

INSPECTION REPORT

**Billinge Saint Aidan's Church of England
Voluntary Aided Community Primary School**

Billinge, Wigan

LEA area: St Helen's

Unique reference number: 104798

Headteacher: Mrs Mandy Ervine

Lead inspector: Stafford Evans

Dates of inspection: 19th - 22nd January 2004

Inspection number: 257548

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	156
School address:	Off London Fields Billinge Wigan Lancashire
Postcode:	WN5 7LS
Telephone number:	01744 678042
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Appropriate authority:	Governing body
Name of chair of governors:	Reverend Samuel Pratt
Date of previous inspection:	23 rd March 1998

CHARACTERISTICS OF THE SCHOOL

Saint Aidan's Community Church of England School is situated in the village of Billinge, north of the town of Saint Helen's on Merseyside. The school is smaller than the average primary school found nationally. The percentage of pupils eligible for free school meals is in line with the national average. Attainment on entry to the reception class is in line with that expected of children this age. Nearly 6 per cent of pupils are from ethnic minority backgrounds. There is a very small number of pupils who speak English as an additional language. There are 13 per cent of pupils identified as having special educational needs. This is below the national average. The percentage of pupils with a Statement of Special Educational Need is above average. The number of pupils who start or leave the school other than at the normal dates is 12 per cent. This is in line with the national average. However, the percentage of pupils who start the school mid-year is above average. There is a privately run pre-school provision in the school building. The school also provides out-of-school care before and after school.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21217	Mr S G Evans	Lead inspector	Mathematics Information and communication technology Geography Physical education
11450	Mr L Kuraishi	Lay inspector	
21020	Mrs T Galvin	Team inspector	Foundation Stage English as an additional language Science History Music
10228	Mrs S Russam	Team inspector	Special educational needs English Art and design Citizenship Design and technology

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Saint Aidan's provides a **very good** standard of education and gives **very good** value for money. Inspection evidence indicates that pupils attain standards that are well above the national average in English and mathematics, and above average in science. The teaching and learning are good. The leadership and management of the school are very good. The school's provision for pupils' personal development is very good. This means that pupils leave the school with very good personal qualities.

The school's main strengths and weaknesses are:

- pupils achieve very well by the time they leave the school;
- the headteacher, very ably supported by the deputy headteacher, provides very good leadership of the school;
- the quality of teaching is good, with a significant amount of very good and excellent teaching;
- pupils' personal development, behaviour, attitudes to learning and attendance rate are very good;
- the school provides a good range of learning opportunities for pupils, and a very good range of extra-curricular activities;
- Foundation Stage accommodation is unsatisfactory;
- the school provides a very high level of care for all its pupils;
- very good links exist between school and parents;
- the quality of the school improvement plan is unsatisfactory.

The school has made very good improvement since the last inspection. Standards are much higher in English, mathematics, science and information and communication technology (ICT). The quality of teaching and learning is better. The curriculum provision has improved significantly. The key issues for improvement from the last inspection have been dealt with very successfully. There has been very good improvement in the provision and standards in ICT. Assessment procedures are very much more effective in helping pupils learn. There have been good improvements in Foundation Stage provision.

STANDARDS ACHIEVED

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

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

Standards of achievement are **very good**. Care needs to be taken when comparing different year groups because there are a significant percentage of pupils - 26 per cent in the 2003 group of pupils - who start the school between Years 2 and 6. Therefore, a comparison of results over time is not always reliable. Inspection evidence indicates that pupils achieve very well in relation to their capabilities in English and mathematics, and achieve well in science. Pupils make very good progress in English and mathematics by the time they leave the school, and good progress in science. Pupils have very good literacy and numeracy skills, and use them very well in other subjects. Standards in ICT are above national expectations, and improving at a good pace. Pupils achieve very well in ICT. Pupils identified as having special educational needs achieve very well in relation to their capabilities. Pupils who speak English as an additional language and ethnic minority pupils achieve similarly to their classmates.

Pupils' personal development is **very good**. Provision for their spiritual, moral, social and cultural development is **very good**. Their attitudes to learning, behaviour and attendance rate are very good.

QUALITY OF EDUCATION

The quality of education provided by the school is **very good**. The quality of teaching and learning is **good**, with a significant amount of **very good and excellent teaching**. Procedures for assessing work are very good and teachers make good use of the information to plan pupils' work. Teachers mark pupils' work very thoroughly. This means pupils have a very good knowledge of their own learning and how they can improve. Teachers have high expectations of what they want pupils to learn so pupils strive to produce work of high quality. Teachers plan carefully for the needs of all pupils. Therefore, the learning of pupils identified with special educational needs and higher attaining pupils, including those identified as gifted and talented, is good. Good use of skilled support staff ensures that pupils who need help in lessons receive it and therefore make good use of the time available for learning. The teaching of basic skills is very good and so pupils acquire skills, understanding and knowledge at a very good rate. Teachers use computers very efficiently to help pupils learn. The reception classroom is not spacious enough and this restricts children's learning, particularly in physical and creative development.

The learning opportunities provided for pupils are good and positively affect pupils' achievement. The school enhances pupils' learning through a very good range of extra-curricular activities. The care, guidance and support pupils receive are very good and so make the school a very good place to come to and learn.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**. The headteacher provides very good leadership. She has a very firm grasp of what are the right priorities for the school. She puts pupils' high academic and personal development standards at the forefront of school life. At the same time she creates a very caring and supportive atmosphere within the school. The headteacher is very ably supported by a very competent deputy headteacher. Subject co-ordinators make a good contribution to the success of the school. The management of the school is very good. The school has very effective procedures for the evaluation of its work, but the school improvement plan does not accurately reflect the school's priorities and what they are actually doing to improve provision and raise standards. The governance of the school is good. Governors are well organised and led, and thorough in their approach. They have a good grasp of the strengths and weaknesses of the school, and play an important part in helping to shape the work of the school. The school complies with all statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the work of the school. They expressed no concern about any aspect of its work. The school has very good links with parents, who support it well.

Pupils think very highly of the school. They say they like school very much. Lessons are interesting and fun. They are treated fairly and receive help whenever they need it. They are secure in the knowledge that they can approach an adult in the school if they need help. They feel very safe and secure in the school.

IMPROVEMENTS NEEDED

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

- as identified in the school improvement plan, improve the quality of the accommodation for the Foundation Stage;
- improve the school improvement plan.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The standards pupils attain are **well above average in English and mathematics**, and **above average in science** by the end of Years 2 and 6. **Pupils achieve very well** in relation to their capabilities by the time they leave the school.

Main strengths and weaknesses

- Standards have risen very significantly since the time of the last inspection.
- Pupils of all abilities make good progress in lessons.
- Pupils attain standards above national expectations in ICT and achieve very well.
- Children in the Foundation Stage make good progress and achieve well. They make very good progress in their mathematical development.
- Pupils achieve very well in personal, social and health education lessons.

Commentary

Foundation Stage

1. Children enter the reception class with early skills that are in line with those expected of children this age, except in their physical development in which a significant proportion of children are at a level below that expected. Children's achievement is good because the teaching is good and sometimes very good. By the end of reception, children attain above nationally expected standards in their personal, social and emotional development, communication, language and literacy and in knowledge and understanding of the world. They attain standards that are well above national expectations in mathematics. Their attainment in physical and creative development is at the expected level.

Years 1 and 2

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

Standards in:	School results	National results
Reading	16.8 (18.8)	15.7 (15.8)
Writing	16.2 (18.1)	14.6 (14.4)
Mathematics	16.0 (20.2)	16.3 (16.5)

There were 23 pupils in the year group. Figures in brackets are for the previous year

2. Pupils achieve well in relation to their capabilities by the end of Year 2 compared with the time they leave the Foundation Stage. They make good progress in their lessons. Standards are very significantly higher than they were at the time of the last inspection. Inspection evidence indicates that standards in reading, writing and mathematics are well above the national average. Standards in science are above average. Pupils attain above national expectations in ICT, history and geography. The reason for the dip in standards in 2003 is accounted for by the fact that there was a much higher than usual proportion of pupils who had special educational needs. Standards in the three years prior to 2003 were at a level that placed the school in the top 5 per cent of all schools nationally, and in comparison with similar schools.

Years 3 to 6

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

Standards in:	School results	National results
English	27.9 (28.0)	26.8 (27.0)
Mathematics	28.6 (28.8)	26.8 (26.7)
Science	29.5 (29.9)	28.6 (28.3)

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

3. Inspection evidence indicates that by the end of Year 6, standards are well above average in English and mathematics, and above average in science. By the end of Year 6, pupils achieve very well in relation to their capabilities. They make good progress in lessons in Years 3 to 6. The improvement in standards is very good since the last inspection, when they were average. The trend since the previous inspection is in line with the national trend. However, taking all the core subjects together, standards have been consistently well above average, and in 2000 and 2001 standards achieved by pupils placed the school in the top 5 per cent of schools nationally. Until 2003, standards in comparison with similar schools nationally were also well above average. In 2003, standards in comparison with similar schools based on prior attainment were below average. However, the result is explained by the high percentage of pupils who started in the school between Year 2 and Year 6 - 26 per cent.
4. Pupils in Years 3 to 6 attain standards that are above national expectations in ICT and geography. They achieve very well in relation to their capabilities. The achievement of pupils with special educational needs is very good. This is because they are taught well and teachers are very aware of pupils' individual needs. Pupils with a Statement of Special Educational Need make very good progress because the school provides them with a very good level of support with their learning and for their personal care. The few pupils who speak English as an additional language are competent in English language skills. They achieve well in Years 1 to 2, and very well in Years 3 to 6 in relation to their earlier attainment and ability. They achieve at the same rate as their classmates.

Pupils' attitudes, values and other personal qualities

Attendance is **very good**. Pupils of all ages and abilities have **very good** attitudes to learning and they enjoy coming to school. Behaviour is **very good** and has a very positive impact on the pupils' achievements and the standards they attain. Pupils' spiritual, moral, social and cultural development is **very good**.

Main strengths and weaknesses

- Pupils have very good attitudes to work and play. They approach tasks with high levels of interest, enthusiasm and concentration.
- Pupils' behaviour is very good and they have a very good understanding of the impact of their actions on others.
- Because of the highly structured way in which the school seeks and acts upon their views, pupils have a very clear understanding of their individual and corporate roles within the school community.
- Pupils respond very well to the many opportunities teachers give them to promote their spiritual, moral, social and cultural development.
- Visits to places of worship, other than those associated with Christianity, are inadequate.

Commentary

5. There were many strengths and few weaknesses identified at the time of the last inspection. Since then the weaknesses have been addressed, so that this aspect of the work of the school is now very good. Attendance and punctuality are also very good. This is an improvement since the time of the last inspection.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.8	School data	0.1
National data	5.4	National data	0.4

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

6. Pupils have very good attitudes to their work and they all work hard. In lessons, pupils approach learning with great enthusiasm. They enjoy taking responsibility for what they learn. In lessons where they can use their research skills and independence, they demonstrate excellent levels of concentration and application to their work. There was one exclusion in the last year.

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	144	1	0
White - any other white background	2	0	0
Mixed – White and Black Caribbean	3	0	0
Mixed - any other mixed background	1	0	0
Asian or Asian British - any other Asian background	2	0	0
Chinese	2	0	0
Any other ethnic group	1	0	0
Parent or pupil preferred not to say	1	0	0

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

7. Pupils' behaviour is very good in lessons, assemblies, at play and during lunchtime. On the very rare occasions when behaviour is bothersome, pupils respond well to the school's system of sanctions. There is no evidence of bullying or oppressive behaviour. Pupils are familiar with the school's strategies for dealing with any such incidents, and are confident to approach adults for help should the need arise.
8. Pupils' personal development is very good. This is due to the very good relationships in the school and the way that the staff promote pupils' social and moral development. Forums, such as the school council, buddy system and activity leaders, enable pupils to participate in shaping the school as a whole community. Since the time of the last inspection, more is being done to promote pupils' understanding of the multicultural nature of society. For example, in their work in art, music, history and geography pupils study different lifestyles and the impact of earlier civilizations on their own lives. However, whilst pupils learn about a

range of world faiths, as well as Christianity, visits to different places of worship are not well enough planned. This means that pupils have no firsthand experiences of similarities and differences between, for example, a church and a mosque, or a temple and a synagogue.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **very good**. The quality of teaching is **good**, with a significant amount of **very good and excellent** lessons. There is **good** curriculum provision, with **very good** provision for learning in English, mathematics and ICT. The school provides a **very good** level of care for its pupils. Links with parents and other schools are **very good**.

Teaching and learning

Throughout the school the quality of teaching is at least **good**, with a third of lessons **very good or excellent**. The procedures for assessing pupils' work are **very good**.

Main strengths and weaknesses

- The teaching and learning are very good in English, mathematics and ICT.
- There is very good use made of opportunities to develop pupils' literacy, numeracy and ICT skills across the curriculum.
- Teaching assistants provide good support to help pupils learn more effectively.
- Teachers give all pupils an equal chance to do well in lessons.

Commentary

9. The very good teaching and learning in English, mathematics and ICT ensures that pupils achieve very well by the time they leave the school. Teachers' lesson plans show clearly what is to be taught and learnt. This is shared with pupils at the start of the lessons. This helps the teacher and pupils to remain focused on the purpose of the lesson and ensure that they cover sufficient work in the lesson. Teachers use a good range of teaching methods. These include whole class teaching, group and individual work, and involve practical, investigative and problem solving activities. Teachers use time and resources efficiently. Pupils adjust well to the demands of working in different situations, selecting the correct method for carrying out a task and organising effectively the resources they need.
10. One of the main strengths of the teaching is the expectation of the teachers that all pupils will produce their best possible work. Pupils respond readily to the challenge of the work set, show willingness to concentrate, and make good or better progress in most lessons. Another major strength is the quality of relationships between teachers and pupils. The very good relationships between teachers and pupils are the cornerstones of the way teachers manage pupils' behaviour. Pupils behave very well. They are confident and alert to ask questions and to persevere with their work when answers are not readily available. When appropriate pupils readily help one another.
11. Teachers use the results of the assessment of pupils very effectively to match work to their varying needs. The marking of pupils' work is very good. The feedback to pupils, spoken and written, enables pupils to improve their performance. This is because pupils have a very good knowledge of their own learning. Teachers involving them in their target setting enhance this further. Teachers make effective use of skilled teaching assistants. Teaching assistants are well briefed so they are fully aware of what and how the pupils in their care are expected to learn. There is very good help provided for pupils with a Statement of Special Educational Need and for pupils in ICT.
12. Teachers are very effective in the way in which they promote pupils' literacy skills in other subjects. They use very effectively texts in other subjects, such as geography, history and science, to develop pupils' skills of critical analysis. Teachers provide opportunities for pupils to make good use of books for research and finding information. Staff ensure that pupils use

information and instructional texts effectively in subjects such as design and technology. Pupils are provided with a good range of activities to practise and develop their numeracy skills successfully in other subjects. Teachers make excellent use of ICT to help pupils learn in mathematics. Teachers make very good use of ICT to help pupils learn in other subjects. There is excellent planned access to the computer suite for groups of pupils to complete work that enhances their literacy and numeracy skills. This is made possible by excellent use each morning of a very skilled teaching assistant who supports the pupils' learning.

13. Teachers give all pupils an equal chance to do well in lessons. Pupils with special educational needs are taught well. Whilst very few pupils have additional needs, the school takes care to ensure those who do are fully included in all lessons and have equal access to the National Curriculum. The needs of pupils who have social and emotional difficulties are dealt with sensitively. As a result, pupils quickly respond to the caring and secure learning environment. This ensures that they learn as well as their classmates. The teaching for the few pupils who learn English as an additional language is good. These pupils make good, and sometimes very good, progress in lessons. One of the main reasons for this is that teachers use the same very good procedures that the school has for all pupils to check and review the progress in English of these bilingual pupils. The teachers effectively use the information from the checks to group the pupils by ability and to plan the next step in their learning.

Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3%)	10 (30%)	13 (40%)	9 (27%)	0 (0%)	0 (0%)	0 (0%)

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

The curriculum

The curriculum is **good** for children in the Foundation Stage and pupils in Years 1 to 6. The **very good** provision for activities outside lessons helps to enhance pupils' learning within lessons. In Years 1 to 6, the accommodation and resources are **satisfactory** to support the curriculum. There are **good** resources in the Foundation Stage but the indoor accommodation is **unsatisfactory**.

Main strengths and weaknesses

- The very clear and effective leadership of the head teacher.
- The very good improvements in the curriculum.
- The curriculum is very good in literacy, numeracy and ICT.
- The school's Christian ethos ensures that all groups of pupils are fully included in the experiences it offers.
- The teachers cover personal, social and health education very well.
- The library accommodation is unsatisfactory for pupils in Years 1 to 2.

Commentary

14. The headteacher, supported by effective subject co-ordinators, has been pivotal in bringing about the very good improvements in the curriculum since the time of the last inspection. The curriculum is now good for the Foundation Stage and very good for ICT. From reception to Year 6, teachers carefully plan a broad range of learning experiences for the pupils that cater for their interests, aptitudes and particular needs. Teachers' planning ensures that pupils build on knowledge and understanding gained earlier in school life. The planning is designed to ensure that all pupils receive similar experiences, but one that meets their needs. As a result, by the time pupils leave the school in Year 6, their achievement is very good in English, mathematics and ICT, and good in most of the other subjects. Teachers implement the National Literacy and Numeracy Strategies very well. They successfully promote pupils' literacy, numeracy and ICT skills through other subjects.

15. Staff implement a very well structured programme for personal, social and health education. It includes drugs awareness and sex education. The school has gained the *Healthy Schools' Award*.
16. The school's Christian ethos permeates the whole curriculum and this ensures equal access for all pupils. Pupils with special educational needs are given good extra support to ensure that they have an equal chance of doing well in lessons. Staff encourage girls and boys to take part in all the activities that the school offers. Teachers ensure that the curriculum is relevant and sensitive to the needs of pupils who learn English as an additional language. The school provides for pupils who are gifted and talented very effectively. The school is not easily accessible to wheelchair users but continues to improve access in line with its plans.
17. Pupils' learning is made much more interesting by visits out, visitors to the school, and a variety of clubs for pupils in Years 1 to 6, including sports, art, ICT and French. High numbers of pupils participate in these activities and this has a positive effect on their enthusiasm for school and creates very good social skills and relationships. Also, the school provides a range of visits out, including a residential visit to Wales for older pupils, and many visitors come to the school. Parents have a high regard for the amount of activities the school provides outside of lessons.
18. The school's accommodation and resources are satisfactory to meet the needs of the curriculum. Pupils' learning is enhanced by the high profile that the school gives to performing arts and drama. The school's support staff work alongside teachers effectively and provide good extra help for pupils. The good resources for the Foundation Stage and subjects such as history and ICT have a positive effect on pupils' achievement. On the other hand, the indoor accommodation for the reception class is not spacious enough and restricts the curriculum in physical and creative development. The school has plans to improve the reception class accommodation later this year. Also, in Years 1 to 2 the library accommodation is too small.

Care, guidance and support

The procedures for ensuring pupils' care, welfare, health and safety while they are in the school are **very good**. The school provides **very good** advice and guidance for pupils and the needs of pupils with learning difficulties are properly met.

Main strengths and weaknesses

- The school is a safe and caring place where all pupils feel valued.
- Pupils know where to go if they need help.
- Parents feel that their children are safe and well looked after by caring staff.
- All pupils receive very good levels of support.
- Pupils' views are sought through the school council.

Commentary

19. Parents are very happy with the care and support provided for their children. Teachers and support staff ensure that a very good level of personal support and guidance is given to all pupils. The school fully complies with the child protection procedures. The headteacher is trained in child protection procedures and the deputy headteacher is identified to receive training at the first available opportunity. Local authority network of agencies provides good support to deal with pupils educational and emotional needs. Staff value all pupils and pupils' opinions are invited and taken into consideration when formulating school policy. Pupils are aware of the help and support available in cases of need. Parents and pupils are happy that the staff listen to and act on matters of concern. Parents are very pleased with the arrangements for settling new children in the school. Older pupils receive very good support

from the local secondary school and this enables a smooth transfer to their next stage of learning.

20. The school monitors health and safety well. Regular risk assessments of the premises are undertaken. Teachers and support staff promote hygiene as part of the curriculum. The good care taken by the cleaning staff ensures that the buildings are safe and free from hazards. The school is aware of inappropriate gradients of the ramps in the school for the wheelchair users. Parents are confident that a qualified member of staff will treat their children if there is an emergency.

Partnership with parents, other schools and the community

The school has **very good** links with parents and they support the school very well. The school works with local schools effectively to enhance pupils' learning. Links with the community are **good**.

Main strengths and weaknesses

- Parents have a very high opinion of the school.
- The school is successful in engaging parents in the life of school.
- Written and informal information given to parents is very good.
- The school has procedures for listening to and dealing with parents' complaints.
- Outside agencies provide good support for children's welfare.
- Links with the local secondary schools and on-site pre-school provision are very good.

Commentary

21. Parents are extremely happy with the work of the school. They are particularly pleased about the leadership of the headteacher. Parents' views are sought and any concerns are dealt with promptly.
22. The school works closely with parents and makes every effort to involve them in the life of the school. Parents respond very well by helping their children at home and in the school. Parents willingly participate in the Parent Teacher Association to arrange social events to raise money for school funds.
23. The school sends out regular newsletters to inform parents about what is going on in the school and how they can get involved. Pupils' annual progress reports are very good. They highlight clearly what pupils can do and where they need to improve. Many formal and informal meetings are held with parents to discuss their children's academic and social development.
24. The school has good links with local authority agencies to enhance pupils' learning and welfare. Local businesses generously support the school. The relationships with the on-site pre-school provision and the senior school are very impressive and these enable pupils' very smooth transition from one stage of their education to another.

LEADERSHIP AND MANAGEMENT

There is **very good** leadership and management. The leadership of the headteacher is **very good**. The governance of the school is **good**.

Main strengths and weaknesses

- The headteacher provides inspiration and very clear direction for the work of the school.
- The deputy headteacher and senior management team provide very good leadership.
- This is a very inclusive school.
- The document for the school's improvement is not as effective as it could be.
- The governing body is well informed and very supportive of all that is done.

- The school's finances are managed very efficiently.

Commentary

25. The headteacher is dedicated to ensuring the highest possible standards and achievement in all areas of the school's work. She sets the tone for the high aspirations of staff and the very good relationships and mutual respect between all members of the school community. Staff make it a priority to value all pupils and ensure that they are included in all the activities that the school offers.
26. The headteacher checks and reviews the teaching of all the staff and supports them very well in the development of their expertise. The teachers with responsibility for leading and managing English, mathematics and ICT carry out their roles very effectively. The leadership and management are good for science and the Foundation Stage.
27. The management of the school is very good. The school's very good procedures enable it to run smoothly each day. The school has very effective procedures for the recruitment of staff and for supporting newly qualified teachers and other staff new to the school. The school contributes to initial teacher training very well. It is a *Partnership Plus* school for a local teacher training college. Arrangements for professional development and performance management are very good.
28. The high rate of pupils starting the school other than at the usual dates does not pose a problem for the school. This is because the school overcomes it through its very effective checks of what pupils know, can do and understand when they enter the school. Also, the staff make very good checks of pupils' progress as they move through the school.
29. The school's document for improvement does not accurately reflect the school's rigorous analysis of its work, and the very effective initiatives that staff undertake as a result of this process. It is not a manageable, clear and concise document that gives a clear overall view of the school's main priorities for improvement. The document is long so it is not easy for staff to access the information. Therefore, it is unsatisfactory.
30. The governance of the school is good. The headteacher and key staff keep governors very well informed about the school's work. Governors are very supportive and they make regular visits to the school. In discussion with governors, it is clear that they fully understand their roles and responsibilities and they carry them out efficiently and effectively. They have a good grasp of the strengths and weaknesses of the school, the standards that pupils achieve and of performance management.
31. The management of the school's finances is very good. This shows very good improvement since the time of the last inspection. The headteacher plays a pivotal role in the financial management. She has a very clear understanding that spending must be related to improving or maintaining standards. Through her innovative financial management, drive and enthusiasm for the extra facilities the school offers, such as the on-site private pre-school provision, she has increased the number of pupils on roll very significantly. The income from the facilities helps fund extra staff and provides for improvements, for example to the accommodation and ICT. The school seeks to ensure that the services it receives are provided at the best value.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	441,954
Total expenditure	441,503
Expenditure per pupil	3,065

Balances (£)	
Balance from previous year	6,319
Balance carried forward to the next	7,622

32. Balances are below average and currently stand at 2 per cent of the total school income. The school provides very good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

33. Provision is **good** in the Foundation Stage. Children achieve well from an average starting point, including children with special educational needs. All children achieve very well in personal, social and emotional development, and in mathematical development.
34. There are many reasons why children achieve well. Teaching is good, and there is a significant amount of very good teaching. Staff work very effectively together, have high expectations of what children can achieve and provide a good, imaginative curriculum. Staff have very good systems to check and review children's progress. They use these effectively to plan work at the correct level for all children. There are good resources to make the work interesting and support learning. However, the classroom is not spacious enough and this restricts children's learning, particularly in physical and creative development. The school has plans to remedy this before the next academic year. The very good links with parents have a positive effect on children's learning. Parents are very happy with the good arrangements for settling children into school. There are excellent links with the private pre-school provision housed within the school. There is good leadership and management of the Foundation Stage. The school has made very good improvements in the provision since the time of the last inspection.

Personal, social and emotional development

Provision in this area of learning is **very good**.

Main strengths and weaknesses

- Very good relationships between adults and children underpin the very effective learning.
- Children try hard in all their work, and are polite and very well behaved.

Commentary

35. Children achieve very well, and by the time they leave the reception class most children reach above the nationally expected level. This area of learning has a high profile, and as a result children's personal skills improve rapidly. This has a very positive effect on the standards they achieve in the rest of their work. Teaching is very good. Staff are very caring, supportive and friendly so children feel secure and this gives them the confidence to learn. Therefore, children have very good attitudes to their work. They try hard and produce a good amount of work. Staff ask children to make choices about many of the activities they carry out so children show good levels of initiative, responsibility and independence for their age. They give children very good opportunities to reflect upon their work and relationships with each other. Thus, children develop a very good awareness that some actions are right and some are wrong. Their behaviour is very good. They take turns, share equipment and work sensibly together as friends.

Communication, language and literacy

Provision in this area of learning is **good**.

Main strengths and weaknesses

- Writing is taught effectively.
- The balance between activities chosen by the children and directed by the teacher needs adjustment.

Commentary

36. Children achieve well and most children reach above the expected level by the time they leave the reception class. Teaching is good and staff plan for children to develop their language skills effectively across the whole curriculum. Therefore, children talk about their ideas and experiences, and listen well when their classmates speak. They speak with increasing confidence in a larger group, including children with special educational needs who have speech difficulties. Staff ensure that the books they give children to read are matched to their varying learning needs. They give children many activities in which they ask them to have-a-go at their own writing. This develops children's confidence and skills very successfully. Most children read, spell and write simple words and sentences correctly. However, occasionally in literacy lessons some children do not learn as well as they could. Although, there is effective teaching of the whole class in the introduction, in the middle part of the lesson children mainly choose their own activities. The groups of children receive insufficient direction and thus the rate of learning slows down unnecessarily.

Mathematical development

Provision in this area of learning is **very good**.

Main strengths and weaknesses

- Teaching is very good and there is a strong emphasis on learning through practical activities.

Commentary

37. The teacher's very good expertise in mathematical development helps children to achieve very well. Therefore, many reach well above the early learning goals by the time they leave the reception class. The teacher has high expectations so she gives them challenging work. As a result, children correctly count and order numbers from 0 to 20, and higher attaining children beyond this. After only a term in the reception class, children of all abilities calculate and record simple addition sums to ten. The good quality resources help staff to provide interesting practical work and this has a positive effect on children's achievement. Staff promote children's understanding of how to use the correct mathematical language very effectively, such as tall and short, heavier and lighter. The children respond by using the correct vocabulary with confidence.

Knowledge and understanding of the world

Provision in this area of learning is **good**.

Main strengths and weaknesses

- Staff give children a wide variety of enjoyable experiences.

Commentary

38. Teachers use resources well and organise enriching visits out of school, as well as visitors. These make the children's learning interesting. They help many children to reach above the expected level by the end of reception. Children achieve well. They draw simple plans when they make bags from paper and they review their designs. Children carry out investigations regularly. They use magnifying glasses to explore wood and talk about some of its properties, such as rough and smooth. Through very good teaching, children develop their skills in ICT at a very good rate. Thus, they use the mouse with increasing skill and they confidently work a variety of computer programs.

Physical development

Not enough teaching was seen in this area of learning so no overall judgment can be made on teaching or provision.

Main strengths and weakness

- The outdoor accommodation is good, but the classroom is not spacious enough.

Commentary

39. Children achieve well and they reach the expected standard by the end of reception. The school has made very good improvements in the outdoor accommodation and resources since the time of the last inspection. Staff plan the outdoor physical activities well to extend not only children's physical development but also their learning across the whole curriculum. Children run, walk and ride bikes with careful control, aware of space and of each other. Some of the children enter reception with weaker control of finer movements, such as pencil control, than is expected for their age. Staff give children many activities to improve these skills. Therefore, children make good progress in handling pencils, scissors, brushes and other tools. However, the classroom is not spacious enough for children to move around easily. The space is inadequate for any pupil in a wheelchair.

Creative development

No lessons were seen in this area of learning so no judgment can be made on overall provision.

Main strengths and weaknesses

- Staff give children many activities in which they develop their creative skills.
- The lack of space in the classroom restricts children's learning.

Commentary

40. No direct teaching was seen but children's work on display, and observation of their chosen activities within lessons, show that they achieve well. They reach the expected standard by the end of reception. Children work successfully with a variety of materials, and develop their ideas and language skills in the imaginative play areas, such as the building site. They mix paints, and confidently cut and glue materials when they make pictures of houses. However, there is not enough space in the classroom for children's work to be left out, or stored safely, so that they can return to it in order to improve or finish their work.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Pupils' achievement is very good.
- When compared with other schools pupils achieve very well in national tests.
- The subject is taught very well.
- Leadership and management of the subject are good.
- There have been very good improvements in provision since the last inspection.
- Literacy skills are used and well developed in other subjects.
- Pupils are less enthusiastic about writing.
- Some pupils who need additional help with literacy miss parts of lessons in other subjects.

Commentary

41. The school has made very good improvements to the provision it makes for English since the time of the last inspection. The literacy hour is now firmly in place, assessment of pupils' work is better and so is the quality of teaching. Inspection evidence indicates that by the end of Year 2, standards in reading and writing are well above the national average. The reason for the dip in standards in Year 2 in 2003 is accounted for by the fact that there was a much higher than usual proportion of pupils who had special educational needs. Standards in the three years prior to 2003 were at a level that placed the school in the top 5 per cent of all schools nationally, and in comparison with similar schools. Inspection evidence indicates that by the end of Year 6, standards are well above average in English. Standards have been above the national average in each of the last four years. In 2000, the standards pupils achieved placed the school in the top 5 per cent of schools nationally. The reported discrepancy in prior attainment grades, which indicate underachievement in 2003 by pupils in Year 6, is accounted for by a considerable change in the population of that year group. Approximately 25 per cent of pupils joined the school between Years 3 and 6. This is a high figure within a small class of pupils. There is some recorded variation in standards achieved by boys and girls from year to year. However, this is not significant as there is no discernible trend and is accounted for by the gender imbalance within each year group. The very small number of pupils with special educational needs also achieve very well.
42. One of the main reasons for pupils' very good achievement is the consistently high standard of teaching they receive throughout the school. Teachers make good use of information they gain from thorough checks and reviews they make of pupils' progress. This is evident as they give pupils work that is challenging and well matched to their learning needs. Most pupils with special educational needs do not require additional individual education plans as these pupils make very good progress because of the suitability of the work they are given and the good additional support from teaching assistants.
43. Teachers have high expectations of handwriting and how pupils set out their work. Therefore, pupils' work is neat and the standard of handwriting is good. In all aspects of the subject, basic skills are well taught, including initial letter sounds in reading and punctuation in writing. Another strength of teaching is the consistently very good use teachers make of ICT to promote learning. Opportunities are very well planned and in the lessons observed this had a significant impact upon the rate of pupils' learning. Most teachers implement the school's marking policy very effectively. However, there are a few examples of teachers not providing helpful comments about how pupils could improve their work.
44. Although pupils achieve very good standards of writing, many do not enjoy this aspect of the subject. In discussion with pupils in Year 4 it was evident they had good ideas, a wide ranging vocabulary and the ability to use imaginative and descriptive narrative, but they were

somewhat reluctant to commit their thoughts to paper. Their preference would be to develop ideas through more drama and role-play. The school has plans to develop this aspect of the work.

45. Pupils are provided with regular opportunities to practise their reading skills. They read avidly for both pleasure and information. Teachers promote a love of literature through the care they take to select reading material, which is appealing to the age and interests of their pupils. Lower attainers benefit from additional support and extra time to develop their fluency and application of reading strategies. However, some of these additional literacy sessions take place when these pupils should be learning other subjects, such as design and technology, and consequently they miss valuable opportunities to learn alongside their classmates.
46. Throughout the school, pupils' speaking and listening skills are very well developed. Pupils listen carefully to instructions and to the contributions of their classmates. Teachers encourage them to express their views and opinions in lessons, assemblies, as members of the school council and in other forums for debate and discussion. In such settings, pupils have good levels of confidence and use a wide range of vocabulary to express their ideas. The very good rapport they enjoy with adults in the school contributes significantly to the maturity and sensitivity they demonstrate when in conversation with visitors to the school. Their behaviour in lessons is admirable.
47. The leadership and management of the subject are good. At the time of the inspection the two 'caretaker co-ordinators' were effective in ensuring that the subject continues to be well managed in the absence of the usual co-ordinator. Over time, the subject has been very well led in order to bring about such significant improvements since the last inspection. This is because teaching and learning have been monitored rigorously, evaluated accurately and support provided where weaknesses have been identified.

Literacy across the curriculum

48. Teachers are very effective in the way in which they promote pupils' literacy skills in other subjects. They are also very imaginative in the use they make from texts in other subjects, such as geography, history and science, as a basis for developing pupils' skills of critical analysis. Pupils are very confident about using books for research and finding information. They are equally adept at using information and instructional texts in subjects such as design and technology.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Pupils achieve very well by the time they leave the school.
- The quality of teaching and learning is very good.
- The subject co-ordinator provides very good leadership and management.
- Pupils use their very good numeracy skills effectively in other subjects.

Commentary

49. By the end of Year 6, standards of attainment in national tests in each of the last four years have been at least well above average. In the years 2000 and 2001, the standards pupils attained placed the school in the top 5 per cent of schools nationally. Inspection evidence indicates that standards are currently well above average. All pupils achieve very well in relation to their capabilities. This is reflected in comparisons with similar schools nationally over the last four years. Inspection evidence indicates that standards attained by the end of Year 2 are well above average. This is a very significant improvement on the 2003 results. This is because in the 2003 group of pupils there was a higher than usual proportion of pupils who had special educational needs in mathematics. The current standards come close to

the previous 3 years - 2000 to 2002 - when the school was in the top 5 per cent of schools nationally for mathematics. Pupils achieve very well in relation to their capabilities.

50. Standards are much higher than they were at the time of the last inspection when they were in line with the national average by the end of Years 2 and 6. The improvement in the quality of teaching and learning and the high quality leadership provided by the subject's co-ordinator are the main reasons for the improvement.
51. The quality of teaching and learning is very good. Teachers plan their mathematics lessons very effectively. They assess pupils' work thoroughly and use the assessment information very effectively to plan work for pupils' varying needs. This ensures that pupils do work that is at the right level to build on their previous learning. Teachers mark work to a very high standard. The marking helps pupils to improve their work as well as giving the teachers detailed information about what pupils know, can do and understand. This forms the basis of their planning for subsequent lessons, and further ensures that pupils' learning builds successfully on what they can already do.
52. Teachers use a range of very good teaching methods. These include whole-class teaching, group and individual work, involving practical, investigative and problem solving activities. Teachers have very secure subject knowledge and so pupils who are capable of attaining highly are given hard enough work. Teachers manage pupils' behaviour very effectively because they have very good relationships with the pupils, and very good use of agreed school procedures for dealing with pupils who show signs of misbehaviour. Groups of pupils use the computer suite during mathematics lessons. This is a very efficient and effective use of ICT to help raise standards because pupils have a computer to themselves and they receive very skilled support from the teaching assistant. Also, very importantly, the work is very closely matched to their needs and they complete work that builds very effectively on their learning from earlier in the lesson.
53. The subject is very well led and managed by the subject co-ordinator. She has very considerable subject expertise and is a very good teacher. She is a very good role model for staff and pupils. There is a very clear picture of what needs to be done to maintain the high standards of achievement. She monitors teaching and learning very effectively and evaluates the outcomes accurately. Therefore, support is directed to where it is most needed. She carefully analyses information about pupils' work to identify its strengths and weaknesses. This means that teachers concentrate their planning on those areas that need improving.

Mathematics across the curriculum

54. Pupils have sufficient mathematical skills to enable them to make good progress in other subjects. Teachers provide a good range of opportunities for pupils to practise and develop these skills in other subjects. Teachers make excellent use of ICT to help pupils learn in mathematics.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well by the time they leave the school in Year 6.
- Investigative and experimental science is firmly established.
- Teachers do not always use the lesson time as effectively as they could.
- There is good leadership and management.

Commentary

55. Pupils reach standards that are above the national average by the end of Year 2 and Year 6. This is a similar picture to the school's national test results in 2003. The Year 6 test results

indicate that pupils' achievement is unsatisfactory in relation to their earlier standards in Year 2. However, the data does not give an accurate picture of pupils' progress because of the high number of pupils who entered the school from Year 2 onwards. In fact, inspection evidence shows that pupils make good progress, including pupils with special educational needs and pupils who learn English as an additional language.

56. A contributory factor to the good progress is that teachers effectively teach most of the work through investigative and experimental science. Also, they apply the work well to pupils' everyday experiences. From Year 2 upwards most pupils know why a test is fair and if it is not what needs to be done to make it so. They write up their findings clearly and neatly. Pupils in Years 3 to 6 have a good understanding of fair tests and form conclusions from their results. Pupils have a good level of knowledge and understanding of living things, materials and forces and a good subject vocabulary. They use their literacy and ICT skills well in science.
57. The teaching of science is good. Most teachers have high expectations of pupils' work and behaviour. They use investigations and discussion effectively to challenge pupils' thinking, and to check and develop pupils' understanding. Pupils say they enjoy the practical work. They work together very well by sharing resources and ideas in order to solve the problems that teachers set for them. The quality of marking is good so pupils know what they need to do to improve. In a very good lesson, the teacher used ICT very well to make learning lively and interesting. On the other hand, the work in some lessons, and in pupils' books, shows that in some classes teachers do not cover the work quickly enough. This would help pupils to achieve standards that are as high as those in English and mathematics. Also, teachers do not modify the work enough for lower attaining pupils, including pupils with special educational needs, so that they can work with greater independence.
58. The subject co-ordinators use the checks that they make of teachers' lesson planning and pupils' work effectively to help improve teaching and raise standards. The subject has not been a focus for development recently. Therefore, the co-ordinators have not yet checked the quality of teaching and learning in lessons in order to have a more informed overall view of the subject. The school has made very good improvement in the subject since the time of the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **very good**.

Main strengths and weaknesses

- Pupils achieve very well by the time they leave the school.
- There has been very good improvement since the last inspection.
- The quality of teaching and learning is very good.
- The leadership and management are very good.
- Teachers make very good use of ICT across the curriculum.
- The school benefits greatly from their links with the local secondary school.

Commentary

59. Pupils' attainment in ICT is above national expectations by the end of Years 2 and 6. Pupils of all abilities make very good progress and achieve very well by the time they leave the school. Standards are very significantly higher than at the time of the last inspection, when they were below national expectations. This represents very good improvement. This is due to a number of reasons. A considerable investment in time and money has included staff training and a new computer suite. The quality of teaching and learning is very good. Excellent use is made of a skilled teaching assistant to help small groups of pupils practise their ICT skills in other subjects. There are very good links with the local secondary school who provide very valuable advice and help, including on-site technical support. They also helped design the

computer suite and install software into the computers. The co-ordinator leads the subject very successfully and has clear plans for the subject's continued development, together with the ability, support and commitment to implement it successfully. He runs a very successful computer club after school that enhances pupils' learning.

60. The quality of teaching and learning is very good. Teachers build on pupils' previous learning very effectively because there are good systems for checking and recording what pupils know, can do and understand. Teachers use this information very well to plan pupils' work. Very secure subject knowledge underpins the teaching. This means that the teachers give clear instructions and the pupils know exactly what they have to do to improve their work. Teachers use correct terms for the subject. They circulate around the class to support and monitor pupils' work. They are then in a position to identify errors quickly or offer to help when pupils are hesitant. There is good, firm, yet friendly management of pupils' behaviour that results in very good behaviour and no interruption in the pupils' learning. Pupils are very interested, concentrate very well and follow instructions promptly because of the very good teaching. They show very good motivation by the work they are given. This extends pupils' computing skills and builds their confidence in the subject. The use of national guidance as the basis for planning lessons ensures that requirements are met for teaching all aspects of the subject.

Information and communication technology across the curriculum

61. Teachers make very good use of ICT to help pupils learn in other subjects. There is excellent planned access to the computer suite for groups of pupils to complete work that enhances their literacy and numeracy skills. This is made possible by excellent use each morning of a very skilled teaching assistant who supports the pupils' learning. This has resulted in pupils reaching a high standard in word-processing skills and in their ability to use a computer program to develop their numeracy skills to a high level. The following are some other examples of how ICT is used to enhance pupils' learning in other subjects:
- Geography - Internet use to research weather around the world;
 - History - to record work to a high standard about 'Victorian childhood';
 - Music - composition work;
 - Science - recording their work using a program to produce graphs of the results of their investigations;
 - Science - use of digital microscopes.

HUMANITIES

62. There was insufficient work seen in **geography** or **history** to make a definite judgement on provision. In **history**, no lessons were observed, but pupils' work in books and on display indicates that standards are above average in Year 2 and average in Year 6. In most classes, pupils cover the work in depth and teachers make very good use of literacy and ICT to support pupils' learning. Some teachers provide attractive displays in classrooms to enhance pupils' learning. The curriculum is good. Teachers make good use of resources and visits to museums to make the work interesting and relevant. The school has made very good improvement in the subject since the time of the last inspection.
63. In **geography**, one lesson was observed and pupils' books and displays of work were examined. Pupils' written and displayed work is of a standard that is above national expectations. The work completed in the Year 6 lesson was also of a standard above national expectations for pupils this age. The lesson observed was taught well, with very good opportunities for pupils to practise and develop their literacy skills. There is a good curriculum in place that includes good opportunities for fieldwork and map work. There has been good improvement since the time of the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

64. **Art and design, design and technology, physical education and music** were not the main foci of the inspection. One design and technology lesson was observed, but no lessons in art and design or physical education. Throughout the school, teachers mount attractive displays of pupils' work in art and design and design and technology. The standard of work on display and in pupils' sketchbooks is in line with national expectations. It indicates that the curriculum, teaching and pupils' achievement are satisfactory. Teachers enrich pupils' learning because they make links with other subjects, such as history. They use the study of the work of famous artists, such as Kandinsky and Lynn Poland, to inspire pupils' work. Pupils speak very positively about the work they achieve in both subjects. Teachers' planning indicates that pupils cover all required areas of work in physical education. They enjoy the subject and benefit from a very good range of extra-curricular activities. Pupils achieve nationally expected standards in swimming and perform to a high standard in local competitions.
65. In music, two lessons and a whole-school hymn practice was observed, therefore no overall judgment could be made on teaching and standards. In the lessons, teaching and learning were satisfactory. The standard of singing in the hymn practice was good. Pupils sang tunefully, in unison and in two parts. They adapt the volume of their voices to express the mood of the hymns they sing. Boys and girls enjoy singing. Teachers make very good use of ICT to help pupils learn in music. They use a computer program skilfully to compose tunes.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The provision is **very good**.

Main strengths and weaknesses

- Achievement is very good.
- Teaching is good.
- Provision for this aspect of the school's work is an integral part of its life.

Commentary

66. Pupils' personal development is very good with provision for personal, social, health and citizenship education and circle time¹ making a strong contribution. In addition, very good provision for spiritual, moral, social and cultural development makes further contributions to the quality of provision. There are very good relationships throughout the school which underpin these strengths. Pupils are mature and responsible. Together these attributes create an especially harmonious school community.
67. The subject co-ordinator provides good leadership. The development of this aspect of work is an ongoing priority for the school and all staff work very well together to promote pupils' personal development. Circle time is given a high priority. Activities are designed to promote pupils' awareness of a range of moral issues and how their actions and words can impact upon the feelings of others. Teachers ensure their lessons are sensitively planned to take account of any harrowing experiences with which individual pupils may have had to cope.
68. Although the school is predominantly a mono-cultural community, teachers ensure they reinforce pupils' knowledge and understanding of right and wrong and how this impacts upon living in a community made up of people from different cultures and faiths. During periods of prayer and reflection pupils demonstrate a very good spiritual awareness.

¹ During circle time pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference of interruption from other pupils.

69. The school council and team point system help pupils develop a sense of citizenship. This is enhanced further when older pupils participate in a residential field trip where they learn to live together within a different communal setting.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

poor (6); very poor (7).