

INSPECTION REPORT

SUMMERSWOOD PRIMARY SCHOOL

Borehamwood

LEA area: Hertfordshire

Unique reference number: 117182

Headteacher: Mrs S Thomas-Burton

Lead inspector: Ms B Matusiak-Varley

Dates of inspection: 6th – 8th October 2003

Inspection number: 258063

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	224
School address:	Furzehill Road Borehamwood
Postcode:	WD6 2DW
Telephone number:	(0208) 953 3139
Fax number:	(0208) 207 7008
Appropriate authority:	Local education authority
Name of chair of governors:	Mr Christopher Eldridge
Date of previous inspection:	11 th May 1998

CHARACTERISTICS OF THE SCHOOL

This is an average-sized primary school with 224 pupils on roll aged four to 11. It became a primary school in 2000 as part of The Borehamwood Challenge, having previously been a first school. The school receives funding for a six-place unit for pupils with significant emotional and behavioural difficulties, as well as a six-place extended roll to support pupils in their home school. These pupils are fully integrated into all aspects of school life. The school has an above average percentage (26 per cent) of pupils with special educational needs, three per cent have statements of special educational need and this is also above average. The nature and range of pupils' special needs includes learning difficulties, speech and language difficulties and emotional and behavioural problems. A very small percentage of pupils are in public care and the percentage of pupils eligible for free school meals, at 11 per cent, is broadly average. Thirteen per cent of pupils are of different ethnic groups, including pupils from Indian, white and black Caribbean, Turkish and Chinese backgrounds. Two pupils are at the early stages of English language acquisition. Pupils' attainment on entry to the reception class shows a full range of ability and varies in different years, but is below average overall.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19938	B Matusiak-Varley	Lead inspector	Foundation Stage Science History Religious education
8919	John Kerr	Lay inspector	
11642	Carol Parkinson	Team inspector	Special educational needs Mathematics Information and communication technology Art and design Music
22790	Jane Pinney	Team inspector	English as an additional language English Design and technology Geography Physical education

The inspection contractor was:

Tribal PPI
Barley House
Oakfield Grove
Bristol
BS8 2BN

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school which enables all pupils to achieve high academic standards in English, mathematics, science and art and design, because of the **good quality of teaching**. The school is **very well led and managed** by the headteacher who, together with her staff, is determined to give all pupils the best possible learning experiences. The school provides **good value for money**.

The school's main strengths and weaknesses are:

- Pupils attain above average standards in English, mathematics, science and art and design, and achieve well;
- All pupils are very well supported, including those with special educational needs and English as an additional language, who are totally included in all aspects of school life;
- Provision for pupils funded by monies from the unit for pupils with emotional and behavioural difficulties is very good;
- Pupils throughout the school have very good attitudes to learning; they are confident, very well behaved and form excellent relationships;
- The quality of teaching and learning is good and support staff make a very valuable contribution to pupils' learning;
- The learning opportunities are good. The range of enrichment opportunities is very good and pupils learn well in very well maintained accommodation, supported by very good quality resources;
- Provision for children in the Foundation Stage of learning is good;
- Partnership with parents is very good and parents are involved in all aspects of school life;
- The headteacher provides very good leadership and management, well supported by her deputy, key staff and governors;
- The school has recognised that, in the infants, more work needs to be done on developing standards in reading and in experimental and investigative science;
- Planning for rigorous identification of subject-specific skills and opportunities for pupils to develop their skills in literacy, numeracy and information and communication technology (ICT) in other subjects need to be developed further; and
- Assessments in foundation subjects, whilst satisfactory overall, are not sufficiently well developed and are not as good as those in English and mathematics.

Improvement since the last inspection of 1998 has been good. The school has successfully developed into a full primary school, achieving above average standards in Year 6 in English, mathematics and science. The many strengths identified in the previous report have been maintained and provision for pupils, who are funded by monies made available from the unit for pupils with emotional and behavioural difficulties, is very good

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000*	2001*	2002	2002
English	N/A	N/A	B	B
mathematics	N/A	N/A	A	A
science	N/A	N/A	A	A*

Key: A - very high; A - well above average; B - above average; C - average; D - below average; E - well below average.*

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

There are no results available prior to 2002, as the school was a first school and became a primary school in 2000.

Throughout the school, **pupils achieve well**; standards currently rise from being below average on entry to the reception year, to being above average in Year 6 in English, mathematics, science and art and design. By the end of Year 2, inspection findings show that standards in reading are in line with national averages. Standards in writing, mathematics and science are above national averages. In religious education and information and communication technology (ICT), in Year 2 and Year 6 standards are average. In all other foundation subjects, pupils achieve average standards and their achievements are satisfactory. There was insufficient evidence to make judgements on standards in physical education, music and history, but provision is satisfactory. By the end of the Foundation Stage children in the reception class attain the early learning goals in all areas of learning. **Provision for pupils' spiritual, moral, social and cultural development is very good** and, as a result, **pupils have very good attitudes** to school, and they behave very well. The school's attendance rates are average and satisfactory overall.

QUALITY OF EDUCATION

The school provides a **good quality of education** for its pupils. **Teaching and learning are good** and the curriculum is generally well planned and meets the needs and interest levels of pupils. Planning for foundation subjects is satisfactory, but there is still room for improvement in identifying subject-specific skills and specific opportunities for literacy, numeracy and ICT, which, at present, are satisfactory overall. The **learning opportunities** offered to children in the **reception** class are **good** and, coupled with **good teaching**, a firm foundation is set for children to learn basic skills. The school has a **very good partnership with parents**. Parents are seen as true partners in their children's learning and they are delighted with the **very good care** the school takes of their **children**. The provision for pupils with **special educational needs**, both in mainstream classes and in the unit, and for pupils from **ethnic minority** backgrounds, is **very good** and these pupils are fully included in all aspects of school life.

LEADERSHIP AND MANAGEMENT

The **leadership and management** of the school are **very good**. The school's systems for self-evaluation are thorough and are already paying dividends. The headteacher leads by example and has created an effective team of teachers. The **governance** of the school is **good**. Governors work well to support the school and check that it is on track to meet its targets for improvement.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are very effectively consulted on all aspects of school life. **Parents hold the school in high regard** and the school richly deserves their support. **Pupils love their school** and appreciate their views being taken into account.

IMPROVEMENTS NEEDED

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

- Improve standards further in the infants in reading and in experimental and investigative science;
- Improve curriculum planning in foundation subjects to clearly identify subject-specific skills progression and opportunity for literacy, numeracy and ICT; and
- Develop assessment procedures and their use in foundation subjects.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is **good** in all year groups and, by the time that pupils leave the school, they attain above average standards in English, mathematics, science and art and design. Pupils' achievements in all other subjects are satisfactory. In information and communication technology (ICT), pupils are making rapid progress and achieve well, due to the good staff training and very good resources. No judgement can be made on standards in physical education, music and history, as insufficient work was seen but, overall, provision is satisfactory.

Main strengths and weaknesses

- Children in the Foundation Stage get off to a good start and achieve well in relation to their prior attainment;
- Pupils of all abilities, including higher attainers, those pupils with special educational needs, ethnic minority pupils and those with English as an additional language, make good gains in learning. Those pupils who are funded through unit provision make very good gains in relation to their individual education plans;
- Standards are above average in English, mathematics, science and art and design by the time that pupils leave school;
- In religious education, pupils meet the expectations of the locally agreed syllabus and their achievements are satisfactory, but not enough opportunities are taken to further develop pupils' writing skills;
- In ICT, pupils' achievements throughout the school are good; and
- In the foundation subjects inspected, pupils' achievements are satisfactory overall but they could be better if assessments were more rigorously developed and outcomes used in planning;
- Standards in reading and experimental and investigate science in the infants are average but they could be improved upon.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	16.4 (16.40)	15.8 (15.7)
Writing	15.8 (15.2)	14.4 (14.3)
mathematics	18.4 (17.1)	16.5 (16.2)

There were 31 pupils in the year group. Figures in brackets are for the previous year.

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	28.1 (n/a)	27.0 (n/a)
mathematics	28.6 (n/a)	26.7 (n/a)
science	31.1 (n/a)	28.3 (n/a)

There were 45 pupils in the year group. Figures in brackets are for the previous year.

1. The 2002 national tests show that, by the age of seven, pupils attain average standards in reading and above average standards in writing and mathematics, both in comparison with all schools and similar schools. In science, teachers' assessments indicate that pupils achieved above average standards. There were no noticeable gender differences in either the infants or juniors. By the end of Year 6, pupils attained standards that were above average in English, and well above average in mathematics and science, both in comparison with all schools and similar schools. The school consistently meets its targets in English and mathematics.
2. When children enter the Foundation Stage, their attainment is below that expected nationally, especially in personal, social and emotional development, communication, language and literacy and in mathematical development. During their time in the Foundation Stage, due to good teaching, curriculum planning and through use of assessment, children make good gains in learning and achieve the early learning goals in all areas of learning. On entry to Year 1, they continue to achieve well in English, mathematics and science and, as a result, their attainment is above average by the time that they leave the school at the age of 11. All pupils are very well prepared for their next stage of education.
3. In speaking and listening, reading, writing, numeracy and science pupils attain above average standards by the end of Year 2 and Year 6. However, standards in experimental and investigative science and reading at the end of Year 2 are average and they could be higher. The school has recognised this as an area for improvement and plans are already in place to rectify it. Average standards in reading in the infants are being addressed, and the school is working very hard at implementing provision for guided reading, although currently this is inconsistently taught throughout the school. Further emphasis on decoding strategies would enable pupils to have a wider variety of skills to decipher unknown words. In experimental and investigative science in the infants, too few opportunities are provided for pupils to formulate questions, evaluate results and present their findings using a variety of recording strategies.
4. Achievement in foundation subjects overall could be even better if more specific opportunities were identified in teachers' medium-term plans for pupils to apply what they have learnt in literacy, numeracy and ICT across the curriculum. Pupils' achievements are better in English, mathematics, science and art and design than in other subjects. In most foundation subjects, teachers' medium-term planning does not consistently identify the progressive development of subject-specific skills and this restricts rates of progress. In art and design, however, pupils are consistently taught skills of observation, technique and colour-mixing, and study the work of great artists. They take part in many competitions and the curriculum enrichment, through visits to art galleries and visiting artists in school, contributes very positively to pupils' learning. In religious education, pupils meet the expectations of the locally agreed syllabus in Year 2 and Year 6, and they make satisfactory progress, but insufficient opportunities are provided to develop their writing skills and this restricts progress. Overall, opportunities for literacy, numeracy and ICT are not sufficiently well developed in the formal planning of teachers' work. Whilst teachers are experienced and naturally make links in lessons, this is not rigorous enough to move pupils on in their learning.
5. Pupils' achievements in ICT are good but are not yet reflected in end of Year 2 and Year 6 results, because the suite has only been operational for just over 18 months, and only recently did all staff complete their training. Standards in ICT are poised to rise, due to the good quality of teaching.
6. The school has good assessment procedures in place for English, mathematics and science, and uses data from assessments well to ensure that pupils have work closely matched to their needs. As a result, all groups of pupils, including those with special educational needs, higher attainers, those from ethnic minority backgrounds and those who have English as an additional language, achieve well in relation to their prior attainment. Pupils who are funded by monies made available from the Unit for pupils with special educational needs achieve very well in relation to their targets. The school is very good at looking at what individual pupils need to achieve well, and includes all pupils in all activities, ensuring that they have the support that

they need. Higher attaining pupils are effectively challenged, which is reflected in the percentage of higher levels achieved in the national tests. Standards have improved and are continuing to do so because the school's systems for self-evaluation are detailed and effective, performance management is securely in place and good use is made of assessments in English, mathematics and science. In science particularly, a high emphasis has been placed on developing standards in experimental and investigative science and this is paying dividends in the juniors, where pupils are keen to ask scientific questions and record their results.

7. Since the previous inspection, good progress has been made, with pupils achieving higher standards in core subjects, due to the rigorous nature of school self-evaluation, implementation of performance management, good monitoring of teaching and learning, and very good leadership and management of the headteacher.

Pupils' attitudes, values and other personal qualities

Pupils have a lively and positive attitude to their learning. They are well behaved and are very considerate for each other. As they mature, they show initiative and an increasing ability to be responsible for others and for their own lives, due to the very good provision for pupils' spiritual, moral, social and cultural development.

Main strengths and weaknesses

- Pupils are very proud of their school and all that it provides;
- They have very good attitudes to their work; they listen carefully and ask intelligent questions;
- At all ages, they are responsible for their own learning;
- Behaviour is very good and behaviour management is very professionally handled;
- Relationships are excellent;
- There are very few cases of antagonistic behaviour. Almost all are settled by well-trained peer counsellors;
- Teachers make very good provision for pupils' spiritual, moral, social, cultural and personal development;
- Too many holidays are taken in term time, many of which are unauthorised.

Commentary

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.9	School data	0.5
National data	5.4	National data	0.5

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

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	188	0	0
White – Irish	2	0	0
White – any other White background	6	0	0
Mixed – White and Black Caribbean	5	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	2	0	0
Asian or Asian British – Indian	6	0	0
Black or Black British – African	3	0	0
Chinese	1	0	0
Any other ethnic group	7	0	0
No ethnic group recorded	4	0	0

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

8. Throughout the school, pupils show very good attitudes to their work. They respect their teachers and hang on to their every word. They listen carefully to instruction and ask intelligent questions to increase their knowledge. Pupils enjoy coming to school and take a keen interest in their own learning and achievements of others. They form very good relationships with each other and with their teachers, fostering the good work ethos. Most pupils develop a sense of self-discipline and a natural interest for the wellbeing of others. As a result, if someone has a fall, for instance, pupils are quick to offer help and show genuine concern.
9. Most pupils respond to high levels of challenge. They are eager to suggest answers to questions and to offer ideas in class discussions. As they mature, they are given more opportunities for personal study, which prepares pupils well for life in their senior school. All concentrate well and work equally successfully on their own, in pairs or in groups. For example, a teacher in a Year 3 ICT class encouraged pupils working in pairs to try and solve their problems together before seeking help. There are few distractions in class because of poor behaviour. This means that the lessons proceed at a good pace without disruptions to the learning process.
10. Pupils' positive attitude to each other's welfare and to adults in school makes a significant impact on their personal development. They are courteous to members of staff and visitors to their school. They play happily in the playground, where older pupils mix freely with younger ones. Well-trained peer mediators are on hand if there is an argument to settle or squabbles to resolve. This sets a very good example to younger pupils. There is a happy atmosphere around the school where there are few signs of tension. No pupil has been excluded from the school in recent years. In the Foundation Stage of learning, children attain the early learning goals (ELG) and are well prepared for all aspects of school life. They are keen to learn, treat one another with respect and have excellent relationships with their teachers.
11. Attendance has remained the same over the last two years, being in line with similar schools. Provisional figures indicate that it has improved slightly in the most recent academic year. Most parents support the school by informing staff promptly about absence. Some parents continue to take their children for holidays in term time, in some cases without the agreement of the school. This is a concern to the school. Parents are regularly reminded, by letter and in

the newsletter, that the taking of holidays will deprive their children by upsetting their education. Parents bring their children to school on time at the start of the day. Provision for pupils' spiritual, moral, social and cultural development is very good overall. Pupils are encouraged to reflect upon the beauty of nature, the dedication of artists to their work, the wonders of science and the values associated with being truthful and caring for others. Pupils are given good opportunities to learn about the customs, practices and celebrations of religions other than Christianity.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

The school provides a **good quality of education** for its pupils because of **good teaching and good curriculum enrichment**, with examples of very good practice. This has a **very good** effect on learning.

Main strengths and weaknesses

- Teaching is good throughout the school, with examples of very good practice, and pupils are keen to learn;
- Support staff make a very valid contribution to pupils' learning;
- Assessments in English, mathematics and science are good and are used well in moving pupils on in their learning;
- Teachers manage pupils very well and all pupils have full access to the curriculum;
- Pupils with special educational needs, those who are funded by the unit, and those with English as an additional language, are very effectively taught by an experienced, caring and compassionate staff;
- Pupils are becoming confident learners and are developing excellent relationships with staff and with one another;
- Teachers' medium-term planning in foundation subjects could be more precise in the identification of progressive development of subject-specific skills;
- The teaching of guided reading throughout the school needs improving;
- Assessments in foundation subjects need improvement and data from assessments needs to be used more rigorously in planning the next steps of learning.

Commentary

Summary of teaching observed during the inspection in 41 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	11 (27%)	21 (51%)	9 (22%)	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.

12. The quality of teaching throughout the school is good, with examples of very good practice in most year groups. Children in the Foundation Stage of learning are taught well and acquire good basic skills to equip them with the demands of work in Year 1. They make good gains in learning and successfully achieve all the early learning goals in all areas of learning. They are happy and confident learners.
13. Good improvement since the last inspection has been brought about by the rigorous monitoring of teaching and learning, effective performance management and good opportunities for the continuous professional development of staff. Teachers throughout the school have good subject knowledge, but there is variance of approach in the way guided reading is taught. Whilst it is never less than satisfactory, there are weaknesses in some teachers' approaches in sufficiently developing pupils' understanding of a range of reading

techniques. The school has recognised that this is an issue to be addressed and plans are already in place to develop teachers' knowledge of this aspect of the literacy hour. The teaching of English, mathematics, science and ICT is good throughout the school. Teachers teach basic skills well and the good use of assessment data helps pupils' learning. Assessments are good in English, mathematics, science, art and design, and design and technology; they are clear, concise and appropriately matched to level descriptors. However, assessments in religious education, ICT and all other subjects, whilst satisfactory overall, are under-developed and their use is inconsistent. This contributes to the overall satisfactory rates of pupils' progress.

14. The teaching of pupils with special educational needs and English as an additional language is very good. Pupils' individual education plans are consistently referred to in lessons and support staff are very well briefed about pupils' needs. Planning is good, for example in a Year 2 ICT lesson, pupils with special educational needs made very good gains in learning about understanding how to flood-fill shapes because of the way that the tasks were suited to their needs.
15. Pupils of ethnic minority background and those with English as an additional language receive very good support, especially when explanations are given by teaching assistants to help these pupils access learning. For example, pupils are often asked to find similar words in their mother tongue to gain understanding. Their languages are valued and, as a result, a safe learning environment is created wherein pupils learn well. In a Year 1 science lesson, pupils with English as an additional language were given plenty of support in their home language to help them understand how animals and humans move.
16. Classroom management is very good and very good relationships between teachers and pupils are fostered. Very good use is made of support staff and time is managed well to ensure that lessons are interesting and move at a brisk pace. Relationships are excellent because staff value pupils and have high expectations of behaviour. They promote equality of opportunity very well and this has a positive effect on end of Year 6 attainments, as the majority of pupils with special educational needs and those with English as an additional language achieve average levels in English, mathematics and science. The use of homework is satisfactory. Homework is given out regularly but some parents expressed a wish that they would like to receive feedback on how well their child had done.
17. Whilst teachers' short-term plans are good, there is room for improvement in medium-term planning in ensuring that progressive skills development in foundation subjects is clearly identified. This will contribute positively to further raising pupils' achievements in these subjects. Good use is made of assessment procedures in English, mathematics, science and ICT, but this good practice now needs to be extended into foundation subjects.

The curriculum

The curriculum is broad and balanced and meets statutory requirements. **Provision for children in the Foundation Stage and for pupils in Years 1 to 6 is good**, and broadly similar to that provided at the time of the last inspection.

Main strengths and weaknesses

- The good curriculum for children in the Foundation Stage;
- The very good enrichment produced through extra-curricular activities and educational visits;
- The very good provision for personal, social and health education;
- The very good accommodation and resources;
- The very good provision for ethnic minority pupils and pupils with special educational needs;
- The good provision for English and mathematics throughout the school, and science in Key Stage 2;
- Good provision for art and design;

- There are weaknesses in the development of subject-specific skills in the foundation subjects;
- Insufficient opportunities for scientific enquiry in science at Key Stage 1;
- Limited use of ICT in some subjects; and
- Opportunities for writing and developing numeracy skills across the curriculum are not formally identified in teachers' planning.

Commentary

18. The curriculum is good. It is broad and balanced and meets all statutory requirements, including provision for religious education. The curriculum for reception age children is good; it is well planned and covers all of the areas of learning. Children have plenty of opportunities to experience learning, using their senses, and the outdoor environment is used well to support learning.
19. The provision for pupils with special educational needs is very good. All pupils, including those who receive funding from the unit, are given tailor-made learning activities which suit their needs well. They are very well supported by teachers from the unit, and support staff, who ensure that they are included in every learning opportunity available. Pupils who are from different ethnic minorities receive a very well balanced curriculum, which not only reflects their culture but gives them very good opportunities to learn the vocabulary that they need to ensure that they can cope adequately with the learning opportunities provided.
20. Provision in English and mathematics is good, with lessons well planned to allow pupils of all capabilities to achieve well. The National Literacy and Numeracy Strategies have been effectively implemented and teachers are secure in their knowledge of these strategies. Skills, such as handwriting and spelling, are developed well through structured programmes. Additional support programmes and booster groups are used effectively to raise standards, as evidenced by the steadily increasing standards in national test results. Areas for development are clearly identified and taken into account in curriculum planning; for example, with extra time allocated for guided reading, although the impact of these sessions is variable, due to inconsistencies in teachers' planning. In literacy, there are many planned opportunities for pupils to develop their speaking and listening skills, with the result that standards are high. However, there are limited opportunities for writing and numeracy in some subjects, particularly history and geography, and homework is not used well to give pupils the opportunity for extended writing projects. In science in the infants, provision for scientific enquiry is adversely affected because there are too few opportunities for pupils to present their findings in a wide variety of ways. The use of ICT across the curriculum has improved since the previous inspection, but there are still limited opportunities for pupils to use information technology to enhance their learning in music. There is good provision for art across the school and, as a result, standards are high.
21. The overall standards of attainment in the foundation subjects, except for art and design in the infants and juniors, are average, but they could be higher if the good overall curriculum was planned even better. Subjects are mostly taught across two year groups in a two-year rolling programme. Curriculum planning does not always take into account the difference in skills to be developed between the two year groups. In addition, in the work seen during the inspection, all groups of pupils were nearly always presented with the same activities during lessons. Better progress would be made if teachers' planning identified the subject-specific skills to be used by different groups of pupils, and this would in turn, have an even greater impact on pupils' achievements.
22. The school provides a very good range of extra-curricular activities, including netball, football, choir, sewing, French and orchestra. The school welcomes many visitors, including the clergy, the police, trainers from Tottenham Hotspur football club and performing artists. A wide range of educational visits is arranged to places of interest, including a performance of Macbeth at a London theatre and an exhibition on children in World War II at Duxford RAF museum. In addition, pupils in Years 4 and 6 are given the opportunity for annual residential trips. These

activities make a significant contribution to pupils' personal and social development, as well as their learning in various subjects. The majority of pupils think that lessons are exciting and challenging, and parents agree that children love coming to school.

23. The provision for personal, social and health education (PSHE) is very good. Aspects are taught through regular timetabled sessions that are based around a well-planned programme of study. In addition, issues are dealt with during the school day as they occur. Teachers and support staff provide very good role models for the pupils and promote personal and social education well through their teaching. As a result, pupils have high self-esteem and are developing a firm understanding of the roles and responsibilities of citizenship.
24. There are good, well-managed resources to meet the needs of the curriculum and this has a very positive effect on pupils' learning. Pupils enjoy looking at good quality books and using the good range of multicultural instruments available throughout the school. Pupils' work is displayed very well and great attention is paid to detail, resulting in a very aesthetically pleasing environment. Teachers are well qualified and experienced, and pupils' learning is significantly enhanced through the well-trained support staff, who are assiduous in carrying out their roles. The accommodation is used efficiently, is spacious, very well maintained by the school caretaker and provides a very pleasant environment, which is very conducive to effective learning, and is valued and enjoyed by adults and pupils alike.

Care, guidance and support

The high regard for the care and welfare of pupils is a strength of the school. Parents find it easy to approach teachers with matters concerning their children's personal progress and welfare.

Strengths and weaknesses

- Procedures for child protection and the health and safety of pupils are very good;
- Teachers know the children well and are very good listeners;
- Throughout the school, there are very good, consistent learning objectives;
- There is very good monitoring of pupils' progress by skilled teaching staff;
- The 'traffic light system' encourages pupils to judge themselves if they have learned a topic or if they need further help; and
- The school takes notice of pupils' opinions through the school council and by pupil questionnaires.

Commentary

25. Procedures for child protection and promoting pupils' wellbeing and health and safety are very good. Policies for child protection, health and safety and the monitoring of race relations are thorough. Staff and governors carry out regular checks of premises and equipment and defects are dealt with swiftly. All staff are fully aware of child protection procedures. Accidents and injuries are treated promptly, records kept and parents informed.
26. Teachers know their pupils well and give them careful advice based on that knowledge. Pupils know who to go to and how to seek help with work or other concerns. The 'traffic light system' makes it easier for pupils to check their own learning and seek further clarification from their teacher if they do not understand a topic. This very good system and relationship between pupils and staff means that support, advice and guidance is well informed and well directed where it matters. Pupils find targets helpful and parents can see what their children need to do to improve.
27. From their early years, pupils are involved in the life of the school, its routines and activities. They are keen to offer their services in whatever way they can. The senior pupils help younger ones in the playground, taking turns and with their games. The peer mediators give very valuable and responsible service in helping to resolve differences. The school seeks the

opinion of pupils with a well-devised questionnaire. Responses are analysed and considered when forming policy. The school council meets regularly. Its findings are fed back to each class at class assemblies, where they are discussed and where new ideas can be considered. Teachers take note of current ideas being proposed and the council's findings are brought forward by the headteacher for discussion by management. The system makes a very positive contribution to pupils' personal development and their involvement in school affairs.

28. There are very well-prepared procedures for pupils starting school. Pupils joining attend for half day visits and increase to a full day. There is a very detailed parent handbook, which is useful not only to parents of children joining the school, but can be referred to throughout their children's school life. It is particularly helpful in showing how the school teaches the formation of letters of the alphabet so parents can help children practise at home.

Partnership with parents, other schools and the community

Very good provision has been maintained by the school in its partnership with parents, and the links it fosters with other schools in the area, and with the community.

Strengths and weaknesses

- Parents are very supportive of the school;
- Parent consultations have greatly benefited the school;
- There are strong links with the staff funded by the unit for pupils with emotional and behavioural problems, and with other schools;
- The school continues to maintain strong links with the community;
- Reports to parents could be improved; and
- Too many parents ignore the school's advice and take additional holidays in term time.

Commentary

29. The school's partnership with parents is very effective. Parents appreciate the dedication of the staff, their friendliness and the nurturing and inclusive ethos throughout the school. Parents are well informed of events and school achievements by newsletters and the governors' annual report. Publications are very well produced, particularly the parent handbook, which is not only helpful to new parents, but also keeps established parents well informed. Annual reports to parents on their children's progress say what they know and can do and at what level they are working. Targets set in early years are helpful to both pupils and their parents to encourage home reading and with tables. In the upper school, the wording of some targets are not easily understood, certainly not by some parents and possibly not by pupils.
30. In addition to the annual reports to parents, there are three review meetings a year which give parents the opportunity to understand the work being done and the progress their children are making. These meetings are well attended. The school encourages parents to come into school if they have a concern about their children's welfare or progress. Almost all find it easy to approach the school if they have a problem or complaint. There are a significant number of parents who do not hear their children read at home. Parents are invited into school to meet with a class teacher to talk about methods used to teach reading and ways in which parents can help at home. About a dozen parents attended the first of these meetings, which they found useful. The headteacher, with the help of some teaching assistants, has devised a publication on home reading with some visual aids for pupils and their parents to work on words together. These are both very well-planned documents. Parents are very supportive and the Parent Teacher Association raises large amounts of money to purchase equipment, such as computers, for the school.
31. The school has devised its own questionnaire for parents. Through the use of questionnaires, parent forums and workshops, suggestions and concerns have resulted in school

improvements. Parents feel part of the community and encourage their children and the school to take part in community events. Sporting links for both girls and boys help to develop pupils' social awareness as they meet pupils from other schools. Many of the links, such as the involvement in local arts festivals and news reporting, help pupils by widening the applications of the curriculum. There are good links with local churches and the synagogue, and pupils take part in fundraising events. There are well-developed links with the secondary schools to which pupils will go.

LEADERSHIP AND MANAGEMENT

The leadership and management of the headteacher and staff are very good. The school is very well managed. **The governance of the school is good.**

Main strengths and weaknesses

- The leadership and management of the school have succeeded in creating a school with very good accommodation and resources to enhance pupils' learning and raise standards;
- The headteacher has a very strong sense of purpose and a clear view of how her aims will be achieved;
- Key staff work well together to raise standards and are particularly successful in making provision for behaviour management for all pupils and for those who have emotional and behavioural difficulties;
- The school is thorough and clear-sighted in checking its strengths and weaknesses and plans effectively to improve its provision;
- The governors know the direction and actions the school needs to take to improve. They support its senior managers well, and have created effective systems for evaluating cost-effectiveness.

Commentary

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	768,909
Total expenditure	742,592
Expenditure per pupil	2,994

Balances (£)	
Balance from previous year	56,473
Balance carried forward to the next	102,640*

* The carry over figure is earmarked for building works and ICT.

32. The leadership and management of the headteacher and key staff are very good. The headteacher is an inspirational, dedicated leader, who passionately believes in including all pupils, regardless of race, ability and background, in all aspects of school life. She sets very high standards and has created a very effective team of professional and dedicated teachers. She has high aspirations for both pupils and staff, and she is very well supported by a very hard-working deputy, who leads by example, as a very effective classroom practitioner, and provides a very good role model for the staff. Co-ordinators of subjects undertake their duties well and, as a result, the quality of school self-evaluation is very good. The management of the school is very good. The headteacher and deputy head monitor performance data very well, identify patterns and immediately target any underachievement.
33. Staff have access to a good range of courses for their continuous professional development, teaching and learning is well monitored, and performance management is very well implemented and is effective in raising standards. Resources and finances are well managed and very good administrative systems are in place. The office runs smoothly and the office staff execute their duties well.

34. The governance of the school is good. Governors are involved in all aspects of school life and fulfil their statutory duties well. They understand the school's strengths and areas for development and a very good professional relationship exists between the governing body and staff, who give presentations of the school's performance to the governing body. Governors are very well informed and involved in the management and the leadership of the school by the headteacher. Management of the budget is good and the school provides good value for money.
35. The high standards achieved by the school are supported by the very good quality of accommodation and resources. The school has a calm and welcoming atmosphere with beautifully presented displays and a high level of cleanliness throughout. This provides an encouraging and caring setting for both adults and pupils working there and supports the provision for behaviour management. This has helped the school to become very inclusive so that all its pupils can receive a high quality education and are able to achieve well. The headteacher has succeeded in improving the high quality educational provision and well-established systems identified in the previous inspection report.
36. Improvement since the previous inspection is good because the school has identified suitable issues for development. The school has raised standards in English, mathematics and science by the end of Year 6, and recognises the need to improve standards in the foundation subjects by developing teaching and learning in the curriculum through its own evaluation. Performance management is good and it identifies suitable targets to make the work of all staff more effective. The work of teaching assistants is very effective because they communicate very well with other staff and pupils, are supported well by very effective management systems and training, and they have a clear sense of purpose.
37. The school works with the local education authority to produce clear financial documentation for the management of monies. Budgets are linked very well to the school's educational priorities as stated in the school development plan. The school is very successful in using its own resources, including the help of the caretaker whenever possible, for fabric repairs and for such improvements as new playground equipment.

EBD Unit

What is the effectiveness of the EBD unit?

The school's provision for pupils with emotional and behavioural difficulties is **very good**. Pupils achieve well academically and make very good progress socially and emotionally. They have the same access to the curriculum as other pupils. Their attendance at their present school is much better than at previous placements, and this helps them to make better progress in all aspects of learning.

Main strengths and weaknesses

- The leadership and management of the unit are very good;
- The quality of teaching is good with examples of very good practice;
- Pupils are very well included in all aspects of school life;
- Individual education plans (IEPs) are very effective and are used well in lessons.

Commentary

38. The unit provides six places for pupils with emotional and behavioural difficulties. At present, there are two full-time pupils attending the school on the unit roll and nine pupils receiving support, some in this school and some in other primary schools. These pupils are supported by Summerswood staff.

39. Pupils' individual education plans are very well implemented by teachers and support staff, and assessment of their progress is accurate and well used to plan their targets. Parents are very pleased with their children's progress and pupils are happy at the school. There are no weaknesses in the school's provision.
40. Pupils attending Summerswood Unit are in classes with other pupils of their own age. Some have come from schools from which they have previously been excluded, but they have settled well into their present school, and incidents of unsettled behaviour have been very few. None were seen or reported during the inspection. The ethos of the school, with its very effective assertive discipline policy, provides an effective setting for these pupils and helps them to make good relationships with adults and other pupils.
41. Teaching is good overall, with several examples of very good teaching seen. Individual education plans are good, and the way IEPs are put into effect is very good. The good assessment systems used in the school help to ensure that pupils have work set at a suitable level for them, and the specialist teachers have a co-ordinating role to ensure that their particular knowledge and skills support teachers' and teacher assistants' planning. As a result, pupils achieve very well and they make good progress, both academically and as regards their emotional and behavioural difficulties. Pupils work successfully alongside others and form good relationships with teachers and teacher assistants. Teacher assistants are very effective and are particularly discreet and discerning in their management of pupils' problems. They keep useful records, communicate well with other adults and pupils, and give valuable additional support to other pupils in the class. Pupils receive the same curriculum as other pupils and they benefit from the very good resources at the school. In turn, the school takes advantage of the specialist knowledge and skills of staff working with pupils who have emotional and behavioural difficulties, and this contributes to the school's knowledge of behaviour management.
42. Both leadership and management of the unit are very good. The headteacher works very well with the teacher in charge of the unit, and with the co-ordinator for special educational needs, to create a very effective team to support the unit's work.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good** and all groups of children achieve well, and, from a below average level of attainment on entry, children make **good gains in learning** and attain the early learning goals in all areas of learning. At the time of the inspection, there were 15 children in the Foundation Stage, with another 15 joining the class in January. The reception children are taught by a full-time teacher and one teaching assistant; children with special educational needs are supported by a teacher funded by the unit.

Children enter the Foundation Stage with below average skills in all areas of learning. They make **good progress, achieve well and attain the early learning goals** in all areas of learning, due to good provision brought about by the good leadership of the co-ordinator for the Foundation Stage of learning, good planning and teaching of basic skills, and good use of rigorous assessment procedures. Attainment on entry has declined since the previous inspection, when it was judged as average, as many more children enter the school with learning difficulties and special educational needs. Since the previous inspection, good improvement has been made in children's rates of progress, which are now judged as good, and resources have improved (especially the outdoor play area). The good quality of teaching has been maintained.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- From a below average baseline on entry, children attain average standards and achieve well;
- Children settle into routines very quickly and develop very good attitudes to learning;
- Clearly defined expectations of classroom conduct result in children behaving very well;
- Good opportunities are provided for children to develop their skills of independent learning;
- Children are taught to be responsible for both themselves and others, and this has a very positive effect on their personal development; and
- Teachers take very good care of these children and know their academic, personal, social and emotional needs well.

Commentary

43. When children enter the reception class they are delighted with the range of well-planned activities. As a result, they want to 'have a go' in every activity. Teachers give children clear guidelines and the well-structured routines, such as playing music for tidy-up time, have a very positive effect on children's emerging skills of personal responsibility. Children are taught well and clear explanations are given as to what is acceptable and unacceptable behaviour; this helps them develop their sense of right and wrong, and results in very good behaviour. Children are offered choices about the activities they undertake and good opportunities are provided for them to evaluate their work. Teachers consistently push for children to give detailed information about what did and did not work in their learning, and this open dialogue helps children to become more confident. Children trust their teachers and almost all attain the early learning goals on entry to Year 1. Children's achievements are good because staff know how these young children learn, and ensure that the tasks they set them match their needs. Children are aware of the needs of others; they take turns, put toys away carefully and treat resources with care. The quality of teaching is good because teachers give these children very clear guidelines of what is expected of them and children feel secure in the good routines established for them.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children enter the reception class with below average attainment and, by the end of the academic year, they attain the early learning goals in communication, language and literacy;
- Children have very good attitudes to learning;
- All children achieve well in relation to their prior attainment because of the good teaching of basic skills;
- The classroom is a rich learning environment, with very good learning resources, where children have plenty of opportunities to develop their speaking and listening, reading and writing skills;
- Support staff make a valid contribution to children's learning and consistently intervene in developing children's language;
- Assessment procedures and their use are good;
- Children with special educational needs achieve very well in relation to targets identified in their individual education plans; and
- Some children find it difficult to stay on task due to the exciting range of learning opportunities offered.

Commentary

44. By the end of the Foundation Stage, children attain the early learning goals in communication, language and literacy. All children make good gains in learning because of the good quality of teaching, very good resources, good assessment procedures and a well-planned curriculum. Children with special educational needs are very well supported and they make very good progress in relation to their individual education plans, and they are acquiring good basic skills of literacy, upon which to build their next steps of learning.
45. Every opportunity is taken to ensure that children are motivated to speak, listen, read and write. Children love playing with the very good quality of resources, books, puppets, tapes, and thoroughly enjoy writing about 'The Enormous Turnip' in the writing corner. Children can sequence events in order and are desperate to write underneath their illustrations what their drawings represent. Teachers have secure subject knowledge and teach basic skills of letter recognition, writing and reading well. Children are confident speakers; they readily ask questions and remind their teachers when it is time for them to go out to play. However, a small proportion are very easily distracted, due to the lure of the many interesting activities on offer, and, as a result, do not always finish their work to the best of their ability.
46. Support staff make a very valid contribution to the children's learning; they continuously check children's understanding and intervene appropriately to help them overcome difficulties. The quality of teaching is good because staff model for these children what is expected of them. They know when children are struggling with their learning because of the good assessment procedures that are used in sessions.
47. Children are well known by the staff, each is regularly monitored in relation to the uptake of activities and achievements are regularly recorded.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children achieve well and enjoy participating in number rhymes;

- Teachers provide good opportunities for children to use mathematics in a range of contexts;
- Children have acquired good mathematical vocabulary;
- Children have very good attitudes to learning;
- Above average attainers achieve well because they are given a range of extension activities to challenge them.

Commentary

48. All of the children attain the early learning goals in mathematics. They enjoy participating in number rhymes and they can count a variety of objects up to 20. Above average attainers undertake simple sums and, when they have finished their work, they undertake a range of practical activities to consolidate their learning, such as filling containers with water and estimating capacity. Children understand the concept of 'more', 'less', 'larger', 'smaller', and they use correct mathematical vocabulary when engaged in outdoor play or small-world activities. Children have good knowledge of shapes and they can correctly record their work, ensuring that their numbers are formed correctly. The good quality of teaching contributes to the good gains children make in learning. Teachers use an interesting range of resources; they provide plenty of opportunities for children to practise forming their numbers, using a good range of writing equipment.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children are naturally keen and eager to find out about the world around them;
- Children achieve well and have very good attitudes to learning;
- Good learning opportunities are provided for children to learn using their senses;
- Displays in the classroom contribute positively to children's learning; and
- The quality of teaching is good.

Commentary

49. Children attain the ELG in knowledge and understanding of the world and achieve well in relation to their prior attainment. Children are very interested in all the learning activities provided, especially when they are given opportunities to learn using their senses. For example, when making collage, children touch the various materials that they work with and describe the textures. They eagerly use the computer and know how to delete, press the space bar and identify the letters of their name. They play eagerly with the toys in the 'small world' activities and enjoy planting bulbs and watching them grow. They ask questions about the colour of their eyes, the length of their hair and whether they are as tall as the sunflower. They are very quick at making up stories about the sea creatures in their water play, and they compare and contrast them. They know the meaning of old and new, they have a good grasp of time and know the layout of the local area.

50. All children achieve well because they have very good attitudes to learning. This is because the quality of planned learning experiences is good. Clear learning objectives are set and good explanations are given by teachers about the purpose of the activities that children undertake. The good quality of bright and colourful classroom displays contributes positively to children's learning as they stimulate a desire to learn. For example, children are very eager to talk about the stick puppets they made in relation to a Hindu story of The Banyan Tree.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children are well co-ordinated and use the outside play area well;
- A minority of children experience difficulties in cutting and handling small objects;
- The quality of teaching is good and contributes to the good gains children make in learning; and
- Children generally handle tools well and respond very positively to the good quality of teaching.

Commentary

51. Children attain standards at the end of the Foundation Stage and achieve well in relation to their prior attainment. They walk, run, skip, hop, climb and engage in 'rough and tumble' activities in the confidence that their teachers will respond as they require. They constantly adjust their awareness of the limits of their own bodies, how high they can climb, how far to stretch and how long to hold a position. A minority of children experience difficulties in cutting and handling small objects, but the good quality of teaching ensures that they receive the help that they need and, as a result, they make good gains in learning and achieve well.
52. Teachers ensure that plenty of good opportunities are provided for children to repeat an activity that they have mastered. Children love to act out stories and, when playing outside, they choose games which are appropriate to the space and context. They are aware of the space around them and are very polite if they bump into one another. They all have very good attitudes to learning and behave sensibly.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children work in a well-organised environment in which creativity and expressiveness are valued;
- Children are provided with good quality resources and make good gains in learning;
- The quality of teaching is good and plenty of opportunities are provided for children to develop their creative skills; and
- Children have very good attitudes to learning because they feel confident in expressing themselves creatively.

Commentary

53. Children enter the reception year with under-developed creative skills. In the time that they are in the reception class, they make good gains in learning, and all achieve the early learning goals in creative development, due to the good learning opportunities provided for them. Creativity and self-expression are valued by the staff and children are given plenty of opportunities to develop their creative skills. For example, in the role-play area, children are encouraged to act out the story of 'The Enormous Turnip'. They squeal with delight as they pull the turnip and carefully colour it in to ensure that they do not colour over the lines. They are provided with good quality resources, such as pens, felts, paints, charcoal, chalk, and a variety of clay and natural products with which to make creative collage. Their leaf prints are very well presented and all children thoroughly enjoy painting. They can mix their colours and are shown by the teachers how to make a variety of paintings, cards, pictures and collage. Children particularly enjoy making puppets and using them in role-play.

54. Teachers have secure subject knowledge and teach well. They encourage children to illustrate their work and, if children are not sure of how to write words, they can respond by drawing a picture. Children have access to a good range of musical resources and this helps develop their emerging skills of creativity. In the role-play area, teachers upgrade children's language by ensuring that they have plenty of opportunities to repeat correct sentence constructions and learn new vocabulary. Overall, the good provision is having a positive effect on raising children's rates of progress.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is good, with very good features. Standards are higher than those seen at the time of the previous inspection and are now above average. Satisfactory improvement has been made in raising standards and the school continues to strive for even higher standards in its attempts for continuous improvement.

Main strengths and weaknesses

- Pupils' standards are above average in speaking and listening and writing at age seven and in speaking and listening, reading and writing at age 11;
- Teaching is good with many strengths;
- Pupils of all capabilities are included very well in all lessons;
- Pupils have very good attitudes to learning and behave very well in lessons and enjoy using the very good resources;
- Support staff make a very valuable contribution to pupils' learning;
- At age seven, standards in reading are lower than in speaking and listening and writing;
- Good practice in guided reading is not consistent throughout the school;
- Pupils' skills in literacy are not always used well in other subjects; and
- The leadership and management of the subject are very good.

Commentary

55. Standards in national tests at age seven are very high in writing and average in reading. At age 11, standards in the tests are very high. Standards are slightly lower in the current cohort of pupils because of a higher proportion of pupils with special educational needs. Nonetheless, standards remain high and all groups of pupils achieve well in relation to their prior attainment; those pupils who are funded by monies from the SEN unit achieve very well. Pupils enter school with average levels of attainment, having been well prepared in the Foundation Stage to develop their skills of speaking and listening, reading and writing. Pupils make good progress and achieve well as a result of good, sometimes very good teaching. Teachers use assessment effectively to plan work that is very well suited to individual needs, so pupils of all capabilities achieve well. Pupils with English as an additional language (EAL) are supported very well in lessons and have full access to the curriculum. Lessons are conducted at a brisk pace and stimulating texts and challenging activities motivate pupils to give of their best. Pupils are managed very well and behaviour is very good. Pupils with SEN and those from the EBD unit have very good support from teaching staff and assistants who are very well briefed. Individual education plans are used very well to move pupils forward in their learning and, as a result, these pupils work with confidence and enjoyment, and are fully included in lessons. There are no marked differences between the attainment of boys and girls. Very good quality resources are used very well to enhance learning, including the school library, which is well stocked and attractive, and includes a useful section of books for parents to borrow. Individual target setting is used well to raise attainment. Pupils have a good understanding of their own learning and are aware of their individual targets for improvement. Throughout the school, learning objectives are made very clear at the start of lessons and pupils usefully evaluate their achievement at the end of each lesson. Older pupils set their own targets for improvement, in

consultation with the class teacher, and have a clear understanding of the next steps needed to improve their standards.

56. Reading is currently the focus of a whole school target for improvement and initiatives to raise standards have been instigated, although it is too early yet to have had an impact on standards. The school has identified that a significant minority of pupils are not supported in their reading at home and a useful booklet has been produced to encourage parents to hear their children read. Extra guided reading sessions have been introduced, but the quality of teaching during these sessions is variable. It is never less than satisfactory, but a whole school approach to guided reading and further training is needed if standards are to rise faster. Where teaching is good or better, there is a clear focus on specific skills to be developed, firmly based on the assessment of individual needs. Pupils are given suitably challenging texts and enjoy reading. However, this good practice is inconsistent and where sessions are not well planned, progress is limited because pupils who are reading independently are not given any structures for improving their skills. Some pupils choose texts that are too difficult and, when support is not forthcoming, lose interest and motivation. However, overall, pupils achieve well because of the various other opportunities for reading provided by the school. Good use is made of story sessions at the end of each day, and text level work in the literacy hour is taught well. In Year 2, pupils enjoy reading both fiction and non-fiction texts, and effectively develop a variety of strategies for reading unfamiliar words. By the end of Year 6, most pupils read with fluency, expression and understanding. In writing, pupils of all abilities make consistently good progress and achieve well because of high quality teaching. Spelling and handwriting are systematically developed as pupils go through the school and standards are good. By age seven, almost all pupils successfully communicate through simple words and phrases, using simple punctuation correctly. Higher attaining pupils use a good range of interesting vocabulary and express their ideas in well organised and structured sentences. At age 11, pupils write in many genres and higher attaining pupils made good use of powerful verbs and adjectives when they wrote an extended story. Pupils in both infants and juniors are given good opportunity to develop their speaking and listening skills and they speak clearly and articulately. They have a good, varied vocabulary and they have clear thinking skills.
57. Pupils have very good attitudes: they are keen to learn, work hard and their behaviour is very good. Teachers act as very good role models and relationships between teachers and pupils are excellent. Pupils collaborate very well, supporting and encouraging each other in a mature manner. In lessons seen, teachers enthuse their pupils to learn by using humour effectively and by sharing with pupils their views on texts studied. For example, in a very good lesson in Year 5, the teacher used a very good framework for writing up characteristics of a person. She gave very good explanations to pupils as to how to read “between the lines” of text to really understand a character’s motives. This helped pupils make very good gains in learning.
58. The subject is managed very well. Through effective moderation, the co-ordinators have a very clear idea of strengths and weaknesses in the subject and have correctly identified priorities for improvement. Good assessment techniques, and very good management of special educational needs and English as an additional language, have made a very good contribution to pupils’ achievements and standards are likely to continue to rise.

Language and literacy across the curriculum

59. Overall, the use of language and literacy across the curriculum is good but it could be better. Pupils are given good opportunities to develop their speaking and listening skills through role play activities and discussions. However, there are missed opportunities to develop writing skills in subjects, such as history and geography, where scrutiny of pupils’ work indicates that on many occasions the amount of written work, particularly in Year 6, limits the development of writing skills.

MATHEMATICS

Provision for mathematics is **good**. When children enter the reception class, their standards are below average. Standards rise to become average in the infants, and they are good by the end of the juniors. There is good improvement in standards since the last inspection.

Main strengths and weaknesses

- The good improvement in standards as pupils go through the school;
- Pupils' good achievement;
- The good quality of teaching and learning;
- The very good attitudes to learning shown by the pupils;
- The good role played by the subject co-ordinator;
- Not enough opportunities are identified in teachers' medium-term plans to help pupils apply their numerical skills in other subjects, particularly in scientific experiments; and
- All groups of pupils, including those with emotional and behavioural difficulties, have very good opportunities to make progress because of teachers' good planning.

Commentary

60. The 2002 national test results show that by the end of Year 2 standards in mathematics, in comparison both with all and similar schools, were very high and were well above average. There were no significant differences between boys and girls. Inspection findings show that standards are above average by the end of Year 2 and Year 6. This year, the school has more pupils with special educational needs in both these classes.
61. Pupils consistently achieve well as they move up through the school. By the end of Year 2, pupils' achievements are good and they work confidently with all four rules of addition, subtraction, multiplication and division in hundreds, tens and units. Pupils' knowledge and understanding of two and three-dimensional shapes are good, and they work to good standards in the aspects of shape and measurement. By the end of Year 2, pupils' achievement is above average for their age.
62. By the end of Year 6, pupils continue to make good gains in learning and build upon their previous successes. They quickly and confidently learn about fractions and percentages, and produce very good graphs and bar and line charts to record their mathematical calculations. By the time pupils are ready to transfer to the next stage of learning, their achievements in mathematics are above average.
63. Teaching is consistently good throughout the school, with examples of very good practice. Teachers plan lessons well to make the subject interesting and use a lively pace to keep pupils' concentration levels high. Teachers have high expectations of both pupils' achievement and presentation, and pupils' work is marked regularly with helpful comments about how improvements can be made. Pupils have very good attitudes to learning and are keen to do well. They mostly present their work neatly and logically, and are justifiably proud of the high standards that they achieve.
64. Pupils with special educational needs and English as an additional language achieve well because of the teachers' good planning to make tasks suited to their own particular needs, and to the good deployment of support staff for these pupils. These pupils are well integrated into lessons and the sensitive and appropriate support that they receive ensures that they make good gains in learning and achieve to their capabilities.
65. The co-ordinator is an extremely knowledgeable practitioner and leads well by example. There is a good scheme of work and the progression of pupils is tracked as they move through the school. Monitoring of teaching is good and assessments of pupils' achievements are used very well to inform planning for the next stage of learning.

Mathematics across the curriculum

66. Overall, the use of mathematics across the curriculum is good and teachers instinctively make links in lessons, but teachers' medium-term planning does not sufficiently identify, in other subjects of the curriculum, where pupils' numeracy skills can be used. This is particularly evident in planning for scientific experiments. Because of this, opportunities for pupils to consolidate their mathematical skills in other lessons are often missed.

SCIENCE

Provision for science is **good**. **Teaching** is **good** overall with examples of very good practice.

Main strengths and weaknesses

- Pupils have very good attitudes to learning and their achievements are good overall;
- Pupils with English as an additional language and those with special educational needs are very well supported;
- Experimental and investigative science is not sufficiently well developed in the infants;
- Teaching is good, with good use of questioning and good explanations;
- Higher attaining pupils are not always sufficiently challenged in some lessons;
- Pupils' presentation is sometimes untidy and more use needs to be made of ICT for pupils to record their findings in a variety of ways; and
- Resources are very good.

Commentary

67. Overall standards are above national average by the end of Year 2 and Year 6, with the exception of experimental and investigative science at the end of Year 2, where they are average. At the end of Year 6, pupils have acquired very good skills of hypothesis and they use scientific vocabulary well. Pupils are well prepared for their next stage of education.
68. The 2002 national tests and teacher assessments indicate that, by the end of Year 2, pupils achieved above average standards, and by the end of Year 6, in comparison with all schools, standards were well above average and they were in the top five per cent nationally in comparison with similar schools. There was no marked difference in attainment by gender.
69. Pupils' achievements are good overall as a direct result of good teaching and good support for pupils with special educational needs and those with English as an additional language. Approximately one-third of pupils achieve the higher Level 5 by the end of Year 6. However, in some lessons, higher attaining pupils are not always sufficiently challenged and, as a result, their achievements are satisfactory where they could be better. All pupils consistently make good gains in their learning because lessons are interesting, teachers' explanations are clear, good use is made of assessment data, and pupils use a very good range of resources. However, pupils who are higher attainers in some classes, especially in the infants, could be achieving more when it comes to setting out their experiments. By the end of Year 2 and Year 6, pupils know about the differences between living and non-living things, they know how to group materials by certain criteria and they can describe how some materials alter when cooled or heated. In the juniors, pupils make consistently good progress in devising and setting up experiments because teachers give pupils plenty of opportunities to relate their knowledge to everyday life. Pupils evaluate their findings in relation to the predictions that they have made and know about fair testing.
70. Teaching is good overall, with examples of some very good practice. Teachers make lessons interesting and, as a result, pupils are keen to learn and do their best. Teachers have good subject knowledge and, in the juniors, use good questioning to promote pupils' extended

enquiry skills. A very good example of this was seen in a Year 6 lesson, where the teacher pushed pupils to predict, observe and hypothesise by relating their prior scientific knowledge to the current task. This not only ensured that pupils made good gains in learning, but consolidated their previous knowledge. At times, although this is rare, higher attaining pupils are insufficiently challenged and they carry out the same work as all other pupils within the class. This is especially the case in the infants and, whilst progress is satisfactory overall, it could be better in experimental and investigative science. Pupils who are higher attainers are not always given sufficient opportunities to record their findings in a variety of ways. Teachers' assessment and its use need to be more rigorous to ensure that pupils who are capable of higher attainment are stretched to achieve more by developing their skills of ICT further.

71. The co-ordinator has good subject knowledge and leads his subject well. He has recently undertaken a review of pupils' attainment at the end of Year 2 and Year 6, and is addressing issues identified with aspects of underachievement in experimental and investigative science. Overall, in science pupils use their skills of literacy, numeracy and ICT satisfactorily in the juniors. For example, pupils are given many opportunities to write about the investigations they have undertaken, make notes, research information on the Internet and, when they study forces, they use their skills of mathematics effectively.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Achievement is good;
- Pupils' attitudes are very good;
- Teaching is good;
- Accommodation and resources are very good;
- Leadership and management are very good.

Commentary

72. Pupils' achievement is good, and standards of work seen are average. All groups of pupils, including those with special educational needs, are well challenged and have work set at a suitable level for them so that they learn at a good rate. They have many opportunities in school to use different equipment, such as digital cameras and CDs. Pupils work well independently when learning how to use computers for different purposes. They are able to use subject-specific vocabulary, such as "click" and "redo", and they listen and discuss their work together carefully. They talk about the new information they have been taught and how to use it. For example, pupils talk together to see how to use an art program for the first time and how to use the pen.
73. Pupils' attitudes are very good. They are very keen to learn, are sorry when lessons are over, and they behave very well.
74. Teaching is good. Lessons are well planned and teachers combine learning new computer skills well with other subjects. For example, pupils in Year 2 looked at pictures by Mondrian, and "Yellow Island" by Jackson Pollack before using a new art computer program. In the same lesson, they learned to use "do" and "undo" and were reminded of how to save work in their own files. In Year 5, pupils used the Internet to search for information about synagogues and essential features for their construction and use. At the same time, pupils are taught new computer-specific skills, such as how to use the "back" button to return to previous pages on screen.
75. Leadership is good. All members of staff are well trained, and have access to suitable information and equipment. Clear rules and procedures for using computers and the Internet

have a high profile and are put into effect. The curriculum is satisfactory and there is sound evidence that essential elements are learned by each year group. There is a computer club to give pupils additional time to extend their knowledge. The use of the school's ICT suite is now well established and contributes significantly to raising standards. Resources throughout the school are very good. They are accessible and well maintained so that pupils have good opportunities to learn and practise new skills.

76. There has been good improvement in standards since the previous inspection.

Information and communication technology across the curriculum

77. The use of information and communication technology across the curriculum is satisfactory overall, but there are weaknesses in that it is not consistently applied across the curriculum. This is because the school is only just getting formal procedures established for its identification in medium-term planning. Where teachers are more confident in its use, in Year 1, Year 5 and Year 6, it is used well, but overall its use is satisfactory.

HUMANITIES

Geography

Provision for geography is satisfactory. Standards by Year 2 and Year 6 are similar to those expected nationally and have been maintained since the previous inspection. Pupils' achievement is satisfactory.

Main strengths and weaknesses

- The very good attitudes shown by pupils;
- Curriculum planning is not rigorous enough to ensure that expectations and skills progression of individual pupils, within classes and of different year groups, are clearly defined;
- Insufficient opportunities for writing and numeracy across the subject;
- Under-developed assessment procedures.

Commentary

78. By the end of Year 2 and Year 6, pupils attain average standards and their achievements are satisfactory. By Year 2, pupils are acquiring a geographical vocabulary and demonstrate a good understanding of the difference between human and physical geographical features as they identify and compare those in their own locality with the features of an imaginary Scottish island. In conversation, they articulately explain which location they prefer and why. By Year 6, pupils have effectively developed their knowledge of people and places beyond the United Kingdom. They are aware of different climate zones and identify and compare the features of different environments. In their study of different mountain ranges, they begin to analyse and describe geographic patterns and can recognise and describe physical and human processes and their effect on mountain environments. Pupils use their computer skills effectively to access and present information. They improve their ability to use maps steadily throughout the school and these skills were incorporated successfully in a history project, when Year 6 pupils worked out the route and distance to Greece.
79. Teaching is satisfactory with some good features, such as the management of pupils' behaviour. Teachers mostly plan stimulating activities, and resources are of good quality and used well to hold pupils' interest. Pupils with special educational needs and those with EAL are well supported in lessons so that they are fully included and make progress commensurate with the rest of the class. However, too often the same tasks are set for different capabilities and this, on occasions, restricts the rates of progress. Scrutiny of pupils' work and teachers' planning indicates that, although the subject is covered in sufficient depth, often, through

discussion, role-play and the use of ICT, there are too few opportunities for pupils to use their literacy and numeracy skills to record and develop their geographical knowledge in writing.

80. Pupils have very good attitudes and behave very well. They are enthusiastic and work with concentration and perseverance. They collaborate well, as was evident when Year 5 pupils worked very sensibly in pairs in the ICT suite, using CD-ROM to find information about different mountain ranges.
81. Management is satisfactory. The co-ordinator has monitored teachers' plans and audits and organises the good resources very efficiently. The school is aware that assessment procedures are under-developed and are not yet used effectively to ensure the progressive development of skills for pupils of all abilities.

History

Provision is satisfactory.

82. Only two lessons of history were seen in the juniors during the inspection. This subject was not inspected in full. The subject, based upon the lessons seen, is well taught, especially when drama is used as a teaching method. In a very good Year 6 history lesson, pupils made very good gains in learning about the differences between life in Sparta and Athens. They acted out these differences well. Standards in a Year 4 lesson were above average when pupils identified the differences in life at the times of the Romans and present-day life. Scrutiny of pupils' written work shows that often opportunities for developing extended writing are missed as these are not clearly identified in teachers' medium-term plans and, too often, pupils of different capabilities undertake the same work. This is because assessments and their use are not sufficiently well developed and, as a result, do not move pupils on at a fast enough rate. Overall, pupils' achievements are satisfactory, but they could be better. The leadership and management of the subject are satisfactory but insufficient use is made of ICT to support learning.

Religious education

Provision for religious education is **satisfactory**. Standards meet the expectations of the locally agreed syllabus and the school has improved the provision identified in the previous report, as the school is now a primary school, with children staying on at school until the age of 11.

Main strengths and weaknesses

- The locally agreed syllabus is well implemented throughout the school;
- Good opportunities are provided for pupils to develop their literacy skills;
- Pupils' knowledge of different major faiths is good;
- Pupils have very good attitudes to learning because the quality of teaching is good;
- Pupils have good knowledge of the major religious celebrations;
- Teachers sometimes omit marking spellings and mistakes; and
- Assessments and their use, whilst satisfactory, need to be developed further.

Commentary

83. By the end of Year 2 and Year 6, pupils attain average standards and achieve satisfactorily in relation to their prior attainment. Pupils from the unit are effectively integrated into lessons and pupils with special educational needs make good gains in learning and have full access to the religious education curriculum.
84. By the end of Year 2 and Year 6, pupils know that signs and symbols are particular to groups of people, for example, in Year 2, pupils know that the cross is a symbol for Christians and that

the Star of David is the symbol for Judaism. Year 6 pupils know that the symbol of the fish in Christianity depicts everlasting life and that the star and crescent is a symbol for Islam. Pupils have a good understanding of the concept of religious leaders; they know that this entails commitment, passion and dedication to a cause. Based upon their knowledge of the qualities required for leaders, they wrote a job specification for interviewing the present headteacher. Pupils in both the infants and juniors are developing satisfactory knowledge of the major religious festivals. They know about the importance of Sukkoth in Judaism, Ramadan in Islam and Easter in Christianity.

85. The agreed syllabus is well implemented and all groups of pupils are receiving a broad and balanced religious education curriculum. The quality of teaching is generally good, teachers offer good explanations and use good quality resources. Videos are well used to help pupils understand aspects of religious practice. For example, in Year 2, pupils were watching rituals connected with prayer in the Muslim faith. Teachers ensure that pupils have good opportunities to ask questions and develop their research skills.
86. A good range of writing is undertaken, helping pupils to develop their literacy skills. Pupils are encouraged to write about their emotions and explore the feelings of Jesus when He was betrayed by Peter. They write about the work of a Jewish rabbi and the dedication needed to lead a congregation. However, scrutiny of pupils' work shows that some teachers did not always correct spelling mistakes of important words, such as Qu'ran, pew and lectern, and that often opportunities to extend writing were missed, although some good examples of writing were seen in the juniors. The use of ICT is satisfactory but variable. It is used effectively in the oldest classes but is under-used in the infants.
87. The good provision of learning about and through different faiths contributes to pupils' multicultural awareness. Pupils both in the infants and juniors develop very good attitudes to learning and show a genuine interest in the subject and respect for other faiths.
88. The leadership and management are good. The co-ordinator has worked very hard at ensuring that a balanced curriculum is followed and the subject is well resourced. However, she has recognised the need for assessment to be more rigorous and linked to the expectations of the locally agreed syllabus. Assessment is satisfactory overall because teachers know their pupils well, but more formal assessment is needed if pupils are to make even better progress. The school has recognised that, to move standards on, formal identification of opportunities for developing pupils' skills of literacy need to be identified in medium-term planning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and Design

Provision for art and design is good.

Main strengths and weaknesses

- Standards are above average by the end of Year 2 and Year 6;
- The quality of teaching is good;
- There is good use of art and design throughout the curriculum;
- Pupils in the infants use art programs in ICT confidently and with pleasure;
- There is steady development of subject-specific skills, especially in observation, and use of a wide range of media and techniques;
- Resources for art are very good; and
- Presentation of pupils' work is very good.

Commentary

89. Standards are above average at the end of Year 2 and Year 6. Pupils' observational skills and use of colour and design are very good, and there was evidence of this in the many striking displays around the school. Teaching is good. Teachers use the good curriculum to plan well so that pupils receive lively lessons when they learn to develop their observational skills, their abilities to use colour, shape and a wide range of materials, and link their work to that of great artists. For example, in Year 6, pupils produced pictures in the style of Munch, after looking at "The Scream". One described the lines in the picture as reminding him of a knot of wood, while others looked closely at the colours and other details in the picture. Pupils settled to work quickly and confidently, and produced good examples of work. They were very interested in the historical links and timings, explained to them by their teacher, and the way this information helped them to understand when in the artist's life the picture had been produced. In Year 5, pupils looked at the same picture, and then had photographs taken of themselves demonstrating different emotions. They made good cartoon-like pictures from the photographs. They worked on representing the contour-like lines of the picture in wool and other materials. Throughout the school, pupils explore colour and shading through various different media and techniques, including computer programs, paint and pastels. Pupils in Year 2, using the Granada Colour program and floodfill techniques, were delighted with their good progress in learning to use the computer program, as well as with the artistic effect it produced. Clay is used well and a good range of three-dimensional work was on display.
90. Pupils are very interested in art, keen to learn and appreciate new knowledge and the very good resources they receive. Many said that it was their favourite subject. All over the school, there are many examples of beautifully presented art work, some in their own right, such as paintings in the style of Monet, while other examples, such as Tudor roses, are part of larger displays.
91. Pupils from all groups receive good teaching and this helps them to achieve well. Teachers model skills of painting, collage and colour mixing well, and this helps pupils achieve high standards. Art and design has a high profile throughout the school and contributes very well to the high quality of display. The school makes very good use of visits to art exhibitions and galleries, and recognises the importance of seeing works of art first-hand. This makes a good contribution to pupils' learning. The subject is well led and managed by a knowledgeable co-ordinator, who has done much to improve the quality of assessments, which are good overall.

Design and technology

Provision in design and technology is satisfactory. Standards by Year 2 and Year 6 are similar to those expected nationally and have been maintained since the previous inspection. Pupils' achievement is satisfactory.

Main strengths and weaknesses

- The very good attitudes shown by the pupils;
- Good resources that are used well;
- Curriculum planning is not rigorous enough to ensure that skills are systematically developed as pupils go through the school; and
- Assessment procedures are under-developed.

Commentary

92. At this early stage in the school year, there are limited examples of finished products from which to judge overall standards. Judgements are made from talking to pupils and teachers, looking at teachers' planning and the scrutiny of design and technology books from the previous year. Standards are in line with national expectations at the end of Year 2 and Year 6, and pupils' achievements are satisfactory.

93. By Year 2, pupils are confident in their use of a range of tools as they peel, whisk, chop and grate a variety of fruit and vegetables. They apply simple rules of hygiene and safety as they investigate the taste, texture and appearance of the food. They are given the opportunity to design and prepare a simple salad and evaluate the results, suggesting how they might be improved. By Year 6, pupils choose from a range of resources. They successfully and accurately measure, cut and shape materials and join them in a variety of ways, including sewing. Pupils have succeeded in making items such as coats for Joseph, wind up mechanisms and money containers, and model structures such as shelters. Pupils have carried out a fair test on their structures and have a good understanding of strengthening techniques used in methods of construction.
94. In the lessons seen, the quality of teaching was satisfactory, as were pupils' achievements. Lessons are well planned to provide opportunity for investigation, practical tasks and testing and evaluation of finished products. Pupils with special educational needs and those with English as an additional language are well supported to take a full part in lessons. Good resources are used well and lessons are conducted at a brisk pace, with challenging activities that motivate the pupils in their learning. ICT is used effectively to enhance learning. Although learning is frequently good in lessons, over time progress is satisfactory overall. This is because pupils from two year groups are taught the same content within a two-year rolling programme and, within this context, there is insufficient rigour in planning for the systematic development of skills. For example, in a display of money containers, there was no appreciable difference in standards of the skills demonstrated in the finished products by pupils in Year 3 and those in Year 4.
95. Pupils' attitudes to the subject are very good. They clearly enjoy the subject, are keen to discuss the items they are making and take care when designing and making their products. They enjoy the opportunity to work in groups and pairs when necessary and handle tools and materials sensibly.
96. Management is satisfactory. The co-ordinator is knowledgeable and enthusiastic. The school is aware that assessment procedures need to be more rigorously used to plan tasks that are suited to individual capabilities and that subject specific skills need to be more clearly identified in medium-term planning.

Music

97. During the inspection too few lessons were seen in music to make an overall judgement on standards. The school places a high emphasis on music and instrumentalists make good progress. A scheme of work is used which ensures that pupils cover all aspects of the music curriculum. Standards in singing are in line with national expectations at the end of Year 2 and Year 6, and pupils make sound gains in learning. In acts of collective worship, music is used well to enhance the spiritual context of worship. Pupils know the names of a good range of composers and are able to identify the music of Vivaldi. The school has a very good range of musical instruments, especially multicultural ones, such as African hand rattles, cabassas and wooden agogos, and every effort is made to ensure that pupils work alongside musicians so that a greater understanding can be gained of how music can be used to develop creative expression.

Physical education

98. During the inspection, too few lessons were seen in physical education to make an overall judgement on standards. A study of teachers' planning shows that appropriate coverage is made for the subject during the year. From age seven, all pupils attend swimming lessons each year and, by the end of Year 6, most pupils can swim 25 metres, with many swimming significantly further. Pupils' physical education is well enhanced through the good provision for extra-curricular activities and pupils successfully participate in local sporting events, including football, netball and athletics tournaments.

PERSONAL, SOCIAL AND HEALTH EDUCATION

99. There was not enough evidence to report on this area individually, but scrutiny of teachers' plans, pupils' work and the very few sessions observed show that the school places high importance on this subject, and it contributes well to pupils' personal development. Assemblies seen during the inspection also made a good contribution to this area.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2

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

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