

INSPECTION REPORT

PRIORY JUNIOR SCHOOL

St Neots

LEA area: Cambridgeshire

Unique reference number: 110702

Headteacher: Mr T Sharpe

Lead inspector: Mr A C Jolly

Dates of inspection: 1-3 March 2004

Inspection number: 257235

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:	317
School address:	Longsands Road St Neots Cambridgeshire
Postcode:	PE19 1TF
Telephone number:	01480 398039
Fax number:	01480 356051
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr S Basham
Date of previous inspection:	27/04/1998

CHARACTERISTICS OF THE SCHOOL

Priory Junior School is larger than most other junior schools with 317 pupils on roll, who predominantly come from the immediate neighbourhood and transfer from one infant school. Standards on entry to the school have been traditionally average but are higher in the current Year 3. The percentage of pupils with special educational needs, including those with statements, is broadly average. These pupils have mainly moderate learning difficulties, social, emotional and behavioural needs and difficulties with speech and communication. The percentage of pupils whose first language is not English is very low, as is the percentage from minority ethnic backgrounds. The school received the Schools' Achievement Award in 2002 and the Basic Skills Quality Mark in 2003. The mobility of pupils is average.¹

¹ Pupil mobility signifies the number of pupils who start or leave the school at times other than the start of Year 3 or the end of Year 6.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
8750	Mr A C Jolly	Lead inspector	English History French Physical education
1166	Mrs R Hussain	Lay inspector	
26405	Mrs C Bond	Team inspector	Science Design and technology Music Religious education
19897	Mr A Evans	Team inspector	Mathematics Information and communication technology Art and design Personal, social, health education and citizenship Geography Special educational needs.

The inspection contractor was:

PBM Brookbridge & Bedford
13A Market Place
Uttoxeter
Staffordshire
ST14 8HY

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and 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	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	17
SUBJECTS IN KEY STAGE 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	27

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Priory Junior School is an **effective** school, which not only provides a satisfactory education in the key academic subjects of English, mathematics and science, but also provides a wide range of stimulating learning opportunities. Standards are at least satisfactory in all subjects and are good in English, music, art and design and history. The achievement of pupils is satisfactory. The teaching and learning of pupils are good and the school is well managed and led. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Standards are good in English and history;
- National test results of pupils in Year 6 were good in mathematics in 2003;
- There is good provision for the arts, and standards are good in art and design and music;
- The marking of pupils' work too rarely gives guidance on how to improve;
- Pupils are very well behaved;
- There is a wide range of extra-curricular opportunities;
- There are very good links with parents;
- The school has maintained too high a financial surplus.

Improvement since the last inspection has been satisfactory. Standards are better in information and communication technology (ICT), design and technology, and history. There is a more consistent approach to assessment by identifying and targeting pupils' learning needs. The targets on pupils' individual education plans are now better. Also the curriculum is more broadly balanced. However, although the school has made progress, it is still not implementing its marking policy in a consistent manner. Test results and standards are the same as in the last inspection report. The quality of teaching and the leadership of the school remain good.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools based on pupils' prior attainment
	2001	2002	2003	2003
English	D	D	C	C
mathematics	C	C	B	B
science	B	C	C	C

*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.*

Achievement overall is **satisfactory**. Pupils have traditionally joined the school with average attainment and pupils of all abilities, including those with special educational needs and the very few with English as an additional language, progress satisfactorily throughout the school. In 2003, the standards in the national tests at the end of Year 6 were average in English and science and above average in mathematics. Girls' performance was average, while boys' performance was very impressive, when compared with their own gender both in 2003 and in the three-year period from 2001 to 2003.

Standards in English are above average and the quality of pupils' writing is good across the curriculum. Standards are average in mathematics, science, ICT and religious education, which fully meets the requirement of the locally Agreed Syllabus. Standards are good in history, art and design and music, and are satisfactory in all other subjects inspected. Standards have improved in history

and both design and technology and ICT, which were judged to be unsatisfactory in the last report. Standards of literacy and numeracy are good.

Pupils' personal qualities, including their spiritual moral, social and cultural development, are good. They have a very positive attitude to learning and school life and their behaviour is very good. The attendance level of pupils is well above the national average and their punctuality is very good.

QUALITY OF EDUCATION

The quality of education is good overall. Teaching is consistently good. All teachers have very good relationships with pupils, which help them to develop the pupils' learning. Clear learning objectives are set for lessons and the planning and classroom management are both very effective. There is a good curriculum with a wide range of learning opportunities. The links with parents are very good and make a positive contribution to how well their children learn.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher has a clear vision for the school and has put effective management systems in place. He benefits from good support from the governing body, who fulfil all their responsibilities well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents expressed a high degree of satisfaction during the parents' meeting and on all matters identified on the parents' questionnaires. Almost all believe their children like school, that teaching is good and that the arrangements for their children to settle in when they join the school are good. Pupils were also very positive, saying how much they like the teachers and they enjoy the wide range of activities offered to them.

IMPROVEMENTS NEEDED

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

- to ensure that teachers more regularly give guidance on how to improve when marking pupils' work;
- to ensure that the financial surplus available is spent appropriately with greater urgency.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is **satisfactory** overall. Standards are **above average** in English and **average** in mathematics and science. Standards are at least average in all other subjects.

Main strengths and weaknesses

- Standards are good in all aspects of English;
- An above average percentage of pupils in Year 6 attained the expected Level 4 in English in the national tests in 2003;
- Girls have performed relatively less well than boys in the Year 6 national tests from 2001 to 2003;
- Standards have improved in design and technology, information and communication technology (ICT) and history;
- Standards are good in history, art and music.

Commentary

1. In 2002, national test results at the end of Year 6 dipped, which was in line with predictions and prior attainment. However, in 2003 results improved and the general trend from 2001 to 2003 has matched the national pattern. Standards are average in science, slightly above average in English and above average in mathematics, both when measured nationally and compared with schools in a similar context when based on the prior attainment of the pupils. The percentage of pupils attaining the expected Level 4 was above average in English and average in science and mathematics. In mathematics, the percentage attaining the higher Level 5 was well above average, which had a positive effect on the average points scored in that subject. The percentage attaining the higher Level 5 was average in English and science.

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

Standards in:	School results	National results
English	27.4 (26.4)	26.8 (27.0)
Mathematics	27.6 (26.8)	26.8 (26.8)
Science	28.9 (28.6)	29.0 (28.9)

There were 91 pupils in the year group. Figures in brackets are for the previous year

2. Boys have performed very well in all three subjects when compared nationally from 2001 to 2003, particularly in 2003. The school identified that in 2001 and 2003 it had two year groups with a significant proportion of able boys who fulfilled their potential. Girls' performance, in the national tests, when compared with their own gender nationally, has been less impressive from 2001 to 2003, although it is average. This was particularly marked in the 2003 national mathematics tests in Year 6, where fewer girls than expected attained Level 4. The school has identified this as a priority and has adjusted teaching strategies, particularly in mathematics, to focus more on the needs of girls. There has been a whole-school emphasis on involving girls more in the question-and-answer process in lessons. Inspection findings did not show any discernible difference in the current attainment of boys and girls.
3. Pupils enter the school with average standards and the overall level of attainment is average by the end of Year 6. Achievement is therefore satisfactory. Pupils with special educational needs now have better individual education plans and are effectively supported to maintain satisfactory progress overall, as is the case for the very few pupils with English as an

additional language. Gifted and talented pupils receive satisfactory support, so that they make satisfactory progress overall. Progress is good in music where pupils' talents are identified and extended.

- Standards in reading, writing and speaking and listening are all above average throughout the school. Standards are average in mathematics and science by the end of Year 6. Standards have improved in design and technology and ICT and are now average. Standards in art and design, history and music are good. Standards are average in religious education and all other subjects.

Pupils' attitudes, values and other personal qualities

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are **good** overall. Pupils have very positive attitudes and behave very well. There were no exclusions in the last year. Attendance is **very good** and pupils are very punctual in getting to school.

Main strengths and weaknesses

- The very good attitudes of the majority of pupils have a positive effect on their learning;
- The school has high expectations of behaviour and fosters very good relationships;
- Attendance is well above the national average;
- Pupils are willing volunteers and relish opportunities to take responsibility;
- Opportunities to develop pupils' spiritual and cultural awareness are not always used to good effect.

Commentary

- Most pupils are happy to come to school because they feel their efforts are valued. The school's reward system is very popular with both pupils and parents. It ensures that each pupil is rewarded for at least one achievement, either in or out of school, during the year. Rewards are celebrated in assemblies and recipients of the headteacher's awards are listed in newsletters. Pupils and parents feel that the sanctions used are fair and appreciate that, after pupils have been sanctioned, they are able to have a fresh start. As a result of these policies, pupils have very good attitudes, enjoy learning and put in extra effort because they know this will be recognised.
- Pupils behave very well both in and out of lessons because they know the high standards expected of them. Parents are aware of and supportive of the school's stance because they receive a leaflet annually, detailing the expectations and how good behaviour is recognised and promoted. Pupils enjoy very good relationships with each other. They co-operate very well when working in pairs or groups because they are encouraged to take collective responsibility through the 'class of the week cup'. A good example was seen in a Year 6 science lesson where each pupil chose a specific role in the group. They listened intently to each other and enjoyed sharing their knowledge with the group. At break time they interact well together because of the successful introduction of peer mentoring, 'the buddy system' and the volunteer football referees. Pupils and parents are confident that if there are any disagreements or incidents of unacceptable behaviour, these will be dealt with firmly, fairly and quickly.
- Pupils' social and moral development is very good because they are given many opportunities to act as role models and to take on positions of responsibility, particularly in Year 6. They willingly volunteer because they have high levels of self-esteem, which have been nurtured from the start, and they want to play a full part in the school community. Pupils know they are valued equally, regardless of their race, background or ability because this message is emphasised through the inclusion² policy, class discussions and assemblies. A good

² Inclusion refers to the arrangements for meeting the needs of all pupils, whatever their gender, ability or background.

example was seen in an assembly on Martin Luther King’s “I have a dream” speech focussing on the theme of diversity. Despite opportunities seen during the inspection to raise spiritual and cultural awareness, these were not always successful. The teachers in assemblies did not manage to generate a sufficiently spiritual atmosphere conducive to deeper thinking.

8. Attendance is very good. It is well above the national average. This is because parents and pupils are supportive of the school’s attendance policy. The school works closely with the educational welfare service adopting a specific rather than uniform approach to any problems. Punctuality is very good and pupils settle quickly to work on arrival.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.2	School data	0.1
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

Teaching and learning

The quality of education provided by the school is **good**. Teaching and learning are **good** overall. Assessment is **satisfactory** overall.

Main strengths and weaknesses

- The teachers’ subject knowledge is consistently good, which has a direct impact on standards;
- Teachers share learning objectives well with pupils, to increase their own self evaluation;
- Teaching assistants provide good support to develop pupils’ learning;
- The marking of pupils’ work does not give pupils guidance on how to improve regularly enough;
- There is an effective emphasis on more creative subjects, which results in above average standards in those areas.

Commentary

9. The quality of teaching is good overall, which reflects the findings of the last report. Three quarters of the teaching is good or better and there is no unsatisfactory teaching.
10. The teaching of literacy and numeracy is consistently good and this plays an important part in the pupils’ learning of the basic skills of punctuation, grammar and understanding of number. Teachers have secure subject knowledge, which is particularly evident in music, and this contributes to the good standards in the subject and the impact that music has on school life. There is an unusually strong emphasis on developing the pupils’ creativity so that standards in the arts are a main strength of the school.

Example of outstanding practice

The excellent choir session for 160 Year 5 and 6 pupils clearly indicates why standards of singing are so high in the school.

Not a moment was lost as pupils sat silently down and joined in with a four-part body-tapping round. Pupils were used to listening carefully, and following the quiet but clear guidance of the teacher as they moved seamlessly from warm-up exercises to an excellent performance of two familiar songs, answering quick-fire questions about dynamics and phrasing along the way. Every moment was purposefully used to prepare pupils to sing or play to the best of their ability, developing a good understanding of how and why they might improve their performance. Relationships were very strong, pupils respected the teacher's excellent subject knowledge, and she had a clear understanding of how much learning is enhanced by the active involvement of every pupil. Music is central to the school, reflected in the enthusiasm and joy of each music session. The teacher's high expectations motivated pupils to achieve levels that are above average for their age group. The key to this learning is the passion that stimulated the total emotional and physical involvement of everyone.

11. The school puts a consistent emphasis on involving the pupils in lessons with effective question-and-answer sessions during the introductions to lessons. Questioning is often challenging and pupils of all abilities are encouraged to answer. The learning objectives for lessons are invariably identified at the start of lessons and most lessons culminate with the teacher and pupils establishing and reinforcing what they have learnt. Pupils' learning is enhanced by the very good relationships that exist between themselves and teachers and the high standards of behaviour that are expected. Pupils settle down to work quickly and listen attentively, which leads to a purposeful learning environment.
12. Teachers match tasks well to the varying abilities of the pupils. Outside help has been sought on occasions to ensure the very few pupils for whom English is an additional language, are taught appropriately. Those pupils are well integrated into lessons and perform to expectations.
13. A further strength of teaching is the teachers' commitment to linking the learning of different subjects across the curriculum. For example, opportunities are taken to develop pupils' writing in history, addressing the current priority for improvement.
14. Teaching methods, planning and classroom management are all consistently good. Teaching assistants are well managed so that they make a useful contribution to the learning of pupils, particularly those with special educational needs. One interesting and effective initiative is the 'type to learn' programme, which is helping to improve the spelling of some pupils in Year 6.
15. Occasionally the introductions to lessons are overlong, so that even the well-motivated pupils become a little restless. The school marking policy has also been developed to give greater priority to immediate oral feedback to pupils. However, it still emphasises the need for written feedback to suggest what pupils should focus on next. Although the comments are positive, they too rarely suggest targets on how they may improve their work, as specified in the school marking policy.
16. The school has improved its systems for assessing pupils, progress since the time of the last report and these are good in English and satisfactory overall in mathematics and all other subjects. Pupils are given individual targets in literacy and numeracy to help them achieve better standards. These are reviewed at least termly. The information gained from assessment is now used satisfactorily, which is an improvement on the findings of the last inspection.

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1(3%)	10 (26%)	17(45%)	10(26%)	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.

The curriculum

The curriculum offered by the school is **good** and provides a wide range of worthwhile learning opportunities. The accommodation is **good**.

Strengths and weaknesses

- There is very good provision for extra-curricular activities;
- Planning and the balance of the curriculum have improved since the last inspection;
- There is good provision for personal, social and health education and citizenship;
- The accommodation overall is good;
- There is a good range of resources.

Commentary

17. The school offers a wide range of worthwhile learning opportunities and affords a good preparation for secondary school. The balance of the curriculum has improved since the last inspection, with more time now allocated to science and religious education. Pupils in Year 6 have the opportunity to learn French. About 40 pupils currently take advantage of opportunities for instrumental music tuition. There is a strong emphasis on the teaching of literacy and numeracy, but music, art, drama and sports are valued and play an important role in the curriculum. Planning is satisfactorily based on national and local guidelines, adapted to the school's needs and resources. Pupils are taught mathematics in groups according to their prior attainment, which enable the teachers to match work more closely to varying needs. The teachers plan thoroughly for the work that the pupils do each term and each week. Religious education meets the requirements of the locally agreed syllabus and the school meets its obligations to provide a daily act of collective worship for all pupils.
18. The school is constantly trying to improve the curriculum and to make learning real for the pupils. Special days and weeks are held in which the whole school focuses on certain curricular themes, such as science, drama, books, art and technology. There are good opportunities for the pupils to use their skills in literacy, numeracy, history and ICT in other subjects.
19. Provision for pupils with special educational needs, including those with statements, is good. Individual education plans are drawn up for these pupils as soon as possible in Year 3. The quality of these plans has improved since the last inspection. They include clear targets and the strategies and support necessary to help the pupils to achieve them. The school ensures all pupils receive equal opportunities and access to the curriculum.
20. There are many opportunities for the pupils to pursue their interests outside lessons and parents appreciate this provision. Clubs include French, Spanish, science, calligraphy, sign language, chess, drama, poetry, music and sports. All are over-subscribed. Sports teams participate in county competitions, often with success. The teachers enrich learning through local fieldwork and through worthwhile visits to places of interest, such as Stibbington, Hatfield House, Wicken Fen, Peterborough Museum and the Cromwell Museum. Pupils in Year 6 participate in a residential visit to the Isle of Wight.

21. There are sufficient members of staff to meet the requirements of the National Curriculum. Classroom assistants and administrative staff provide the teachers with good support. The accommodation overall is good. Strengths include specialist rooms for ICT and music and a very large sports field. There is an easily accessible library, with a wide range of fiction and non-fiction books. At present, access to the first floor would be very difficult for pupils with severe mobility problems. There are good resources to support teaching and learning in all subjects, although storage is sometimes a problem. Each classroom has an overhead projector, television and computer which members of staff use well to enhance the pupils' learning.

Care, guidance and support

The school takes good care of the pupils in a safe and supportive environment. Promotion of personal development and achievement is **good** while guidance on how pupils can improve is **satisfactory**. Pupils' relationships with teachers are very good, and the school seeks pupils' views well.

Main strengths and weaknesses

- Pupils are well cared for by staff who know them well;
- Induction³ arrangements for pupils are very good;
- Pupils enjoy good, trusting relationships with the staff;
- Pupils are encouraged to make their views known.

Commentary

22. Pupils are looked after well because members of staff are well-trained in areas such as first aid, health and safety and child protection. Clear guidelines through the policies ensure consistency across the school concerning these matters. Support for pupils' personal development is good because there is much formal and informal exchange of information between all the staff, including the midday supervisors, so that all the staff know the pupils well. Pupils are encouraged to develop confidence and high self-esteem and to accept roles of responsibility.
23. Support for and promotion of pupils' achievement is good because the reward system encourages pupils to give of their best. Each pupil in Years 3, 4 and 5 has an annual one-to-one tutorial with their class teacher to discuss their progress and those in Year 6 have two tutorials in the run up to their national tests.
24. Pupils know their views are important because several pupils are invited to talk about their classroom experiences with the headteacher each half term, and the school carries out annual pupil questionnaires to canvass their views. Each class has a listening box, which pupils use to make suggestions or write about any concerns they have. A section on the annual report is included for pupils' thoughts on how they can improve and what they value most about the school.
25. Induction arrangements for new pupils are very good because the school has a strong and constructive relationship with the local infant school. Pupils and parents both praise the quality of these arrangements in helping pupils to settle in very quickly.

³ Induction refers to the procedures for receiving new pupils and helping them to settle quickly.

Partnership with parents, other schools and the community

Links with parents are **very good** and there are also **good** links with the local community. Parental involvement both with work at home and support for the school is **very good**. The school is very good at seeking parents' views and provides them with high quality information. The well-established links with other schools individually and through the local support network are good.

Main strengths and weaknesses

- Links with parents contribute very well to pupils' learning at home and at school and are complemented by the high quality of information that parents receive;
- Parental involvement through the Parent Teacher Association and help in school is very good and parents are actively encouraged to make suggestions;
- The school's links with the local community and other schools contribute well to broadening pupils' learning experiences.

Commentary

26. Parents at the meeting with inspectors were very positive about the school and the responses to the questionnaires were very positive overall. The school places significant importance on the partnership between home and school and encourages parental participation, which benefits all the pupils through increased resources and support for their learning. This link works very well because parents feel very well informed, are welcome in school and are keen to play their part.
27. Parents take a keen interest in how their children are doing and appreciate the information contained in the annual reports, curriculum details each term and regular newsletters. They are consulted through the parents' forum and questionnaires on how the school can improve, and they also give feedback on reports. The school has responded to several suggestions put forward by parents. For example, it has introduced short reports at the end of the Autumn and Spring terms in addition to the annual reports in order to keep parents better informed of their children's progress. Parents are involved in discussions through the forum about several areas such as the school budget, educational initiatives and building projects. Parental involvement with pupils' work at home is very good because they receive detailed information about the curriculum that contains suggestions of how they might help with work at home. The logbook is a useful tool for communication between home and school and keeps parents up to date with their children's work such as spellings.
28. The Friends Association is very well supported and raises significant sums for the school because parents know their contribution is appreciated. They also arrange many non fund-raising social functions for the benefit of parents and pupils. These contribute well to pupils' social development.
29. Community links are good because they provide a service to the local community and the pupils through lettings to a variety of clubs, which help to broaden their experiences. The community is also encouraged to become more involved through invitations to drama and musical productions and these give the pupils an opportunity to perform to a wider audience. Links with the local churches give pupils a wider perspective on Christian teachings because speakers come from different branches of the faith.
30. Links with local schools are good because of the strong network between them, which enables the sharing of knowledge and expertise. The strong links with the local infant and secondary schools ensure that arrangements for the induction and transition of pupils are very good. Pupils benefit from the use of sports facilities at Longsands School and former pupils visits to share their experiences.

LEADERSHIP AND MANAGEMENT

The leadership, management and governance of the school are all **good**. This reflects the findings of the last report.

Main strengths and weaknesses

- The headteacher has a clear vision for the school;
- The governing body provides effective support;
- The school is well managed;
- The induction arrangements for new staff are very good;
- The school has, however, maintained too high a financial surplus.

Commentary

31. The headteacher provides effective leadership for the school. He has developed good links with parents and all staff work effectively and purposefully. He, together with his staff, have a clear vision of providing not only a satisfactory education in the basic skills of English and mathematics, but also a strong emphasis on a wider curriculum, where pupils are offered a varied range of learning experiences and opportunities. The leadership and management of the school have also been successful in developing an ethos where all pupils are treated fairly.
32. The deputy headteacher provides good support and plays a key role in developing the learning of the younger pupils. The co-ordinators vary in experience, but all have a clear understanding of the need to monitor and promote high standards in their subjects.
33. The governors operate as an effective body holding properly conducted meetings with agenda and minutes at least termly. They have a good understanding of both the strengths and weaknesses of the school and their own strategic role in monitoring and planning the development of the school. They fulfil all their statutory obligations.
34. The school is well managed and functions as an orderly community. There is a full timetable for classroom observation by the headteacher, governors and subject co-ordinators to monitor teaching, which has led to strategies to maintain the consistently good quality of teaching. There is an effective system for tracking pupils' progress and a satisfactory analysis has been made of test results in 2003. This identified the need to ensure more girls achieved the expected standard in mathematics and to give greater emphasis to the development of pupils' writing skills. Both of these have been translated into effective strategies. The effectiveness of the school's systems for developing the skills of literacy and numeracy was recognised in 2003 by the award of the Quality Mark by the Basic Skills Agency.
35. The School Development Plan is an effective driving force for the school. It both reviews previous development and identifies priorities for the future. It makes satisfactory arrangements for actions to be carried out, monitored and evaluated against identified measures of performance. Not all targets, however, are sufficiently specific and measurable.
36. The financial management of the school is satisfactory. The school's income and expenditure are both just below average. The school has compared its performance with other schools and is aware of the principles of good value and applies these where appropriate. There has been no auditor's report since the time of the last inspection. The school has built up a considerable under-spend over the last two years. It has used some of this money for internal improvements, an increase in teaching assistants' hours and significant expenditure on ICT. However, the estimated carry-forward of £65,000 is still too high.

37. There are good systems for performance management⁴ and professional development in the school. The arrangements for the induction of new staff are very good, which help to maintain the consistently good standards of teaching.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	715,392
Total expenditure	711,442
Expenditure per pupil	2,182

Balances (£)	
Balance from previous year	110,752
Balance carried forward to the next	114,698

⁴ Performance management has replaced appraisal as a national system for supporting the professional development of teachers by monitoring their work and setting targets for improvement.

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

SUBJECTS IN KEY STAGES 2

ENGLISH AND FRENCH

English

Provision in English is **good**.

Main strengths and weaknesses

- An above average percentage of pupils attained the expected standard in the 2003 national tests for Year 6;
- The quality of pupils' writing has improved and is good;
- Standards of reading are good;
- Standards of speaking and listening are good;
- Girls have performed relatively less well for the last three years in national tests;
- The marking of pupils' work too rarely gives advice on how to improve.

Commentary

38. Standards in English are above average by the end of Year 6, maintaining the standards identified in the last report. This reflects good achievement by all pupils when related to the average level of attainment on entry to the school. The percentage of pupils attaining the expected Level 4 in the Year 6 national tests was above average, while the percentage attaining the higher Level 5 was in line with the national average. Girls' performance was in line with girls nationally but boys performed better than average. No particular difference was noted in the levels of attainment between boys and girls in the current Year 6.
39. The school has given priority to raising the standard of writing and this brought the necessary improvement so that the quality of pupils' writing is now above average. Pupils in Year 6 use a wide vocabulary in the plentiful opportunities for writing descriptively both in the literacy sessions and across the curriculum. Good poetry on display reflects the interesting ideas and effective imagery used by pupils throughout the school.
40. There are regular, well structured opportunities for pupils to practise their handwriting so that most pupils' writing has a consistent form and size. This ensures that there are good standards of presentation throughout the school. All pupils have regular spelling tests and pupils' spelling is monitored to ensure good standards.
41. Standards of reading are good, which is reflected in current reading test figures and the performance in the Year 6 national tests in 2003. Pupils read passages expressively in literacy lessons. The school log books are used effectively from Year 3 to ensure the school and home are working together to encourage the pupils' reading.
42. The school gives considerable emphasis to developing the pupils' skills in speaking and listening, which are good. There are regular productions and a weekly drama club. All the pupils entered in recent years for the English Speaking Board examinations have been successful. Pupils perform roles during lessons to further their understanding. For instance, during a lesson reading about the Lunar Landing, they took on the role of famous astronauts, such as Buzz Aldrin and Michael Collins.
43. The quality of teaching is consistently good and no teaching is less than satisfactory. Lessons have clear learning objectives which pupils understand. Most teachers conclude lessons

effectively with pupils relating what they have learnt, returning to the outlined objective. Relationships are very good so that the pupils and teachers work in a spirit of co-operation and any discipline is light. The work is well matched to the needs of different abilities. There are often challenging tasks for the higher attainers and the pupils with special educational needs receive well targeted support. The teaching assistants are very well managed, working in tandem with the teacher, and giving effective support. The very few pupils who have English as an additional language are well integrated into lessons and make good progress.

44. The National Literacy Strategy has been well embedded into classroom practice so that pupils' standards of literacy are good. All teachers have good subject knowledge and the basic skills of punctuation and grammar are well taught. Teachers have good relationships with pupils and as a result, they are sensitive when pointing out errors in the pupils' work. They also provide good role models for reading and writing when sharing tasks with the whole class. Good opportunities are also taken to develop the pupils' skills in speaking and listening in all classes.
45. Tasks within lessons are generally well timed to ensure pupils work productively. In the best lessons, pupils are regularly reminded of how much time is left to ensure tasks are completed. Occasionally, however, the introduction to lessons is overlong which prevents pupils from being able to complete the set task. The quality of marking of pupils' written work is variable. Although all work is regularly marked, not all teachers consistently give advice on how pupils might improve their work, particularly to achieve a higher National Curriculum level.
46. The co-ordinator took on the role in September and has maintained the good leadership. All pupils are set individual targets that are monitored at least termly and their progress is carefully tracked. The co-ordinator has already monitored pupils' work and teachers' planning, across the school. There has been a programme of classroom observation monitoring the quality of teaching to ensure the consistently good standards. The school has set suitable targets for the future and is well placed to achieve them.

Language and literacy across the curriculum

47. Pupils develop their literacy skills in several other subjects. Frequent opportunities are provided in history for pupils to write at length, both empathising in the role of a character such as an evacuee or in projects undertaken about historical periods.

French

Pupils in Year 6 are taught French for twenty minutes each week. This gives them an insight into the study of modern languages in high school. An effective emphasis on the use of the target language means that the pupils are able to participate enthusiastically, developing their conversational skills and a grasp of a basic vocabulary about themselves.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching is good and there is more emphasis now on developing problem solving skills;
- Subject leadership is good;
- Assessment and tracking of pupils' progress have improved since the last inspection;
- The quality of marking is inconsistent.

Commentary

48. By Year 6, pupils' achievement is satisfactory. Standards are average, which reflects the findings of the last inspection. In the 2003 national tests for pupils in Year 6, standards were above average compared with schools nationally, thanks to the large proportion of pupils who reached the higher Level 5. Fewer pupils are on course to attain the higher level this year. Pupils with special educational needs make good progress. Although boys outperformed girls in the 2003 national tests, in the current Year 6, there is no significant difference in attainment by gender, although some girls are less confident answering questions.
49. Skills in basic numeracy are satisfactory. Higher attaining pupils use quick mental recall of number facts, including multiplication tables, whilst lower attainers are less confident. Higher attaining pupils have a good understanding of the language of angles and triangles. They calculate the third angle in a triangle, given the other two, and the fourth angle around a point, given the other three. The pupils have a clear understanding of the relationship between decimal numbers and percentages. All groups of pupils find it difficult to solve real life mathematical problems. Lower attainers, in particular, find it difficult to understand what information is being provided and what exactly they have to find out, especially if the problem involves more than one step. The pupils calculate the area and perimeter of compound shapes accurately and they use the language of probability satisfactorily. They represent data accurately by means of graphs and sometimes computers.
50. Teaching is good and this is helping all groups of pupils to make good progress. There are examples of very good teaching. Lessons are securely based on the National Numeracy Strategy and the teachers ensure that all groups of pupils are fully included in learning. Teaching assistants provide effective support for lower attaining pupils and those with special educational needs. The teachers place a strong emphasis on developing pupils' ability to do mental calculations and employ a variety of strategies to help develop this. They encourage pupils to explain the strategies they have used to solve problems. More attention is now being paid to developing the pupils' skills of solving problems and this is helping the pupils to see the relevance of mathematics in everyday life. The teachers generally match work well to pupils' varying needs, even within the sets, which are based on pupils' prior attainment. Some teachers are better than others at ensuring that there is sufficient challenge for the highest attaining pupils. The teachers check pupils' progress carefully. Where they see that the pupils are having problems, they alter lesson planning accordingly. This worked effectively in a Year 4 lesson, where the teacher realised that the pupils were having difficulties reading the dials on weighing scales accurately. The teachers use the final part of lessons effectively to consolidate learning and to give the pupils the opportunity to assess their own progress. There is regular homework for the older pupils, but it is less consistent for the younger ones. The teachers mark pupils' work regularly and positively, but there are sometimes insufficient written guidance as to how the pupils might improve.
51. Subject leadership is good. Information gained from national test results and from other assessments is now being used more effectively to plan the next steps in pupils' learning. A clear action plan seeks to address issues of concern, such as the relative underachievement of girls and weak problem solving skills. The co-ordinator checks the quality of colleagues' planning and teaching. He has designed interesting mathematics trails in the school grounds and at Little Barford Power Station, in order to make learning fun.

Mathematics across the curriculum

52. The pupils make satisfactory use of their mathematical skills in other subjects. In science, for example, pupils in Year 6 draw accurate bar graphs of heart rates after exercise. In geography, these pupils use co-ordinates accurately to locate map features, whilst pupils in Years 3 and 4 draw accurate bar charts of litter and noise pollution around the school.

SCIENCE

The quality of provision in science is **satisfactory**.

Main strengths and weaknesses

- An appropriate amount of time is now allocated on the timetable;
- Schemes of work are well planned;
- Individual learning needs are not catered for in lesson plans;
- Resources are well organised;
- Marking of pupils' work rarely includes guidance on how pupils can improve.

Commentary

53. By the end of Year 6, standards are average. This judgement broadly reflects the findings of the previous inspection. Pupils make satisfactory progress as they move through the school, and achievement is satisfactory in all year groups. In national tests over the past three years boys have performed relatively better than girls. While girls' results are very similar to the national average, boys have exceeded it by a significant margin.
54. Lessons are a good mixture of investigations, experiments and recording as the school endeavours to organise less prescriptive teaching. However, this causes some confusion for pupils, as teachers are not always clear about the boundaries they should draw between the two methods. Pupils are nevertheless developing a satisfactory, all round scientific knowledge, using technical language such as opaque, transparent and image appropriately when describing their investigations. Many understand the significance of fair testing, but the informal nature of some of their investigative activities limits opportunities to apply that concept to their own work. All pupils are clear about the intended learning in each lesson, but opportunities for pupils to learn to think like scientists are limited because the school does not consistently use recording systems that enable pupils to write up experiments in a manner that emphasises the key scientific processes.
55. Teaching is satisfactory. Lessons are well planned, and move along at a brisk pace. The teachers ensure that all pupils are fully included in learning. However, all pupils do the same activity. These are often stimulating tasks, but because the work is not sufficiently matched to the different learning needs within the class, higher achieving pupils are not given enough opportunity to challenge their thinking. Sometimes, however, learning is extended during the question-and-answer sessions that accompany investigations. Teachers give good support to pupils with special educational needs, who make satisfactory progress. There is a strong focus on developing pupils' understanding of prediction during practical activities. In a Year 6 lesson, for example, pupils estimated the relative opacity of different materials, and plotted their predictions on a number line. Pupils then tested each material, and drew up their own recording table. The school has some good ICT resources such as CD Roms and light sensors, but too little use is made of these. Marking of pupils' work is regularly carried out, and pupils get positive feedback from this and from teachers' comments in class. There is rarely an indication of how pupils can improve their learning, however.
56. Leadership in the subject is satisfactory. The new co-ordinator has recently conducted a review of teaching and learning, and shared her findings with colleagues. Her informal plans to improve the quality of provision are good. She has good subject knowledge, which will provide support for other staff members when she has the opportunity to work alongside other teachers in the classroom. There are satisfactory systems in place for tracking pupils' progress. Resources are well organised and of satisfactory quality, but have to be thinly spread when all classes in a year group have science at the same time. All classes have an appropriate allocation of time for science now, which is an improvement since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Provision for information and communication technology and standards in the subject have improved since the last inspection;
- Teaching is good and this is developing pupils' confidence well;
- Information and communication technology is being used widely to enhance learning in other subjects.

Commentary

57. Pupils' achievement is satisfactory. Standards are average, which is an improvement since the last inspection. The pupils access CD Roms and the Internet, in order to research information in a variety of subjects, such as English, art and history. They display good word processing skills to describe topics such as the Jarrow Crusade and aspects of life in wartime Britain. The pupils use a variety of font styles, sizes and colour, in order to make work more appealing. They attach clip art to text and they resize and reposition illustrations effectively. They add features such as speech bubbles. The pupils communicate effectively by electronic mail.
58. Teaching is good and has improved considerably since the last inspection. Teachers now have more confidence and expertise with ICT and this is helping all groups of pupils to develop confidence and satisfactory keyboard skills. The teachers are enthusiastic and motivate the pupils well. There is a good balance between direct teaching of ICT skills and allowing the pupils time to learn independently. This was very effective, for example, in a Year 5 lesson, where the pupils were using spreadsheets accurately to calculate the length of reign of Tudor and Stuart monarchs. The teachers use classroom assistants well and the ICT assistant provides particularly effective support. Extension activities are provided for higher attaining pupils.
59. Subject leadership is good and has helped to improve provision for the subject. Planning is now soundly based on national guidelines, adapted to the needs of the school. There are good procedures for assessing pupils' progress and for using information gained from assessment to plan the next steps in learning. The co-ordinator has developed a useful collection of samples of pupils' work, matched to National Curriculum levels of attainment, in order to help the accuracy and consistency of teachers' assessments. She checks the quality of planning and teaching and sometimes works alongside colleagues in order to share expertise. There is a clear action plan, which seeks to raise standards further over the next three years.

Information and communication technology across the curriculum

60. Pupils use and develop their computer skills in a number of other subjects. They represent data collected in mathematics and science lessons by means of accurate graphs. They make satisfactory use of spreadsheets, for example in investigating the length of time that wartime evacuees spent at Stibbington. In topic work they create effective multi-media presentations about the island of St Lucia and a residential visit to the Isle of Wight.

HUMANITIES

Geography

61. No geography lessons were observed during the inspection and it is not possible to make an overall judgement on provision for the subject. However, there is evidence to show that the

school fully meets the requirements of the National Curriculum with an appropriate focus on issues of environmental awareness.

62. An analysis of pupils' work indicates that pupils' achievement is satisfactory. Standards are broadly average, which reflects the findings of the previous inspection. The pupils are making satisfactory progress in developing their mapping skills. They use compass bearings and directions with reasonable accuracy and they locate map features correctly by means of four-figure grid references. They follow a route on a map accurately. The pupils know how symbols are used on weather maps and they record daily weather readings carefully. They understand some of the reasons for the growth of towns and villages and some of the differences between urban and rural settlements, for example they compare St Neots with Southampton. They have a satisfactory understanding of the water cycle and of the changing nature of a river and its valley from source to mouth.
63. Pupils in Year 6 learn about aspects of the geography of the Isle of Wight during a residential visit to the island. Learning is enriched through local fieldwork.

History

64. Standards in history are above average by Year 6. All pupils show a good understanding of different aspects of history and demonstrate good factual knowledge. In Year 4, they could recount what kind of life a Roman soldier might live. The writing of almost all pupils in Year 6 reveals a strong sense of empathy with the life of an evacuee in 1940. Pupils throughout the school show a developing grasp of chronology and the most able can link the causes and effects of events.
65. The subject has been well planned so that all the units of study are covered. There are plenty of opportunities for pupils to write fully, both in topics and in answering questions developing their historical knowledge and understanding. To further stimulate pupils' learning, several trips have been planned to places of historical interest, and Roman, Greek and Aztec theme days have been held.
66. Although only a few lessons were observed, when this is supplemented by the scrutiny of pupils' work, it is clear that teaching is good overall. There is an ethos that stimulates pupils to enjoy learning about history. Good classroom organisation, interesting tasks and well-planned units of study, ensure that pupils work purposefully to make good progress throughout the school.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- There is appropriate emphasis on the religious traditions in the United Kingdom;
- There is good planning to ensure that pupils learn about the distinctive features of the major faiths, and how these may affect the community.

Commentary

67. Standards are average in all year groups. Three lessons were seen, and work from Years 3, 4 and 5 was scrutinised. Pupils in Year 6 do not record their learning in books. Most teaching and learning take place through well-planned discussions. By the time pupils leave the school, they have learned the key facts about the six major faiths of the country, and many have considered how these might affect everyday life for those who follow each creed. Strong and effective links are also made to the curriculum for pupils' personal and social development.

68. Teaching is generally satisfactory and there is some very good teaching in Year 6. Planning is based on the locally Agreed Syllabus, which has recently been reviewed. Lessons include opportunities to use role-play, drama, art and current affairs, and teachers are adept at making the learning relevant to pupils' own experiences. Pupils in Year 3 drew pictures of themselves on Palm Sunday, adding thought bubbles about how it might feel to be in the crowd around Jesus. Pupils in Year 6 looked at newspaper cuttings that outlined the sufferings of people across the world, as they considered what they and their community could do to help. They demonstrate mature and sensible thinking.
69. The newly appointed co-ordinator is enthusiastic and knowledgeable, maintaining a satisfactory range of resources that are used well to enhance learning. She plans effective links between lessons and collective worship. Sometimes, however, the key learning in assembly is lost because pupils are crammed into classrooms that are too small for the number present.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Very few lessons were observed in **art and design**, **design and technology** and **physical education**. No detailed judgements about teaching are possible.

Main strengths and weaknesses

- Standards in art and design are above average, reflecting the findings of the last inspection;
- Pupils make good use of their art and design work in many other subjects;
- Standards are now average in design and technology, which is an improvement on the findings of the last inspection;
- The school provides a wide range of sporting clubs to stimulate pupils' interest in physical education.

Commentary

70. An analysis of pupils' work in art and design indicates that all groups of pupils achieve well. The pupils are able to use a variety of techniques and media to produce good quality two and three-dimensional work. They are familiar with the work of famous artists and able to use the Internet to research information about them. Pupils in Year 6 have produced very good portraits in the cubist style of Picasso. Pupils make good use of their art skills to enhance their work in other subjects such as history, religious education, literacy and geography.
71. Until recently, much of the pupils' learning in design and technology has been in support of other subjects, particularly for topic work. For example, pupils in Year 5 have made robust Tudor Houses in history. More recently, however, pupils have also begun to use those skills for specific design and technology tasks. Pupils in Year 6 have used their experience from making gas mask boxes to help them design and make a box to hold an Easter egg. Some pupils used computer programs to assist the design. They were able to consider how fit the boxes were for the purpose when the teacher rewarded them with an Easter egg to go in the box.
72. The newly appointed co-ordinator for design and technology has a clear and enthusiastic vision for improvement in the subject, which has had too low a profile until recently. Currently, there is no coherence to the build up of skills and knowledge as pupils move through the school and no records of progress. Important aspects of the subject such as control mechanisms are not covered sufficiently. Resources are satisfactory.
73. The school's physical education policy has been updated recently so that the school continues to teach all the necessary programmes of study in the National Curriculum. The newly appointed co-ordinator has been given specific time to develop a portfolio to help teachers to

assess pupils' progress throughout the school. The school has had considerable sporting success against other schools.

Music

The quality of provision in music is **very good**.

Main strengths and weaknesses

- Standards are above average;
- Some of the teaching is very good;
- Very good planning documents encourage appropriate teaching to develop skills, knowledge and understanding;
- Many talented members of staff make a valuable contribution to additional musical activities;
- Additional visiting music specialists enable pupils to play a wide range of instruments;
- The subject is very well managed.

Commentary

74. Standards are similar to the findings of the last inspection. Pupils make good progress as they move through the school, and achieve well in all year groups, particularly in singing and composing. The school is justifiably proud of its standards and traditions in music.
75. The curriculum is very well thought out, with detailed lesson plans and guidance for every stage. Schemes of work have been developed by the co-ordinator to ensure that teaching is focused on the key skills. She has also provided detailed and explicit lesson plans that give confidence to less experienced members of staff. Pupils are all engaged in singing activities together, where there is good emphasis on clear diction, dynamics, tempo and rhythm. As a result, all pupils in Years 5 and 6 form a choir of outstanding quality. Singing is very tuneful, with accurate and immediate responses to the conductor. The listener is carried along with the joyous nature of the experience, well aware that every pupil is fully engaged in the performance. Listening skills and concentration are key to this achievement. Most pupils enjoy these weekly sessions, and the voluntary lunchtime choirs where singing is even sweeter.
76. There is a wide range of instrumental tuition offered to pupils in all year groups, and many pupils take advantage of the opportunities. Visiting teachers provide tuition during the school day. Several regular members of staff teach groups of pupils at lunchtime, or run music clubs outside the school day. Pupils are encouraged to use their additional skills and talents to augment the learning of their peers during lessons. At present there is no school orchestra, which limits opportunities for pupils to benefit from playing together, although there are regular music assemblies and concerts when pupils and teachers are able to demonstrate their skills.
77. Teaching is very good. Pupils learn about composing music in Year 3, where they are able to create a musical piece by using sounds differently, varying the textures of their compositions as they follow the conductor's guidance on speed and volume. Pupils in Year 5 build on this knowledge as they identify a triple rhythm, and then match words appropriately to the rhythms they have chosen. These skills are enhanced by the teacher's use of technical language such as crochet, quaver, mood and tempo, which many pupils are also able to use. Lessons are well planned with clear guidance on the level of skill expected in each unit of work, and pupils' progress is matched to those expectations. There is a wide range of good quality instruments, which are used well in lessons and choirs. Visiting groups and artists provide a variety of additional musical experiences for pupils.
78. The co-ordinator has very good subject expertise, providing an excellent role model for her colleagues and for pupils. She and her team have enabled the school to maintain its high standards of musical provision.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Strengths and weaknesses

- Regular opportunities on the timetable enable the pupils to discuss issues that are of concern to them;
- There are many opportunities for the pupils to participate in assemblies, clubs, visits and school productions.

Commentary

79. Standards in pupils' personal development are good and their achievement is satisfactory. There are regular opportunities for the pupils to discuss relevant issues, such as feelings, friendship, bullying and the need for rules in a community. Issues are also explored satisfactorily in assemblies. The pupils develop social skills through participating in clubs, school visits, school productions and a Pupil Forum and by undertaking various tasks around the school. During a recent 'citizenship afternoon', the pupils organised 18 different activities in which pupils from all year groups could participate. The pupils think of people less fortunate than themselves by supporting a number of local and national charities, including Children in Need and Wood Green Animal Shelter. Last term, harvest produce was donated to Winter Comfort for the Homeless. The school sponsors the education of a child in Uganda. Pupils learn about the dangers of alcohol and drugs misuse and the school is participating in a project that seeks to develop a town-wide approach to drugs awareness. The school nurse plays an important part in formal sex education for pupils in Year 6.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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