

INSPECTION REPORT

SANDAL PRIMARY SCHOOL

Baildon, Shipley

LEA area: Bradford

Unique reference number: 107287

Headteacher: Mr Paul Richardson

Lead inspector: Dr Richard Perkin

Dates of inspection: 24th - 27th May 2004

Inspection number: 257400

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	408
School address:	West Lane Baildon Shipley West Yorkshire
Postcode:	BD17 5DH
Telephone number:	01274 598115
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Andrew Eastell

Date of previous inspection: April 1998

CHARACTERISTICS OF THE SCHOOL

The school's reorganisation in 2001 involved the absorption of another local first school, a shift from first to primary status and a staggered move into much larger accommodation. More recently, just as the school was settling down, there have been significant staff absences. There are 434 pupils on roll, including 52 children who attend part-time in the nursery. There are slightly more boys than girls but a considerable imbalance in some year groups, notably in Year 6 where there are 13 boys and 37 girls. Some pupils travel from outside the catchment area and the school is over subscribed. The socio-economic background of the pupils is above average overall, but a significant proportion of families are disadvantaged. The proportion of pupils that qualify for free school meals at about 9 per cent is below average. Four pupils are in public care. Most of the pupils are from white British backgrounds but there are small numbers of pupils of Indian, Pakistani and other white backgrounds and some of mixed heritage. A very small number of pupils are at the early stages of learning English as an additional language. A below average proportion of pupils (about 14 per cent) have special educational needs, with a below average number having a statement of special educational needs. The range of needs includes emotional and behavioural difficulties, dyslexia, moderate learning, speech and physical difficulties; a very small number of pupils have severe learning difficulties. The school has identified particular pupils as being gifted and talented in a variety of subjects and activities. The change of status and the absorption of pupils from a nearby school that closed have meant considerable pupil mobility so that fewer than half of last year's Year 6 attended the school while they were in Year 2. More recently, the proportion of pupils starting or leaving the school at times other than the usual has been, at 5 per cent, quite low. The school achieved the 'Investors in

People' award in 2002 and gained the 'Active Mark' in 2002 for its work in physical education, fitness and games. It won a 'School Achievement' award in 2000.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
14591	Richard Perkin	Lead inspector	English Music Physical education English as an additional language
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15551	Patricia Mitchell	Team inspector	Mathematics Art and design Special education needs
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17085	George Mitchell	Team inspector	Science The Foundation Stage

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a rapidly improving and already effective school. It is strongly led and managed. The teaching is good and often very good. Pupils of all needs and abilities achieve well and standards are good. Both parents and pupils think highly of the school. It provides good value for money.

The school's main strengths and weaknesses are:

- Very strong leadership from the headteacher, well supported by the governing body and the senior management team, has brought about very significant improvements;
- Achievement in English and mathematics is good;
- Standards are high in art and design, music and physical education;
- Pupils' personal development, attitudes and behaviour are very good;
- Links with the community are excellent and partnerships with parents very good.

There have been significant improvements in standards in English, mathematics, art, design and technology, music and physical education. The quality of teaching has also improved considerably. Most of the key issues have been successfully addressed. Since the two schools merged and moved into their new accommodation in 2001, there has been further very good improvement, with issues of pupil behaviour, parental disaffection and staff morale all being tackled most constructively and strong systems established for monitoring and evaluation, which are a strong foundation for further progress.

STANDARDS ACHIEVED

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

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

Pupils achieve well, starting school with broadly expected standards for their age and leaving the school with standards above the national average. Children achieve well in the Foundation Stage, settling quickly and meeting or exceeding the goals children are expected to reach by the end of reception in all areas of learning. Pupils achieve steadily in Years 1 and 2, reaching national standards by the end of Year 2 in English, mathematics and science. Good achievement in Years 3 to 6 leads to good standards overall. By the end of Year 6, standards in English and mathematics have improved from those in national tests shown above because of the school's initiatives and are above the national average. The high profile given to art and design, music and physical education leads to high achievement and well above average standards in those subjects. Pupils with special educational needs (SEN), those with English as an additional language, pupils from ethnic minorities, children in care, girls and boys, more able pupils and those identified as gifted and talented all achieve well.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. Attendance and punctuality are good. Pupils have very positive attitudes to school and to their work and, for the most part, behave very well.

QUALITY OF EDUCATION

The quality of education is good. Teaching is good overall and very good in a third of lessons. In most classes, the quality of teaching is good. In Years 1 and 2, although very good teaching occurs in both year groups, the overall quality of teaching is satisfactory. Some excellent teaching reflects teachers' particular skills in, for example, art and music, and pupils in these lessons learn very rapidly and reach high standards. All groups of pupils are well catered for, including those with SEN and those with English as an additional language. There are, however, too few opportunities for pupils to learn to work independently in, for example, English and science. In the small number of lessons where the usual high standards of classroom management are not met, pupils' learning suffers. Teaching assistants support pupils well and help them to make the most of their lessons. Teachers make very good use of homework in helping pupils to practise and improve their knowledge and skills. Pupils' progress is assessed carefully, so that future lessons build well on what pupils already know and can do.

There is a broad and balanced curriculum that meets statutory requirements and caters for the full range of pupils' needs, though writing and information and communication technology (ICT) are not used well enough in lessons in other subjects. High quality support for the curriculum is provided by a very broad range of extra-curricular activities, visits and visitors, particularly in sports and the arts. Provision for pupils with SEN, English as an additional language and those identified as gifted and talented is good. Aspects of the accommodation are very good indeed, but the classrooms for older pupils are small, sometimes limiting learning. The school is very caring, supports pupils well through its effective monitoring of their needs and achievements, and listens well to their views. Excellent links with the community, along with very positive partnerships with parents and with other schools, add considerably to pupils' achievement and to the quality of education.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The high quality leadership of the headteacher in difficult circumstances has developed a unified and successful school. He has been effectively supported by a strong senior management team in overcoming the barriers to achievement that resulted from a major and complex reorganisation. Subject leadership has not been sufficiently developed in some areas to identify inconsistencies in teaching and bring about improvement of standards. Strong management structures have led to successful day-to-day running of the school. The school is well supported by the commitment and expertise of the governors, who have ensured that all statutory requirements have been met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think highly of the school. Pupils also have very positive views of the school.

IMPROVEMENTS NEEDED

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

- Plan and implement situations where pupils can extend their skills in working independently in seeking information from a range of sources, raising questions, making decisions, devising investigations and following lines of enquiry;
- Plan and implement more opportunities to incorporate writing and ICT activities in other subjects;
- Ensure that subject leaders monitor and evaluate the quality of teaching rigorously so as to improve the consistency of teaching and learning throughout the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall, pupils achieve well. Children in the Foundation Stage achieve at least well in all the areas of learning and some achieve very well. In Years 1 and 2, pupils achieve soundly and in Years 3 to 6, achievement is good. Overall, standards are above those expected by the end of Year 6.

Main strengths and weaknesses

- Pupils achieve well in English and mathematics and reach above average standards by the end of Year 6, however, achievement in writing is inhibited by insufficient opportunities to write independently in other subjects;
- Pupils achieve very well in art and design, music and physical education and reach high standards;
- Children make a good start in the nursery and reception classes and achieve well;
- Pupils with SEN, those with English as an additional language and those identified as gifted and talented achieve well.

Commentary

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

Standards in:	School results	National results
English	26.5 (26.5)	26.8 (27.0)
mathematics	26.8 (26.1)	26.8 (26.7)
science	28.6 (27.5)	28.6 (28.3)

There were 60 pupils in the year group. Figures in brackets are for the previous year.

1. Since reorganisation, results in the national tests for 11-year-olds have improved year on year and the marked dip in standards after reorganisation and amalgamation is being steadily remedied. Progress in English is less marked than in mathematics and science, largely because the limitations in pupils' writing have been slower to respond to the school's recent initiatives. However, the standards of writing seen in the present Year 6 show that these initiatives are bearing fruit, though there are still improvements to be made. In the tests in 2003, the school's performance in mathematics and science was similar to that in schools nationally and in schools with a similar proportion of pupils qualifying for free school meals. In English, results were below the national average and the average for similar schools, largely because of the relatively low numbers of pupils reaching the level above that expected. In 2003, boys did relatively better than girls in English, mathematics and science. The girls' performance was well below the national median in English and below it in mathematics and science, while the boys were close to the national median in all three subjects. The school responded to the issue by offering a wider range of learning styles in order to help girls learn better. However, evidence from the present Year 6 shows that it is an issue of a particular cohort of pupils rather than a pervading problem.

- The targets set for the tests in both 2004 and 2005 are based on the school's tracking of pupils' achievement over time and do not take account of extra support provided for targeted pupils during Year 6. Consequently, they appear to be unambitious, particularly in their expectation of the number of pupils achieving above average levels. However, it was clear during the inspection that the strategies used to boost the attainment of pupils, particularly the more able, during Year 6 have been effective in raising standards substantially beyond those suggested by the school's targets. Parents indicated that they were pleased with the progress their children were making throughout the school.

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

Standards in:	School results	National results
reading	16.3 (15.7)	15.7 (15.8)
writing	13.7 (13.7)	14.6 (14.4)
mathematics	16.4 (15.7)	16.3 (16.5)

There were 54 pupils in the year group. Figures in brackets are for the previous year.

- In the national tests for 7-year-olds in 2003, standards were similar to those nationally and those in similar schools in reading and mathematics. They were, however, below the national average and well below the average for similar schools in writing. Teacher assessments in science showed that all pupils reached the expected level and an average proportion achieved above that level. The results in writing were depressed because a significant number of pupils who were expected to reach the national average did not do so, because they under performed on the day. Writing has been an issue for the school since the amalgamation in 2001 and while some improvements have been made, it is only now that the initiatives set up by the school are beginning to take effect. The trend in reading and mathematics has been upwards since the amalgamation.
- Children achieve well in the Foundation Stage, as a result of consistently good teaching and a very rich curriculum appropriately geared towards the learning of young children. They settle quickly in the nursery and rapidly gain confidence and establish good working habits. By the end of reception, almost all are on target to reach the national Early Learning Goals in communication, language and literacy, mathematical development and knowledge and understanding of the world. Most are likely to exceed the goals in their personal, social and emotional development and in their creative and physical development.
- Pupils continue to develop well in Year 1 where sound teaching leads to solid achievement in speaking and listening, reading, writing and mathematics. Pupils' learning is consolidated in Year 2, though there are inconsistencies between the two classes in the amount of opportunity given for pupils to write independently. By the end of Year 2, standards are above average in speaking and listening and at expected levels in mathematics, science and reading. Writing is weaker than reading but the emphasis on the systematic teaching of basic skills ensures that standards are broadly as expected for the pupils' age.
- The quality of teaching in Years 3 to 6 ensures that pupils achieve well in mathematics and English. They reach above average standards by the end of Year 6 in both subjects, although writing is weaker than reading. This is because there is inconsistency between classes in the amount of opportunities that pupils have to write independently both in literacy lessons and in other subjects. Standards have improved since last year. The training that teachers have received from a visiting expert has had a positive impact on their teaching of basic literacy skills and some teachers are beginning to use drama strategies to stimulate writing, as a result of further training. Standards in science, ICT and religious education are at expected levels. In science, the achievement of more able pupils, in particular, is held back by having too few opportunities to be independent in their investigations. Achievement in ICT is good in lessons in the ICT suite, but only satisfactory in lessons in the classrooms,

where ICT is used too infrequently in other subjects. Pupils achieve well in design and technology and reach above average standards by the end of Year 6. Art, music and physical education have a high profile in the school and are very well supported by a range of activities outside of school. Because of this, and the very good teaching in these subjects, pupils achieve very well and reach standards that are well above those expected for their age.

7. Pupils who have SEN make good progress and achieve well. Additional support is carefully planned and targeted where it is most needed. Teaching assistants are well trained, experienced and effective, working with pupils to help them to complete work accurately. They often also provide valuable discussion time, helping pupils to improve their vocabulary and their speaking and listening skills. Teachers plan work, especially in English and mathematics that is adapted to pupils' needs. There are many additional small group and individual sessions that help pupils to achieve well, such as, for example, multi-sensory programmes for pupils with dyslexic tendencies. Pupils exhibiting behavioural difficulties have incident charts and targets to reach and learn to control their behaviour successfully and to take a full part in lessons. The small number of children for whom English is not their mother tongue are well supported by both teachers and classroom assistants and consequently achieve well. Children in public care also achieve well because of the teachers' knowledge of their individual needs and the extra support they receive when it is needed. Pupils from ethnic minority backgrounds are well integrated and achieve at the level of the other pupils. Pupils identified as gifted and talented are well provided for in a variety of ways appropriate to the gift or talented concerned. For example, pupils join a 'master class' in mathematics or help to run the school newspaper. Teachers are quick to spot talent in art, music and physical education and to encourage talented pupils to join clubs or activities outside the school. This provision leads to good and sometimes very good, achievement for the pupils concerned.

Pupils' attitudes, values and other personal qualities

Pupils' personal development, including their spiritual, moral, social and cultural development, are very good. Their attendance and punctuality are good. They have very positive attitudes to school and to their work and for the most part, behave very well.

Main strengths and weaknesses

- The pupils clearly enjoy coming to school; they thrive because trusting relationships and self-esteem are so well promoted;
- Pupils value highly both the quality and range of outdoor play facilities and extra-curricular activities;
- Behaviour in the classrooms and in the playground is mostly very good and pupils who become upset are supported very well; their behaviour management is handled consistently with the right balance of firmness and compassion;
- The school very effectively ensures that pupils appreciate and respect the views and beliefs of others and that there are high levels of racial and social harmony.

Commentary

8. This is a happy school where trust and mutual respect pervade. Pupils know that they will be listened to and supported when their emotions get the better of them and that teachers will always find time for a kindly word. Teachers act as very positive role models and consequently, pupils are also generous in their appreciation of others' efforts.

9. Parents who attended the meeting with the inspectors confirmed that the school had worked tirelessly to integrate the differing loyalties attached to the two merged schools. Pupils who found it difficult to adjust were well supported. Behaviour since the amalgamation has improved markedly and is now very good overall. There have been three temporary exclusions during the past year, all of them for very short periods of time to allow the pupils concerned to reflect on their actions.
10. Children receive a good start to their school life in the nursery and reception classes where their personal skills develop rapidly. They soon adjust to the expectations of the school and are consistently encouraged to be independent in their choice of activities and in their day-to-day routines. They learn to be considerate of others and to behave well.
11. Pupils appreciate many things about the school but in particular they say they enjoy the fitness trail and the ample scope of the grounds at playtimes and in lessons. Pupils are able to participate in energetic activities or sit quietly talking or playing cat's cradle with a teacher because of the various designated and well equipped areas, all carefully supervised by adults. The sight of pupils quietly chatting at tables, while eating their sandwiches on a sunny day, typified the civilised and harmonious atmosphere that pervades most of the time.
12. Class discussion and assembly themes are used effectively to air social and moral problems. The pupils are at ease when discussing moral issues and they recognise that it is right that the school should encourage them to sort out their own differences. They know that thoughtlessness and dishonesty is wrong. They relish opportunities to look after younger children and they help to organise school routines with little prompting. Classroom activities include occasional moments of reflection where sensitivities and inner feelings are explored. The occasional outbursts of emotion and tantrums of a few pupils upset other children because they say that their thoughtlessness affects other people's learning. Cultural awareness is linked closely with the development of social and moral skills. Teachers select material that helps to provide telling insights into the diversity of British society and the range of situations that people have to face. For example, a beautifully illustrated story about a young refugee who came to Britain from war torn Somalia evoked very strong feelings in pupils and teacher alike. Activities like this support the school's policy on racial harmony very well. Pupils make numerous outings to study the richness and cultural diversity of the area. Visitors to the school further enrich this process.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.8	School data	0.2
National data	5.4	National data	0.4

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

13. The good rate of attendance has been sustained at the same level as was reported previously. The school is careful to explain to parents that holidays during term time have an adverse effect on their children's educational progress.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	329	3	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Asian	6	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Pakistani	3	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education for its pupils. Teaching and learning are good overall. There is a good curriculum, very effectively enriched by a variety of activities and partnerships. The school is a very caring one. There are very constructive links with parents and with other schools and colleges. Links with the community are excellent.

Teaching and learning

For children in the nursery and reception classes and in Years 3 to 6, the quality of teaching, learning and assessment is good. In Years 1 and 2, teaching, learning and assessment are satisfactory.

Main strengths and weaknesses

- Work in nursery and reception classes provides children with a good start to their education;
- In some subjects, teachers have high levels of expertise, which helps to raise pupils' standards;
- In Years 3 to 6, assessments of pupils' progress are used effectively in planning future work;
- Lessons are usually well planned, with interesting resources, which helps to ensure a good pace to pupils' learning;
- There are a few occasions when pupils' behaviour is not well managed and slips from its usual high standard, resulting in less effective lessons;
- There are too few opportunities for pupils to develop their independent learning skills.

Commentary

Summary of teaching observed during the inspection in 65 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (3)	16 (25)	32 (49)	13 (20)	1 (2)	1 (2)	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.

14. Activities in nursery and reception classes are attractive, stimulating and exciting. They are well designed to motivate and interest young children. Relationships are very strong; all children are valued and cared for, with staff members providing superb models of behaviour for them to follow. Consequently, the children, including those learning English as an additional language, achieve well in all their areas of learning.
15. Some lessons of very high quality were seen in, for example, art and music. These result from teachers' high levels of expertise and help to raise pupils' standards to well above average levels. The school is sometimes able to arrange for these teachers to work with classes other than their own, helping to spread the benefit of their skills to more pupils. An example was seen in a science lesson for Year 6, where a teacher with expertise in ICT helped pupils to use computers to present and analyse findings from their practical work. The activity helped pupils to appreciate the power of computer programs in speeding up data analysis.
16. In Years 3 to 6, lessons are well planned and based upon assessments of what pupils already know and can do. In order to cater for groups of pupils who are at different stages, teachers plan a range of activities designed to match pupils' stages of development. This is particularly evident in English and mathematics, where pupils reach above average standards. While there are many lessons of similar quality in Years 1 and 2, there are a few occasions where planned activities are not built upon accurate assessments and, as a result, fail to develop pupils' understanding, leading to unsatisfactory learning. Consequently, pupils' standards by the end of Year 2 are lower than they could be. Pupils' achievement is also negatively affected by some inconsistencies in teachers' marking of pupils' work. While some marking is of a high standard and shows pupils clearly what they must do to improve, there are times when the teachers merely provide a tick or 'well done' without any indication of areas for development.
17. Classrooms are full of interesting displays with artefacts that attract and inform pupils, while also challenging them to answer questions. Resources for pupils to use are appropriate to the tasks and usually prepared in advance so that time is not wasted. This is a particularly strong feature. Lessons begin promptly and have good pace, with teachers sometimes setting time limits to keep pupils working productively.
18. In most lessons, pupils behave very well and work hard because teachers set clear standards and expect them to be followed. Consequently, classrooms are calm and purposeful places where pupils achieve well. Relationships are maintained at a very positive and respectful level. There are, however, a very small number of situations where the general standards of behaviour are not met, with the result that pupils do not learn as well as they could.
19. A strong feature is the very effective use of homework to reinforce and develop pupils' learning. From the beginning of their school life, pupils are used to taking work home. The regular use of homework diaries means that quick notes can be made during lessons to remind pupils of their tasks. The system not only provides opportunities for pupils to work independently, it is also good preparation for work in the high school. While this is effective, however, there are generally insufficient opportunities for pupils to develop independent learning skills. Situations where they are required to search for information from a variety of sources, raise questions, make decisions, follow lines of enquiry and devise investigations are too rare and as a result, these important skills are underdeveloped.
20. The school is developing good systems for monitoring the quality of teaching and learning, and these are beginning to have an impact; this is clearly an improving situation. While there are still some issues to address, there are clear strengths which are helping to ensure pupils' overall good achievement.

The curriculum

The curriculum is good. It provides a broad and interesting range of worthwhile opportunities that effectively meet the needs of pupils of all abilities and aptitudes. It is very well supported by extensive enrichment opportunities. The accommodation and resources are very good.

Main strengths and weaknesses

- The curriculum in the Foundation Stage and in physical education, music and art is very good;
- There is a comprehensive range of enrichment activities both within and outside the school day;
- There are too few opportunities for investigations and independent research and to promote writing and ICT in other subjects;
- The provision for pupils who have SEN, those for whom English is an additional language and those identified as gifted and talented is good;
- Provision for pupils' personal, social and health education and citizenship (PSHCE) is very good;
- The very good accommodation and resources help pupils to achieve very well in physical education, music and art.

Commentary

21. The curriculum provides the full National Curriculum, religious education and collective worship, made relevant and worthwhile to pupils of all abilities. Teachers plan their work together to ensure that pupils of the same age learn the same things and to ensure progress as pupils move through school.
22. In literacy, there is a good balance in many classes between the development of technical skills and opportunities to write independently. However, there are not enough opportunities consistently offered for pupils to write in other subjects and this is restricting their achievement in writing. There is a limited stock of non-fiction books in the library and too few opportunities for pupils to carry out investigations in science and for independent research in other subjects such as geography. This limits achievement, especially for the higher attaining pupils.
23. Speaking and listening skills are promoted well through performances and drama and throughout the curriculum. Particularly effective, for example, was the debate in a history lesson about the ancient Greeks in Year 6 when pupils debated the merits of living in Sparta as opposed to Athens. Mathematics is well planned to help pupils become adept at mental calculations and in using different strategies to solve problems.
24. The curriculum for children in the Foundation Stage is very well planned. It provides for children to work in all the recommended areas of learning. A wide range of interesting activities is used to ensure that most children achieve and in some cases, exceed their Learning Goals. The classrooms and shared spaces are exciting places to work and play in so that children respond very positively to the opportunities provided for their learning. Displays support learning in literacy and numeracy as well providing stimulating insights into nature.

25. There is a very good curriculum for physical education, art and music and pupils achieve very well in these subjects. There is excellent specialist teaching and a rich and varied programme of extra-curricular activities, very well supported. These include athletics, cricket, football, badminton, gymnastics, orchestra, choir, recorders, instrumental tuition and art clubs. The annual creative arts week, which this year focuses on cultures throughout the world, involves professional musicians and artists and provides an exciting and creative experience for all the pupils in school. Learning is also reinforced by a wide range of enrichment activities that take place in and out of school, including French and ICT clubs, visits, visitors and residential visits that contribute to the diversity of pupils' experiences. Pupils say they really enjoyed finding out more about each other during the residential visits. Pupils are successful in a range of competitive sports and activities with other schools. People and organisations from the local community generously provide many enhancements to the curriculum.
26. Provision for pupils who have SEN is good. They are identified at an early age and well thought out strategies are put in place to help them to succeed. Additional support is carefully planned and targeted where it is most needed. Adapted work is provided and there are specific programmes for small groups to meet individual needs. There are behavioural programmes for pupils with behavioural problems. These strategies are successful and consequently, many pupils move off the SEN register as they get older. Teaching assistants are well trained, experienced and effective. The progress made by pupils with SEN is carefully monitored and appropriate targets are set for them and, when appropriate, *with* them. This enables them to achieve well. The small number of pupils for whom English is an additional language are well provided for within the classroom, receiving effective support from the classroom assistant and the teacher.
27. There is good provision for pupils who are identified as being gifted or talented. Gifted pupils often have challenging work planned for them in English and mathematics lessons and they achieve well. Gifted mathematicians are able to attend a 'masterclass' project with the local secondary school and pupils gifted in English design and produce a regular newspaper. Pupils who are talented in physical education, music or art have these talents fostered in special out of school clubs. They are able to work with artists, receive training by recognised coaches and receive instrumental tuition. When appropriate, pupils are encouraged to join local sports clubs. This provision results in successes such as pupils representing West Yorkshire in gymnastics and badminton and playing in a local orchestra.
28. There is a planned programme in place to teach pupils personal and social skills, to keep them healthy and to help them develop into mature young citizens. This leads to a very good work ethos where pupils behave very well, take responsibilities, show respect and help each other. The facilities for health education are enhanced by the outdoor fitness trail that pupils say they are thrilled with. The school involves visitors, such as the school nurse, to help them deliver sex education and the 'life education' caravan visits to help with drugs education. Pupils contribute to the class rules and the 'have your say' forums enable pupils to feel they are part of the school and can influence what happens in it. The very good relationships between adults and pupils give pupils the confidence to express opinions and ask questions knowing that their contributions will be respected. The 'Circle Time' sessions, where pupils sit in a circle and take turns at talking, are particularly effective in teaching pupils to follow rules, listen well, concentrate, speak out in front of a group and respect others' opinions.
29. The accommodation is very good, providing specialist facilities for art, design and technology and music, and excellent facilities for physical education, both inside and out, contributing to the high standards achieved. The accommodation is very well used by the school and by the local community. The colourful and informative displays also provide a stimulating environment. There is excellent outdoor play space and areas to be used for sitting, playing and learning. Pupils particularly enjoy eating their packed lunches outside on the picnic

tables in the sunshine. The wild life area provides good opportunities for environmental studies in science.

30. The amount, quality and suitability of resources are good overall and they contribute to the good achievement pupils make. Particularly good are the wide range of art materials and musical instruments that pupils say they are really impressed with. However, although the resources in the ICT suite are good, there are too few computers in classrooms to allow pupils enough opportunities to practise and use ICT skills in other subjects. The library is well stocked with fiction books but there are not enough non-fiction books and pupils do not have enough opportunities to practise their investigation skills there.

Care, guidance and support

The care, welfare and safety of the pupils are very good. Pupils' academic and personal development is carefully monitored, and good guidance and support given as a result. There are good opportunities for the school to hear and take account of the views of the pupils.

Main strengths and weaknesses

- Child protection, first aid, medication and safety in and out of the school are managed very well;
- Pastoral support is strong and effective;
- The views and involvement of pupils are valued.

Commentary

31. Staff at all levels work together closely to ensure high standards of care. They understand that every child matters and that all have individual personalities and motivation. External support agencies are fully engaged in this process. All adults work together effectively to ensure that legal requirements are met and that everything possible is done to ensure the pupils' safety and care. For example, the level of supervision at playtimes is high so that pupils are able to benefit fully from the ample grounds; both teachers and support staff have a high profile during morning and afternoon breaks and dinner supervisors are equally vigilant at lunchtime breaks. Expertise is shared amongst adults and regular training is undertaken.
32. Trusting and supportive relationships underpin everything the school does. It is effective because everyone feels confident to be able to respond promptly when behaviour problems or emotional outbursts occur. The inspectors had an opportunity to observe how well these incidents are managed and the concerns expressed by a few parents are not substantiated. Good standards of guidance and support are provided. These are based on careful monitoring of pupils' academic and personal achievements. Individual and team success in all areas is celebrated, in assemblies for instance, and every opportunity is taken to raise pupils' self-esteem. Personal confidences are respected and every effort is made to celebrate effort and success so that all pupils feel valued regardless of their academic ability or sporting prowess.
33. The pupils relish opportunities to be consulted through the 'Have your say' box, questionnaires, interviews and the school newspaper. They are looking forward to the establishment of a school council so that their views can be canvassed in a formal setting.

Partnership with parents, other schools and the community

There are very good partnerships with parents and with other schools and colleges. Links with the community are excellent.

Main strengths and weaknesses

- Parents have high regard for the standards and values the school promotes. They understand the school very well;
- Very good links with other schools and colleges benefit pupils' achievement and the quality of education very well;
- Excellent use is made of the community to make the learning experience rich and varied;
- Parents appreciate the approachability of staff and the information provided both informally and during consultation evenings. They support homework assignments very well.

Commentary

34. The warmth of the relationships that exist between parents and the school confirms the effectiveness of the work the school does to consult and inform. For example, staff are always available to discuss day-to-day concerns. Regular written communications, the school brochure and governor information ensure a comprehensive flow of information to and from parents.
35. Parents are encouraged to become involved in their child's learning. Teachers are always prepared to explain how the various methods used in the classroom help pupils to understand what is being taught. Homework diaries are also used very effectively to help parents to become involved in their child's homework assignments.
36. The school has worked hard to develop its partnerships with other schools and colleges. Sporting links are particularly strong through competitions and shared events. The facilities and expertise of local colleges, high schools and other primary schools are drawn on. For example, the school has used the expertise of an advanced skills teacher from another school to help with improvements in writing and another primary school has provided training in educational drama. The school also provides high quality support for teacher training.
37. The school makes the widest possible use of the range of expertise to be found in the community to ensure that the school buildings and play areas are used fully to the benefit of adults and children of both primary and secondary school age. For example, qualified sports coaches' provide training for the pupils and national standards are reached in sporting events and gymnastics. The recently constructed fitness trail has proved to be a further initiative that draws children back during the evenings and weekends, where their sporting and leisure seeking parents participate in and support their children in football tournaments, cricket and tennis matches. A number of youth organisations also use the schools' facilities on a regular basis. The school hosts neighbourhood forums and plays a significant part in the local gala.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The leadership of the headteacher is very good, with leadership overall being good. Management is good. Governance is good.

Main strengths and weaknesses

- The drive and determination of the headteacher in difficult circumstances has developed a unified and successful school;
- Strong management structures have led to successful day-to-day running of the school and free up the headteacher for strategic planning;
- Subject management has not been sufficiently developed in some areas to clearly identify inconsistencies in teaching and to bring about improvement of standards;
- Extremely strong and effective links have been built up with the community, which have developed the school's positive image;
- The staff and governors provide strong and loyal support and the school is well supported by the commitment and expertise of the governing body.

Commentary

38. The school is a happy, thriving community with rising standards that are already above the expected level in many subjects. The accommodation is well cared for, with good quality, ever changing, displays. The community makes very good use of the sporting and other facilities that are available. Parents and children like the school. Records clearly show that this was not the picture four years ago, following reorganisation. For example, standards had dropped, unsatisfactory behaviour was an issue, there was a large new influx of staff who lacked a shared vision, or cohesion, and parents were voicing concerns.
39. The picture has changed dramatically because of the very good leadership of the headteacher, which has been unswerving through periods of difficulty, such as the present absence of the deputy headteacher. He has received good support from the enlarged senior management team and the governing body. Very effective management systems have been created, and a high quality of proactive strategic planning drives the school forward.
40. At the heart of this improvement has been the strenuous, successful and continuing efforts made for team building. This has resulted in a strong senior management team, good Foundation Stage and key stage leadership and management, strong and effective leadership for SEN and increasingly effective subject leadership. There is a united and cheerful staff of teachers and classroom assistants, all of whom are clear about the school's vision and aims. This has been recognised in the report for the award for 'Investors in People' that the school has recently achieved.
41. A strong feature of the team building has been the development of a very positive school ethos. Good relationships permeate the school and provide mutual support for all. The school has taken every opportunity to build very effective links with the community. The school's facilities are used regularly by the community, and the curriculum is enriched by local visits and visitors.
42. The school is managed well. It undertakes searching self-evaluations and responds to the findings most effectively. This has had a very positive impact on the quality and range of the curriculum and teaching and learning in some subjects, such as art and design. The outcomes of these reviews are securely linked to the school's improvement plan, staff development and the budget. But only 'so much' can be achieved in the period since reorganisation, and there are aspects of leadership and management that still require

development. In particular, there are still shortcomings in the oversight of the curriculum, together with teaching and learning. Generally, subject leaders are not given sufficient opportunities to monitor and evaluate the implementation of the teaching programme for their subjects or the adherence to agreed policies. Omissions and shortcomings are not being picked up sufficiently, such as, for example, the development of independent work in several subjects and the inconsistent marking of work in some areas.

43. The governors provide good support for the school. The chairman provides strong and supportive leadership, and the considerable professional expertise within the governing body is used to good effect in, for example, promoting links with local business and supporting pupils' achievement in the school's health education programme. Governors have a good understanding of how the school is developing and strongly subscribe to the changes. Through the headteacher and chairman, they are made aware of the school's strengths and needs, but are not fully acquainted with the shortcomings of subject leadership and its impact upon standards. They have appropriate mechanisms in place to ensure that the school fulfils its statutory duties. The governing body sees itself mainly as a support, which it provides very successfully, but it can also challenge when necessary. The school's finances are monitored very securely and employed purposefully. The school spends its money carefully and applies the principles of best value very effectively.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	948,488
Total expenditure	924,896
Expenditure per pupil	2,102

Balances (£)	
Balance from previous year	31,331
Balance carried forward to the next	23,592

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

44. When children enter the nursery, their attainment is wide ranging. Some have well developed language and social skills, while others have difficulty with speech and in adjusting to life in school. Overall, however, their level of attainment is as expected for this age in all areas of learning. Through the nursery and reception classes, children, including those learning English as an additional language, achieve well because of the good quality of teaching and learning. Consequently, they are on track to reach and, in some cases, exceed the Early Learning Goals by the time they start Year 1. All three classes provide well organised and attractive activities which give children experiences designed to cover all the important areas of development. Much of this is due to the very effective leadership and management of the co-ordinator, whose caring and knowledgeable approach is reflected in all the work of the unit. This includes the system for assessing and recording children's progress, which helps to ensure that activities build well on what they already know and can do. Concern for equality of opportunity is clearly evident; all children are valued and provided with work matched to their stage of development, so that any with SEN and middle and higher attainers are equally well supported. The nursery and reception unit is spacious, attractive, well organised and staffed by adults who understand the nature of young children and how they learn. It provides children with a stimulating, exciting start to their school careers, covering all the important areas of experience and, perhaps most importantly, having a significant positive impact on their self-esteem.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Achievement in this area is very good because of the high quality of relationships established between adults and children.

Commentary

45. From the beginning, adults relate to children in a very positive and encouraging manner. In the nursery, the way the teacher and the nursery nurse work together as a team is remarkable; almost without signal they work together, showing a model example of appropriate behaviour so that children can appreciate what is expected of them and what kind of relationships are suitable. The high level of care means that children settle quickly into the routines of the class. They learn to behave very well, respect others and use the varied and interesting activities. These qualities are further developed in the reception classes, where the approach is exactly the same. The very good quality of teaching and learning results in children being on track to reach beyond the standards found in most schools by the time they leave reception. These young children work well by themselves or with others; they choose activities and work with high levels of concentration, taking great pride in their work. In discussions, the children listen to others and take turns very well. They are very interested in the world around them and in other people; they handle visitors with confidence and recognise the adults in their classes as sources of support and guidance. The quality of personal development underpins children's development in other areas. For example, in reception, they work readily and confidently with their talking partners. This practice improves their ability to share and develop their ideas in such areas as mathematics as well as language.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Strong emphasis on speaking and listening ensures the rapid development of these skills.

Commentary

46. The importance of language development is clearly recognised in the nursery and reception classes; opportunities to speak, listen, read and write are present in every activity. Speaking and listening are particularly effectively promoted; staff members provide excellent examples in their own use of language and create interesting activities which prompt children's language development. In the nursery, children learn to take part in class discussions, as well as using language in a range of informal situations, such as the role play area. In the 'baby clinic', children are encouraged to ring for an appointment and act as receptionist, doctor or parent. Adults immerse themselves in the activity in order to prompt learning through questions and comments, which helps them to both encourage and assess children's development. In reception, children acquire writing skills when working in small groups with the teacher, but are also provided with clipboards and writing materials so that they can record ideas in their own way in all the other activities. Children also learn the sounds of letters and this helps them with their reading. Consequently, many of them remember the words in their reading books and some are already reading confidently, using letter sounds to build up unknown words. The classrooms provide stimulating literary experiences; books, captions, instructions, labels, listening centres, writing activities, interesting artefacts all contribute to language development. Children achieve well because of the good quality of teaching and learning. In speaking and listening, they are on track to reach above average standards; in reading and writing, most will reach the levels expected by the time they leave reception.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children achieve well because teachers appreciate the need for mathematical knowledge to be acquired in practical situations.

Commentary

47. The good quality of teaching and learning is characterised by an emphasis on practical activity. Children learn in real life situations, using interesting materials. For example, children in reception developing their estimating and measuring skills measured the class toys with bricks, recording the outcomes in pictures and numbers. The teacher's questioning helped them to appreciate why they were getting different answers. Higher attainers appreciate the need for standard measures, they know 'centimetres' and use rulers accurately, recording their findings in correctly formed numbers. In the nursery, the adults use every opportunity to remind children how numbers are part of their lives. From calculating the number of children present, to play activities involving measuring weight, time, capacity and length, they are helped to develop mathematical ideas. Children appreciate, for example, the nature of positive numbers; know mathematical terms such as 'subtraction' and the names of two and three-dimensional shapes, including 'cylinder' and

'cuboid'. There is ample evidence in lessons and the sample of work to indicate that children are well on the way to attaining expected standards with many exceeding them by the end of reception.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Nursery and reception classes contain a wide range of well planned indoor and outdoor activities that stimulate children's interest and curiosity.

Commentary

48. Children are on track to reach at least expected and sometimes better standards in this area because of the good quality of teaching and learning. Observation of both nursery and reception classes reveals children completely involved in activities that exercise and develop their knowledge and skills. Role play, outdoor equipment, a wide range of materials, toys and construction kits, for example, are all strategically arranged and displayed to attract, interest and inform about the natural and made world. Through their time in the unit, children build, make, play and observe, developing their appreciation of the use of materials for different purposes. A lot of work focuses appropriately on the children and their lives. Photographs, books, role play, visitors and class discussions are used to help children appreciate the nature of growth and change and the way in which human beings depend upon one another. A good example of the developing nature of the experiences was seen in the use of computers; in the nursery, children play games and operate story programs. By the time they are in reception, children use the mouse and keyboard to control actions on the monitor, printing out simple street maps and other images. Children used maps to construct their ideas of how the local town might look from above, introducing a key geographical notion.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- Outdoor and indoor play areas are used very effectively in supporting children's physical development;
- Lessons in the school gymnasium are very well taught and provide focused opportunities for the improvement of children's physical skills.

Commentary

49. The very effective teaching of physical development means that children are on track to reach standards above those found in most schools by the time they leave reception. Both outdoor and indoor areas are planned to offer opportunities for children to develop their skills in making controlled, small movements as well as big movements such as jumps, throws, climbing and running. A wide range of construction toys and opportunities to cut and stick a range of materials is offered in nursery. Children are encouraged to sketch plans when they are building with the large blocks, helping to develop greater control. Reception and nursery children use the indoor and outdoor large equipment and vehicles to develop their co-ordination and awareness of others. Adults constantly supervise to ensure safety and to raise children's awareness of safety and hygiene.

50. As well as using the shared areas, reception children are provided with activities to extend their skills. Fine control is developed through activities such as sewing, painting and modelling, while the school's gymnasium is used very effectively to develop children's abilities in working in larger spaces. A lesson during the inspection was marked by the high quality of relationships that are typical of the unit. Consequently, children behaved impeccably while walking through the school and, in the gymnasium, shared activities and equipment in a very mature fashion. The teacher's advice, and well planned, increasingly difficult activities, resulted in the improvement of children's throwing and teamwork skills.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve very well because teachers recognise the creative potential in all the unit's activities.

Commentary

51. Many children are on track to reach standards beyond those found in most schools because of the very good quality of teaching and learning in creative development. In the nursery, for example, children are encouraged to use their imagination in building toy road and rail tracks, dressing as different characters, bathing the baby, playing music, having adventures with the 'wild animals' in the sand, as well as in drawing, painting and making models. Gales of laughter come from the puppet show as the audience enjoys the antics of the various entertainers. Poems and songs form an integral part of the life of both nursery and reception classes. Consequently, children show a fine sense of time, tune and the rhythm of words by the time they start Year 1. Work of other artists is used to develop children's skills; in reception, the work of Van Gogh has clearly influenced the way in which children are painting at the moment. Similarly, the story of the 'Meanies' has prompted the production of startling collages of faces. Children's pictures and designs show a good sense of line, colour and texture, while computer generated images are of high quality. Enjoyment of stories is fostered by adults' expressive reading and opportunities for children to act them out, leading on to the development of dramatic skills as they adopt the voices and behaviour of the characters.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are above average by the end of Year 6;
- Good teaching of the basic skills of literacy enables pupils of all abilities to achieve well;
- Skills in speaking and listening are good throughout the school and are effectively promoted in lessons across the curriculum;
- There are insufficient opportunities to write independently and at length in some other subjects and pupils do not have enough opportunities to use the library to find things out for themselves.

Commentary

52. Performance in national tests in English in both Year 2 and Year 6 has been slower to improve than in the other core subjects since reorganisation, largely because standards in writing have remained stubbornly below average. However, standards in reading for 7-year-olds have been consistently in line with the national average. The school put in place a number of initiatives to improve the consistency with which teachers plan for writing within the National Literacy Strategy and to expand the teachers' approaches to writing through using drama. As a result, standards in writing for the present Year 2 and Year 6 have improved and are broadly at expected levels and standards in English overall for pupils in Year 6 are above average. There is, however, some inconsistency in the number and quality of opportunities offered to pupils to write at length for a variety of audiences and purposes. Nor is marking consistent enough in suggesting ways in which pupils can improve their writing. At its best, marking is very good at sharing with the pupil a clear evaluation of the work produced and suggesting ways forward; some marking sets up a written dialogue with the pupil that in its own right provides an opportunity for writing meaningfully. The marking in too many workbooks, however, consists of a tick and, perhaps, a word of praise. Neither of these inconsistencies has been picked up by the subject leaders, mainly because they have not been given sufficient time to monitor the English curriculum thoroughly. In 2003, the below average results for pupils in Year 2 resulted from a number of less able pupils not reaching the national standard even though they were expected to; the number of more able pupils reaching the level above the national level was also quite low so that the performance was well below the average for similar schools. In Year 6, there was an issue of poor performance of the girls in comparison with the boys. This difference was not seen in the present Year 6, where both boys and girls achieve well.
53. The school has set quite unambitious targets for this year and next, particularly for the more able pupils. Although the targets reflect the school's own tracking of pupils' progress, they do not take account of the extra strategies the school undertakes to raise the attainment of more able and less able pupils. The inspection findings are that, for pupils in the present Year 6, the more able pupils in particular are likely to do better than the targets suggest.
54. Pupils' overall good achievement in English results from the teaching, which is good overall and sometimes very good. Teachers establish very good relationships with the pupils and manage their classes well. While some teachers sometimes focus on technical matters at the expense of more interesting approaches, for the most part lessons are stimulating and well received by the pupils, who often work with high levels of interest. Homework is used very effectively to improve pupils' learning and more able pupils are often given optional tasks for them to do at home that are of great interest. Through the homework diaries, parents are encouraged to be involved in their children's work and progress and this has a positive effect on achievement. Pupils who have particular needs are well supported in English and they make good progress. Gifted pupils help with devising and running the school newspaper and respond well when challenging homework is set for them, producing work that is sometimes of a high quality.
55. Pupils achieve well in speaking and listening because of the rich opportunities provided for them to practise their skills in English lessons and in other lessons as well. A particularly good example was seen in a history lesson where pupils were asked to take on the role of either an Athenian or a Spartan and discuss the pros and cons of each way of life. Teachers challenge pupils to make their points clearly and to answer questions at length when appropriate. Teachers are beginning to use drama more extensively and this contributes to pupils' achievements, as do the opportunities provided to take part in performances.

56. Pupils' skills in reading are systematically developed as they progress through the school and they develop a good range of strategies for tackling unfamiliar words. Older pupils read with good understanding and are able to discuss the qualities of narrative as against a play script, for example. In a very good lesson with pupils in Year 4, the teacher shared a book about a refugee from Somalia so successfully that pupils were able to appreciate the feelings of the boy and relate it their own experiences with telling insights. Pupils claim to enjoy books and reading and discuss their favourite writers and types of book enthusiastically. They also develop the skills of using a book to find information, even pupils in Year 2 being able to use the contents and index to find a reference. However, pupils do not make enough use of the library and are not at all comfortable in finding their way around the simple reference system there. The library is well stocked with fiction but is barely adequate in non-fiction material.
57. Provision in English is better than it was at the time of the last inspection, particularly in standards in writing.

Language and literacy across the curriculum

58. The use of literacy in other subjects varies very much from class to class. Most teachers provide good opportunities for the development of oral communication skills and some lessons make use of pupils' reading skills in research. However, there are too few opportunities for pupils to investigate independently and their writing skills are not used systematically enough in most classes. ICT is not used enough to help develop English skills.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching and learning are good overall;
- Pupils of all abilities achieve well in Years 3 to 6 and reach above average standards by the time they leave school;
- Pupils' achievement is uneven in Years 1 and 2 because teaching and learning is inconsistent here; this affects higher attainers in particular;
- Pupils' behaviour is very good; they work hard and enjoy the lessons;
- Leadership and management are good.

Commentary

59. The standards achieved by pupils in Year 6 have improved each year since the school was reorganised and this year are above average with over a third of the pupils in Year 6 working at levels above those expected in relation to their ages. Pupils are achieving well. They are able to calculate the perimeters and areas of shapes using a simple formula and understand some of the properties of angles and triangles. They use dominoes and matchsticks to investigate patterns, are able to recognise the functions involved and use this understanding to solve problems. Because teaching is good, pupils concentrate extremely well and are justifiably proud when they complete work correctly.

60. The standards reached by pupils in Year 2 are average and they achieve satisfactorily overall, although achievement is uneven. This is because the quality of teaching and learning is inconsistent. Most teaching is good or very good but there is some unsatisfactory teaching where low expectations result in unchallenging work, especially for more able pupils. Standards have risen since the school was reorganised but they have not risen further this year and pupils are not presently achieving as well as they could.
61. Pupils who have SEN make good progress. This is because their needs have been carefully assessed; they have clear mathematics targets to meet in their individual plans and teachers plan work that is adapted to take account of these. Pupils are well supported by expert teaching assistants who help them to join fully in class lessons and guide them sensitively during group sessions. Other pupils with particular difficulties receive extra, small group tuition to boost their achievement.
62. Higher attaining pupils achieve well in Years 3 to 6. Work is planned that is challenging for them and teachers make sure there are harder questions for them to answer during whole class sessions. This varied challenge was seen, for example, when pupils in Year 5 worked on finding percentages of numbers. The pupils who had SEN worked with a teaching assistant to find 50 per cent and 25 per cent of numbers. One pupil, with more severe difficulties, used a program on the computer to complete work based on her individual programme. Most pupils calculated percentages of discount on articles for sale, more able pupils being challenged to calculate the VAT. A special class for higher attaining pupils in Year 6, which runs for part of the year, also boosts their achievement. Pupils identified as gifted attend a Saturday 'masterclass' and have opportunities to work with pupils from the local secondary school; as a result, their learning benefits.
63. Teaching and learning are good overall. Assessment is thorough and the results are used well to provide pupils' own individual targets and to plan future work. Teachers have a good knowledge of the Numeracy Strategy and so are able to provide clear demonstrations and explanations and help pupils to see connections and patterns. There is some very good teaching where teachers use questioning well to ask pupils to explain how they worked out their answers and to encourage pupils to explore a range of strategies to solve problems. Particularly effective are the mental and oral sessions at the beginning of lessons and pupils become agile and accurate in mental calculations. In the few lessons where teaching is not as effective, the mental and oral sessions are too slow, do not challenge pupils of all abilities and opportunities are missed to ask pupils to explain their answers.
64. Correct mathematical vocabulary is taught well and teachers ensure that pupils understand and use this naturally. Homework is very well used to extend learning. It is taken seriously by pupils and followed up in lessons. The very good relationships between adults and pupils, aided by humour, mean that classrooms are very pleasant learning environments where pupils enjoy their activities, work hard and gain in confidence as well as achieving well.
65. The numeracy co-ordinator has a good grasp of the subject's strengths and has identified how to develop it by further promoting the use of ICT to support mathematics and by evaluating the extra intervention and support programmes. She has provided expert advice for teachers, improved the teaching of numeracy and developed the resources. The progress made by all pupils is tracked, higher attaining pupils and underachieving pupils are identified and effective strategies put in place to help them. However, this presently is not as effective in Years 1 and 2 because of the long-term absence of the assistant co-ordinator from Year 2.
66. There has been good improvement since the last inspection. Standards have risen and teaching and learning have improved.

Mathematics across the curriculum

67. Mathematical skills are promoted satisfactorily in other areas of the curriculum, such as science, where pupils present results in graphs and tables, and ICT, where, for example, pupils in Year 1 used a program on the computer to present the results of a traffic survey as a pictogram.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils have good levels of knowledge and understanding because the factual aspects of the subject are taught well;
- There are insufficient opportunities for pupils to develop their skills in scientific investigations;
- Work planned for different groups does not always result in effective learning.

Commentary

68. Results in national tests for pupils in Year 6 improved in 2003 and were broadly in line with national figures. Teacher assessments for pupils in Year 2 in 2003 showed all pupils reaching the expected level and an average proportion gaining the level above. For pupils in Year 2 and Year 6 at present, standards are satisfactory. Pupils achieve satisfactorily in Years 1 to 6. Teachers are successful in helping pupils to gain knowledge and understanding of the subject. Their work on living things, materials and physical processes shows that pupils have knowledge similar to that found in most schools; indeed, some attain the higher levels in these areas. A lesson in Year 4 on thermal conductivity provided a good example; the sequence of activities involving demonstration, practical work and writing, helped pupils to appreciate how materials used in the kitchen are suited to a particular purpose, for example, that wooden spoons are best for stirring hot soup. Pupils, typically, were interested in the lesson and participated willingly and sensibly in using the equipment. Activities like this, the school's assessment systems and the use of national advice in structuring the science curriculum help to ensure that pupils' knowledge grows year-on-year.
69. Teachers often plan different work for groups of pupils; this helps to ensure, for example, that pupils with SEN and those who are more able receive work that matches their stage of development. Too often, however, the activities planned simply help every pupil to produce the 'correct answers', rather than allowing some to work at a higher level, whilst others reinforce ideas that are not yet securely understood. This is counterproductive and leaves some pupils not fully understanding key ideas, while others do not reach the levels of which they are capable. This is particularly true in investigational work. There are too few opportunities for all pupils, but especially the more able, to make their own observations, raise questions, devise investigations and produce their own recording systems. Consequently, teachers do not fully appreciate what pupils are capable of in this area of the subject and their skills remain underdeveloped. There are, however, examples of good work in Years 1 and 2, where pupils are often encouraged to devise their own ways of recording. In a lesson for Year 2 pupils, they were encouraged to make and sketch their own close observations of tadpoles, whilst others used a range of text books to search for information and make their own notes about the life cycle of frogs. At a relatively low level, they were developing important skills that can be built upon in later years.

70. The quality of leadership and management is satisfactory. The co-ordinators of the subject have done very good work in establishing an environmental garden, which is proving very fruitful in pupils' studies of natural things. They have not yet had the opportunity to observe other teachers, so that, whilst there is some good teaching, the overall quality is only satisfactory. Provision is similar to that found at the time of the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The subject is benefiting from very effective and knowledgeable leadership;
- Specialist teaching is used very effectively;
- The pupils' very good attitudes and behaviour promote quick and effective learning;
- There are still variations in the teachers' subject knowledge;
- Insufficient opportunities are provided to develop ICT across the curriculum.

Commentary

71. Standards overall are at the expected level by the end of Year 2 and Year 6. By the time they reach the end of Year 6, many pupils are very competent and capable users of ICT. Pupils, including those with SEN, achieve well; more able pupils often achieve very well. Standards in all year groups have improved since the last inspection. The skills of ICT are taught well in the ICT suite, but ICT is less well represented in other subjects or in displays throughout the school.
72. The quality of teaching is satisfactory overall, but there is some very good teaching, notably from the subject co-ordinators. In the most effective lessons, pupils of all abilities achieve very well. For example, in one Year 6 class's first lesson on control technology, the class was taught by the subject manager, who showed very good subject knowledge and high expectations. She was being supported by the class teacher who was learning from her expertise. Procedures were clearly explained, and demonstrated effectively using the suite's projection facilities. The pace was brisk and pupils learned quickly because they paid close attention, were very well behaved and worked well with their partners. They were captivated and challenged by the tasks of sequencing traffic lights, and then controlling disco lights. Within the span of one lesson, they caught up the lost ground caused by earlier lack of equipment and reached the expected standard. Similar teaching qualities were apparent in a Year 1 class working in the suite with their class teacher, the Key Stage 1 ICT subject co-ordinator. Their ICT work was linked to their work in mathematics. The pupils made pictograms to illustrate their findings in a traffic survey. The teacher had high expectations of their work both in ICT and mathematics, and used phrases like 'What criteria shall we use to sort this information?' The pupils already had impressive basic skills. Working independently, they could log on to a network, access the programme and load their files. They made very good progress in the lesson because of their good attention and behaviour, the clear exposition of the teacher, and good intervention by the class teacher and the classroom assistant, who also had good ICT skills. The lesson for the parallel classes was also seen. They were taught well, using the same lesson plan, and pupils made good progress.

73. The subject is led well and is managed soundly. Both co-ordinators have a clear vision for the future of ICT in the school, and exemplify practice very well. They have a clear picture of standards and achievement through the assessment procedures that they have put in place. They support the development of all staff well. The school is well resourced for teaching ICT in the suite, but needs further development in classrooms. Management is sound at the moment because there is insufficient monitoring of classroom practice, and strategies need to be developed to ensure that the two leaders obtain a whole school perspective. The school has good facilities in the suite. The skills are taught well. Specialist expertise is used to good effect, both for the teaching of pupils and the instruction of staff, including classroom assistants.

Information and communication technology across the curriculum

74. Although ICT is used well in some subjects, such as art, and is used soundly to support learning in mathematics, it is under represented in most subjects, particularly in work in the classrooms. This is because there is not yet the sufficiency of resources within classrooms, and teachers' subject knowledge is still variable.

HUMANITIES

75. No lessons were seen in **geography** and only one lesson, in Year 6, was seen in **history**. No overall judgement can be made about provision in either subject.
76. There was little work in books and on display in Years 1 and 2 so no overall judgements can be made about standards by the end of Year 2. Standards in history and geography by the end of Year 6 are at the expected levels. Historical and geographical knowledge is taught securely but, although the skills are taught soundly, the pupils are not provided with enough opportunities to undertake their own research and to work independently. In these subjects, pupils are not expected to answer the questions 'How?' and 'Why?' sufficiently, and, for example in history, interpretation and inquiry are under represented.
77. The picture is similar to that of the last inspection. Whilst the leadership and management of these subjects have succeeded in providing an enhanced curriculum that is well resourced, insufficient opportunities are provided to monitor and evaluate the quality of teaching and learning.
78. Good use is made of the local environment and visits to places of interest to help bring these subjects alive for the pupils. Resources are good and include artefacts and many 'first-hand' experiences, which make lessons memorable. In Years 4 and 6, pupils take part in, and really enjoy, extended visits to more distant locations. For example, pupils in Year 6 visit York to undertake work in geography, history and religious education. The school is beginning to use this integrated approach to provide effective contexts for learning.
79. The work in pupils' books is always carefully presented but it is often restricted to brief answers, whole class recording or worksheet based work, so pupils do not have enough opportunities to use and develop their literacy skills in extended work. However, in a Year 6 history lesson, on ancient Greece, pupils' speaking and listening skills were developed well through a debate about the advantages and disadvantages of living in Spartan and Athenian societies. 'If you have a frail baby you will be better off with us in Athens. In Sparta he will be left out in the cold to die,' an 'Athenian' counselled. Whilst there are some good uses of ICT, such as the use of Web sites, generally it is not used enough.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- There is a well documented collective worship policy that incorporates the Christian and other major world faiths;
- The curriculum is extensively enriched by a programme of visits and visitors;
- There are too few opportunities for pupils to apply their learning to their own lives or to use their writing skills in the subject;
- Resources, including artefacts, are very good.

Commentary

80. Three lessons of religious education were seen and inspectors looked at a sample of pupils' work, displays around school and teachers' planning. There is insufficient evidence to judge standards and achievement by the end of Year 2. Standards are in line with the locally agreed syllabus by the end of Year 6.
81. Teaching and learning are satisfactory. Pupils make sound and at times good progress in their acquisition of knowledge about the Christian and other major world faiths. However, they are provided with too few opportunities to reflect upon and to apply what they have learned to their daily lives. At times the teaching is too instructional, with too few opportunities provided for pupils to research and to find out for themselves. When provided with the opportunity, pupils respond well to challenging work. Having been set the task to think of a modern day equivalent of David and Goliath, two Year 4 pupils created a multimedia presentation of Martin Luther King's struggle for equality against the opposition of white America. Through providing good opportunities to pause and reflect whilst viewing video extracts of the Hajj pilgrimage to Mecca, a Year 5 teacher created some wonderful moments where the class was awestruck.
82. Children take great care in presenting their work, and on occasions it is beautifully embellished with well crafted illustrations. Too often, however, their work is restricted by the use of worksheets or copied text, or they are asked for only brief responses, with insufficient opportunities to apply their literacy skills in writing narrative, extended descriptions, or expression of their views and opinions.
83. Pupils behave well and activities are well chosen to capture pupils' interest. A feature of the school's provision for religious education is the wide range of visits and visitors that bring the subject to life, such as visits to the local churches, a visit by Year 2 to a Gurdwara, and Year 6 being overawed by the splendour of York Minster. 'The rose window was wonderful,' wrote a boy, 'there were over 100,000 pieces of glass.' Learning is also enhanced through collective worship, which follows relevant themes, such as friendship, teaches bible stories and also celebrates festivals linked to other faiths. Assemblies also provide a platform for visitors to talk about the influence of faith upon their lives.
84. Overall, the leadership and management of the subject are sound. A strength is in the provision of good quality artefacts and resources, which includes an effective programme of visits and visitors, but there is insufficient monitoring and evaluation of the quality of teaching and learning so that weaknesses have not been identified.
85. The quality of provision has dipped from the last inspection, but has been rising strongly since the creation of a new school through amalgamation.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

86. Only one lesson was seen in **design and technology** so no judgements are being made about the quality of the provision. However, pupils' work in files and displays was scrutinised along with teachers' planning.
87. The scrutiny of pupils' work shows that standards are above average by the end of Year 2 and Year 6 and have improved since the last inspection. Pupils investigate a range of solutions, design carefully, make artefacts to an increasingly sophisticated standard and evaluate their projects, showing a real pride in their work. The model vehicles made by pupils in Year 2 are delightfully individualistic, imaginative and made to a high standard. A pupil has made a tank with 'caterpillar' tracks that rotate. The skills of designing and making are taught well, through focussed tasks. For instance, these models have a chassis and axles and the children have been taught how to strengthen the joints. Pupils work carefully and accurately and add many details. Pupils in Year 4 investigate, make and evaluate pop up books. As you open a page of 'Santa's Workshop', made by one child, Santa moves across his workshop, an Elf springs to life and you can move a reindeer around the room!
88. The subject benefits from some effective links with other subjects. The Year 6 pupils are currently creating a tapestry based upon a recent visit to York, as part of their history and geography studies. The subject is led well. The subject co-ordinator exemplifies the subject well, and provides good support and advice to her colleagues. The subject is enriched by the effective contacts she has made, such as the local film museum, and a construction kit company. There is a good provision of high quality resources.

Art and design

Provision in art and design is **very good**.

Main strengths and weaknesses

- Teaching and learning is very good, with some excellent specialist teaching, resulting in very good achievement and high standards;
- There is a wide range of imaginative provision including out of school activities;
- Pupils are motivated by the activities in art lessons, they work hard and behave very well;
- Relationships are very good, helping pupils to gain in confidence and self-esteem;
- Leadership and management are very good.

Commentary

89. Pupils of all abilities reach high standards in art and achieve very well. This is because art skills are well taught throughout school and there is some excellent specialist teaching when pupils get opportunities to use their skills in imaginative ways. Many pupils say that art is their favourite subject. An excellent art lesson was observed with pupils in Year 4 taught by the art co-ordinator.

Pupils in Year 4 studied the work of Kandinsky and then produced a piece of work to illustrate a journey. Two pupils used a computer program. They said that they were trying to make an imaginary picture come to life, as Kandinsky did, and were able to use ICT fluently to produce the effects they wanted. Two pupils used a digital camera to take photos around school; they loaded them onto a computer and added effects to make a presentation. Other pupils based a landscape on Kandinsky's early work, mixing a range of bright, vibrant colours and painting carefully and skilfully. They claimed to be trying to 'think like Kandinsky'. Others used his later work, combining pastels and paint. A group of more able pupils worked with the teaching assistant, a working artist, to

illustrate a message from the stars, using a variety of media to record light, colour and sound. Another small group worked carefully with a volunteer to decorate an Egyptian tomb they were making as part of their history topic. Throughout the lesson, pupils evaluated their own and others' previous work.

90. Pupils are justifiably proud of their work, keen to show it and able to talk about how they produced it and the artists who influenced it. In lessons, they work with concentration and enthusiasm and are able to work independently and collaboratively. The very good relationships between adults and pupils give pupils the confidence to experiment and apply their skills imaginatively. By the time they reach Year 6, they are able to produce very detailed sketches of their visit to York, using tone, shade and perspective effectively.
91. Pupils enjoy a rich and varied curriculum, including textiles, printing, clay and ICT, which uses the art of other artists and cultures successfully as a stimulus, such as, for example, printing based on Indian designs. Pupils keep a sketchbook, which is used well to explore ideas and techniques. The annual arts week, which this year focuses on cultures throughout the world, involves visiting artists and provides an exciting and creative experience for all pupils in school. A range of art clubs runs at lunch times and after school, some for any interested pupils and some specially for pupils identified as talented, who achieve very well. A recent project was to design the scenery for a school performance.
92. The subject is very well led by a knowledgeable and enthusiastic co-ordinator who has written a scheme of work to provide an exciting curriculum for pupils. She has put in place a wide range of provision to improve standards and motivate and inspire pupils. She is able to provide expert guidance for teachers, including joint teaching with them. There has been very good improvement since the last inspection in the provision, teaching and standards achieved.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- Very effective leadership of the subject has led to the subject's high profile in the school;
- Very good achievement and high standards are brought about by very good and sometimes excellent teaching;
- The specialist music teaching extends the musical experience of pupils, particularly those with a talent in music;
- The high quality accommodation and resources are used very effectively to raise achievement;
- The extra-curricular activities provide rich opportunities for pupils to extend their skills and enjoy music;
- The subject makes a very strong contribution to pupils' spiritual, moral, social and cultural development.

Commentary

93. The very effective subject co-ordinator has worked hard to raise the profile of the subject in the school. Consequently, there has been very good improvement since the last inspection. Regular performances and a very good range of extra-curricular activities have been developed that involve many pupils and many of the teaching staff. The use of specialist teachers to work with classes alongside class teachers and to develop the instrumental skills of the more able pupils has proved very effective in further building teachers' confidence and in providing scope for developing the skills of more able pupils in a broad range of instruments. Staff training has taken place to raise skills in teaching music and a new scheme of work has been developed. Teachers make very effective use of the rich

resources built up by the co-ordinator. They also use to considerable effect the ample space available in the music room, the hall and the gym so that pupils can work in groups on their compositions without feeling that their efforts will be disturbing other pupils.

94. The quality of teaching is very good overall and ensures that pupils of all abilities and needs achieve very well. Many lessons contribute significantly to the personal development of the pupils, enabling them to take part in group activities where they learn to rely on one another and listen to each other's opinions with respect and tolerance. They learn to experience and appreciate the music and instruments of other cultures, including cultures that form part of the diversity of Britain today. The teaching is characterised by secure subject knowledge and skills, an enthusiasm for the subject that is conveyed very well to the pupils and very good relationships and confident class management. Consequently, pupils sing to a very high standard, with, for example, a Year 5 class singing a song in five parts. The singing of the whole school in assembly is tuneful, clear and reflects the meaning of the words beautifully.
95. A very high quality musical composition lesson was observed in Year 4 that made an excellent contribution to pupils' personal development and musical achievement.

In this third lesson in a series entitled Around the World, the teacher reminded pupils that the focus was on mood. Groups quickly organised themselves, collecting instruments and finding a space in the music room or hall. Pupils who had been absent were rapidly integrated. More able pupils used their own instruments. Groups worked with high levels of independence, taking advice from the teacher, but agreeing their own interpretation and musical structure. The quality of negotiation was high, with much good humoured give and take and no little intensity. Each group focused on a different country with, for instance, the China group making imaginative use of pentatonic scales to achieve oriental effects. Samba club members helped with rhythms in the Mexican group. Each group produced a composition of high quality, with sensitive choice of instrument and clear structure and mood. Pupils listened to the other groups very attentively and performed confidently and with a developed sense of audience. The teacher circulated unobtrusively, making subtle use of her very good subject knowledge to promote self-evaluation and later, peer evaluation. After a short session on the linking music, the lesson finished with a very impressive first run of the whole piece.

Physical education

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

Strengths and weaknesses

- The subject is very well led and has a very high profile in the school;
- Teaching is very good and leads to very good achievement and high standards;
- Learning is supported by a wide range of extra-curricular activities and sporting competitions with other schools;
- There are excellent facilities for the subject.

Commentary

96. The very effective subject co-ordinator has worked extremely hard and successfully to develop the role of physical education in the school. At the time of the last inspection, standards were below average and teachers lacked confidence in the subject. Now, standards are high and the quality of teaching is very good. Teachers are particularly good at encouraging pupils to evaluate their own work and that of others so that the development of their skills in, for example, catching and throwing is based on good knowledge and understanding. Pupils are very aware of the importance of fitness and are enthusiastic about the benefits of the fitness trail. Lessons are well organised and class management is of a high standard so that pupils behave very well and lessons move at a brisk pace. The school has achieved the 'Active Mark' award for their work in physical education.

97. The improvements have been helped greatly by the excellent accommodation available for the subject and the very good use made of it. Pupils, particularly those who are more talented, benefit from the variety of sports clubs. The co-ordinator has ensured that there are activities available for as many pupils as possible so that there is, for example, a dance club for pupils in Year 1 as well as the more usual football and netball clubs for the older pupils. Sessions are well attended and several are led by qualified coaches or dance instructors. These and the regular opportunities available for competitive games and contests with other schools all have a very positive effect on the standards achieved. The school does well in these competitions. The co-ordinator has made very good use of her network of contacts to ensure that links with the community are very strong and that the pupils benefit from those links. Pupils with particular talents are steered towards local clubs or organisations to further their achievements.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- There is very good provision for PSHCE throughout the curriculum;
- The residential visits provide valuable experience for the pupils;
- Pupils are very well aware of the need to keep fit and to eat healthily.

Commentary

98. Pupils' personal development is promoted very effectively in most lessons. From the time children start in nursery, they are encouraged to behave well and to take on responsibility. There is a strong emphasis on health and fitness, seen particularly in science and physical education lessons. Sex and drugs education benefits from contributions from the school nurse and other outside agencies. The residential visits in Year 4 and Year 6 form an important part of the school's programme for PSHCE and are very popular with the pupils. In addition to the many opportunities that pupils are given to air their views throughout the day, all classes have designated PSHCE lessons where pupils are encouraged to consider personal and larger issues in a forum where their opinions can be heard and respected. Pupils say that they are looking forward to the development of class councils and the school council so that their views can be heard in more formal ways.

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	2
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
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	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
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	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	1
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
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).