

INSPECTION REPORT

ST STEPHEN'S CE PRIMARY SCHOOL

Shepherds Bush

LEA area: Hammersmith and Fulham

Unique reference number: 100353

Headteacher: Miss Jill Hodson

Lead inspector: Alison M Cartlidge

Dates of inspection: 24th – 26th November 2003

Inspection number: 257960

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 years
Gender of pupils:	Mixed
Number on roll:	177
School address:	Uxbridge Road Shepherds Bush London
Postcode:	W12 8LH
Telephone number:	(0208) 743 4483
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Appropriate authority:	The governing body
Name of chair of governors:	Miss Carol Stock
Date of previous inspection:	September 2001

CHARACTERISTICS OF THE SCHOOL

St Stephen's CE Primary is a voluntary aided school situated in the middle of Shepherds Bush. Pupils come from homes with broadly average social circumstances and from a diverse range of ethnic backgrounds. Most pupils are of Black African, White British, Black Caribbean, Asian or mixed-race heritage. Children join the Reception class in the September or January before their fifth birthday. Attainment on entry to the Reception class varies from year to year, with the present year group being above average overall. There are 177 pupils on roll, with 43 per cent having English as an additional language. About a third of these pupils require additional support and their main languages are Arabic, Somali and Tagalog. The number of pupils who have been identified as having special educational needs, including those with statements, is broadly in line with the national average and most pupils with special educational needs have learning difficulties. The number of pupils taking free school meals is above average and there is high mobility in the area. The school was taken out of special measures two years ago and received a school's achievement award in 2002. There has been a high turnover of teachers in the last few years and during the inspection a supply teacher was taking the Year 2 class during a short-term absence.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23609	Alison M Cartlidge	Lead inspector	Foundation Stage, English as an additional language, Art and design, Design and technology, Music, Physical education, Personal, social and health education (PSHE), Citizenship
1112	Peter Oldfield	Lay inspector	
23239	Mike Capper	Team inspector	Mathematics, Science, Information and communication technology
19817	Judith Dowsett	Team inspector	English, Geography, History, Special educational needs

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 5
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6 - 11
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11 - 17
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	17 - 18
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	19 - 32
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	33

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St Stephen's CE Primary is **a good school**. Pupils achieve well in English, mathematics, science and music and develop good attitudes and behaviour. Teaching is good overall, and the headteacher and other members of staff are committed to raising standards further by improving the monitoring of teaching, learning and standards. The cost per pupil is high, but despite this, the school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils' achievement is good throughout the school in English, mathematics and music, and in science in Years 3 to 6. Children in the Reception year achieve well in personal, social and emotional development.
- The dynamic headteacher provides very good leadership.
- Parents and pupils are very appreciative of the school's work.
- Teaching is good overall, with the management of pupils' behaviour being very good.
- There is insufficient rigour in the monitoring and evaluation of teaching, learning and pupils' progress.
- Pupils' differing needs are not always identified clearly and met in lessons.
- Insufficient use is made of information and communication technology (ICT) to support learning in other subjects.

The school is more effective than at the time of the last inspection in September 2001, with better teaching and standards. Over the last two years, attainment has risen faster than the national average. However, the high turnover of teachers has meant that there has been slow progress in addressing some key issues from the last inspection, such as the monitoring of teaching, learning and standards.

STANDARDS ACHIEVED

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

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

Pupils achieve well overall. Children's attainment on entry to the school varies from year to year and is above average in the present Reception class. Inspection findings are that these children are on target to exceed the goals children are expected to reach by the end of the Reception year in personal, social and emotional development, communication, language and literacy and mathematical development. They are on target to achieve the goals set in knowledge and understanding of the world and creative development. There is insufficient evidence to form a judgement on attainment in physical development. Children achieve well in personal, social and emotional development and satisfactorily in other areas of learning.

Pupils' attainment is on target to be above average in reading, writing and mathematics by the end of Year 2 and average in English and mathematics by the end of Year 6. In science, attainment is on target to be average by the end of Years 2 and 6. Pupils in Years 1 to 6 achieve well in English, mathematics and music and in science in Years 3 to 6. In 2001, National Curriculum test results

were in the lowest five per cent in English, mathematics and science. In 2003, test results improved significantly and in English were in the highest five per cent nationally. The present Year 6 has more lower attaining pupils than the previous Year 6. Despite variations in year groups, the school sets and exceeds challenging targets in English and mathematics and girls and boys from differing backgrounds and needs achieve equally well overall.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are good. They have good attitudes towards learning and behaviour is mostly good. Some challenging behaviour is usually managed very effectively by members of staff. Attendance and punctuality are satisfactory and have been improving year on year, due to the very thorough procedures for promoting good attendance. The provision for pupils' personal development is good overall.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are good overall with particular strengths in Years 2, 4 and 6 and in music. Teachers provide interesting activities that engage the pupils' interest and questioning is used effectively helping pupils to think about what they are learning. Teaching assistants provide skilful support during group activities although their skills are not used enough during whole-class work. Assessment procedures are satisfactory overall, though information is not always used to plan for pupils' differing needs, especially those with special educational needs or English as an additional language. The curriculum is satisfactory, with good opportunities for pupils to extend learning outside lessons. However, there are weaknesses in equal opportunities when pupils are withdrawn from lessons for additional support, and the outdoor area for Reception children is under-utilised, limiting physical development in particular. There are good levels of health, care and safety provision, though space outside is limited and poses some management difficulties. There are good links with other schools and the community.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. Leadership is very good. The headteacher is a dynamic and determined leader and has ensured that her high aspirations are shared with other members of staff and the governing body. Management and governance of the school are satisfactory. The monitoring of teaching, learning and standards lacks rigour and many governors are newly appointed and in the early stages of developing their roles. Senior members of staff provide good support in school development.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils have very positive views about the school. Parents are particularly pleased with the way the school is led and managed and that their children like school, and are expected to work hard. Some concern was expressed about bullying, though pupils and the inspection team are happy with the way incidents are dealt with. Pupils are pleased with most aspects of the school's work but understandably would like more space and facilities for playtimes.

IMPROVEMENTS NEEDED

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

- Improve the rigour in the monitoring and evaluation of teaching, learning and pupils' performance so that specific needs are identified and supported effectively.
- Ensure that pupils' differing needs, including those with special educational needs and English as an additional language are identified in planning and met consistently in lessons.
- Improve the use of ICT to support learning in other subjects;

and, to meet statutory requirements:

- the school should ensure that all the required information is included in the school prospectus.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Although there are variations in pupils' attainment from year to year, achievement is good overall. It is best in Years 1 to 6 where teaching is mostly good. In the Reception class, achievement is satisfactory overall with good achievement in personal, social and emotional development. There are no significant differences between the attainment and achievement of boys and girls of differing backgrounds. However, there are occasions when teaching does not take enough account of pupils with special educational needs or English as an additional language, restricting achievement at these times.

Main strengths and weaknesses

- In the Reception class, children's attainment is good in personal, social and emotional development, communication, language and literacy and mathematical development.
- Pupils achieve well throughout the school in English and mathematics and in science in Years 3 to 6.
- There are variations from class to class and subject to subject in the achievement of pupils with special educational needs or English as an additional language, with needs not always being fully identified or met.
- Pupils achieve well in music lessons and there is good quality singing throughout the school.
- Pupils use their literacy skills well across the curriculum.

Commentary

1. National Curriculum test results vary from year to year depending on pupils' prior attainment. The trend over the last three years has been upwards in English, mathematics and science and results have been rising faster than the national trend.

Reception year

2. Children's attainment on starting school varies from year to year. In the current Reception class, attainment on entry was above average and children are on target to exceed the early learning goals (the expected levels for children at the end of the Reception year) in personal, social and emotional development, communication, language and literacy and mathematical development. Children are on target to meet the early learning goals in knowledge and understanding of the world and creative development. There is insufficient evidence to make an overall judgement on children's attainment in physical development because no lessons were on the time-table during the inspection.
3. Achievement is good in personal, social and emotional development. Good quality teaching in this area of learning has a good impact on the progress of children, with a high emphasis placed on developing personal and social skills. Children's achievement is satisfactory overall in the other areas of learning, and there are some aspects where children achieve well. Children make good progress and achieve well in singing, with learning being well supported by a specialist teacher. Children are given good opportunities to speak in a variety of situations, meaning that achievement in speaking and listening is also good. In mathematical development, children improve their number skills quickly because of the wide range of practical activities that reinforce learning successfully.

Key Stage 1 (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	17.5 (15.7)	15.7 (15.8)
writing	16.6 (14.8)	14.6 (14.4)
mathematics	17.5 (18.0)	16.3 (16.5)

There were 29 pupils in the year group. Figures in brackets are for the previous year.

- Pupils' achievement is good in English and mathematics in Years 1 and 2, although there are variations in National Curriculum test results at the end of Year 2 due to the differing prior attainment of year groups. There have been good improvements in test results since the last inspection, and in 2003 they show that attainment in reading, writing and mathematics was:
 - Well above average when compared with all schools.
 - In the highest five per cent when compared with similar schools.
- Inspection findings show that in the current Year 2, which has more lower-attaining pupils than the previous Year 2, attainment is above average in reading, writing and mathematics. Nevertheless, pupils continue to achieve well in relation to their prior attainment.
- In science, teacher assessments at the end of Year 2 in 2003 show that attainment was broadly in line with the national average and above the average for similar schools. This is similar to the levels of attainment seen in the current Year 2, with most pupils on target to achieve the expected level (Level 2). Achievement in science is only satisfactory overall, because there is not always enough challenge for higher attaining pupils, especially in the way that they are expected to record their work. This means that opportunities to extend the learning and achievement of these pupils are missed.

Key Stage 2 (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	30.8 (28.0)	26.8 (27.0)
mathematics	28.3 (27.4)	26.8 (26.7)
science	29.9 (29.3)	28.6 (28.3)

There were 24 pupils in the year group. Figures in brackets are for the previous year.

- Pupils' achievement is good in English, mathematics and science. There has been a very good rise in National Curriculum test results since the last inspection and the overall trend is above average. In 2003, test results indicated that attainment was:
 - In English, in the highest 5 per cent when compared with all schools and above average when compared with similar schools.
 - In mathematics and science, above average when compared with all schools and well above average when compared with similar schools.
- Inspection findings show that there are significant variations in the prior attainment of different year groups, although pupils are achieving well throughout Years 3 to 6. The current Year 6

has a greater number of lower attaining and fewer higher attaining pupils than the previous year group. As a result, pupils' attainment is broadly average in English, mathematics and science. In science, pupils are developing a good knowledge of basic concepts, but their investigative skills are less secure, though satisfactory overall.

9. The school sets challenging targets for attainment at the end of Year 6. These were comfortably exceeded in 2003 in English and mathematics.

Whole school (Years 1 to 6)

10. Throughout the school, pupils are given good opportunities to apply literacy skills across the curriculum and they do this well. They read and write purposefully in subjects such as history and geography. There are fewer opportunities for the use of numeracy skills in lessons, with the application of knowledge and understanding to practical tasks being the weakest element of attainment in mathematics, although it is satisfactory overall.
11. In ICT, attainment is broadly average by the end of Year 6, and pupils are achieving appropriately in relation to their prior learning. However, learning is sometimes slowed because pupils do not have regular opportunities to practise and extend skills across the curriculum.
12. There was insufficient evidence to make an overall judgement on pupils' attainment in music. However, children achieve well in lessons and singing is particularly well developed. A skilled music specialist takes music lessons and this has a good impact on learning.
13. Ninety-seven per cent of parents who responded to the pre-inspection questionnaire were pleased with the progress their children are making and attainment has improved in English, mathematics and science since the time of the last inspection.

Pupils with special educational needs

14. The number of pupils with special educational needs is above average, though numbers vary from year group to year group. Pupils make satisfactory progress overall and good progress when they are withdrawn for individual or small group work. The special needs co-ordinator carefully matches work to their ability and supports their class work well. Their progress in lessons is more variable, because work is not always sufficiently matched to their abilities. Achievement is best in Years 1 and 2, where work is very closely matched to need. However, in Years 3 to 6 literacy tasks are not always pitched at the right level for pupils to succeed without adult support. When support is not available, evidence in their books shows that some work is incomplete or incorrect. This weakness is not evident in numeracy lessons, where work is carefully planned to meet the needs of all ability groups, including those with special educational needs.

Pupils with English as an additional language

15. Although there is a well above average number of pupils who have English as an additional language, support in lessons has a relatively low profile, with teachers' planning rarely identifying how their particular needs are to be met. There is very little bilingual support available to help pupils in lessons. Nevertheless, pupils with English as an additional language make good progress overall, with needs generally being met well because teachers vary their expectations in class according to the differing needs of pupils. This is confirmed by test data that shows that pupils with English as an additional language make the same good overall progress as other pupils. However, there are occasions, especially in Years 1 and 2, when insufficient account is taken of pupils' language needs in subjects such as science. At these times, learning is less secure and achievement is not as good as it should be.

Pupils' attitudes, values and other personal qualities

Pupils have good attitudes towards learning, and behaviour is mostly good. Some challenging behaviour is usually managed effectively. Attendance and punctuality are satisfactory. Pupils' personal development is good overall.

Main strengths and weaknesses

- Children in the Reception class show consistently good attitudes and behaviour.
- Pupils behave well at playtimes and during lunch, and are very willing to take responsibility.
- Challenging behaviour from some older pupils is mostly managed well by teachers.
- There are very good procedures for improving attendance.
- The school works hard to build pupils' self-esteem and pupils have good relationships with each other and members of staff.
- Good teaching on moral issues supports pupils very well in understanding right from wrong.

Commentary

16. Good attitudes and behaviour are firmly established in the Reception class, where behaviour is always good or better and children are on target to exceed the goals they are expected to reach by the end of the Reception year in personal, social and emotional development. They are confident and friendly and form good relationships with each other and members of staff.
17. Pupils' behaviour in Years 1 to 6 is good most of the time. Teachers have high expectations for good behaviour and manage the challenging behaviour of some pupils very well. Occasionally, when members of staff do not follow the school's behaviour management guidelines closely, some pupils do not listen well in class and become disruptive. Ninety-two per cent of parents in the pre-inspection questionnaire stated that they were pleased with the way pupils behave and 95 per cent agreed that the school helps pupils to become mature and independent. About 30 per cent of the pupils who completed the pre-inspection questionnaire noted correctly that behaviour is not always good.
18. Pupils show mature attitudes during playtimes, including wet play, when good management allows them to enjoy a selection of interesting activities such as board games, sketching, reading or video watching in a calm atmosphere. Pupils act sensibly in the cramped playground areas. No incidents of bullying, racism and sexism were seen during the inspection and members of staff work hard to ensure that most pupils play and work together happily. Whilst 15 per cent of parents expressed concern about bullying, pupils are happy with the way the school deals with incidents. Pupils follow playground rules, keeping to the designated area for their class and enjoying a turn in the well-equipped 'quick play' area. There were two temporary exclusions last year in response to unacceptable behaviour. A mental health councillor provides confidential support for some pupils who have been identified as having emotional difficulties and the work of the new learning mentor is having a positive impact on pupils' attitudes, reducing the risk of exclusions.

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	29	0	0
White – Irish	3	0	0
White – any other White background	11	0	0
Mixed – White and Black Caribbean	6	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	6	0	0
Asian or Asian British – Indian	3	0	0
Asian or Asian British – Pakistani	3	0	0
Asian or Asian British – any other Asian background	14	0	0
Black or Black British – Caribbean	27	0	0
Black or Black British – African	33	0	0
Black or Black British – any other Black background	10	1	0
Chinese	4	0	0
Any other ethnic group	13	1	0
No ethnic group recorded	9	0	0

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

19. Pupils have good attitudes towards school and enjoy taking a full and active part in all available activities. They are very keen to take responsibility. For example, a very active School Council gives some pupils a good level of involvement in improving school life by discussing school meals and ways to improve playtimes. Older pupils especially enjoy acting as ‘buddies’ to younger pupils, supporting them around the school and helping them to develop reading skills. These activities also contribute well to the development of good relationships throughout the school. Pupils’ good attitudes and behaviour have been maintained successfully since the time of the last inspection.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.1	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.

20. Attendance is broadly in line with the national average and the very good arrangements to supervise attendance and punctuality and the strengthening of home/school links means that

rates of attendance have been rising since the time of the last inspection. Attendance levels in the current school year indicate further improvements and only a small number of pupils continue to arrive late.

21. The school's programme for supporting pupils' personal, including spiritual, moral, social and cultural development is good overall. Interesting assemblies contribute well to pupils' spiritual development and this is further promoted in lessons, through times for reflection. There are good opportunities for the promotion of cultural development through music and drama, particularly the much enjoyed school productions. The school has a strong moral code and school rules are shared and well understood. Pupils have good opportunities to discuss moral issues and what it means to be a good citizen. For example, in one lesson in Year 6, pupils considered possible viewpoints of witnesses to football hooliganism. Visits and visitors contribute well to a good awareness of life in a modern society. There is some evidence that cultural diversity is celebrated, such as a display about Diwali, however this aspect of the school's work is understated and has a relatively low profile.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching and learning are good overall. Assessment procedures are satisfactory, though information is not always used to plan for pupils' differing needs. The curriculum is satisfactory, with good opportunities to learn outside lessons. However, there are weaknesses in equal opportunities when pupils are withdrawn from lessons. There are good levels of health, care and safety provision and good links with other schools, the community and support agencies.

Teaching and learning

Teaching is good overall, helping pupils to learn well throughout the school. The best teaching is in Years 2, 4 and 6. There are satisfactory assessment procedures.

Main strengths and weaknesses

- Members of staff in the Reception class develop children's personal and social skills successfully.
- In most lessons, behaviour is managed very well and there are very good relationships. Teachers work hard to engage pupils and make learning interesting.
- There is very good subject knowledge in music, where a specialist teacher makes a good contribution to learning.
- Challenging questioning is used well to support and assess learning.
- In Years 3 to 6, there is a very effective focus on introducing and reinforcing new vocabulary.
- In the best lessons, there are very good levels of challenge, with work being carefully planned to meet the needs of all pupils.
- There is some variation in the quality of marking, but at its best it gives pupils a clear understanding of what they have done well and what they need to do to improve.
- Planning does not always identify expectations for different groups of pupils such as those with special educational needs or English as an additional language.
- In science and subjects such as history and geography work does not always extend the learning of higher attaining pupils.

Commentary

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	5 (15%)	15 (44%)	13 (38%)	1 (3%)	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.

22. Very effective leadership has focused on improving the quality of teaching and learning. This has been achieved and teaching has improved significantly since the last inspection, when 18 per cent was found to be unsatisfactory. Parents and pupils are pleased with the quality of teaching and there is now only a small amount of unsatisfactory teaching. This occurs when challenging behaviour is not managed effectively, leading to a slow pace of learning.

Teaching in the Reception year

23. Teaching and learning in the Reception class is satisfactory overall, with good teaching of personal, social and emotional development. Members of staff have very high expectations for behaviour and are calm and caring, setting a good example to children as they establish clear routines in the classroom. This helps children to make good progress in developing personal and social skills. Members of staff work together well and the teacher plans an appropriate range of exciting and purposeful activities. The teacher makes learning fun and well-chosen activities help children to become fully involved in their learning. However, there are occasions when expectations for higher attaining children are too low.

Teaching in Years 1 to 6

24. Teaching is good overall in Years 1 to 6. The key strengths of teaching are that teachers have consistently very high expectations of how pupils should behave and establish very good relationships with the pupils. Challenging behaviour is managed very effectively and teachers have established clear procedures for encouraging good behaviour. Teachers plan challenging and exciting work that motivates and engages pupils in most lessons.
25. Good teaching makes a significant contribution to the good achievement seen in English, mathematics and science by the end of Year 6, with pupils responding well to the good expectations of work and the good opportunities that they are given to learn through practical activities. Lessons are well organised and there is a good pace to learning, with pupils making good gains in skills, knowledge and understanding. In literacy and numeracy lessons, good organisation means that teachers can work in a focused way with a group of pupils without interruption.
26. Teachers use a good range of teaching methods and there is a good balance between teacher-led and pupil-initiated activities, with pupils being encouraged to explore ideas for themselves. This is particularly evident in science lessons in Year 6, where there is a very good focus on developing skills through investigations and problem solving. However, in some science lessons, especially in Years 1 and 2, and also in history and geography throughout the school, work does not extend sufficiently the learning of higher attaining pupils. This is because pupils often complete the same written work whatever their prior attainment.
27. In Years 3 to 6, teachers use questioning effectively to challenge thinking and assess learning. There is a very good emphasis on ensuring that new vocabulary is developed and used correctly. This has a good impact on learning, especially of pupils with English as an additional language. This strength is less evident in Years 1 and 2, where insufficient account is

sometimes taken of the needs of these pupils, leading to their learning slowing when they do not understand new vocabulary.

28. Throughout the school, planning rarely identifies how pupils with English as an additional language are to be specifically supported. Teachers' weekly plans do not specifically identify pupils with special educational needs or those with English as an additional language. When teachers adapt activities to meet their needs, pupils make progress equal to their peers. However, sometimes tasks are too difficult for these pupils. They are supported in completing them with the help of assistants, but often understanding is limited and pupils underachieve. Pupils with behavioural problems are not always supported well in class, resulting in disruptions to their own learning and that of other pupils. Pupils with physical disabilities are generally well supported by adults and adapted resources.
29. Teaching in music is consistently good or better, with a specialist teacher taking lessons. Pupils benefit from this good quality support with the teacher's very good subject knowledge helping him to plan activities that challenge and extend pupils' learning well.
30. Well-trained teaching assistants make a good contribution to learning, although they are not always used efficiently in whole class sessions at the start of lessons. They often work with pupils with special educational needs giving them good support and enabling them to be fully included in activities. There are occasions in literacy lessons when the learning of pupils with special educational needs is less secure because skills have not been developed sequentially or they have been given work that is not matched closely enough to their needs. Although much of the support for special educational needs takes place in class, pupils are also withdrawn from class for additional help. At these times, members of staff work hard to ensure that work is closely matched to need. As a result pupils make good progress towards the targets that have been set in individual education plans. However, pupils miss important parts of other lessons at these times limiting aspects of the curriculum such as ICT.
31. There are sound assessment procedures throughout the school. They are best in Year 1 and Years 3 to 6, where the quality of marking is good. Throughout the school, teachers mark work carefully, but in Year 1 and Years 3 to 6 teachers usually add written comments that help pupils understand what they have done well and where they have made mistakes. This is less evident in Year 2. Target setting is also very well established in Years 3 to 6 in English, mathematics and science, with pupils talking confidently about what they need to do to improve. As at the time of the last inspection, assessment information is not used consistently to provide all pupils with appropriate work.
32. Teachers make limited use of ICT to support learning across the curriculum because no computers are available in classes. The ICT suite is under-utilised.

The curriculum

The school's curriculum is **satisfactory**. It provides a sound range of relevant and interesting curricular opportunities, which meet statutory requirements. Opportunities for enrichment are good. The quality and quantity of accommodation and resources are satisfactory.

Strengths and weaknesses

- There is a good range of visits and visitors.
- Participation in the arts is very good.
- Pupils with special educational needs are supported very well when withdrawn from lessons.
- There is good provision for pupils' personal, social and health education.
- Pupils do not have full access to the curriculum when they are withdrawn from lessons.

- In some lessons, there is a lack of identification of specific needs and support for pupils with special educational needs or English as an additional language.
- Outdoor provision for the Foundation Stage is underdeveloped.
- The use of information and communication technology and the library across the curriculum is limited and there are no computers in classes.

Commentary

33. The school provides a broad curriculum based on all subjects of the National Curriculum, together with religious education, personal social and health education and the areas of learning in the Foundation Stage. The needs of girls and boys are met equally well. A good range of visits and visitors enhances the curriculum and makes it livelier and more meaningful. The annual residential trip for pupils in Year 6 makes a very positive contribution to pupils' personal and social development, as well as their computer skills. There are very good opportunities for all pupils to participate in the arts. They find events such as the Book-week and the whole school musical production of 'Grease' exciting, fun and memorable. Clubs, including sport, drama, music and computers, add further interest.
34. There were no overall judgements about the quality of the curriculum at the time of the last inspection. However, whole school planning in the foundation subjects has improved since that time and units of work are organised to ensure coverage and continuity. The school has rightly identified cross-curricular links and skills progression as requiring further improvement. Plans do not consistently identify clear learning objectives and activities are not always matched to the range of pupils' abilities in all subjects. This potentially limits progress because of a lack of defined expectation for each ability group. The good personal, social and health education programme provides regular opportunities for pupils of all abilities and backgrounds to develop personally and as citizens. Pupils are well prepared for secondary school in terms of literacy and numeracy skills and statutory requirements are met in teaching pupils about drugs, and sex and relationships education.
35. Provision for pupils with special educational needs is satisfactory overall. When these pupils are withdrawn for small group work provision is good and they make good progress. Their education plans include measurable targets, which are regularly reviewed with parents and pupils. However, pupils with special educational needs do not have equal access to the full curriculum when withdrawn from class. They regularly miss the teaching session in subjects such as information and communication technology. In addition, there is a lack of identification of the needs and support of pupils with special educational needs or English as an additional language in some lessons, which sometimes results in slower progress. Currently there is no specific provision for pupils who have been identified as being gifted and talented.
36. The school has successfully recruited new teachers and there are sufficient teachers with a range of experience to teach the full curriculum. There have been significant changes over the last few years and now there is a balance between newly qualified and more experienced staff. The part time music specialist is having a positive impact on standards. The limited number of teaching assistants gives good support to individuals or groups but they are not always used efficiently during whole-class discussions. A learning mentor has recently been appointed and is having a positive impact on pupils' attitudes.
37. The accommodation has restrictions in size, but the school makes generally effective use of the space available. The clean and well-maintained buildings are enhanced by colourful displays, providing an attractive and secure learning environment. The school is aware that the outdoor area for pupils in the Reception class is underused and that there is not enough equipment to support outdoor activities, especially physical development. There are insufficient opportunities for pupils to develop their computer and library skills across the curriculum. The computer suite/library is not time-tabled for maximum use. In addition, there are too few books in the library and classrooms, and there are no computers in classrooms.

Resources in other subjects are satisfactory overall. Resources for disabled pupils are provided when required.

Care, guidance and support

The school provides good levels of care, welfare and safety and pupils are given good opportunities to share their views. The support and guidance given to pupils is satisfactory.

Main strengths and weaknesses

- Child protection procedures are well understood.
- The school has a high regard for pupils' health, care and safety.
- There are effective induction procedures.
- Support is not always targeted at different groups of pupils in lessons.

Commentary

38. The school has a good regard for pupils' care, health and safety. Minor accidents are dealt with in a calm and professional way and incidents are recorded carefully. The daily maintenance of the school building and grounds is to a very high standard. Teachers and other adults in the school promote the well being of all pupils by providing a high standard of support for their emotional and social needs. A newly appointed learning mentor has a specific role for supporting pupils who are at risk of being excluded and a mental health councillor provides confidential support for some pupils who have been identified as having emotional difficulties. Pupils benefit from the healthy school initiative and enjoy the provision of fresh fruit at break-time. Child protection procedures are well understood by all members of staff and are managed effectively. Pupils feel safe at school, find members of staff to be approachable and agree that they are treated fairly.
39. The school is successful in its aims to ensure that children work hard, learn well and play happily and safely. New policies, including one on racial equality, provide clear and effective guidelines about expectations at the school. The school promotes self-discipline and good behaviour and as a result pupils behave sensibly most of the time. At playtimes and lunchtimes a good range of games and other activities enable pupils of different backgrounds and cultures to play together amicably despite the lack of space. A few incidents of unsatisfactory behaviour occurred in lessons when school procedures were not followed and behaviour management was not to the usual high standard. A rewards system is used successfully to motivate pupils and encourage them to contribute to all aspects of school life. Support for pupils' differing needs is generally satisfactory, but in some lessons the needs of different groups of pupils are not identified or supported enough. The special needs co-ordinator knows the pupils well and ensures that they receive expert advice and support from a range of specialist agencies. Good systems are in place for early identification and individual education plans are appropriate.
40. The school values pupils' views. The active School Council is well supported by members of staff and contributes very well to gathering and acting upon pupils' views. For example, during the inspection pupils were gathering views on school meals to discuss with the school meals' service. A very effective 'buddy' system allows young children to gain social confidence and build very effective relationships with older pupils.
41. There are very effective arrangements for pupils entering the school. Young children attend an Open Day and meet their class teacher before joining the school. The strong relationships and support between pupils and all members of staff mean that pupils know that they can trust and confide in adults at the school. No judgements were made on the quality of care, support and guidance at the time of the last inspection.

Partnership with parents, other schools and the community

The school has good links with other schools and the community that help to enrich the curriculum. Parents have very positive views about the school and links between parents and the school are satisfactory overall.

Main strengths and weaknesses

- Parents have very positive views about the school.
- There are good links with other schools and with the community that enhance the curriculum.
- There are some statutory omissions in the school prospectus.

Commentary

42. The school has identified the need to strengthen links with parents, and a member of staff has recently been appointed to improve this contact. Her role is to liaise with parents, welcome them to the school and deal with their observations and comments. This is a worthwhile innovation to improve provision. In addition, as part of a specific community funded project, the school has started to provide literacy classes for parents, run by the Community Learning Officer of the Borough. The first session was well attended, and parents were given good advice about how to support their children at home with reading. It is planned that courses will be tailor-made for parents of each school taking part in the project, and may extend to courses in Numeracy and ICT in the future. The strong Friends Association gives good support to the school. Ninety-two per cent of parents find the school to be approachable, and parents' views and complaints are valued and dealt with appropriately.
43. The information provided for parents is satisfactory overall. Parents are pleased with the information provided on their children's progress. However, there is no test or attendance data in the current school prospectus and information about the curriculum is limited. The school is aware of these omissions and is in the process of updating the prospectus to ensure that statutory requirements are being met.
44. All parents who responded to the pre-inspection questionnaire, agreed that their children are expected to work hard, and 99 per cent thought their children were happy at school. Ninety-eight per cent were supportive of the way the school is led and managed and 97 per cent were happy with the progress their children make. Fifteen per cent expressed concerns about bullying, but pupils at the school are happy with the way incidents are dealt with and no bullying was observed during the inspection. The school offers an appropriate level of support, contact with staff and agencies, listens to the views of pupils and generally has good levels of supervision from adults, so that inappropriate behaviour is a very rare occurrence.
45. The school has good links with the community. The local vicar takes assemblies regularly and other members of the community talk to the pupils about their lives and experiences. Pupils often visit the church, particularly to attend the regular Eucharist services. The school takes part in several musical activities including a festival of carols for a local charity, in conjunction with the church and the BBC. Members of local football and tennis clubs provide coaching within lessons and after school. All these activities provide pupils with good experiences beyond the school community and contribute well to their learning and development.
46. Links with other schools are well established. The headteacher meets regularly with colleagues at other schools so that best practice is shared. There are well-developed procedures to ensure that the transfer to secondary school is smooth. Older children visit their secondary schools, and heads of year sometimes visit them at the school, to ensure a smooth transition. Pupils take part in sporting competitions with other schools in the area. No judgements were made about the school's links with parents at the time of the last inspection.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher provides very good leadership for the work of the school. She is dynamic and determined, and ensures that her high aspirations are shared with other members of staff and the governing body. Management and governance of the school are satisfactory. The monitoring of teaching, learning and standards lacks rigour and many governors are newly appointed and in the early stages of developing their roles. There is a clear understanding of how these aspects can be further developed.

Main strengths and weaknesses

- The headteacher's very clear focus on raising attainment has ensured that the school has moved forward quickly despite a high turnover of teachers.
- Senior members of staff and governors have a clear understanding of main strengths and weaknesses in provision.
- The headteacher motivates members of staff and there is a strong, shared commitment to further improvement.
- Senior members of staff provide good role models in their own teaching and support newly qualified teachers well.
- Effective induction for new members of staff, and good opportunities for relevant training help to maintain standards.
- A new co-ordinator for pupils with special educational needs has a good awareness of how provision can be developed further.
- Monitoring of standards and teaching and learning by the headteacher and subject co-ordinators lacks rigour for identifying and supporting specific needs.
- Not all the statutory requirements are met in the information supplied in the school prospectus.

Commentary

47. The governing body has many new members since the time of the last inspection and clear structures are in place for their roles and responsibilities to develop further. Governors are supportive and enthusiastic, meet regularly and undertake the necessary training to support them in their work. They have a clear understanding of strengths and weaknesses in provision, though their contributions towards school development planning are limited and they rely heavily on the lead from the headteacher. As at the time of the last inspection, governance is satisfactory overall, though not all the statutory requirements are being met in the information supplied in the school prospectus. The school is aware of these deficiencies and the prospectus is being redeveloped.
48. The headteacher is very focused on improving standards and has set a realistic agenda for whole school development based on a clear and concise evaluation of previous developments. A very clear focus on improving standards in English, mathematics and science has improved pupils' achievement and clear plans are in place for improving provision in other subjects. Three senior teachers are used effectively to support other teachers in their work, especially those who are newly qualified. Their own teaching provides good role models for other teachers and the pupils. The headteacher has a realistic understanding of the effectiveness of leadership and management and the work of the school.
49. The headteacher motivates members of staff well and all teachers have responsibility for leading and managing subjects. Whilst they are enthusiastic about these roles and have good ideas for developing provision, they do not have a clear picture of standards or the quality of teaching and learning throughout the school. This was also a weakness at the time of the last inspection. Opportunities for monitoring teaching and learning are limited and evaluations do not give clear enough guidance on what teachers need to do to improve practice. As a result

there is a variation in the quality of provision in the school and monitoring remains an issue from the time of the last inspection.

50. The headteacher and senior teachers monitor the achievement of pupils in general terms by analysing National Curriculum test data. However, the monitoring of progress of various groups of pupils, including by ethnicity, as they move through the school is informal and not clearly documented to help teachers focus support in lessons. The new co-ordinator for pupils with special educational needs is providing a clear direction for improved provision. Good systems are in place for early identification and individual education plans are appropriate. Training has been given to teachers and assistants, which has benefited pupils. Pupils with special educational needs do not have access to the full curriculum when withdrawn from class. The impact of this on their progress in other subjects has not been monitored. Leadership and management of English as an additional language are provided by a specialist teacher who works at the school one day a week. All pupils are assessed and those with greatest need receive specialist support. However, the needs of pupils with English as an additional language are not monitored well enough in lessons to ensure that their specific needs are always identified.
51. Performance management is used appropriately to identify training needs and members of staff benefit from attending a good range of courses.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	625,247
Total expenditure	613,821
Expenditure per pupil	3,265

Balances (£)	
Balance from previous year	38,628
Balance carried forward to the next	50,154

52. Finances are managed well and spending is linked to school development. Support with setting a budget is bought in from the local education authority and spending on additional members of staff to support special educational needs, English as an additional language and music, is well considered. A large carry forward has developed this year due to additional money being allocated unexpectedly. However, the planned under-spend will be reduced by the end of the current financial year and the school uses most of its resources effectively and applies best value principles to its work. The cost per pupil is high and the school provides satisfactory value for money.
53. The headteacher and other members of staff have good relationships with the parents and 98 per cent of parents in the pre-inspection survey agreed that they like the leadership and management at the school. Parents are especially impressed by the hard work of the headteacher and the impact of her work on improving the school. Despite a high turnover of teachers in the last few years the school has made good progress since the last inspection. Leadership and management remain good overall with leadership being very good and management satisfactory due to weaknesses in procedures for monitoring teaching, learning and standards.
54. A high turnover of teachers has been a barrier towards school development although the school has maintained a full complement of staff and the impact of changes in teachers has been kept to the minimum by discouraging movement during the school year. Some relatively inexperienced teachers limit the extent to which responsibilities can be delegated beyond the senior management team and the progress towards developing successful monitoring. The headteacher is aware that this remains a priority for development.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

55. Children join the Reception class in the Autumn or Spring term prior to their fifth birthday, and attend full time. Most children have attended pre-school provision before joining the class. Attainment on entry to the school varies from year to year, and is above average in the present year group.
56. Children's achievement is satisfactory overall and most are on target to achieve the goals children are expected to reach by the end of the Reception year. A large group of the children are likely to exceed these goals in aspects of communication, language and literacy and mathematical development. Achievement in personal, social and emotional development is good, and most children are on target to exceed the goals set for the end of the Reception year. There is insufficient evidence to form a judgement about attainment and achievement in physical development, because no lessons were on the time-table during the inspection, and limited use was made of the outdoor area in other lessons. Children have good attitudes towards learning and behave well and the provision for their personal development, including spiritual, moral, social and cultural development is good. No overall judgements were made about attainment and achievement at the time of the last inspection, but the good attitudes and behaviour found at that time have been maintained successfully.
57. The quality of teaching by the teacher and teaching assistant is satisfactory overall with some significant strengths, especially in personal, social and emotional development, where teaching is consistently good. Members of staff are caring and patient, at the same time as providing clear and firm boundaries for behaviour. The way they manage children's behaviour is very good and relationships within the class are warm and friendly. The teacher is well-organised, has interesting ideas to help make learning interesting and provides a good range of practical tasks. Instructions are clear, enabling all children to participate in lessons and concentrate well. Children with special educational needs and English as an additional language are given appropriate support in lessons, though their specific needs are not always identified clearly in lesson planning. Assessment procedures are satisfactory overall. There are some good observations noted about children's attainment, and lesson planning includes different tasks for children of differing capabilities. However, what children are expected to learn from some of these activities is less clear, and tasks set for higher attaining children in particular, are not always challenging enough. There was no judgement on teaching and learning at the time of the last inspection.
58. The curriculum is satisfactory overall, though insufficient use is made of the outdoor area in some lessons and there are too few opportunities for physical development early in the week, leading to some children becoming tired and frustrated. There are good opportunities for children to select interesting practical tasks indoors, though they cannot choose to work outside. The curriculum is similar to that found at the time of the last inspection.
59. There is no designated leader for the foundation stage, though senior members of staff oversee the work in the Reception class satisfactorily. There are clear plans to develop the use of the outside area. Accommodation and resources are satisfactory overall, though there is insufficient equipment for children to use outside, especially for physical development. There has been a high turnover of teaching assistants in the class leading to some lack of continuity in additional support, and insufficient use is made of the teaching assistant during whole class discussions. There are no computers in the classroom and this restricts the use of ICT to one lesson a week in the ICT suite.

60. Suitable links are made with parents, and children are encouraged to practice the letter of the week with their parents, share books and bring objects from home.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- A consistent approach to managing behaviour enables children to understand the agreed rules.
- Self-esteem is raised, enabling children to make choices about their work and to try new activities without fearing failure.
- Supported opportunities for children to work together teach them how to form good relationships.

Commentary

61. Children achieve well and most are on target to exceed the goals children are expected to reach by the end of the Reception year. They understand and follow the class rules and co-operate well with each other. For example, in one literacy lesson, a small group of boys organised themselves sensibly to take turns in matching words and pictures in a game of lotto. Children form good relationships with members of staff and each other and are polite and friendly. They are confident about experimenting with new activities and show good levels of concentration as they work.
62. Teaching and learning are good. The teacher has high expectations for behaviour and is firm and fair about handling non-compliance with class rules. Members of staff set a good example by respecting children's views and ideas and provide clear guidance on what to do when confronted with difficulties such as upsets on the playground. The sensitive use of praise enables children to feel safe and valued at school.
63. The curriculum supports children's differing needs well. Personal, social and emotional issues are dealt with incidentally throughout the school day and during specifically planned lessons. There are good opportunities for children to share their ideas and emotions with each other.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **satisfactory** overall, with good features.

Main strengths and weaknesses

- There are good opportunities for children to develop speaking and listening.
- Dramatic reading of stories captures children's interest well.
- Children develop a clear understanding of the sounds different letters make.
- There is insufficient challenge for higher attaining children in their written work.
- There are few opportunities for children to write purposefully as part of their play.

Commentary

64. Children's achievement is satisfactory overall, with good progress being made in speaking and listening. Most children are on target to meet the goals they are expected to reach by the end of the Reception year and to exceed them in speaking and listening. During whole class discussion and shared stories children listen attentively for a good length of time and show interest by asking relevant questions. Most children know the sounds that several letters make, understand the main parts of a story and read some common words in context. Lower

attaining children talk about pictures in their books, make marks to represent words and match magnetic letters to the letters in their names. Higher attaining children write some words with adult support and recognise and write their own names.

65. Teaching and learning are satisfactory overall with an example of good teaching. In the good lesson, the teacher enabled the children to enjoy and understand a traditional tale by reading with good expression and involving them in simple role-play activities. Effective questioning about how characters in the story would feel enabled all children to become involved in discussing different emotions and helped them to extend their vocabularies. Effective use is made of paired speaking and listening, where children share their ideas with a partner before adding to a whole-class discussion. The teacher has very high expectations for behaviour and uses praise effectively, resulting in good levels of concentration from the children and a good use of time. Clear records show children's development in reading. However, children of differing prior attainment read from books with the same level of difficulty, limiting the progress of higher attaining children, and there are few opportunities for children to enjoy sharing books with each other informally in class. The teacher provides children with clear guidance on how to form letters and hold a pencil correctly, though higher attaining children are not challenged enough to improve the content of their writing and there are too few opportunities for children to write purposefully as they play.
66. There is a broad and balanced curriculum that meets children's differing needs satisfactorily. A few children at an early stage of language acquisition in English, receive appropriate support overall, and are encouraged to participate in discussions, though their specific needs are not always clearly identified in lesson plans to ensure that they understand key vocabulary. Specific support is provided from an outside specialist once a week. An audio cassette player is available for children to follow story tapes, though the lack of a computer in the classroom limits the opportunities for children to use ICT to extend their learning in the subject. Insufficient use is made of the outside area.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Practical activities are used well to make learning meaningful.
- Children have a secure understanding of number.
- Sometimes children of differing prior attainment are given similar tasks.

Commentary

67. Children's achievement is satisfactory overall and most children are on target to meet the goals they are expected to reach by the end of the Reception year. They are on target to exceed them in number work. Most children read, count and order numbers up to ten and recognise and sort some common two- and three-dimensional shapes. Higher attaining children count beyond 20 and add two groups of objects together with some support from an adult.
68. Teaching and learning are satisfactory. Strengths in teaching are the clear expectations and instructions, interesting practical tasks and exciting way new concepts are presented during whole-class teaching, enabling children to concentrate well. For example, in one lesson the teacher used a puppet and a 'feely' bag to help children select, identify and sort three-dimensional shapes. In the same lesson, a group of the children had the opportunity to look for objects in the environment during a 'shape' walk in the outside area. The teacher is careful to provide opportunities for all children to take part in whole-class activities, and interesting activities enable children to explore shapes for themselves by modelling with play-dough and

manipulating shapes in the water tray. However, there is insufficient challenge for higher attaining children during mental mathematics and they often complete the same written tasks as other children.

69. There is a broad and balanced curriculum. Lesson planning is satisfactory overall, identifying intended activities, but not always differing expectations for children's various needs, including those with English as an additional language, special educational needs or higher attaining children.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **satisfactory** overall.

Main strengths and weaknesses

- There are some fun activities to encourage children to investigate the properties of materials.
- There are too few opportunities for children to use ICT to support their learning.

Commentary

70. Children's achievement is satisfactory and most are on target to achieve the goals expected by the end of the Reception year. Most children name the days of the week when singing a simple song and can describe the weather. They select their own materials when making a model from reclaimed materials and join materials together using glue and sticky tape. They are interested in exploring the properties of various materials.
71. The quality of teaching and learning is satisfactory. Children with differing needs are provided with some interesting opportunities to investigate materials by exploring colour and texture and to observe what happens when ink is poured onto water. Members of staff provide appropriate support with these activities by asking suitable questions. However, opportunities are missed for sharing the purpose of tasks with the children and this limits the effectiveness of some teaching.

PHYSICAL DEVELOPMENT

Most children show independence in their personal hygiene and show appropriate control when manipulating construction equipment and writing implements.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory** overall.

Main strengths and weaknesses

- Good teaching in music encourages children to sing enthusiastically.
- Resources for role-play provide limited interest.

Commentary

72. Children's achievement is satisfactory, and most children are on target to meet the goals they are expected to reach by the end of the Reception year. They sing together tunefully and improve their ability to accompany singing using untuned percussion. Higher attaining children maintain the tune when singing solo. Children make up simple stories when playing with the 'small world' building bricks and people, make fun shape pictures from paper and fabric and exciting fireworks pictures from pastels and glitter.

73. The quality of teaching is satisfactory overall, with a good lesson being taken by the music specialist. In the good lesson, questioning was used effectively to extend children's learning and high levels of participation enabled children to learn a new song quickly. Some activities are controlled too much by adults, limiting children's opportunities to use their imaginations. For example, when making a picture of a peacock using hand-prints, children were given too much guidance on where to make their marks and opportunities were missed for discussing the mixing of colours.
74. The curriculum is broad and balanced and includes a suitable range of activities for pupils with differing needs. However, the role-play area is uninviting and a lack of interesting resources means that children do not often choose to work in this area.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in English are improving and National Curriculum test results in 2003 were well above average at the end of Year 2 and in the highest five per cent by the end of Year 6.
- The quality of teaching and learning is good and pupils achieve well.
- There is a good emphasis on phonics (the sounds groups of letters make) in Years 1 and 2.
- Literacy is developed well through other subjects.
- The work of the subject co-ordinator is having a positive impact on raising standards.
- Opportunities for pupils to redraft their work are limited; marking is not consistent.
- More books are required in the library and for classroom use.

Commentary

75. Standards in English are improving because the school has placed a high focus on the subject in recent years. However, test results vary depending on the prior attainment of each year group. This year, standards are on target to be above national averages by the end of Year 2 and in line with national averages by the end of Year 6. Standards in Years 3 to 5 are higher than in Year 6, because this year group has a greater number of lower attaining pupils than other year groups. Overall, pupils throughout the school make good progress and achieve well as a result of the good teaching. Pupils with special educational needs make good progress when they are withdrawn from lessons for individual and small group work. Their progress in lessons is more variable, because work is not always sufficiently well matched to their needs. Pupils with English as an additional language, make good progress overall, though their specific needs are not always clearly identified in lesson plans. Standards have improved since the time of the last inspection when they were average by the end of Year 2 and below average by the end of Year 6.
76. Throughout the school, pupils' oral skills range from satisfactory to good. Pupils are generally lively, confident speakers who contribute well to class discussions and are able to articulate their thoughts. Older pupils express their opinions on a variety of issues, such as the environment, and give reasons for their views.
77. Year 2 pupils use a range of strategies to read unfamiliar words with confidence. Their reading and understanding of different texts is generally accurate. Many pupils read fluently and with appropriate expression. For example, pupils applied their good knowledge of instructions to playtime procedures and the drawing of animals. Their written work displays accurate spelling

of familiar words, a good range of descriptive words and phrases, and generally accurate punctuation. Lower attaining pupils use phonics well to support their spelling and higher attaining pupils spell complex words such as 'whistle' and 'quietly', accurately. Handwriting is clear and letters are well formed.

78. Year 6 pupils read confidently from a range of texts with accuracy, fluency and appropriate expression. Higher attaining pupils add voices and accents to make their reading livelier for an audience. They show sound understanding of what they are reading by their responses to questioning in both written and oral forms. Pupils' imaginative writing, such as about the Pied Piper, demonstrates a range of descriptive words and phrases and higher attaining pupils use similes to good effect, for example 'eyes like small sharp pins'. Handwriting is joined, fluent and legible. Throughout the school, English work is generally well presented and neat.
79. Teaching is good overall. Lesson plans focus clearly on what pupils are to learn, and the teaching of groups of letter sounds is emphasised well in Years 1 and 2. Teachers choose texts to interest and motivate pupils such as 'Anna's Amazing Multicoloured Glasses' in Year 1 and Jacqueline Wilson's 'Double Act' in Year 6. They question pupils effectively, ensuring that pupils understand and are challenged in their thinking. Teachers have high expectations of behaviour and manage pupils well. Generally tasks are well matched to all pupils' needs, enabling them to make good progress. However, sometimes tasks are too difficult for lower attaining pupils, or lack challenge for other pupils, resulting in slower progress. The knowledgeable teaching assistants are not used efficiently in all parts of the lesson to support pupils, particularly the lower attainers. The marking of written work lacks consistency and there are insufficient opportunities for pupils to redraft their work to improve it.
80. The work of the co-ordinator is having a positive impact on raising standards. The monitoring of plans, pupils' books and teaching has resulted in identifying areas for development and appropriate action has been taken. Monitoring of lessons has not focused on standards and achievement. The subject co-ordinator has identified that more books, including dictionaries, are needed in the library and for classroom use. The work of the reading recovery teacher is very new but indications are that her support is having a positive impact on pupils' learning. The use of the library and ICT to support independent research are underdeveloped.

Language and literacy across the curriculum

81. Pupils are given good opportunities to develop their language and literacy skills in other subjects, particularly history, geography and personal and social education. The co-ordinator has identified that cross-curricular links could be further improved.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils are achieving well throughout the school. National Curriculum test results at the end of Years 2 and 6 in 2003, were well above average when compared with similar schools.
- In Years 2 and 3, where attainment is good, pupils have a particularly good knowledge of basic number concepts.
- Teaching is good overall, with very good teaching in Years 4 and 6.
- In Year 1 and Years 3 to 6, target setting and the marking of pupils' work is well established and is effective in helping pupils to understand what they need to do to improve.
- There is limited use of ICT to support learning in numeracy lessons.

Commentary

82. Pupils' attainment varies significantly from year to year, due to differences in the prior attainment of year groups. Test scores at the end of Year 2 and Year 6 have shown good improvement since the last inspection when they were average at the end of Year 2 and below average at the end of Year 6. In 2003, test scores indicated that attainment was:
- Well above average by the end of Year 2 when compared with all schools.
 - Above average by the end of Year 6 when compared with all schools.
 - In the highest five per cent when compared with similar schools by the end of Year 2 and well above average by the end of Year 6.
83. Inspection findings show that attainment in the current Year 2 and Year 6 is lower than in 2003. Pupils' attainment is above average in Year 2 and average in Year 6. Pupils in Years 2 and 3 have a good understanding of basic number concepts and are confident about working out sums mentally. Mental mathematical skills are less secure in other year groups, and pupils generally lack confidence in applying knowledge to practical tasks. This is a comparative weakness of attainment.
84. Test data and inspection findings show that good teaching means that pupils are achieving well throughout the school. There are no significant differences between the attainment of boys or girls or pupils from differing backgrounds. Pupils with special educational needs achieve at the same rate as other pupils. Their needs are met well in class, with work carefully planned to provide good levels of challenge. Pupils with English as an additional language also make good progress, with teachers taking good care to ensure that new vocabulary is clearly understood.
85. The quality of teaching and learning is good overall, with very good teaching in Years 4 and 6. Key features of good teaching are:
- Teachers have very high expectations of behaviour, and provide interesting work that challenges pupils, extends their learning and engages them. This means that there is a good working atmosphere in most lessons, with pupils behaving well and working hard.
 - Resources are well organised and pupils show good levels of co-operation, meaning that teachers can work in a focused way with a group of pupils without interruption.
 - Questioning is used effectively and there is a very good emphasis on ensuring that new mathematical vocabulary is developed and used correctly.
 - Teaching assistants give good support to pupils with special educational needs in lessons, although they are not always used efficiently in whole class sessions at the start of lessons.
 - Teachers use a good range of teaching methods. They expect pupils to explain their strategies when working out calculations and then use this information to address weaknesses and extend learning.
86. Teaching is very good in Years 4 and 6. In these year groups, teachers are particularly successful at achieving a balance between direct teaching and learning through practical activities. They provide high levels of challenge for all pupils. There is a very good pace to learning, with pupils working quickly and purposefully. For example, in a Year 4 lesson, the teacher very successfully planned work that was based around the same key concept but required greater levels of understanding according to prior attainment. Higher attaining pupils worked on using 'counting on' to solve problems involving three- or four-digit numbers, whilst the teacher supported a lower attaining group working on one- and two-digit numbers. The lesson was very well organised, with pupils supporting each other well. As a result, all pupils stayed focused on their work and the quality of learning was very good.

87. Assessment procedures are satisfactory overall. They are best in Year 1 and Years 3 to 6, where the quality of marking is good. Teachers mark work carefully, usually adding written comments to help the pupils see what they have done well and where they have made mistakes. Target setting is also very well established in Years 3 to 6, with pupils talking confidently about what they need to do to improve. In contrast, in Year 2, marking does not help the pupils to understand what they need to do to improve.
88. There is a good curriculum, with the National Numeracy Strategy being carefully followed and fully established. There is a good mix of activities, although opportunities to use ICT to support learning are limited by the lack of computers in the classrooms.
89. There is insufficient evidence to make an overall judgement on the quality of leadership and management because the co-ordinator was on a short-term absence during the inspection. The school analyses test data in broad terms but limited use is made of data to help to identify key areas of strength or weakness. The school has identified this as an area for further development.

Mathematics across the curriculum

90. Pupils are given sound opportunities to apply their mathematical skills across the curriculum. For example, they take measurements in science. Pupils apply their mathematical skills when working in the ICT suite when using spreadsheets to carry out calculations and data-handling programs to draw graphs and pie charts.

SCIENCE

Provision in science is **satisfactory overall** with strengths in Years 4 to 6.

Main strengths and weaknesses

- Pupils' achievement is good by the end of Year 6, with test results in 2003 being above average when compared with all schools.
- Teaching is good in Years 4 to 6, with very good teaching in Year 6.
- Older pupils are developing a good knowledge of basic concepts, but their investigative skills are less secure, though satisfactory overall.
- Recorded work in Years 1 and 2 is often the same for all pupils whatever their prior attainment: this means that opportunities to extend the learning of higher attaining pupils are missed.
- Teachers' planning does not take sufficient account of the needs of pupils with English as an additional language.

Commentary

91. Progress since the last inspection has been good although pupils' attainment varies from year to year according to the prior attainment of year groups. Inspection findings show that attainment is broadly average at the end of Year 2. This is similar to the findings of teacher assessments at the end of Year 2 in 2003.
92. At the end of Year 6 in 2003, National Curriculum test results show that attainment was above average when compared with all schools and well above average when compared with similar schools. The current Year 6 has a greater number of lower attaining pupils than the previous year group, and attainment in this year group is broadly average. Nevertheless, pupils are now achieving well and making good progress. In lessons they show a secure understanding of basic scientific concepts but there are gaps in their skills, which reflect previous weaknesses in provision. Where skills have been taught this year, learning is very secure. For example, pupils in Year 6 have a good understanding of what is meant by a 'fair test'.

93. Pupils' achievement is good overall, but there are variations from year group to year group. Achievement is good in Years 4 to 6 and satisfactory in Years 1 to 3. In these year groups, teachers miss opportunities to extend the learning and achievement of higher attaining pupils, especially in how they record their work. The needs of pupils with English as an additional language are not highlighted sufficiently in planning, with the result that they do not always understand new vocabulary. This is most noticeable in Years 1 and 2, where pupils are generally at an earlier stage in developing spoken English. In Years 3 to 6, teachers take greater care in ensuring that new vocabulary is clearly understood at the start of lessons when they are talking to the whole class. Pupils with special educational needs make the same progress as other pupils. They are well supported in lessons, and teachers plan work that successfully meets their needs.
94. The quality of teaching and learning is satisfactory in Years 1 and 2. It is good overall in Years 3 to 6, although there was one example of unsatisfactory teaching during the inspection, when behaviour was not managed effectively, leading to a slow pace of learning.
95. Key features of successful teaching throughout the school are:
- There is a good balance between teacher led and pupil initiated activities, allowing pupils to discover some things for themselves.
 - Good use is made of questioning to test and extend learning.
 - Teachers plan an interesting range of well-resourced practical activities that engage pupils and make them keen to learn.
 - In most lessons, teachers manage behaviour very effectively, leading to a purposeful working atmosphere.
96. Teaching is very good in Year 6. In this year group, the teacher has very good subject knowledge and there is a very good pace to learning, with pupils successfully challenged to think like scientists. Practical activities are carefully planned, and there is a very good focus on developing new vocabulary. Planning takes good account of what pupils already know, with the result that learning builds successfully on existing skills and knowledge.
97. There is a good curriculum, with a good balance being achieved between different elements of the curriculum. However, there is limited use of ICT to support learning in science because there are no computers in classrooms.
98. Assessment procedures are satisfactory overall. Recently developed long-term assessment records give a clear picture of overall attainment. Work is regularly marked and targets are set for individual pupils. This is most effective in Years 3 to 6, where marking is thorough and constructive, and target setting helps pupils to understand how they can improve their work.
99. Leadership and management of the subject are good. The co-ordinator has a clear understanding of strengths and weaknesses, including the need to continue to focus on developing pupils' scientific skills. The co-ordinator is a very good role model in the quality of her teaching, and successfully supports colleagues in developing their own skills. There has been some useful monitoring of pupils' work and teachers' planning. However, there has been insufficient opportunity for the monitoring of teaching and learning in lessons and too little use is made of test data to support development planning.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- There is a well-resourced ICT suite, but it is not fully utilised. A lack of computers in classrooms limits opportunities for pupils to practise and consolidate skills.
- Pupils have good word-processing skills.
- Teachers plan activities that successfully build on what pupils already know.
- Pupils have good attitudes towards learning and co-operate well in lessons.
- Pupils are withdrawn from ICT lessons on a regular basis, limiting their opportunities to develop skills.

Commentary

100. Only two lessons, in Years 1 and 5, were observed during the inspection. Evidence has been supplemented by sampling pupils' work and talking to pupils and members of staff.
101. Progress since the last inspection has been satisfactory and pupils' attainment is in line with national expectations by the end of Year 2 and Year 6. Pupils have sound basic skills and a clear understanding of the many applications of ICT. Word-processing skills are good, with pupils showing a good understanding of how they can use ICT techniques to make their written work more interesting to the audience.
102. Throughout the school, pupils' achievement is satisfactory overall. There is no discernible difference between the attainment and achievement of boys or girls or pupils from different backgrounds. Pupils with special educational needs or English as an additional language are supported well and progress at the same rate as other pupils. Enough time is spent in the ICT suite to ensure that pupils acquire skills at an adequate rate. Nevertheless, achievement could be better if pupils had more opportunities to consolidate skills throughout the week, rather than just in specific ICT lessons. This is not possible at the moment because there are no ICT facilities in classrooms and maximum use is not made of the ICT suite.
103. There is insufficient evidence to make an overall judgement on the quality of teaching and learning. Of the lessons seen, one was satisfactory and one was good. In the good lesson, the teacher had planned an interesting and purposeful task, which successfully extended pupils' understanding of spreadsheets. There were good links with work in numeracy and pupils quickly became absorbed in their work, behaving well and showing good attitudes towards learning. However, the overall pace of learning was slowed because time was spent revising work from the lesson in the previous week because there had been no time for pupils to practise skills in class. Learning was also affected by the withdrawal of pupils for another activity. This was beyond the teacher's control but it means that several pupils regularly miss the practical aspect of lessons. Pupils who took part in the whole lesson made good gains in knowledge, as they developed their use of spreadsheets to carry out calculations.
104. Leadership of the subject is good. The subject co-ordinator has high aspirations and a clear understanding of important weaknesses such as the problems caused by the lack of resources in classrooms. Over the last year, there has been good progress in developing new assessment procedures that now provide appropriate information on attainment and progress. Management of the subject is satisfactory. The subject co-ordinator has little opportunity to monitor classroom practice, limiting the impact of her good quality support.
105. Resources and accommodation are satisfactory overall. There is a well-resourced ICT suite, which has a good impact on learning when in use. Good quality displays of pupils' work in the

ICT suite show how skills are developed. These displays help to make learning purposeful to the pupils and show the progression of skills across the school. However, there are no computers in classrooms and this has a negative impact on pupils' achievement.

Information and communication technology across the curriculum

106. The use of ICT across the curriculum is severely restricted by limitations in resources in classes, which means that cross-curricular links are not firmly established. Pupils get very limited opportunities to develop skills outside specifically time-tabled ICT lessons and there are many occasions during the week when the ICT suite is not being used. Nevertheless, there is good practice when pupils are working in the ICT suite. At these times good links are made between different subjects. For example, pupils have some good opportunities to carry out research for history and geography topics using the internet and they write purposefully using word-processing programs.
107. There is also good use of ICT to support lower attaining pupils in Years 5 and 6. They are following a recently introduced program specifically designed to develop self-esteem and extend literacy and numeracy skills. This very worthwhile project is well managed by the learning mentor, although it requires a lot of withdrawal from other lessons. As a result, pupils miss other important activities on a regular basis.

HUMANITIES

History and Geography

108. History and geography were not a major focus for the inspection. Work was sampled in history and geography, with only one lesson seen in each subject. Therefore it is not possible to form an overall judgement about provision in these subjects. The indications are that standards are broadly in line with national expectations at the end of Year 2 and Year 6. Both subjects contribute well to the development of pupils' language and literacy skills.
109. Whole school planning in these subjects has improved since the last inspection and units of work are organised to ensure coverage and continuity. Half-term plans are usefully based on national guidelines. Weekly plans do not consistently identify clear objectives in terms of knowledge, understanding or skills to be learned. Learning activities are not always matched to pupils' prior attainment. When standards and progress are lower, it is associated with an over-reliance on comprehension type activities. There are insufficient opportunities for pupils to undertake independent research or use ICT to support their learning in lessons. A range of visits and visitors add interest, such as the trips to the Golden Hinde, the Aztec exhibition and within the local area.
110. The geography co-ordinator was absent during the inspection. The new history co-ordinator has begun to monitor plans and has implemented an assessment system. The role of co-ordinators in monitoring lessons is not sufficiently developed. Overall, resources are adequate, but some units of work require more books, artefacts and maps.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

This was not an area of focus for the inspection and there is insufficient evidence to form overall judgements on standards in these subjects. Ten lessons, a coaching session and examples of pupils' work were sampled. No judgements were made on standards or teaching and learning at the time of the last inspection.

Art and design

111. Two lessons were on the time-table and a sample of work was scrutinised. The standard of work seen was satisfactory. In Year 6, pupils produced some colourful paper cuts in the style of Kandinsky and Year 3 made interesting portraits using abstract designs.
112. Teaching was very good in one lesson and satisfactory in the other. In the very good lesson in Year 4, the teacher had very good relationships with the pupils and the teaching assistant was used very well to support pupils with English as an additional language, ensuring they understood tasks. Very effective evaluations of the work of individuals enabled pupils to sketch original ideas for a collage about a 'fantasy journey'. The sharing of good work helped pupils to develop their ideas quickly and to boost self-esteem. In the satisfactory lesson in Year 3, the teacher demonstrated good subject knowledge and supported individuals well in techniques such as colour blending, though several pupils did not listen well during whole-class instruction, limiting its effectiveness.
113. The subject has not been a recent area for development and the new co-ordinator has plans to raise the profile of the subject through the development of displays of work. There have been no opportunities to monitor teaching and learning but informal monitoring has enabled the co-ordinator to identify suitable areas for development. The school makes good use of visits to galleries to extend pupils' learning. Some effective links are made with other subjects. For example, pupils in Year 6 produced coil pots in the style of the Ancient Greeks. However, the absence of computers in classrooms limits the opportunities to use ICT in the subject.

Design and technology

114. Two lessons were observed and some work was sampled. The standard of work seen was satisfactory overall. Pupils in Year 6 make satisfactory models of fairground rides powered by solar power or by hand, and carry out truthful evaluations of their own work.
115. Teaching was good in one lesson and satisfactory in the other. In the good lesson in Year 2, the teacher provided a good level of challenge for pupils of differing prior attainment as they wrote instructions for constructing a glove puppet. Pupils gained a good understanding of the advantages and disadvantages of using different materials. In the satisfactory lesson in Year 5, the teacher used questioning well to help pupils order the process and behaviour was managed successfully. However, skills were not taught clearly and the pace of the lesson slowed as some pupils made unnecessary mistakes.
116. The subject has not been a recent area for development and the new co-ordinator has not had the opportunity to monitor teaching and learning. However, an audit of staff needs has been successful in identifying how provision in the subject can be improved. Pupils have good opportunities to use literacy to support their learning by writing instructions or evaluations, though opportunities are missed for using numeracy to identify intended dimensions of models.

Music

117. Three lessons were observed and the standard of work in these lessons was good. Singing is a particular strength, with pupils of all ages singing heartily and in tune. In Year 2, pupils listen to music carefully and identify the mood and tempo correctly. In Year 6, pupils work together well when composing their own songs in small groups. Throughout the school, pupils achieve well in lessons.
118. Teaching of all classes by the music specialist is consistently good, with an example of very good teaching. In the very good lesson in Year 2, very high expectations encouraged pupils to alter the tempo and dynamics during a singing game and pupils concentrated hard listening to and copying various rhythm patterns.

119. The teacher shares his very good subject knowledge with the pupils, such as techniques for improving the voice, and by providing impromptu harmonies on the piano to support pupils' compositions. Lessons are fun and lively resulting in high levels of enthusiastic participation from the pupils and the quick learning of new songs.
120. The specialist teacher co-ordinates work in the subject and has identified clear plans for its development. The headteacher has monitored teaching satisfactorily and is pleased with the way the subject is developing. The subject makes a good contribution towards pupils' social and cultural development, and music from various cultures is shared and appreciated. Good use is made of visits and visitors to extend learning and pupils regularly take part in concerts with other schools.

Physical education

121. Three lessons and a coaching session in short tennis were observed. Standards in the dance and games lessons seen were satisfactory. Parents are pleased with the way dance has been developed since the last inspection.
122. Teaching was good in two lessons and satisfactory in the third. In the good lessons in Years 1 and 4, teachers provided good demonstrations of new skills, provided clear instructions and managed behaviour well. In the satisfactory lesson in Year 3, strategies for passing and receiving during a scoring game were taught well, but the inattentive behaviour of some pupils slowed the pace of learning. Coaching in short tennis is well organised and contributes well to pupils' physical development.
123. The relatively new co-ordinator has clear plans for developing the subject and understands its relative strengths and weaknesses. However, there have been no opportunities to monitor the effectiveness of teaching and learning and standards across the school. The school has worked hard to overcome the difficulties of having no playing field and a small playground. Professional footballers and tennis coaches provide effective teaching in some lessons and in after school clubs. The school takes part in a suitable range of community sporting activities and competitions in football, netball and athletics. Pupils have not been able to attend swimming lessons this academic year due to the closure of the local swimming pool for refurbishment. However, statutory requirements have been met for pupils in Year 6 who attended lessons last year.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

124. This was not an area of focus for the inspection, though provision is developing well. There is insufficient evidence to form judgements on teaching, learning and standards.
125. A lesson and part of a lesson were observed and samples of work scrutinised. Throughout the school, pupils make thoughtful observations about relationships and discuss acceptable and unacceptable forms of behaviour maturely. Younger pupils understand that people belong to various types of social grouping and that things that others do can make us happy or sad. Older pupils can discuss an incident from various perspectives and show sensitivity towards the likely feelings of others. Literacy skills are used effectively to support learning. For example in part of a lesson observed in Year 6, pupils discussed issues in pairs and made notes of ideas for a piece of persuasive writing on anti-social behaviour.
126. There is insufficient evidence to form a judgement on teaching and learning, though members of staff are good role models and discussions are managed well and enjoyed by pupils.
127. A new co-ordinator takes responsibility for overseeing the development of this aspect of the school's work. It has been a recent area of focus, and a commercial scheme of work supports

teachers in their lesson planning. The subject is taught incidentally and during specifically planned lessons. Important issues such as drugs awareness and sex and relationships education are provided for appropriately and meet statutory requirements. The subject makes a good contribution towards pupils' moral, social and cultural development and visitors make a valuable contribution towards pupils' learning. For example, pupils gained insight into another culture by listening to a visitor during 'Black history month'. The school's council has been re-established and councillors are enthusiastic and take their responsibilities seriously. They have good opportunities to make their views known and recently conducted a survey of pupils' views about school dinners and plan to share the findings with catering staff.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4

Overall standards achieved	4
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	4
The effectiveness of management	4

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