaviour of the pupils when they are off-site. Pupils' very good behaviour is contributing positively to their high standards of achievement. No pupils have been excluded in recent years.
6. The nurturing of pupils' personal skills has a high priority in the school. All adults who work with the pupils are kind and considerate towards them. As a consequence this helps the pupils develop a sense of empathy with others and an understanding of the needs of different people. Pupils are very willing to praise each other for their efforts and achievements and will help each other spontaneously both in and out of lessons. The headteacher has very successfully created an ethos in which all pupils can grow and flourish; this is a major contributory factor to pupils' enthusiasm, confidence and standards of achievement.
7. The school makes excellent provision for pupils' spiritual, moral, social and cultural development. Pupils' spiritual development is enhanced during assemblies and in their learning during art and design, music and personal, social and health education and citizenship. The school's success in promoting moral and social development is apparent in the way pupils conduct themselves and in many features of the day to day life of the school. The school has very few pupils from other ethnic or cultural backgrounds. However, pupils are very knowledgeable about and show great respect for people from other beliefs, faiths and cultures.

Attendance

Attendance is above the national median and pupils arrive at school on time.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.4	School data :	0.3
National data:	5.4	National data:	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. Teaching and learning are very good. The curriculum and additional activities to enhance pupils' learning are very good. Provision to ensure pupils' care, welfare, health and safety is very good. The school's partnerships with parents are excellent. Links with the community and other schools are very good.

Teaching and learning

Teaching and learning are very good and a significant amount of teaching seen during the inspection was excellent.

Main strengths and weaknesses

- Teachers expect high standards.
- Teachers often inspire the pupils, who respond by learning very well.
- Procedures to assess pupils' attainment and progress against national expectations are not in place for all subjects.
- Arrangements to mark pupils' work and set targets for their improvement are not applied consistently across the school.

Commentary

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5 (17%)	14 (47%)	11 (37%)	0	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

8. Excellent teaching was observed in English, mathematics and personal, social and health education and citizenship. These lessons, and much of the very good teaching seen during the inspection, are typified by the excellent relationships that are evident between teachers and their pupils. Teachers work very effectively to encourage pupils and to maintain their interest. Because of this many pupils are very enthusiastic learners. Pupils hold their teachers in great affection and feel they are taught very well.
9. Teachers plan their lessons very well, matching the content very well to the needs and abilities of all pupils. Teachers also use questions very effectively to challenge pupils and to extend their learning. The careful match of questions to pupils' abilities ensures that they are all involved very well in lessons and they experience success during their learning. This is very true for the teaching of English and mathematics. Teachers have very good knowledge

of these subjects and apply the principles advocated by the national strategies for literacy and numeracy very effectively. This does much to underpin pupils' very good achievement in these subjects.

10. Teaching assistants make a good contribution to pupils' learning and provide very good support for pupils with special educational needs. The involvement of teaching assistants in mathematics lessons and in working with small groups in English is very good. However, there are times in English lessons, when the whole class is taught by the teacher, when teaching assistants are not fully involved in the development of pupils' learning.
11. Arrangements to assess pupils' attainment and progress in English, mathematics and science are very good. Teachers use the information gained from assessments in these subjects very effectively to plan the next stages of their teaching. Teachers know their pupils well and are fully aware of how pupils are getting on in all subjects. However, the school does not keep records of pupils' progress in all subjects and does not compare pupils' progress with the nationally expected levels for each age group. Teachers are very good at explaining to pupils how well they are doing and what they need to do to improve and pupils understand these processes well. However, the marking of pupils' work is not consistent across the school, especially in mathematics, and pupils are sometimes not reminded with sufficient frequency about the targets for their learning. Homework is used very well to extend pupils' learning and pupils are very appreciative of this aspect of the provision made for their learning.

The curriculum

The curriculum is very good. It covers all National Curriculum requirements, and enables pupils to achieve well throughout the school. Very good opportunities are provided for enrichment beyond the basic curriculum. The accommodation and resources are very good.

Main strengths and weaknesses

- Equality of opportunity and access to the school's educational provision are excellent.
- Planning is very good, ensuring an appropriate balance between subjects, yet sufficiently flexible to meet changing needs.
- The curriculum is very comprehensively enriched by a wide range of extension activities inside and outside school.
- There is very good provision for pupils with special educational needs.
- Accommodation and resources are very good, and are used very well to support pupils' learning.

Commentary

12. The report from the last inspection found that the curriculum lacked balance, in that there was a wide variation in the time allocated to different subjects. This shortcoming has been completely met, and time allocations are closely monitored. All the subjects of the National Curriculum are taught throughout the school. Strong planning and monitoring ensure very good breadth and balance and appropriate depth of study. The National Literacy and Numeracy Strategies are well established and understood, and many of the beneficial aspects of the strategies have been adapted and used throughout the curriculum. The principles of equal opportunities permeate all aspects of the school's life particularly strongly, with excellent success in promoting the achievement of all. Provision for pupils' personal, social and health education is very good. There is very good provision for pupils with special educational needs and all requirements for these pupils are met. They have access to the whole curriculum. The school is very successful in including pupils with significant learning or behavioural difficulties.
13. A particularly strong feature of the curriculum at the Orchard School is the way in which it is enriched. Considerable commitment is shown to the reinforcement of the traditional curriculum. For example, all pupils in Year 3 are taught to play the recorder, and opportunities

for free individual instrumental tuition are provided in all age groups. The attention given to sports tuition is excellent, and results in the school's considerable success in local competitions. Pupils report enthusiastically on how they enjoy and remember visits to the school by, for example, older people who talked about being evacuated during World War II. Local professionals, like the police and the school nurse, also make a very valuable contribution, and the visits of musicians and actors are greatly enjoyed, providing a lively extension to pupils' experience. Pupils speak even more enthusiastically about their visits out of school, and these are used very effectively to enhance their learning. At the time of the inspection, pupils in Year 6 had just returned from a week's visit to the Peak District, and this was being used in a highly constructive way to extend their knowledge and understanding of geography and history, to motivate their extended writing and to promote their social awareness and skills of independence. Special occasions, like musical and dramatic presentations, play an important part in the process of conferring confidence and preparing pupils for the world beyond school. Lastly, every day there are regular clubs and activities which vary from term to term, focusing upon sports, or the arts, or a variety of individual enthusiasms, like first aid.

14. Resources are very good and are evidence of careful purchase and care. The library is a central, welcoming and attractive space; the stock is very good, well ordered and maintained. Resources for ICT have also improved very well. Accommodation is very good. Classrooms are well used to accommodate unusually large classes. There are attractive and informative displays, and the buildings as a whole are well maintained. The grounds are extensive, attractive and well used. The teaching staff are well qualified for this stage of education, and are provided with good opportunities to extend their expertise through additional training. The majority of learning support assistants are appropriately trained, and the small number who are not have training planned for them.

Care, guidance and support

Procedures to ensure the care, guidance and welfare of the pupils are very good. Achievement and personal development are monitored very well. The involvement of the pupils in the school's work and development is very good.

Main strengths and weaknesses

- The pupils are very well cared for and they are happy in school.
- The excellent relationships between pupils and adults help the pupils feel secure in school.
- Pupils feel valued because their views are sought and acted on.
- Although pupils have a good understanding of what they are learning they are not always sure what to do next to improve their work.

Commentary

15. First aid and medical support are thorough. Health and safety and child protection procedures have improved since the inspection of June 1998. The pupils are well supervised at break and lunchtimes, when they have the freedom to use the lovely school grounds to relax and play in. Victoria's Garden, in memory of a pupil, has been created as a quiet area. Pupils use this very well for reflection and discussion, whilst others create a calm ambience by playing guitars. It was very obvious during the inspection that the pupils are happy in school.
16. All adults who work in the school form very close and trusting relationships with the pupils. Pupils interviewed during the inspection said that there are adults to go to if they have worries. Teachers know the pupils very well and are able to monitor their personal development effectively. The very good personal, social and health education (PSHE) programme gives pupils opportunities to express ideas and opinions and also the confidence to share their feelings with their teachers and classmates. The celebrations of pupils' achievements in assemblies are also contributing positively to pupils' personal development and belief in

themselves. Teachers listen well to pupils during lessons; they value pupils' contributions, which helps to build pupils' self-esteem. The pupils are encouraged to express their opinions through the school council, via questionnaires and by responding to their own annual reports. Parents feel it is very positive that their children have 'real ownership' of the reports. The headteacher analyses responses to questionnaires and discusses pupils' concerns in assemblies. The school council was instrumental in the development of the Noadsway Play Park and is currently working on ideas to make the school a healthier place. All of these opportunities are very good for pupils' personal development.

17. Pupils with special educational needs receive very good support. Parents are regularly informed of their children's progress and receive a copy of the individual education plans. Frequent opportunities are provided for parents to discuss their children with the class teacher or special educational needs co-ordinator. Outside agencies provide excellent support for these pupils.
18. Teachers assess pupils' academic needs well during lessons. They provide lessons that are challenging and matched to the needs of individuals. Learning support assistants are well used to ensure that pupils get the most out of their lessons. Teachers keep pupils informed about how they are getting on in many ways. However, targets for learning are not always discussed often enough or referred to when teachers mark work.

Partnerships with parents, other schools and the community

The school has an excellent partnership with the parents. Links with the community and other schools are very good.

Main strengths and weaknesses

- The school very successfully encourages parents to be involved in their children's education.
- Parents are very well informed about what is happening in school and how well their children are doing.
- Very good links with the local community greatly enrich the curriculum.
- Pupils are well prepared for the next stage of their education.

Commentary

19. Responses to the pre-inspection questionnaire and meeting were overwhelmingly positive and show that parents have great confidence in the school and the headteacher. Parents show their support by attending meetings in high numbers, helping in classrooms and on trips and through fund raising for the parent teacher association (PTA). The inspection team saw at first hand the high parental involvement in the summer fete. PTA funds are well used to enhance provision for all pupils; for example computer benching and school medals.
20. The headteacher canvasses the views of the parents via questionnaires and responds to their suggestions and opinions through his newsletters. Parents requested more information about what their children are learning and as a result each year group produces its own curriculum information newsletter for them. The prospectus and governors' annual report are very well presented documents and now contain all of the required information. Parents are very supportive of homework, and the help they give with their children's reading is having a positive impact on standards of reading throughout the school. The parents are very happy with the end-of-year reports, particularly that their children also have ownership of them. The parent/teacher consultations are full and frank and parents can take their children to these if they wish. The inspection team agrees with the views of the parents about the annual reports. They contain very good information about what the pupils know, understand and can do and about the skills they are acquiring; they also set targets for improvement in English, mathematics and science.

21. The school is an integral part of the local community. Through supporting local residents in their protest about the Home Farm Tetra mast, taking part in Hythe and Dibden Purlieu arts events, entertaining senior citizens and collecting Harvest Festival gifts for a women's refuge. The local area is very well used to enhance history and geography lessons and representatives from St. Andrew's Church lead assemblies and support religious education (RE) lessons. Community groups regularly use school facilities and coaches from Southampton Football Club hold training sessions in school. All of these very good opportunities greatly enhance pupils' personal and social development.
22. The school provides valued work experience placements for students from local schools and colleges. Parents are very happy with the induction arrangements for their children. A close partnership with the infant school helps the youngest pupils to settle happily into Year 3. For example, Year 3 pupils write to a 'buddy' in Year 2 to tell them about the junior school. Pupils from Noadswood visit the juniors to talk about their school and Year 7 staff visit to meet the transferring pupils. Year 6 pupils also attend induction days at Noadswood. All of these opportunities help to make transition to secondary education a smooth process.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The governing body fulfils its duties very well. The leadership of the headteacher is excellent.

Main strengths and weaknesses

- Governors are very knowledgeable about the strengths and weaknesses of the school and provide very good support for senior managers.
- The headteacher is held in very high regard by staff, pupils and parents.
- The leadership of teachers who have responsibility for subjects is good. However, there are not enough opportunities for these teachers to directly monitor the quality of teaching and learning in the subjects they lead.

Commentary

23. The governing body is very active in all aspects of school life. Many are regular visitors and spend time in classrooms. Governors also receive frequent reports from the headteacher and from subject co-ordinators about standards and about the progress made towards the priorities for development identified in the school's improvement plan. Consequently, governors are very well informed about the strengths of the school and about plans to further improve provision. Governors are very supportive of the headteacher and of senior managers. They also undertake their role as 'critical friends' to the headteacher and school very well. Governors meet their statutory requirements fully.
24. The leadership of the headteacher is excellent. Members of staff, parents and pupils also feel that the quality of leadership is excellent. The headteacher, deputy headteacher and year team leaders form a strong and very effective team. Together with other members of staff they maintain the school's very effective commitment to inclusion, the promotion of equality and concern for meeting the needs of all staff and pupils. These qualities provide the basis for the school's excellent ethos and for pupils' very good achievement and their very good attitudes to their learning.
25. The special educational needs co-ordinator manages the very good provision for pupils with special educational needs very well. Subject co-ordinators also do a good job. They have a good grasp of standards in the subjects they are responsible for, make a significant contribution to planning for improvement, ensure that governors are well informed about developments and provide good support for their colleagues. However, there are too few opportunities for subject co-ordinators to monitor and evaluate the quality of teaching and learning in their subjects. The performance of the school is linked very well to planning for

improvement. The deputy headteacher undertakes detailed analysis of test results and the identified areas for improvement provide the basis for subsequent improvement plans. Progress towards meeting the identified areas for improvement is monitored closely and reported regularly to the governing body.

26. The financial and day-to-day management of the school are very good. The office staff work very effectively to ensure that the school runs smoothly. Governors are involved very well in financial planning. They monitor the progress of the school budget closely and ensure, very effectively, that decisions about the school's finances and spending are linked very closely to the priorities for development identified in the improvement plan. Governors apply the principles of best value very well to the purchase of services and resources. The budget at the end of the last financial year (see the table below) revealed a small deficit. The management of funding in the current financial year has already ensured that this situation has been reconciled. The school provides very good value for money.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	894,633	Balance from previous year	16,862
Total expenditure	898, 810	Balance carried forward to the next	-4,177
Expenditure per pupil	2,203		

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Teaching is very good.
- The quality of learning is very good, as a result of the very good teaching and of pupils' very positive attitudes.
- Pupils achieve very well.
- The subject is very well led.
- The process of individual target-setting is not fully developed.
- Marking is of inconsistent quality, and often does not evaluate pupils' work and advise them on how to improve. When advice is given, there is very little checking in subsequent work that the advice has been followed.

Commentary

27. Improvement since the last inspection has been very good. The proportion of pupils attaining standards above Level 4 has increased. Teaching, which was reported as satisfactory, is now very good. Pupils' progress was judged as satisfactory and variable in different year groups. Their achievement is now consistently very good. Inspection findings show that standards are above average. Considering that the attainment of this year group was below average when they entered the school, the value added during their time at the Orchard School is very good.
28. In speaking and listening, standards are above average in all age groups. This is because of the sense of security which the school confers through its caring ethos and through the collaborative styles of the teachers. Listening is well focused and respectful, and speaking is thoughtful and considered. In Year 3, pupils were observed discussing how words could be chosen to persuade. They were adventurous in their suggestions, and not afraid to try out new words and ideas. In Year 6, pupils were seen sensitively evaluating each others' work, choosing words carefully from a mature reserve of vocabulary.
29. In reading, standards are high, well supported by a guided reading programme which is effective in driving progress, by the fact that all pupils take books home and keep a diary recording what they have read, and by the enthusiasm for books which their teachers show and share. Pupils throughout the school recognise a range of kinds of reading, and many have favourite authors. Many have a good perception of authors' intentions and how they achieve their effects. Pupils throughout the school read aloud with accuracy and understanding. Many of them are a joy to hear, but some do not communicate meaning through expression, and their reading is dull and monotonous. By the time they reach Year 6, the majority of pupils have a good knowledge of a range of literature and are well equipped to discuss it. Making continuous good progress, they move to more and more difficult and adult books.
30. In writing, standards by Year 6 are above average and rising, providing evidence of the effectiveness of the school's decision to place particular emphasis upon this aspect of English. Pupils write a considerable amount, and generally their work is carefully drafted and presented. Teachers try hard to provide work which will motivate and inspire, and their pupils respond well, choosing words in order to achieve the right effect, and structuring their work carefully. Spelling and punctuation rules are usually observed, and the highest attainers write fluently, competently and accurately: their use of language is skilful, poised and very imaginative - a

pleasure to read. Lower and middle attainers all try hard to write vividly and originally. Their work is well structured and adventurous and, while technical faults are not unusual, the reader has no problems with understanding or joining in with the spirit of the writing.

31. In the majority of lessons, the quality of learning is very good or even excellent, supporting the very good progress made over time. This is a result of pupils' keenness to learn and their enjoyment of English, and of very good teaching. The relationships between pupils, teachers and other adults are very good. Because pupils and their aptitudes and problems are well known, mutual confidence and trust support the best teaching. The National Literacy Strategy is well understood and is well adapted and applied to the needs of the school. Planning is very good and, as a result, lessons are well structured, varied and stimulating and hold pupils' interest and attention. In Years 3 and 6 two outstanding lessons were seen. They were characterised by excellent relationships between pupils and teachers, with the result that each lesson was a shared and enjoyable experience. Because planning and preparation were good, structure and pace were good, and no one went off task throughout. In both cases, teachers were driving their classes hard, and the pupils were enjoying the experience. The teaching of English is well supported by learning support assistants, who are very effective because they know pupils well and provide those who need it with well-focused support. They also work very well with small groups. However, when the teacher is addressing the whole class, the opportunity to involve them - by, for example, sharing aspects of the delivery with the teacher or by observing or monitoring - is often lost, and a valuable resource is wasted. Marking is of inconsistent quality: comments, if provided at all, are often no more than bland congratulations. There is a limited amount of evaluative analysis, and there are some suggestions for improvement, but follow-up of these suggestions in subsequent marking is usually absent. Target-setting is being developed, but targets when they are set (and pupils remember them), are not sufficiently individual and detailed.
32. English is very well led by a co-ordinator who has a very clear view of the importance of literacy and a good vision of the priorities of the subject. Resources are very good and are very well used.

Language and literacy across the curriculum

33. In the teaching of subjects other than English, literacy skills are supported satisfactorily through the use of key words and subject-specific language. However, there is not a consistent approach to the correction of errors in English in written work, and the marking of the use of language across the curriculum is often neglected. The school library is a very valuable resource. It is an attractive and welcoming space, strategically placed at the centre of the school, and it contains a good stock of fiction and non-fiction, well ordered and cared for by the part-time librarian. Pupils use the library frequently and well, and, with the book stocks held in classrooms, the development of literacy is well supported. The special ethos of the school, encouraging pupils to express themselves freely but carefully, strongly promotes their language skills.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Mental and oral mathematics are taught very well.
- Teachers enable pupils to become very confident learners.
- Teachers provide very good opportunities for pupils' to use and apply their mathematical skills and knowledge.
- Not enough use is made of target setting to enhance pupils learning, and marking does not always provide pupils with enough information about how to improve.

Commentary

34. Inspection findings show standards, by the end of Year 6, to be above average and that pupils achieve very well. Standards for the younger pupils, those in Years 3 and 4, are well above average. These pupils entered the school with well above average attainment, whereas the present group of Year 6 pupils entered the school with below average attainment. Pupils with special educational needs also achieve very well. Standards are much better than at the time of the last inspection and improvement has been very good.
35. Teaching and learning are very good. Relationships between teachers and pupils are excellent. Teachers excel at encouraging pupils and at celebrating their successes. As a result pupils become increasingly confident learners. They are willing to attempt the challenging tasks that teachers set for them and are not afraid to make mistakes. Any mistakes that pupils do make are used very effectively by teachers as a vehicle to enhance pupils' learning and understanding. Mental and oral mathematics are taught very well and pupils of all abilities become increasingly competent in the four key operations of addition, subtraction, multiplication and division. Teachers also provide opportunities for pupils to apply their mathematical skills very well. For example, in a Year 5 lesson pupils worked out the time needed for a journey on the 'Eurostar' train, using a timetable that required mathematical knowledge far beyond that expected for their age. Many lessons are typified by the very good use of questions by teachers to extend pupils' understanding and challenge them very well. Such questions are matched very well to pupils' abilities and teachers consistently ask pupils to explain their thinking and to talk about how they arrive at the answers they give. Pupils' responses to such opportunities usually show understanding beyond that expected for their ages.
36. Arrangements to assess pupils' attainment and progress are good and teachers are good at making pupils aware of the progress they are making. However, insufficient use is made of target setting as a means of enhancing pupils' learning, and marking does not always give pupils enough information about what they need to do to improve.
37. The leadership and management of the subject are very good. The subject co-ordinator provides very good support and guidance for other teachers and is responsible for the very successful application of the principles advocated by the National Numeracy Strategy. The co-ordinator and deputy headteacher analyse test results in great detail and use the information they gain very well when planning improvements to the ways in which the subject is taught.

Mathematics across the curriculum

38. Mathematics is used very well across the curriculum to enhance pupils' learning. For example, charts and graphs are used very well to sort and present data in information and communication technology, geography and science. Because of the very successful teaching evident in mathematics, pupils are very good at applying their knowledge and skills in other subjects and in their everyday lives.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Teaching and learning are very good.
- There is a very effective emphasis on helping pupils to conduct and understand scientific investigations.
- There is inconsistency in the quality of presentation and marking of pupils' work .
- The leadership and management of the subject are very good.

Commentary

39. Inspection findings show that standards attained at the end of Year 6 are well above average and pupils achieve very well. This is consistent with the 2003 national test results, whilst reflecting an improvement since the previous inspection. Pupils' attainment in science, particularly at the higher Level 5, is based on the priority given by the school to investigative learning and the whole school emphasis on the professional development of staff and the use of an effective revision programme. These very good features are underpinned by very good leadership and management of the subject.
40. Pupils in Year 6 investigate different types of sugar in order to find out which dissolves quickly in addition to studying rocks and electricity. Younger pupils demonstrate a good awareness of the human body with particular reference to the position, shape and purpose of teeth. Pupils in Year 4 show well-developed concepts of friction and resistance while those in Year 5 know why a circuit might not work. This is a clear indication of pupils having well developed knowledge, understanding and skills relating to joining electrical components correctly. Most pupils throughout school have a good understanding of fair testing, the use of predictions and how to draw and record conclusions based on investigation. They use appropriate vocabulary, and there is some evidence of the use of information and communication technology to present results of investigations in different ways, including tables and graphs.
41. Teaching and learning are very good. This represents very good improvement since the last inspection. Effective questioning, based on very good subject knowledge, promotes learning very well. Teachers promote investigative learning very well and use a wide range of resources that enhance pupils' motivation, whilst enabling them to sustain concentration. This was noted in a Year 4 lesson, where effective planning and preparation led to a good understanding of how air resistance can slow down the movement of objects. Skilful questioning and clear explanation of the task, with emphasis on key words, ensured pupil participation in a Year 3 activity concerned with teeth. Challenging tasks in a Year 5 lesson required pupils to make predictions and try out ideas about joining electrical components. Pupils throughout school respond to investigative work with a great deal of enthusiasm, and practical activities are particularly beneficial to pupils with special educational needs. However, pupils do not always take sufficient care in the presentation of their work. Pupils show very good behaviour and well-developed collaborative skills. This contributes to their very good progress and achievement in developing and consolidating their scientific knowledge, understanding and skills in lessons and over time.
42. The successful adoption of a nationally recommended scheme has enabled the school to provide very good coverage of the science curriculum. Good assessment procedures are in place. However, the marking of pupils' work does not always provide them with enough information about what they need to do to improve. The subject is very well resourced and managed. The co-ordinator has already identified the need to make greater use of information and communication technology during science lessons.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- There has been very good improvement, since the time of the last inspection, in provision of hardware and software
- Staff are becoming increasingly confident in the use of information and communication technology
- There is not enough emphasis on control technology
- Arrangements to assess pupils' attainment and progress are not linked sufficiently to the national expectations.

Commentary

43. By the end of Year 6, standards are in line with those expected for pupils at this age. This represents considerable improvement since the last inspection, when standards were below expectations. Factors contributing to this success include the appointment of a co-ordinator and a technician, a systematic approach to professional development of staff, updating of resources and the development of an information and communication technology suite. All of this is enabling pupils to achieve well.
44. Pupils have satisfactory keyboard skills. Older pupils use 'power point' well to prepare presentations, such as one on Mount Everest. This shows their ability to select and use the type, size and colour of fonts with increasing independence. Year 6 pupils use word processing well to record the activities from their residential visit to Castleton. Younger pupils make good use of word processing and e-mail facilities for their day-to-day activities and homework. There is evidence of Year 4 pupils making good use of 'Textease' to design posters and a Victorian garden as part of their work in history. Higher attaining pupils manipulate the mouse and keyboard with speed and accuracy to combine text and graphics. Pupils, including lower attaining pupils, use computer systems independently to select and record the books they borrow from the school library. However, pupils' skills in the use of control technology, particularly in sequencing commands to control devices, are not fully developed.
45. Teaching is good, showing good improvement since the last inspection. Teachers have well-developed skills in the use of software and hardware, including the interactive whiteboards. Teaching and provision are supported very well by the qualified technician, ensuring that computers and other resources are in good working order. Pupils gain from effective modelling and demonstrations by the teacher of skills. They respond with a great deal of enthusiasm to the opportunity for hands-on experience of computers. They share computers without fuss. They make good progress and achieve well in developing and consolidating their basic skills in the use of computers.
46. Well-developed documentation and very good planning have ensured full entitlement to the information and communication technology curriculum for all pupils. This provides good opportunities for the pupils to build up skills with an appropriate understanding of different applications. Teachers make good use of the computer suite. This is evident in systematic teaching and learning in all classes. Leadership and management of the subject are good, but the current use of assessment is not linked closely enough to evaluating how well pupils are doing in terms of the national expectations for the subject.

Information and communication technology across the curriculum

47. Information and communication technology is used satisfactorily across the curriculum to enhance pupils' learning. Good examples of its use are evident in English, when pupils word process their writing and enhance their work by adding electronically generated illustrations. Pupils also use computers satisfactorily to record and analyse data in mathematics and science.

HUMANITIES

48. Not enough teaching was seen to enable judgements to be made on the overall provision for geography and history. Judgements for these subjects are based on the sampling of pupils' work and on discussions with teachers and pupils.
49. In both **geography** and **history**, standards are above average and pupils' achievement is good. Only one lesson in each subject was seen during the inspection: consequently, no overall judgement upon the quality of teaching is possible. Nevertheless, both lessons were of good quality, and pupils showed good increases in knowledge and understanding.

50. Good coverage of the National Curriculum recommendations for both subjects is built into the planning of lessons for each year. The subjects, particularly in Year 6, are packed with lively and interesting enrichment activities related to visits and studies out of school. Just before the inspection, Year 6 had undertaken a week's residential visit to the Peak District, and the rich resources of the area were thoroughly exploited in studies related to local history and legend, and to its social and physical geography. The work associated with the experience in both subjects recorded in pupils' diaries and recounted in interviews leads to the conclusion that standards by the end of Year 6 are above average. A similar judgement in other age groups is supported by some good work in geography in Year 4 on Saint Lucia, and in history in Year 3 on the ancient Egyptians.
51. Leadership and management are good (there is one co-ordinator for both subjects). The co-ordinator has a good perception of priorities and needs, and exercises a good oversight of teachers' planning and outcomes. However, no time is provided for her to observe and monitor teaching. Assessment procedures are in their early stages and are not sufficiently formalised and developed to track pupils' progress systematically. Resources in both subjects are very good, easily accessible and well used. Improvement since the time of the last inspection has been good.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The subject is led and managed well by the co-ordinator.
- Good links are established with other subjects to promote pupils' learning.
- Assemblies make a positive contribution to pupils' religious education.

Commentary

52. By the end of Year 6 standards are in line with those expected by the locally agreed syllabus and pupils, including those with special educational needs, achieve well. The school has been successful in maintaining the standard of pupils' work since the last inspection. Lesson planning provides good opportunities for pupils to be involved in discussions and pupils gain confidence in expressing their own ideas. Year 6 pupils are knowledgeable about places of worship, making thoughtful comparisons between St Michael's Church, Southampton and St Edmund's Church, Castleton. Good emphasis is placed on pupils gaining knowledge of other world faiths, including some of the beliefs and festivals associated with the Jewish and Hindu religions. Good links with other subjects help pupils to achieve well. Pupils' literacy skills are developed very well by the teaching in the subject. Year 5 pupils write poems about God. For example, they write that God is 'as powerful as lightning, as wise as an owl and as brave as a lion'. Pupils talk about important issues in personal, social and health education, including respecting the beliefs of others. They listen to and compose Christian hymns and learn about the way that artists have conveyed religious ideas through their work.
53. The co-ordinator provides effective leadership and management and has identified ways to raise the standard of pupils' work and to give the subject a higher profile within the school. A new agreed syllabus is to be introduced next term and a new scheme of work will be written. The resources are good and include artefacts, books and videos. The school has established strong links with the local St Andrew's church and clergy and visitors from the church contribute well to school assemblies. These effective links have a positive impact on pupils' learning. Improvement since the last inspection has been satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

54. Not enough teaching was seen to enable judgements to be made on the overall provision for art and design, design and technology and music. Judgements for these subjects are based on the sampling of pupils' work and on discussions with teachers and pupils.
55. The available evidence indicates that by the end of Year 6 standards in **art and design** are above average and pupils, including those with special educational needs, achieve well. Pupils who have a talent for art make very good progress. Pupils experience a variety of activities which enable them to gain skills in using a range of different media. Pupils' experiences include working with clay, making collages, drawing, painting, printing and sewing. In the one lesson seen, Year 6 pupils made a sketch of a favourite view they remembered from their visit to Castleton. They used water colours well to enhance their work. They were eager to explain how they produced the different effects and suggested ways that their work might be improved. Other very good examples of pupils' work include collages to represent different feelings and moods, water scenes in chalk pastel, African masks made out of clay and silk screen printing which shows an imaginative use of colour. Good provision is made for pupils to appreciate the work of other artists and to look at other art forms from around the world. The after-school art club is well attended and provides further opportunities for pupils to develop their creative skills. Pupils have visited Southampton City Art Gallery. The attractive displays around the school celebrate pupils' achievement in the subject.
56. The available evidence indicates that standards in **design and technology**, at the end of Year 6, are above average and pupils achieve well. Work on display includes well-designed, structured and motorised fairground rides made by Year 6 pupils. Year 6 pupils have also made puppets linked to a play they developed in their literacy lesson for a show to be performed to Year 3. Younger pupils' clear understanding of how mechanisms - such as axles, chassis and wheels - work is evident in the 'Jolly Postman Vans' they have made. There is good evidence of Year 4 pupils experimenting with a range of materials such as felt, fabric and metal in designing and making pencil cases. Year 5 pupils make good model lighthouses as part of their work relating to electrical circuits. All of this work illustrates pupils' well-developed ability to select appropriate materials, shapes and colours for a particular purpose. Most pupils know how to improve their finished products through thoughtful evaluation. There is some evidence of the use of information and communication technology in pupils designing posters and pamphlets. Many pupils, mainly in Years 5 and 6, develop good skills relating to cookery with particular reference to designing and making a range of food including a three-course meal. The contribution of parents to this aspect of learning is excellent.
57. Planning for the subject is good. The scheme of work and action plan are up to date and provide teachers with good guidance. The subject is well resourced and managed, though opportunities for the co-ordinator to monitor teaching are limited.
58. The available evidence indicates that standards in singing are above average. Assemblies show that many pupils sing with an accurate sense of pitch and a good memory for the words of hymns. The part-time specialist teacher and music co-ordinator work effectively to promote **music** within the school. There is a very well-resourced music studio. The school makes very good provision for pupils to develop performing skills. Recorder and guitar lessons are provided by school staff. Over 40 pupils receive lessons from peripatetic teachers from the Hampshire Music Service. These teachers provide lessons for brass, strings and woodwind instruments. There are good opportunities for pupils to perform both in and out of school. There are small ensemble rehearsal groups and a choir. Pupils take part in Christmas productions and perform to local senior citizens.

Physical education

Provision in physical education is **very good**.

Main strengths and weaknesses

- There is a very effective focus on pupils' health and fitness
- The needs of pupils of all abilities are met very well. Including those of pupils recognised as being gifted or talented.
- The programme of extra-curricular activities is excellent
- The assessments that teachers make do not compare the standards that pupils achieve with those expected nationally.

Commentary

59. By the end of Year 6, standards are above average and pupils achieve very well. Pupils with special educational needs also achieve very well and the needs of pupils who are recognised as being gifted or talented are met very well. For example, the very knowledgeable subject co-ordinator is allocated time to work with the school's most able athletes and their performances are improving very well. The quality of teaching and learning is very good. The school has a very successful focus on enhancing pupils' health and fitness. This plays a prominent part in every lesson.
60. Standards in dance exceed those expected for pupils' ages. There is a very good programme of dance that extends across all years. Year 6 pupils achieve very well in 'Street Dance'. They plan their work thoughtfully, perform with increasing confidence, and make helpful and supportive comments when evaluating their own work and that of others. The dance programme is also supported very effectively by a visiting specialist, helping to improve standards even further. Standards in games also exceed those expected for pupils' ages. During the inspection this was evident in cricket and tennis. Teachers have good knowledge of how well pupils are doing and provide them with very clear information about how to improve. However, there is currently no system of assessment that allows teachers to compare pupils' performance with that expected nationally.
61. The provision for extra-curricular sport is excellent and makes a significant contribution to the standards achieved. Pupils express their appreciation of this excellent programme and participate in large numbers. The programme includes association football, cricket, dance, golf, rugby union and tennis. Visiting coaches are used very well to support the programme and their knowledge benefits pupils considerably. The school has also achieved considerable success in competitions against other schools and in various district competitions, particularly in association football, netball and rugby union.
62. Leadership and management of the subject are very good. The subject leader provides very good support and guidance for other teachers and there are good opportunities for teachers to attend in-service training events. The co-ordinator has ensured that very good resources are available to support pupils' learning, and these are used very well by other teachers.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship (PSHE/C) is **very good**

Main strengths and weaknesses

- Excellent relationships between pupils and teachers make a significant contribution to achievement

- The very effective programme contributes very well to the promotion of pupils' self-esteem and confidence
- The programme makes an excellent contribution to pupils' spiritual, moral, social and cultural development

Commentary

63. Pupils achieve very well and the quality of teaching and learning is very good. A significant feature of the teaching and learning is the excellent relationships that teachers have with their pupils. These relationships ensure that pupils are able to enter into discussions about issues of concern and interest with great confidence. Teachers also use PSHE/C lessons very effectively as a vehicle for pupils to apply their very good speaking and listening abilities and pupils from all ability groups contribute very well to discussions.
64. The weekly programme, taught to each year group, enables pupils to explore their feelings and those of others sensitively. For example, pupils in Year 4 consider 'What makes a good friend?' and pupils in Year 5 explore their feelings about what to do when confronted by various moral dilemmas. Very good attention is paid to being safe in the community and pupils are very knowledgeable about this. In an excellent Year 6 lesson pupils discussed 'Moving On'. This lesson enabled pupils to explain how they felt about leaving the school and moving to their new school. Pupils, including lower attaining pupils, expressed their fears and aspirations with great clarity, illustrating the very good quality of their speaking and listening and the confidence their excellent relationships with their teacher had given them.
65. The school pays very good attention to pupils' health and fitness. Healthy eating is central part of design and technology for each year group and the development of pupils' fitness is an important part of physical education. Discussions with pupils show they are very knowledgeable on both these areas of development. The school also provides very well for the development of pupils' sex education and in raising their awareness of the dangers of alcohol, drug and medicine abuse.
66. Leadership and management of PSHE/C are very good. The subject co-ordinator has developed a programme that is applied very well by teachers throughout the school. The success of this programme is evident in pupils' attitudes to their learning and in their knowledge of how they can contribute towards and care for their community and the wider world. The programme makes a very good contribution to pupils' excellent spiritual, moral, social and cultural development. For example, in the respect of cultural development, a link is in place with a school in South Africa. Even so, and in an attempt to promote even higher achievement, the co-ordinator is introducing a major focus on pupils' rights and responsibilities.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	1
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	4
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	3

The effectiveness of management

2

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