

## INSPECTION REPORT

**St John of Beverley Roman Catholic Primary School**

Beverley

LEA area: East Riding of Yorkshire

Unique reference number: 118032

Headteacher: Mrs Theresa Rogerson

Lead inspector: Godfrey Bancroft

Dates of inspection: 21<sup>st</sup> - 24<sup>th</sup> June 2004

Inspection number: 257700

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; 124

School address: Wilberforce Crescent  
Beverley  
Postcode: HU17 0BU

Telephone number: 01482 882487  
Fax number: 01482 882487

Appropriate authority: Governing body  
Name of chair of governors: Mr Phil Nolan

Date of previous inspection: 24<sup>th</sup> May 1999

## **CHARACTERISTICS OF THE SCHOOL**

The school serves the Roman Catholic community of Beverley in East Yorkshire and the surrounding area and is smaller than other primary schools. About a quarter of pupils are not Catholics. The socio-economic circumstances of pupils are average. Attainment on entry to the reception classes is average. There are very few pupils from ethnic minority communities and no pupils who speak English as an additional language. The percentage of pupils with special educational needs is below average and contains pupils with moderate and severe learning difficulties, as well as physical, social, emotional and behavioural difficulties. The percentage of pupils with statements of special educational need is above average.

## INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team |                  |                | Subject responsibilities                                                                                                                                           |
|--------------------------------|------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3687                           | Godfrey Bancroft | Lead inspector | The Foundation Stage<br>English<br>Art and design<br>Personal, social and health education and citizenship<br>Design and technology<br>Music<br>Physical education |
| 13459                          | Eva Mills        | Lay inspector  |                                                                                                                                                                    |
| 19120                          | Derek Pattinson  | Team inspector | Special educational needs<br>Mathematics<br>Science<br>Information and communication technology<br>Geography<br>History                                            |

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**St John of Beverley is a good school** in which pupils feel valued and supported very well. Achievement is **good** and the quality of teaching and learning is **good**. The management and leadership of the school are **good**. The school provides **good** value for money.

The school's main strengths and weaknesses are:

- Provision for children in the Foundation Stage is very good and they achieve very well.
- Pupils achieve very well in English and science and well in mathematics, information and communication technology, art and design, history and personal, social and health education and citizenship.
- Standards in geography, at the end of Year 6, are below average.
- Pupils' attitudes, behaviour and attendance are very good. Provision for their spiritual, moral, social and cultural development is very good.
- Provision to enhance pupils' learning through extra-curricular activities is very good.
- The leadership and management of the governing body and headteacher are good.

Improvement since the time of the last inspection is good. The above average standards at the end of Year 6 have been maintained, whilst standards in reading and mathematics, at the end of Year 2, show very good improvement. Listening skills in the reception year and in Years 1 and 2 show excellent improvement. Pupils' attitudes and behaviour are now very good. The quality of teaching is good throughout the school and very good for the reception age group. Higher attaining pupils are now challenged well. Provision for information and communication technology is now good and the library contains a good range of reference material.

### STANDARDS ACHIEVED

#### Year 6 results

|             | all schools |      |      | similar schools |
|-------------|-------------|------|------|-----------------|
|             | 2001        | 2002 | 2003 | 2003            |
| English     | C           | C    | B    | B               |
| mathematics | C           | E    | C    | C               |
| science     | C           | E    | A    | A               |

Key: A - well above average; B – above average; C – average; D – below average; E – well below average

Similar schools are those whose pupils attained similarly at the end of Year 2.

**Achievement is good.** Children in the reception year and pupils in Years 1 and 2 achieve very well. Pupils in Years 3 to 6 achieve well. The relatively small number of pupils in each year means that standards, as shown by the national tests, tend to vary from year to year. However, the overall trend is one of improving standards, especially by the end of Year 2. Inspection findings show that standards at the end of Year 2, in reading and writing, are well above average and standards in mathematics are above average. At the end of Year 6, standards in English and mathematics are above average and standards in science are well above average. The only subject in which standards are below average is geography at the end of Year 6. Pupils with special educational needs achieve well. Pupils' personal development is **good** and provision for their spiritual, moral, social and cultural development is **very good**. Pupils' attitudes to their learning and their behaviour are **very good**. Attendance is **well above** the national median.

## QUALITY OF EDUCATION

**The school provides a good quality of education.** The quality of teaching and learning is **good**. Teaching and learning for the reception year are **very good**. Teaching assistants made a very good contribution to pupils' learning, and especially to the learning of pupils with special educational needs. Arrangements to assess pupils' attainment and progress are **good**. The curriculum is **good** and opportunities to enhance pupils' learning are **very good**. The Foundation Stage curriculum is also **very good**. The accommodation and resources for learning are satisfactory. The provision to ensure pupils' care, welfare, health and safety is **good**. The school's links with parents are **very good**. Links with the community and with other schools are **good**.

## LEADERSHIP AND MANAGEMENT

**The leadership and management of the school are good.** Governance is good and the leadership of the headteacher is good. The recently appointed headteacher motivates and supports teachers and other staff very well. The leadership of subject co-ordinators is good and the leadership of the Foundation Stage is very good. The financial management of the school is satisfactory, although some of the measures in place to ensure the monitoring of provision and the linking of resources to areas for improvement are recent introductions.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think the school is very good and provides very well for their children's education. Pupils also think the school is very good. Pupils particularly like the support they receive from teachers and other staff. They also like the way the school listens to and acts on their suggestions.

## IMPROVEMENTS NEEDED

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

- Improve standards in geography by the end of Year 6.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Achievement is good. Children in the reception year and pupils in Years 1 and 2 achieve very well. Pupils in Years 3 to 6 achieve well.

#### Main strengths and weaknesses

- Children in the Foundation Stage achieve very well.
- Standards in English, at the end of Year 2, and science, at the end of Year 6, are well above average. Pupils achieve very well in these subjects.
- Standards, by the end of Year 2, in mathematics, science, art and design and history are above average. Pupils achieve well in these subjects.
- Standards, at the end of Year 6, in English, mathematics, art and design and history are above average. Pupils achieve well in these subjects.
- Standards in geography, at the end of Year 6, are below average.
- Throughout the school, pupils achieve well in personal, social, health education and citizenship.

#### Commentary

1. Attainment on entry to the reception class is average in all areas of children's learning. During their time in the reception class, children achieve very well. By the time they leave the reception class, their attainment exceeds the Early Learning Goals set for all areas of their learning.
2. The tables below show the average points scores for pupils at the end of years 2 and 6 for the most recent year for which validated national test data is available, 2003.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading       | 17.6 (15.3)    | 15.7 (15.8)      |
| writing       | 18.4 (14.4)    | 14.6 (14.4)      |
| mathematics   | 18.1 (17.2)    | 16.3 (16.5)      |

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

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English       | 27.9 (26.8)    | 26.8 (27.0)      |
| mathematics   | 27.3 (25.0)    | 26.8 (26.7)      |
| science       | 30.7 (26.3)    | 28.6 (28.3)      |

There were 21 pupils in the year group. Figures in brackets are for the previous year

3. The relatively small number of pupils in each year means that standards, as shown by the national tests, tend to vary from year to year. However, the results show a significant improvement over those for 2002 and the overall trend is one of improving standards, especially by the end of Year 2. Standards in the 2003 tests, for the end of Year 2, were well above average



for reading and mathematics and in the highest five per cent found nationally for writing, when compared with all schools and similar schools. The 2003 national tests for the end of Year 6 showed standards to be above average in English, average in mathematics and well above average in science. When compared with similar schools, on the basis of pupils' prior attainment, standards were above average in English, average in mathematics and well above average in science.

4. The table below shows the inspection findings for the current standards attained and for pupils' achievements at the end of years 2 and 6. For subjects which were sampled are marked \*, the standards and achievement are those indicated by the evidence gathered.

| Subject                                            | Standards and achievement by the end of Year 2 | Standards and achievement by the end of Year 6 |
|----------------------------------------------------|------------------------------------------------|------------------------------------------------|
| Reading                                            | Well above average with very good achievement  | n/a                                            |
| Writing                                            | Well above average with very good achievement  | n/a                                            |
| English                                            | n/a                                            | Above average with very good achievement       |
| Mathematics                                        | Above average with good achievement            | Above average with good achievement            |
| Science                                            | Above average with good achievement            | Well above average with very good achievement  |
| Information and communication technology           | Average with good achievement                  | Average with good achievement                  |
| Geography*                                         | Average with satisfactory achievement          | Below average with unsatisfactory achievement  |
| History*                                           | Above average with good achievement            | Above average with good achievement            |
| Art and design*                                    | Above average with good achievement            | Above average with good achievement            |
| Design and technology*                             | Average with satisfactory achievement          | Average with satisfactory achievement          |
| Music*                                             | Average with satisfactory achievement          | Average with satisfactory achievement          |
| Physical education*                                | Average with satisfactory achievement          | Average with satisfactory achievement          |
| Personal, social, health education and citizenship | Pupils achieve very well                       | Pupils achieve very well                       |

5. The only subject in which standards are below average is geography at the end of Year 6. This is mainly because topics in geography in Years 3 to 6 are not covered in sufficient depth. Pupils with special educational needs achieve well. They are taught well and benefit greatly from the good support provided by teaching assistants.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes to their learning, their behaviour and their spiritual, moral, social and cultural development are very good. Attendance is well above the national median.

## Main strengths and weaknesses

- Pupils clearly enjoy school and enjoy learning.
- Behaviour is very good.
- The school is free from racism, bullying and other forms of harassment.
- Pupils participate with enthusiasm in the full range of activities offered by the school.
- Pupils respect the feeling and beliefs of others and care for each other very well.

## Commentary

5. Pupils clearly enjoy school and enjoy learning. They apply themselves well in lessons and try their best. They benefit greatly from good relationships with their teachers. These good relationships are enabling pupils to become increasingly confident learners. For instance, they are eager to answer questions and participate, with confidence, in class discussions. This applies to pupils from all ability groups. Children in the Foundation Stage show very good attitudes to their learning.
6. Behaviour is very good during all aspects of school life. There have been no pupils excluded in recent years. The school operates in an atmosphere free from racism, bullying and other forms of harassment. Pupils express great confidence in the ability of the staff to deal with such issues quickly and sensitively, should the need arise. Pupils are very supportive and caring towards each other. They celebrate each other's successes and help each other if they ever get stuck.
7. The school provides a very wide range of activities to enhance pupils' learning and they participate with great enthusiasm. Residential and other visits are highlights for many pupils and they enjoy the social interaction that these visits provide. Pupils are very appreciative of the clubs and activities that staff and other adults run on their behalf.
8. Provision for pupils' spiritual, moral, social and cultural development is very good. The commitment of the school to the Catholic faith plays a big part in the lives of many pupils. Pupils participate very well in assemblies and religious celebrations, which are often moving and uplifting spiritual occasions. Socially, pupils play and work together very well and are very aware of the contribution they can make to the life of the school. The discussions of the school council reflect the feelings of many pupils and illustrate their understanding of how they can help each other. Pupils are very aware of their own cultural heritage, for example, through the good provision for looking at local history. The school also works very effectively to ensure pupils are aware of and sensitive to the feelings and traditions of those from other cultures and beliefs.

## Attendance

### Attendance in the latest complete reporting year (%)

| Authorised absence |     |
|--------------------|-----|
| School data:       | 4.4 |
| National data:     | 5.4 |

| Unauthorised absence |     |
|----------------------|-----|
| School data:         | 0.0 |
| National data:       | 0.4 |

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

The school's procedures to promote attendance are successful. Attendance is well above the national median. Parents and carers also make a good contribution in ensuring their children attend school and of informing the school if children are ever away for whatever reason.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. The quality of teaching and learning is good. The curriculum is good and opportunities to enhance pupils' learning are very good. The Foundation Stage curriculum is also very good. The accommodation and resources for learning are satisfactory. The provision to ensure pupils' care, welfare, health and safety is good. The school's links with parents, the community and with other schools are good.

### Teaching and learning

Teaching and learning for the reception year are very good. Teaching and learning in Years 1 to 6 are good. Arrangements to assess pupils' attainment and progress are good.

### Main strengths and weaknesses

- Teachers provide good opportunities for pupils to apply key learning skills across many subjects.
- Teaching assistants make a very good contribution to pupils' learning, and especially to the learning of pupils with special educational needs.
- Teachers motivate pupils well and pupils respond well, enabling them to become good learners.
- Teachers keep pupils well informed about their progress.
- Homework is used well to support pupils' learning.

### Commentary

#### Summary of teaching observed during the inspection in 22 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 3         | 8         | 8    | 3            | 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.

9. Pupils in Years 3 to 6 make good progress and children in the Foundation Stage make very good progress. This is partly because they are taught well and are good learners. In some cases, pupils do not take sufficient care about the presentation of their work and it is untidy. Teaching assistants make a very good contribution to pupils' learning, and especially to the learning of lower attaining pupils and those with special educational needs.
10. Teachers have good knowledge of the subjects they teach. This enables them to create good opportunities for pupils to apply the basic skills they acquire across all subjects and areas of learning. For example, information and communication technology is used well for research through frequent use of the internet. Pupils' speaking and listening skills are developed well in many subjects through discussion. Pupils' writing skills are developed well in subjects such as history. Teachers enable pupils to understand and develop the principles of learning well. For example, the term, 'good listeners make good learners', is frequently used by staff and pupils.
11. Arrangements to assess pupils' attainment and progress are good and teachers use the information they gain from assessments well to plan the next stages of their teaching. Teachers also ensure that pupils are kept well informed about how well they are progressing and what they need to do to improve. When teachers mark pupils' work, they frequently include helpful comments about how to improve. Pupils are very clear about their targets for learning, especially in English and mathematics. There are also good arrangements for the use of homework to extend and reinforce pupils' learning. The regular provision of homework follows a consistent pattern. This is appreciated by pupils and by their parents. Pupils appreciate the valuable contribution that homework makes to their learning.

## **The curriculum**

The school provides a good curriculum. Activities to enrich pupils' learning are very good. The accommodation and resources for learning are satisfactory.

### **Main strengths and weaknesses**

- Pupils steadily develop knowledge, skills and understanding in all subjects as they progress through the school.
- Links between subjects are developing well.
- The Foundation Stage curriculum is very good.
- Pupils with special educational needs have full access to the school's curriculum.
- A very good range of additional activities helps to bring the curriculum alive.
- The accommodation is used well, and resources have improved since the last inspection.

### **Commentary**

12. The school provides a good curriculum for its pupils. Planning indicates that all subjects are securely represented, and that there is a clear framework to ensure that pupils develop knowledge, skills and understanding. Teachers give English, mathematics and science good emphasis. Good amounts of time are also allocated to other subjects. As a result, pupils steadily build on their understanding as they progress through the school with most pupils achieving well. The exception to this is in geography in Years 3 to 6 where some topics are not covered in sufficient depth. There are good links between subjects, which are helping to make learning more relevant for pupils. The English and mathematics curriculum is given increasingly high profile to help drive up standards.
13. Teachers successfully ensure that all pupils have equal access to the subjects of the National Curriculum. Provision for pupils with special educational needs is satisfactory. However, these pupils make good progress as they are supported well. They make good gains towards the targets set for them when they are directly supported by the teaching assistants.
14. A very good range of visits, visitors, activities and special events enrich the curriculum. For example, visits to Sutherland Lodge, Bridlington Seaside Museum and Hornsea Leisure Centre, and visitors such as a local policeman, a dental hygienist and the Schools' Music Service, who gave a concert, enhance pupils' learning. A very good range of well-led and popular after school and lunch time clubs, such as recorders, guitars, football, computer, drama and Spanish substantially benefit many pupils and extend their interests. Pupils have very good opportunities to engage in competitive sport, such as in football, tennis and netball.
15. The quality and range of learning opportunities for pupils in the Foundation Stage of learning are very good and takes full account of the Early Learning Goals. Pupils in the mixed reception and Year 1 class take part in a wide range of planned and carefully structured activities and experiences, which give them a very good start to their education.
16. Subject policies are reviewed regularly as part of a rolling programme to ensure that the curriculum contains all that it should. For example, provision for personal, social and health education is good. This includes sex education and covers issues relating to healthy eating and misuse of drugs very well. However, the policy for special educational needs requires revision to take account of new procedures.
17. Internally and externally, the accommodation is satisfactory. Attractive displays help to motivate pupils, extend their learning and celebrate their work. Externally, the spacious school grounds provide attractive areas for pupils to work and play. A satisfactory range of well organised

resources helps to support the curriculum. Resources to support the English curriculum and information and communication technology have improved substantially since the last inspection.

### **Care, guidance and support**

The school has good procedures in place to ensure the health, welfare and safety of its pupils. Good support, advice and guidance are provided for pupils and the procedures for gathering pupils' views are good.

### **Main strengths and weaknesses**

- The very good relationships between staff and pupils ensure that pupils feel secure and valued, helping them to achieve well.
  - The school has good arrangements in place to ensure that pupils are well looked after and that their health, safety and welfare are given due consideration.
  - The school helps pupils new to the school to settle in well.
18. The school provides a safe and caring environment in which pupils feel secure and learn well. Parents are happy with the care and concern shown by staff and some good examples of this care were seen during the inspection when pupils were unwell or upset. Both teaching and non-teaching staff know pupils well, are aware of their personal circumstances and individual needs. Good relationships permeate the school and this ensures that pupils are confident to ask for help when they need it and would share any worries. The School Council provides pupils with a more formal way in which they can make their views known. Pupils in all year groups are given targets in numeracy and literacy and they are aware of what they need to do to improve their work, although they are not always involved in the setting of these targets.
19. Procedures to support the health and safety of pupils are in order and statutory requirements relating to these are in place. The school places great emphasis on healthy living and this is reflected, not only in the work which pupils undertake in their lessons, but in the quality of the meals provided at lunchtime and in the breakfast club. The school has won an award for its approach to teaching pupils about healthy eating.
20. The arrangements to support children new to reception are very good. Year 6 pupils are paired with these children to act as 'Buddies' and to help to dispel any concerns they have when in the playground or moving around school. Older pupils joining the school report that friendships are soon forged and that they are made to feel welcome. A 'Friendship Stop' in the playground has been introduced and this has been effective in ensuring that no-one is excluded from play.

### **Partnership with parents, other schools and the community**

The school has a very good partnership with parents and good links with the local community and with other schools.

### **Main strengths and weaknesses**

- Parents have very positive views of the school and have confidence in the staff.
  - Parents support the school well in raising funds to improve educational opportunities.
  - The school has good links with the local church and uses the local area well to enhance pupils' learning.
  - Links with other schools, both in extra-curricular activities and in the transition to secondary education, are good.
  - The school prospectus does not include comparative information for national tests.
21. Parents are supportive of the school and feel that the school provides very well for the educational

and personal needs of their children. Few have any concerns and the overwhelming majority of parents feel that the school deals promptly and efficiently with any issues which may arise. The newly-appointed head teacher has quickly gained the confidence of parents. Parents also feel that staff are very approachable and helpful. This reflects the very positive ethos of the school and the family atmosphere created by staff.

22. The support of parents extends to providing help in school, on educational visits and in extra-curricular activities. One parent provides very good support by coaching the school football team. Others help in lessons and with the organisation of resources. The Parent Teacher Association holds social and fundraising events, making a considerable financial contribution to the school, which is used to provide activities and outings which enrich the curriculum.
23. Links with the local church are strong and pupils join with the community to celebrate events in the church calendar. Older members of the community enjoy Harvest gifts and carol singing. The locality is used particularly well in history and pupils are enthusiastic when learning about life in the past in their own town. Pupils of all ages visit local places of interest.
24. Local secondary schools provide useful information and guidance for pupils in Year 6 and their parents when choices are being made about the next stage of education. In addition, the school provides 'transition packs' in mathematics, English and science which help to ensure that, when the pupils move on, work in Year 7 is matched to their abilities. There are good links with local primary schools, especially in extra-curricular sport.
25. The school provides good information for parents and this has been improved recently with the introduction of regular newsletters. Information on pupils' progress is sufficient and parents have ample opportunities to consult staff. The school brochure contains much useful information but does not currently publish the national comparisons for standard assessment tests.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are good. Governance is good and the leadership of the headteacher is good.

### **Main strengths and weaknesses**

- The recently appointed headteacher motivates and supports teachers and other staff very well.
- The leadership of subject co-ordinators is good.
- The leadership of the Foundation Stage is very good.
- The financial management of the school is satisfactory, although some of the measures in place to ensure the monitoring of provision and the linking of resources to areas for improvement are recent introductions.

### **Commentary**

26. Governance is good. Governors are developing their knowledge of what the school does well and what needs to be improved. This is based on an increasingly effective programme of monitoring activities that includes increasingly close liaison with subject co-ordinators. The recently appointed headteacher has also put measures in place to ensure that governors are kept informed about developments and improvements. The contribution made by governors to ensuring that pupils from all backgrounds are included fully in all the school's activities is good.
27. The leadership of the headteacher is good. She has quickly established a clear vision for the future improvement of the school to which staff, governors and parents subscribe strongly. The extent to which she motivates and supports staff and pupils is very good.

28. The leadership and management of subject co-ordinators are good. The good work of the co-ordinators for English, mathematics and science is contributing to the attainment of above average standards. The monitoring role of subject co-ordinators is developing well and they are now responsible for the budget allocated to their subjects. The leadership of the deputy-headteacher is also good, providing effective support for the headteacher. The leadership and management of the Foundation Stage are very good. The management of issues relating to special educational needs is satisfactory. The recently appointed special educational needs co-ordinator has identified the need for training and support to enable her to be fully effective. At present, some systems and procedures are not consistently and rigorously applied. For example, some reviews of progress are not held often enough to give pupils with special educational needs the best possible opportunities to succeed.
29. The financial management of the school is satisfactory. Systems for financial management and the involvement of governors are improving rapidly. In this respect, the good work of the headteacher and office staff is enabling governors to become increasingly well informed. The use of resources is now linked well to the school's initiatives for improvement. These initiatives focus closely on continuing to improve standards in literacy, numeracy and science. Satisfactory measures are in place to ensure best value is gained from the purchase of services and resources and the school provides good value for money.

### Financial information

#### Financial information for the year April 2003 to March 2004

| Income and expenditure (£) |         |
|----------------------------|---------|
| Total income               | 391,875 |
| Total expenditure          | 385,610 |
| Expenditure per pupil      | 3,160   |

| Balances (£)                        |        |
|-------------------------------------|--------|
| Balance from previous year          | 48,682 |
| Balance carried forward to the next | 6,265  |

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision for children in the Foundation Stage is **very good**.

#### **Main strengths and weaknesses**

- The quality of teaching and learning in each of the six areas is very good.
  - Children show very good attitudes to their learning.
  - The breadth of opportunities for learning in each the six areas is very good.
  - The leadership and management of the Foundation Stage are very good.
31. Children's attainment when they enter the reception class is average. Standards, at the end of the reception year, are significantly better than at the time of the last inspection. By the end of the reception year, standards in each area of learning are well above average and achievement is very good.
32. Teachers plan their lessons very well and are clearly very knowledgeable about what is required for children to attain the goals set for each area of their learning. This includes the very good use of the outdoor environment for children to extend every area of their learning. Children's progress is monitored very closely through careful observation by teachers and by teaching assistants. Teachers respond very well to any areas identified for improvement, planning the next stages of their teaching carefully. The partnership between teachers and teaching assistants is developed very well and teaching assistants make a very good contribution to supporting children's learning. Links with parents are very good and many parents are frequent and welcome visitors to their children's classroom. A very good range of information is available to inform parents about what children will be learning and to share information with parents about how well their children are getting on. Arrangements to ensure the care, welfare, health and safety of children are very good.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Many children are becoming very good independent learners.
- Children relate very well to each other and to adults.

#### **Commentary**

33. Children behave very well. They relate very well to each other and to adults. They are eager learners who work very well independently, showing maturity beyond their years. When they arrive at school each day, there is a display for children to check what activities are available. They always begin work immediately and keep records of the activities they have done, independently ensuring that they cover activities that contribute to each of the designated areas of their learning. Children's behaviour is typified by the kindness they show to each other, taking pleasure in each other's successes and helping each other to overcome difficulties. Children are very aware of the need to keep themselves safe and are quick to report to their teacher if they see anyone they do not know around the school.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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



### **Main strengths and weaknesses**

- Children's speaking and listening skills are developing very well.
- Children's early reading and writing skills are also developing very well.

### **Commentary**

34. Many children are confident speakers. This is because they are frequently given very good opportunities and guidance to enhance their speaking and listening abilities. Teachers and teaching assistants use questions very well, enabling children to extend what they plan to say and to respond thoughtfully. Many children are pleased to talk about the work they are doing and do so with great enthusiasm. They also subscribe very well to the whole school focus on, 'Good listeners make good learners', often reciting the phrase. Children's early writing skills are developing very well. Many form letters clearly and correctly and many higher attaining children write short sentences legibly and are able to read what they have written. Children are enthusiastic about books. They enjoy listening to stories, commenting on which characters and which parts of stories they enjoy the most. Higher attaining children can read many short, frequently used words, correctly. Children of all abilities are making very good progress in recognising the sounds that letters and combinations of letters make.

### **MATHEMATICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Children's knowledge and understanding of number are developing well.
- Higher attaining children make excellent progress in many aspects of their mathematical development.

### **Commentary**

35. Children's knowledge and understanding of number are developing to a level well above that expected by the Early Learning Goals. Children's recognition of numerals is good, with many correctly reading numbers in excess of one hundred and calculating additions and subtractions, using numbers beyond ten and, in some cases, beyond twenty. Teachers help to develop children's understanding by frequently asking the question, 'How did you get your answer?' Children answer thoughtfully, showing good mathematical knowledge and good speaking abilities. They are very familiar with and use correct mathematical language very well. They also name and explain the properties of many two and three-dimensional shapes. Higher attaining children can also tell the time, using an analogue clock face.

### **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Children achieve very well because of the very good range of activities that supports their learning very well.

### **Commentary**

36. Children's knowledge and understanding of the world far exceeds that expected by the Early

Learning Goals. Children have good geographical knowledge and are interested to locate on maps where people live, and to plan journeys. They also write postcards, explaining about places they have visited. They are very knowledgeable about the benefits of exercise and know what is required for a healthy diet, and what plants and very young children need to ensure successful growth. Their knowledge of materials and their properties is also very good. Children have identified which materials would be good to make a house in which 'The Three Little Pigs' would be safe from the unwanted attentions of the wolf. They have also identified and tested materials that might be good for making an umbrella. Children use computers confidently.

## **PHYSICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Children are acquiring physical skills very well.

### **Commentary**

37. Children achieve very well in their physical development. Teachers provide excellent, daily opportunities for children to use implements, such as pencils, paint brushes and model making tools. They use such utensils with care and show good control. When children play together indoors and outside, they show good control and are clearly very aware of what is happening in the space around them. During the inspection, children were taught how to throw and catch a tennis ball. Many acquired the necessary skills very quickly and were successful to a level that far exceeded the Early Learning Goals. This example is typical of the very good teaching and learning that is frequently evident.

## **CREATIVE DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Children's art work is of a very high standard.
- Children enjoy singing and sing very well.

### **Commentary**

38. Children have produced some excellent self-portraits, by looking into mirrors, and portraits of the others from observations. When they paint, they often mix their own colours, invariably succeeding in creating the colour they want. Children have used a range of materials and fabrics very successfully to make puppets. They also talk with great interest about how they made the puppets and how they could improve if they made some more, using the digital camera to record their evidence. The leaf masks that children have made, asking the question, 'What is sculpture?', provide an excellent example of the very good quality of children's art work. They enjoy the frequent opportunities provided for them to sing and to play instruments. Songs are often used very effectively by teachers to help children to pronounce words correctly and to learn number patterns. Children respond to these opportunities very well.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **very good**.

#### Main strengths and weaknesses

- Standards in speaking and listening are above average.
- Teachers provide pupils with good opportunities to develop their writing skills.
- Arrangements to support pupils' learning in reading are very good.
- Pupils' handwriting and the presentation of their work are sometimes untidy.
- Language and literacy is used very well to support pupils' learning across the curriculum.

#### Commentary

39. Inspection findings show that, by the end of Year 2, standards in reading and writing are well above average and pupils achieve very well. These standards have improved significantly since the time of the last inspection. By the end of Year 6, standards in English are above average, with pupils in years 3 to 6 also achieving very well. This is because these pupils had a lower starting point than those currently in Year 2. The quality of teaching and learning is very good and is the main reason why pupils achieve very well.
40. Standards in speaking and listening are above average across the school. Many pupils speak clearly, correctly and confidently. This aspect of their learning is taught very well. Answering questions thoughtfully and taking part in discussions feature prominently in many lessons. Role-play makes a valuable contribution to speaking and listening. For example, in a Year 6 English/history lesson, pupils showed considerable skill when posing questions for a classmate who was playing the part of King Charles on a visit to Beverley. Good opportunities to speak to audiences in assemblies and during drama lessons are helping pupils to become increasingly confident public speakers.
41. Throughout the school, teachers effectively link pupils' speaking abilities to their writing. For example, when pupils in Years 1 and 2 learn new words, teachers immediately show them how the word is written, and say and write the word in the context of a sentence. This shows how the word is used correctly. These techniques and frequent opportunities to write, with good support from teachers and teaching assistants, underpin the good standards that pupils achieve. Frequent practice means that spellings are usually correct and the younger pupils are taught very well to recognise the sounds made by letters and combinations of letters. This provides them with a good start for their writing and spelling. By the end of Year 2, pupils write for a range of purposes to levels that exceed those expected for their age. However, at all stages throughout the school, there are pupils whose written work is untidy and handwriting standards are sometimes not as good as they should be.
42. The leadership and management of the subject are very good. The subject co-ordinator provides very good help and guidance for other teachers. Planning for improvement is good and is based on thorough analysis of assessment information and clear identification of what pupils need to do to improve. This information is shared with pupils and they understand what they need to do to make their work better. The subject co-ordinator has thoughtfully modified the recommendations of National Literacy Strategy to meet the needs of the school very well. Shared reading is taught each day throughout the school with very good support from teachers, teaching assistants and volunteer helpers. This process is helping to improve standards very well. As a result, pupils enjoy reading and achieve very well. They also benefit greatly from regular homework that supports their learning very well.

## Language and literacy across the curriculum

43. The use of language and literacy across the curriculum to enhance pupils' learning is very good. The school's effective approach to the development of pupils' speaking and listening is used very well during discussions in many subjects. Opportunities for pupils to apply their writing skills in other subjects are also used very well. For example, writing to develop pupils' knowledge in history is often used successfully as a focus in literacy lessons.

## MATHEMATICS

Provision in mathematics is **good**.

### Main strengths and weaknesses

- Standards are above average at the end of Years 2 and 6.
- The quality of teaching and learning is good, with some very good teaching seen in Years 3 to 6.
- Leadership of the subject is good.
- Pupils' knowledge of their learning and how to improve is developing well.
- The development of mathematical skills is given increasingly high profile in other subjects.

### Commentary

44. Pupils' achievements are good as they move through Years 1 to 6. This is because teaching is good, with teachers giving good emphasis on the development of mathematical understanding, and pupils showing good attitudes to learning. As a result, pupils reach standards which are above average by the end of Years 2 and 6. Standards have been maintained since the time of the last inspection. Just occasionally, high attaining pupils in Years 3 to 6 do not make as much progress as they might during lessons. This happens when there is some unnecessary consolidation of work which pupils already understand before they move on to work which challenges them.
45. Teaching and learning are good. In a very good Year 4 and 5 lesson, the teacher had high expectations and pitched work at challenging levels for pupils of all abilities. A brisk pace was maintained throughout and purposeful questions helped pupils to develop clear understanding of new knowledge. This confident and lively approach helped to keep pupils motivated and involved. These strong features, many of which were seen in other lessons, help to explain the good attitudes to learning and good standards of behaviour seen during the inspection. The presentation of pupils' work is unacceptably varied. Some teachers do not encourage pupils to take enough pride in the quality of the work that they complete.
46. Leadership and management of the subject are good and there are clear plans for its continued development. Data from national tests is analysed to ensure that weaknesses are identified and overcome. Links with the numeracy consultants of the local education authority have benefited teachers and pupils through improved teaching and learning. Arrangements to monitor and evaluate the quality of provision are developing well.
47. Pupils have clear targets to help them understand what they need to learn to improve. Teachers increasingly assess what pupils are learning against agreed objectives so that they can carefully track progress over time. They evaluate, with pupils, how well lesson targets have been achieved to enable pupils to build carefully on their ability to add, subtract, multiply and divide and to apply their mathematical skills and knowledge very well.

## Numeracy across the curriculum

48. There are good examples of the use of mathematical skills, knowledge and understanding through other subjects. For example, pupils in Years 4 and 5 use a computer programme well to show data gained from a scientific investigations. However, opportunities tend to occur coincidentally rather than as part of systematic planning.

## SCIENCE

Provision in science is **good**.

### Main strengths and weaknesses

- Standards are above average by the end of Year 2 and well above average by the end of Year 6.
- Teaching is good.
- Subject leadership is good.

### Commentary

49. Pupils achieve well in Years 1 and 2 and standards, by the end of Year 2, are above average. Pupils achieve very well in Years 3 to 6. At the end of Year 6, standards are well above average. This is because all strands of the curriculum are covered well, leadership is good, teaching is good, and a variety of approaches helps to maintain pupils' interest and involvement in lessons. Standards at the end of Year 6 are better than at the time of the last inspection.
50. Teachers in years 1 to 6 have secure subject knowledge and ask probing questions to develop pupils' scientific understanding. Carefully chosen resources, such as when one teacher used a model of a human skeleton to help pupils learn the names of important bones, helped to support learning and ensured that all pupils were interested and involved. Teachers use praise and encouragement well to enhance pupils' self esteem. Some good displays, such as the food pyramid in the Year 4 and 5 classroom, promoting the importance of a balanced diet, help to educate pupils. Sometimes teachers do not encourage pupils to take sufficient pride in the presentation of their work. As a result, the quality of presentation is unacceptably varied. The skills that underpin scientific investigations, such as predicting, testing, recording, evaluating and drawing conclusions as part of carefully structured scientific investigations, are better taught than at the time of the last inspection. As a result, pupils develop good understanding. For example, Year 3 pupils investigate what happens to shadows at different times of the day, developing very good understanding of this topic.
51. The leadership and management of the subject are good and there are clear plans for its continued development. Data analysis from national tests is helping to identify and overcome weaknesses. Links with other subjects are good, such as with mathematics and ICT. For example, pupils in Years 4 and 5 represent information about pulse rates taken after different types of physical activity, and Year 1 pupils, in a good link with literacy, describe magnetic materials.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**, and has substantially improved since the last inspection.

### Main strengths and weaknesses

- Standards at the end of Years 2 and 6 are average.
- Teaching and learning are good.

- The subject is well led, and there are good plans for its continued development.
- Links with other subjects are developing well.

### **Commentary**

52. Pupils achieve well. As a result, they reach average standards by the end of Years 2 and 6. A small number of pupils achieve beyond national expectations in their ability to find things out, produce, organise, amend and present ideas, using ICT. Standards have risen because teachers are much more confident teaching the requirements of the curriculum than at the time of the last inspection. Resources have substantially improved. The well equipped computer suite is a good example of this improvement. All pupils have regular opportunity to develop important skills, using the school's computer suite, and teachers confidently use interactive whiteboards to aid learning.
53. Only two ICT lessons were observed during the inspection. One was satisfactory and one good. In the good lesson, in which younger pupils were taught how to find information using a CD-Rom, the teacher's subject knowledge was secure. Good questioning of pupils and use of resources helped to ensure there was a clear focus on developing understanding. Pupils were given much encouragement, which ensured that they had positive attitudes to work. A knowledgeable teaching assistant supported pupils very well. As a result of these positive features, pupils made good gains in learning. In a satisfactory lesson with older pupils, the teacher's clear instructions and methodical approach helped pupils to learn how to use a hyperlink to gain additional information from the internet. However, the work was not matched to pupils' precise needs to help them make the best possible progress.
54. Pupils often use computers to assemble, organise, represent and record text, tables, images and sound. For example, younger pupils create captions, reproducing pictures of animals, and Year 4 pupils use different styles, sizes and colours of fonts in writing about mythical beasts. By the end of Year 6, pupils' work combines a range of information from different sources. Pupils increasingly use computers to find things out to extend their learning in other subjects, such as history. Younger pupils program a floor robot to make it move and describe the outcomes. However, the school has identified control technology as an area for development in Years 3 to 6. Older pupils organise and present data well, using spreadsheets. All classes have an e-mail address. However, the exchanging and sharing of information using e-mail is at an early stage of development. Teachers do not give enough attention to discussing and describing with pupils the effectiveness of their work in information technology and how it compares with alternative methods. The subject is well led. The co-ordinator provides good support for other teachers and there are clear plans to continue to improve standards.

### **Information and communication technology across the curriculum**

55. There is increasing evidence of the good use of information and communication technology in other subjects. For example, as part of work in art, Year 4 pupils complete stained glass windows, inspired by the work of Charles Rennie Mackintosh, while in a link with history, pupils in years 4 and 5 use the internet well to research information about Beverley.

### **HUMANITIES**

Geography and history were not included in the main focus of the inspection. Inspectors saw a small number of history lessons. These lessons, along with examples of pupils' completed work, classroom displays and discussions with pupils, form the basis of judgements on standards.

### **History**

56. Inspection evidence suggests that standards are above average and that pupils achieve well as they progress through the school. This is because the subject has a high profile, is taught well, and local history is well represented. Pupils have opportunities to present their developing knowledge of history in different ways. As a result of these strengths, pupils like history and have

positive attitudes to the subject. Teachers use historical sources and artefacts effectively to help pupils develop the skills of historical enquiry. For example, Years 1 and 2 pupils use old pictures and objects to help them learn that some things change but some stay the same. By the end of Year 6, pupils have detailed knowledge and understanding of the English Civil War, and the ancient civilisation of the Indus Valley.

57. There are good links between subjects, including literacy, which aid learning. For example, in history, pupils in Year 2 research information about the Crimean War, while Year 6 pupils write a press report based on the discoveries of an archaeologist. Good links with information technology are evident, such as when Year 4 pupils in history use the internet to find out about Greek gods.
58. The development of key skills is given good emphasis through local fieldwork, visits and the use of artefacts. For example, younger pupils visit Bridlington Seaside Museum to support their history work while older pupils visit Sutherland Lodge. A study of Beverley has a high profile in Key Stage 2.

### **Geography**

59. Coverage of geography in Years 1 and 2 is satisfactory, enabling pupils to reach average standards. For example, they compare Beverley with Bridlington, showing that they have developing awareness of localities beyond their own. There are gaps in pupils' learning in geography in Years 3 to 6, which restrict the progress that pupils make over time. Consequently, standards, at the end of Year 6 are below average. Planning, to ensure good coverage of curriculum requirements, has not been followed. For example, Year 6 pupils have not studied an economically developing world region, as required in the National Curriculum. Teachers do not cover geographical topics in enough depth. As a result, pupils have limited knowledge and understanding in their study of places in various parts of the world. In some cases, links with other subjects are developed well. For example, Year 6 pupils begin to explore global issues, such as climate zones across the world.

### **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

Not enough lessons were seen in art and design, design and technology, music or physical education to make an overall judgement about provision. Judgements are based on the small number of lessons observed, the analysis of samples of pupils' work and discussions with pupils.

#### **Art and design**

60. Displays and the sample of pupils' work indicate that standards are above average and that pupils achieve well. Good use is made of sketch books for pupils to plan and experiment with techniques to improve their work. For example, pupils in Year 2 produce pastel drawings that enlarge sections of drawings and paintings by using view finders. This work illustrates pupils' careful and thoughtful approach to their work. Pupils in Year 6 frequently produce work that exceeds the standard expected for their age. Examples of this include their paintings based on childhood memories, inspired by Marc Chagall's work, 'Fractured Memories'.

#### **Design and technology**

61. Samples of pupils' work and photographic evidence indicate that standards are average and that pupils achieve satisfactorily. Submitted evidence suggests that the curriculum for the subject, including food technology, is covered well and good links are developing with other subjects, such as science. For example, pupils in Year 3 make lighthouses, incorporating the use of electric circuits. Pupils in Years 1 and 2 make model playground equipment. The outcomes of this work are close to those expected for pupils of this age. Work, produced by pupils in Year 6, focusing on the diagrammatic use of cams to create moving parts, illustrates standards that are close to those expected of pupils at this age. Evidence also suggests that pupils become familiar with

increasingly sophisticated ways of planning their designs and evaluating the outcomes of their work.

## **Music**

62. Only one lesson was observed, in Year 2. Evidence from this lesson suggests that standards are above average and pupils achieve well. Pupils examined, 'How Music Grows', inspired by paintings of sunflowers. They sang clearly and confidently before working together, in small groups, to compose music that added different instruments and increased in volume. The teacher created excellent opportunities for pupils to develop their speaking and listening skills as they evaluated each other's compositions and made thoughtful and sensitive suggestions for improvements. Singing in assemblies and at religious celebrations is very good. This is led very well by the subject co-ordinator and often benefits from the support provided by a parent governor. Pupils have very good opportunities, provided by the school, to learn instruments under the supervision of the local education authority music service.

## **Physical education**

63. Only one lesson was observed, in Year 2, in which pupils revised their throwing and catching skills, using balls and bean bags. Standards in the lesson were average, but pupils achieved well, because their teacher ensured they understood what they needed to do to be successful. As in many lessons, pupils' speaking and listening skills improved well, as they were challenged to evaluate the work of their classmates and make suggestions for how they might improve. Year 6 pupils were observed taking part in a football tournament with other schools. This event made a very good contribution to pupils' social skills and showed standards in this aspect of the subject to be average. Pupils benefit greatly from a very good programme of extra-curricular sport. This includes football taught by parent volunteers and the very effective use of visiting teachers and coaches for activities such as golf. Participation levels are high and pupils clearly appreciate the effort that goes into organising these activities.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

Provision in personal, social, health education and citizenship (PSHEC) is **very good**.

### **Main strengths and weaknesses**

- Pupils understand very well how they can contribute to their wellbeing in the school and the community.
- There are very good opportunities for pupils to express their views about the school and about moral and social issues that affect their lives.
- PSHEC makes a very good contribution to pupils' spiritual, moral, social and cultural development.

### **Commentary**

64. Pupils achieve very well. They understand very well how they can contribute to their wellbeing in the school and the community. The school council is very effective in giving pupils a voice about issues that affect their lives in school and in the community. Members of the school council represent their classmates' views very well. Well organised and frequent class discussions provide all pupils with very good opportunities to understand issues that may influence their lives and the challenges faced by others less fortunate. Pupils are very supportive of each other and very sensitive to each other's needs. An example of this is the very successful 'Buddy' system in which older pupils look after younger ones. There is a whole school focus on 'Building Bridges', which is about making friends.



65. Health education plays a prominent part in pupils' learning. Pupils of all ages understand the value of exercise and the need for a healthy diet. Older pupils are alerted very effectively to the dangers of drug and alcohol abuse and there is good provision for sex education. The school also supports pupils very well to become effective learners through their personal and social education. Prominent in each classroom are the features that go to make up an effective learning environment. Pupils are well aware of these principles and apply them very well.
66. PSHEC makes a very good contribution to pupils' spiritual, moral, social and cultural development. The taught programme is part of a seamless provision that includes good opportunities for participation in class based discussions, assemblies and religious and cultural celebrations.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

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

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