

INSPECTION REPORT

WAINGROVES PRIMARY SCHOOL

Waingroves, Ripley

LEA area: Derbyshire

Unique reference number: 112704

Acting Headteacher: Miss H Button

Lead inspector: Mrs A M Grainger

Dates of inspection: 12th - 15th January 2004

Inspection number: 258282

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 - 11
Gender of pupils: Mixed
Number on roll: 167

School address: Waingroves Road
Waingroves
Ripley
Derbyshire
Postcode: DE5 9TD

Telephone number: (01773) 744 106
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Appropriate authority: The governing body
Name of chair of governors: Mr I Fisher

Dates of previous inspection: 28th September - 1st October 1998

CHARACTERISTICS OF THE SCHOOL

Waingroves Primary School is situated in a village on the outskirts of Ripley. With 87 boys and 80 girls on roll, the school is smaller than at the last inspection in 1998, and is below average in size. Most of the pupils are from the immediate locality where there is a mix of privately owned and rented housing. A few pupils come from further afield, from Codnor and Ripley. All pupils are white and no pupil has English as an additional language. Twenty per cent of pupils have special educational needs, which is above the national average. Most pupils' special educational needs are moderate learning difficulties. Five pupils have statements of special educational needs. Seven per cent of pupils are known to be eligible for free school meals, which is below average. Before starting at the school, most children have had pre-school education in the village and a few have attended nurseries elsewhere. Children enter the school in the September of the school year in which they will be five. Taking the intake as a whole, attainment on entry is average. The school has gained a number of awards, including for basic skills, Investors in People and an achievement award.

The school has been through a very unsettled period recently. The former headteacher, who left in December 2003, had been unwell and away from school for quite some time. Since April 2003, the deputy has been responsible for the school as acting headteacher.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20782	Mrs A M Grainger	Lead inspector	Areas of learning in the Foundation Stage English Art and design Music
31713	Mr S Roberts	Lay inspector	
26232	Mr C Grove	Team inspector	Mathematics Information and communication technology Design and technology Physical education Special educational need
5862	Dr S Heaney	Team inspector	Science Geography History Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Waingroves Primary School provides its pupils with an acceptable standard of education but it nevertheless has serious weaknesses. Weaknesses in teaching and in the range of learning opportunities result in pupils not doing as well as they should in their day by day school work. Areas of leadership and management are underdeveloped. A lack of established procedures for monitoring, for example, has resulted in weaknesses in provision not being identified and rectified. However, the acting headteacher is starting to take the school forward. The school provides unsatisfactory value for money.

The school's main strengths and weaknesses are:

- The good start provided for children in the Reception class that results in them achieving well.
- Underachievement among pupils in Years 1 to 6 and standards that are below average in many subjects, including science and information and communication technology (ICT).
- Teaching that is unsatisfactory overall in Years 1 to 6 because it does not sufficiently meet pupils' differing needs.
- Scant coverage of many subjects in Years 1 to 6, resulting in key elements being missed out. Not all the required elements of the National Curriculum are covered.
- A lack of established procedures for checking the quality of teaching and the curriculum.
- Roles of key staff, such as subject co-ordinators, are underdeveloped and largely ineffective.
- The governing body's role is underdeveloped.
- A good range of activities additional to lessons, such as clubs.

The school has made unsatisfactory progress since its last inspection in October 1998. Not enough has been done to deal with the main weaknesses identified in 1998. Pupils' attainment and progress in ICT still need improvement. Assessment is still not used well enough to identify the next steps in pupils' learning or to tell them what they need to do to improve. The school is still without a planned programme for monitoring the quality of teaching and learning. School development planning and its links with financial planning have improved only recently. Although pupils' performance in the National Curriculum tests is better now, standards in the wider range of work covered in school are not as good as they were in 1998. The quality of teaching and learning, and the range of the curriculum, are not as good as at the last inspection.

The absence over the years of systems for checking the school's effectiveness has been a major barrier to improvement. More recently, the school has been through an uncertain period during which the former headteacher was absent for considerable periods of time prior to leaving his post at the end of last term.

STANDARDS ACHIEVED

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

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.

Pupils' achievement is unsatisfactory. Thorough and well focused preparation is helping pupils to do well in the National Curriculum tests, but day by day teaching and learning in many subjects are unsatisfactory, resulting in below average standards being attained and unsatisfactory achievement. The present standards in Years 2 and 6 are average in English and mathematics, but below average in science. Pupils' work is also below the standards expected nationally in ICT in Years 2 and 6, as it is in many other subjects. Pupils' achievements are satisfactory in mathematics and physical education in Years 1 and 2, but in other subjects, and throughout Years 1 to 6, they do not achieve as well as they should.

In contrast, children in the Reception class achieve well. They started school with average attainment for their age and the present standards are already above average. Almost all children are on course to reach the goals expected nationally at the end of the Reception Year and a good proportion are likely to exceed them.

Pupils' personal development, including their spiritual, moral and social development, is satisfactory. However, the provision for their cultural development, including the attention given to developing their awareness of cultural diversity, is unsatisfactory. Almost all pupils behave well in lessons and around the school, but there are too many instances of unsatisfactory behaviour on the playground at lunchtimes. Attitudes to school and attendance are satisfactory overall in Years 1 to 6. In the Reception class, attitudes, behaviour and relationships are good.

QUALITY OF EDUCATION

The overall quality of education, including the teaching, provided by the school is unsatisfactory. Teaching meets children's individual needs well in the Reception class and they get off to a strong start. This is not built on well enough in Years 1 to 6. Whilst the school is very successful in preparing pupils for the National Curriculum tests - for example, by making additional 'booster' classes available to all Year 6 pupils - it does not ensure that the full range of National Curriculum subjects is covered in sufficient depth. Neither does it make sure that teaching meets the needs of all pupils in these year groups by varying tasks according to pupils' differing capabilities. Because of the weaknesses in the quality of education, there is underachievement among pupils in Years 1 to 6.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are unsatisfactory. The leadership of the acting headteacher is satisfactory. She recognises the need to take the school forward and some of the steps required to achieve this. However, because the school lacks the essential systems for checking the quality of teaching and the learning opportunities, the school has not identified how much needs to be done. The roles of co-ordinators are at an early stage of development and, as a result, are not effective. The governing body is starting to develop its role and is being led in the right direction by its new chair. However, because the governance is moving on from what was a very low base, it is not yet at a satisfactory level.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Overall, parents and pupils have positive views of the school. However, a number of parents have some concerns, for example, about behaviour and the information they receive on the curriculum. Most pupils enjoy school but almost a third of those in Years 3 to 6 think that lessons are interesting and fun only sometimes.

IMPROVEMENTS NEEDED

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

- raise standards of pupils' school work and improve pupils' achievement in Years 1 to 6 by improving teaching and the learning opportunities;
- develop and implement rigorous procedures for checking the quality of teaching and the curriculum;
- develop the roles of key staff, such as co-ordinators, and the effectiveness of the governing body;

and, to meet statutory requirements:

- ensure that all the key elements of the National Curriculum are taught at the right level; and
- provide parents with all the information to which they are entitled in the governors' annual report.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Whilst achievement in the Reception Year is good, the overall achievement of pupils in Years 1 to 6 is **unsatisfactory**. Although recent National Curriculum test results have been very good, the standards across the wider range of pupils' schoolwork now are lower than indicated by these results and are not high enough.

Main strengths and weaknesses

- Children achieve well in the Reception Year and overall standards are above average at this early stage in their education.
- The strong start in the Reception Year is not built on well enough in Years 1 to 6. There is underachievement in these year groups, particularly in Years 3 to 6.
- Across the range of pupils' schoolwork, standards are below average in almost all subjects, other than English and mathematics in Years 2 and 6.

Commentary

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

Standards in:	School results	National results
reading	16.9 (16.5)	15.7 (15.8)
writing	16.0 (16.0)	14.6 (14.4)
mathematics	17.1 (17.8)	16.3 (16.5)

There were 25 pupils in the year group. Figures in brackets are for the previous year.

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

Standards in:	School results	National results
English	28.7 (28.7)	26.8 (27.0)
mathematics	30.3 (29.1)	26.8 (26.7)
science	29.3 (28.1)	28.6 (28.3)

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

1. Pupils' results in the National Curriculum tests at the end of Year 6 in 2003 were well above the national average in English, in the top five per cent of schools nationally in mathematics, and above the national average in science. The picture is equally strong when the results are compared with those achieved by schools whose pupils had attained similarly in Year 2. In 2002, pupils also achieved highly in the tests in English and mathematics, but not in science. The mathematics results have been at least above the national average in most years since the last inspection. In English, there has been some variation in different years. The English results were well below the national average in 1999 and they fell again to below average in 2001. In the years between the last inspection and 2003, the science results have not risen above average. On occasions, they have been below or even well below the national average.

2. Although the results have been lower in some years than in 2003, the overall trend in the school's results over the last five years has been above that found nationally. The recent results reflect the school's success in preparing pupils very effectively for the national tests. All pupils have the opportunity to attend after-school 'booster' classes in English and mathematics. Almost all take up this opportunity. They work hard and are keen to succeed in the tests. Additionally, throughout the school year, the Year 6 teacher uses every spare moment available to prepare pupils for the science tests, for instance, using short periods of time in the mornings after assemblies and before the start of the first lesson.
3. The results in the end of Year 2 tests were also strong in 2003. Pupils' performance in writing was well above the national average and it was above the national average in reading and mathematics. In comparison with the results achieved by schools with pupils from similar backgrounds, pupils' performance was also well above average in writing, but it was average in reading and mathematics. As with the Year 6 results, the school's overall trend in the Year 2 tests has been above that found nationally over the last five years. Although there has been some fluctuation, the reading and writing results have been above the national average in most years. Although the picture has been strong in mathematics for two years, prior to this the results were lower, and often below average. Teachers assessed pupils' performance in science as above average in Year 2 in 2003.
4. Pupils' performance in the tests in recent years in particular, and their response to the 'booster' classes in Year 6, shows their capabilities. That the pupils are capable of doing well is also evident in the good achievement seen in the Reception class, where children are keen to learn and succeed because of effective teaching and a good range of learning opportunities. Almost all the children in the Reception class are on course to reach the nationally expected standards at the end of the school year and a good proportion is likely to exceed these standards.
5. Although the recent test results have presented a very positive picture, the standards of pupils' school work in Years 2 and 6 are lower than the test results indicate. In the present Years 2 and 6, overall English and mathematics standards are average, and in science they are below average. In English and science, there is underachievement among pupils throughout Years 1 to 6. In mathematics, achievement is satisfactory in Years 1 and 2, but it is unsatisfactory in Years 3 to 6. In English, there are capable pupils who are coasting because they are not challenged. Lower attaining pupils, including those with special educational needs, do not do as well as they should because work is not carefully enough matched to their needs. In mathematics, pupils do very well in arithmetic because the school makes this aspect a priority. However, in Years 3 to 6, they do not do well enough in other elements of mathematics because significant features of the mathematics curriculum are not covered sufficiently. Work in science does not adequately develop pupils' knowledge and understanding as they move up from Year 1 to Year 6 and, as in English, it is the most and least able pupils who particularly underperform.
6. There are significant weaknesses in the quality of education that are causing underachievement, not only in English, mathematics and science, but also in almost all other subjects. The main problems are that teaching is not well enough matched to pupils' differing needs and coverage of many aspects of the National Curriculum programmes of study is scant. Standards in information and communication technology (ICT) have not improved sufficiently since the last inspection and pupils' competence is still below average in Year 6. Key skills in ICT are not developed across the subjects. Standards in religious education, art and design, design and technology, geography and history are all lower now than they were at the last inspection. Pupils are underachieving in all these subjects. Because systems for checking the quality of teaching and the curriculum are not established, the weaknesses in the quality of education have not been identified and have not been rectified.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **satisfactory** in school and their personal development, including their spiritual, moral and social development, is adequate. But behaviour on the playground, and the school's provision for developing cultural understanding and multicultural awareness, are **unsatisfactory**. Attendance is **satisfactory**.

Main strengths and weaknesses

- Children in the Reception class have good attitudes and behave well.
- Although pupils in Years 1 to 6 generally co-operate well with one another and with their teachers in lessons, there are too many incidents of misbehaviour and bullying in the playground.
- Personal, social and health education, 'circle times' and the School Council effectively promote pupils' self esteem.
- Provision for the development of pupils' understanding of their own and other cultures is inadequate.

Commentary

7. In the Reception class, children are consistently well behaved and very responsive to their teacher and the support assistant. Staff establish a caring and positive climate for learning that helps children to settle well into school routines. This positive climate also contributes to good achievement, not only in children's personal, social and emotional development, but also in other areas of learning. Children are provided with a good foundation on which to build later in developing their attitudes to learning and the standard of their behaviour. Children work and play amicably together. The strengths in the Reception class have been maintained since the last inspection.
8. In Years 1 and 2, most pupils are eager to learn, often showing a lively response in lessons and a willingness to share ideas with partners. In Years 3 to 6, pupils continue to be well behaved and co-operative in lessons, showing enjoyment on the few occasions when engaged with practical work. However, pupils in these older year groups have few opportunities to develop independence and initiative in lessons, as was also the case at the last inspection. This is because teachers often ask questions requiring only simple answers and rely too heavily on the use of worksheets. Work is often poorly presented when pupils are not stimulated by the activities.
9. Pupils usually move around the school in an orderly way, for example, when moving to the hall for physical education or assembly. However, there are an unacceptably high number of incidents of misbehaviour and bullying in the playground, which were not evident at the last inspection. It is not unusual for several incidents to occur in a single lunchtime involving pupils in kicking, punching or pushing. This is a worry for some parents and pupils. Although incidents are documented each day in class incident books, not enough action is taken to eradicate them so that playtimes are safe for all pupils. This is unsatisfactory. No pupil has been excluded from school for either a fixed period or permanently since the last inspection.
10. The school makes adequate provision for pupils' spiritual, moral and social development but the provision has declined since the last inspection. 'Circle time', when pupils share their ideas and opinions, and the School Council make a good contribution to personal and social development. Because of the provision made for their personal development, pupils show respect and empathy, and share views with others in order to work towards consensus. They have a clear sense of right and wrong, and usually think through the consequences of their actions, although there are issues with playground behaviour. Not enough attention is paid to the development of pupils' cultural understanding and multicultural awareness. Pupils do not have adequate opportunities to learn, for example, through literature, art and design, music,

history or geography, about the rich and diverse traditions of people living in Britain and other parts of the world.

11. Attendance in the last school year was broadly in line with the national average. It was not as good as at the last inspection, or as good as in recent years, when it was above average. Absenteeism has slightly increased again in the first term of this school year. Absenteeism mostly results from a lack of co-operation from a few parents and holidays taken during the school term. The method of registration conforms to the requirements of the local education authority but attendance is not being recorded at the start of the school day as it should be. Action taken by the school to promote good attendance is satisfactory. However, the governing body has not set an attendance target for the coming year. Each day, a few pupils arrive after the start of lessons. Whilst, in most cases, it is only a few minutes into the start of a lesson when pupils arrive, this does disrupt an otherwise smooth start to the school day.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.4	School data	0.5
National data	5.4	National data	0.4

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No. of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	159	0	0
White – any other White background	1	0	0
No ethnic group recorded	1	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education provided by the school is **unsatisfactory**. It does not ensure that all pupils achieve satisfactorily in relation to their capabilities. This is because teaching is unsatisfactory and there are significant weaknesses in the range of learning opportunities.

Teaching and learning

Teaching and pupils' learning are good in the Reception class but they are **unsatisfactory** in Years 1 to 6. Assessment is used well in the Reception class but inadequately in Years 1 to 6.

Main strengths and weaknesses

- Good teaching in the Reception class takes account of children's differing needs and ensures that they get off to a strong start.
- Not enough account is taken of the full range of pupils' needs in Years 1 to 6. Teaching and learning are unsatisfactory in many subjects in these year groups, resulting in underachievement.
- Weaknesses and omissions in the curriculum contribute to unsatisfactory teaching. The range of activities provided by teachers is inadequate in Years 1 to 6.
- Teachers in Years 3 to 6 often underestimate the capabilities of pupils to be active participants who are able to take responsibility for their learning in lessons.

Commentary

Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	1	9	15	3	1	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

12. The quality of teaching and learning is good in the Reception class, as it was at the last inspection. Whilst no unsatisfactory teaching was seen in the lessons sampled in Years 1 and 2, pupils' books show that the experiences teachers provide over time do not ensure satisfactory learning. This is evident in the teaching of writing, for example, where too few opportunities for pupils to write at length result in unsatisfactory progress and underachievement. The most significant weaknesses are in Years 3 to 6, where there is little good teaching. More than one in four of the lessons seen in these year groups involved less than satisfactory teaching and learning, including an incidence of poor teaching and learning. Too much teaching in other lessons in Years 3 to 6 is only just adequate. Teaching is not as good now as it was at the last inspection in Years 1 to 6.
13. Whilst teaching is effective in all the areas of learning for children in the Reception class, it is satisfactory only in mathematics and physical education in Years 1 and 2. It is unsatisfactory in many subjects in Years 3 to 6, although not enough evidence was gathered to make a judgement for music. Weaknesses identified in ICT teaching at the last inspection have not been rectified.
14. Teaching in the Reception class is well planned with a clear focus on what adults want children to learn. There is effective teamwork among staff so that all children's needs are met well. Expectations of what all children are capable of achieving are high, and they were very high in a lesson to develop children's scientific knowledge and understanding. Because of the well-paced and very effective teaching in this lesson, the children made rapid gains in their knowledge and understanding of materials and their properties, and also in the development of their awareness of scientific investigation. Teaching at this early stage of children's education ensures that they are well prepared for the later stages of primary education.
15. The teaching in Years 1 to 6 does not build well enough on the good start in the Reception class. Children show what they are really capable of achieving when they start at the school but this is not sustained because of the weaknesses in teaching. A main weakness across the subjects is that teachers do not match activities well enough to pupils' differing needs. As well as reducing the effectiveness of pupils' learning in general, it particularly affects the learning of pupils with potential for higher attainment and those who are lower attaining or have special educational needs in English and science.
16. Teachers in Years 3 to 6 in particular do not have high enough expectations of pupils' capacity for independence as learners. Questioning that requires specific answers rather than encouraging pupils to articulate their views and thinking restricts learning. In mathematics, although there are many good features to the teaching of arithmetic, teachers push too much to get the right answer and do not give enough opportunity for pupils to explain how they arrived at it. The development of initiative in science is restricted by activities that are too tightly prescribed. Although teachers in Years 1 and 2 encourage the development of speaking and listening skills, this is not the case in Years 3 to 6. In Year 6, for example, pupils spend a lot of time listening to their teacher but have few opportunities to discuss in pairs, small groups or debate issues as a class.

17. Marking is unsatisfactory and has not moved on well enough since the last inspection. There are many examples of pupils' books with little more than ticks and only occasional positive comments, particularly in Years 3 to 6. Not enough is done to help pupils to know how to improve. Where targets are set for individual pupils, for example, in English and mathematics in Year 6, they are too generalised and vague. Sometimes, they relate more to pupils' personal development, even though they are set down as subject targets. These targets lack the challenge necessary to help pupils to learn effectively. Marking using set criteria began at the start of the school year in information and communication technology (ICT), but this practice has not been maintained.
18. Other weaknesses that restrict pupils' learning and result in underachievement include inadequate subject knowledge. Not all teachers have sufficient confidence and competence in teaching ICT. The result is that ICT is not used to support learning across the subjects and pupils' competence in using computers is lower than it should be. Weaknesses in subject knowledge are also apparent in science and geography. Too often, tasks are insufficiently demanding, for example, in geography.
19. Despite the many weaknesses, there are also some effective features of teaching in Years 1 to 6. Although mathematics teaching is unsatisfactory overall in Years 3 to 6, teachers successfully use and reinforce correct mathematical language. A well-paced ICT lesson was seen in Year 6 when the co-ordinator taught the class. There was good learning in a religious education lesson in Year 2. 'Circle time' lessons, when pupils sit together in a circle to discuss matters of importance to them, are well conducted and provide opportunities for the development of speaking and listening skills. There are positive features in physical education lessons, including the organisation and structure of lessons, control of pupils and the appropriate use of demonstration.

The curriculum

The range of learning opportunities is **unsatisfactory**, although there is good enrichment through activities additional to lessons. The overall quality of accommodation and resources is **satisfactory**.

Main strengths and weaknesses

- An imaginative and stimulating range of learning opportunities is provided for children in the Reception class.
- The learning opportunities in Years 1 to 6 do not adequately cover the programmes of study of the National Curriculum. In this respect, the school does not meet legal requirements.
- The range of additional activities, including clubs, is good.

Commentary

20. There are weaknesses in the implementation of the requirements of the National Curriculum that were not evident when the school was last inspected. This is evident in mathematics, where most emphasis is given to the teaching of arithmetic, and there is inadequate coverage of the other aspects of mathematics in Years 3 to 6. In particular, there is not enough attention given to the use and application of mathematics. The provision for the teaching of other subjects, for example, history and geography, is also unsatisfactory. This is because too little time is given to these subjects and coverage is scant. In Years 3 to 5, all pupils in each class work through the same few topics in geography and history. This means that the school does not systematically develop pupils' knowledge, understanding and skills with work in one year building on that previously undertaken. These weaknesses in curriculum coverage are a major factor in pupils not achieving as well as they should.

21. Weaknesses in the curriculum also result in underachievement in religious education. This is because curricular provision is patchy. Teachers are insufficiently clear about the distinctions between the knowledge, understanding and skills expected in religious education on the one hand, and the learning outcomes expected from the teaching of personal, social and health education on the other. The school has chosen not to use the locally agreed syllabus, although the reasons for this are somewhat unclear. Instead, the school is basing its work on national guidance, but it is not doing this very well. There are weaknesses in implementing the national guidance that adversely affect the standards pupils attain.
22. In the Reception class, the curriculum is well formed to take account of all the recommended areas of learning for children of this age and the full range of children's individual needs. The learning opportunities provide children with a good foundation from which to begin learning from the National Curriculum, as they did at the last inspection. However, the rest of the school does not give sufficient attention to the various learning needs of its pupils when planning its curriculum. This means that pupils, especially those with special educational needs and those capable of higher attainment, underachieve.
23. Pupils do not have sufficient scope to develop and use independent study and research skills, for example, in practical mathematics and science, or in geography and history. Not enough emphasis is given to the development of pupils' speaking and listening skills in Years 3 to 6, although this is done well in Years 1 and 2.
24. Extra-curricular provision is good and has improved since the last inspection. Pupils have opportunities to attend after-school clubs in a range of areas, including sports, craft, gardening, art and musical activities. These activities are well attended and show pupils' eagerness to engage in interesting and lively events. Visits to places of educational interest, visitors to the school, and school performances add enrichment to the curriculum. There is also good provision, before and after school, of 'booster classes' to help pupils with their work, especially in literacy and numeracy. Through these activities, the school prepares pupils, almost all of whom attend the classes in Year 6, very well for national tests.
25. The school's accommodation and resources are adequate but the area used by the Reception class is unsatisfactory. Whilst the classroom for Reception children is an attractive and stimulating environment, the positioning of pillars and internal walls means that it is not possible for adults to see all the children all the time. This places some restriction on activities. The outdoor facilities for these young children are also inadequate and have not developed sufficiently since the last inspection, in particular for the effective promotion of their physical development.

Care, guidance and support

The school makes **satisfactory** provision for pupils' care, welfare, health and safety. There is **satisfactory** support, advice and guidance for pupils, although there are weaknesses in relation to the monitoring of their academic development. Pupils are satisfactorily involved in the school's work and development.

Main strengths and weaknesses

- The arrangements to support Reception children when they start school are good.
- Almost all pupils have a good and trusting relationship with at least one adult in school.
- Through close liaison with their families, staff have a good awareness of individual pupils' personal needs.
- Guidance for pupils based on the monitoring of their academic work is inadequate.
- The health and safety policy is not specific in detailing risk assessment for the school's building and grounds, subject areas, and out-of-school activities.

Commentary

26. Overall, the school provides a secure and happy environment in which pupils are protected and their individual wellbeing is effectively promoted. The positive features of this area of the school's provision have been maintained since the last inspection. Adults in school have a good knowledge of the pupils, and many of their families, and are able to respond appropriately to their personal and social needs. The trusting relationships which most pupils enjoy with their teachers and other adults give them confidence to share any concerns and help them cope with the problems that arise in everyday life. Pupils of all ages are also aware of how they can communicate with staff through the School Council. They know that they are able to raise issues, which are formally recorded and dealt with by senior management.
27. Child protection arrangements are good and are viewed as a priority. The school fully complies with the local authority guidelines and all members of staff have received training in identifying indicators of abuse or unexplained changes of behaviour. There are good levels of first aid expertise and procedures for dealing with medical needs remain effective. There are weaknesses in lunchtime supervision in the playground, which is not effective in dealing with incidents of bullying and harassment, and reduces the overall effectiveness of the care for pupils.
28. The senior management team and governors have taken a responsible attitude to health and safety. The nominated health and safety representative and acting headteacher carry out regular routine checks of the premises, record details of findings and ensure that action is taken. However, the risk assessment lacks rigour and there is insufficient focus on out-of-school activities. The policy document is not specific in detailing the frequency of routine checks and lacks review dates. The building has a good level of security.
29. Class teachers monitor and assess pupils' progress in personal development through observation and record appropriate details. This information is not collated and therefore not used in the annual progress report to parents. The School Council provides opportunities for all pupils to influence the life of the school through class or whole-school sessions. As a result, pupils feel listened to and are proud of the changes they have helped to bring about. The school uses presentation assemblies to celebrate pupils' achievements in and out of school, and also displays individual and group awards. This does much to raise pupils' self-esteem and awareness of others' talents and skills. There are, however, weaknesses in the advice and guidance given to pupils about their academic work. This is because of inadequacies in marking and in the setting of individual targets in English and mathematics.
30. Well-planned induction procedures ensure that children settle quickly into the Reception class and staff take great care to ensure that they are supervised and safe at all times. They do, however, experience certain difficulty because of the unsatisfactory design of the classroom, which can result in children being out of the sight of adults at times. To a lesser extent, the same problem exists in the Year 2 classroom. Parents report that the school is very welcoming to its new pupils, who make friends easily and adapt well into the new routines they encounter.

Partnership with parents, other schools and the community

The links with parents and the community are **satisfactory**. Links with other schools are **good**.

Main strengths and weaknesses

- The active Friends of Waingroves association support all aspects of school life.
- The school has established many links with the wider community that enrich pupils' learning.

- Although information for parents is satisfactory overall, not enough information is provided about the curriculum. The content of the governors' annual report does not meet legal requirements.

Commentary

31. The school's partnership with parents is satisfactory overall, maintaining the picture found at the last inspection. Recent efforts by the school to further improve communication and parental involvement are already showing signs of success. The school adopts an 'open door' policy and most parents feel comfortable approaching the acting headteacher and teaching staff. The school, in turn, is conscientious in contacting parents when they have concern about a child's health, wellbeing or progress.
32. Regular newsletters keep parents informed about school activities, such as celebration assemblies and concerts, and also provide updates on action plans. The information parents receive about various aspects of school life is appreciated. The content of the school prospectus has recently been reviewed and the current version provides the information to which parents are entitled. However, the governors' annual report to parents still fails to meet legal requirements and has not improved adequately since the last inspection.
33. Parents are encouraged to help in classrooms. A significant number actively support pupils by listening to them read, assisting with art and design activities, or providing coaching expertise for a range of sporting activities. The 'Friends of Waingroves' is a very supportive association that provides much needed additional funds and practical help. They are successful in meeting their aims to enhance learning opportunities and to promote good relationships between the school, home and the community. Through Christmas bazaars, summer fairs and raffles, a substantial amount of money is raised and used effectively to extend pupils' experiences.
34. As at the last inspection, some parents are concerned that the school does not seek their views or provide enough opportunities to discuss the curriculum and their child's academic progress. Curriculum topic charts are not provided at the start of the school year but the October parents' meeting does give the chance to discuss any issues with the class teacher. The annual progress reports provide suitable information about pupils' achievements in various subjects, but are not specific enough about what pupils need to do to improve.
35. Some parents also have concerns about lunchtime behaviour that inspectors find to be justified. There are also concerns about the school budget. The school is working hard to overcome its recent budget difficulties but parents are well aware that they have necessitated a move to some mixed year group classes. Suitable amounts of homework are given and parents are aware of the regularity and purpose, but are unhappy that the marking of the work is inconsistent.
36. Good links have been forged with the Methodist church and the parish church. Representatives regularly attend the school to participate in assemblies. Some of the benefits of this link were seen to good effect during role-play about the individual's contribution to society organised by church representatives. Pupils visit Codnor Primary School for quizzes, Charles Hill, Loscoe, for football competitions, and the Leisure Centre at Heanor for the swimming gala. They learn about the environment by visiting Carsington Water Wildlife Park and local culture through the Groundwork Trust at nearby Waingroves Wood.
37. Effective links with Derby University result in the school having trainee teachers visit for placements. Students from local secondary schools and colleges attend the school to gain work experience. Arrangements for the transfer of pupils to the main comprehensive school that they attend in Year 7 are well established. They ensure that the transition between the

schools is smooth and effectively handled. A 'bridging project' supports this as pupils start work on it at primary school and continue the work at the comprehensive school.

38. Parents of pupils with special educational needs are informed as soon as the school has a concern and they are consulted in all procedures. They are kept aware of the targets for their children and are encouraged to attend review meetings.

LEADERSHIP AND MANAGEMENT

The overall leadership, management and governance of the school are **unsatisfactory**. However, the acting headteacher provides **satisfactory** leadership.

Main strengths and weaknesses

- The roles of key staff, such as the assistant headteacher and subject co-ordinators, are underdeveloped and largely ineffective.
- There has been no sustained or systematic checking of the quality of teaching and the learning opportunities. As a result, weaknesses have not been identified and action is not being taken to rectify them.
- Whilst governors have sought to develop their roles in recent months, there is still a long way to go.

Commentary

39. The school's progress since its last inspection has been unsatisfactory. In part, this has been because of recent uncertainty about the professional leadership of the school. The former headteacher was absent from school for some time prior to leaving in December 2003 because of ill health. The leadership of the governing body has also been unsettled and there was quite a long period during which the former chair of governors was unable to attend meetings. Notwithstanding some recent improvements, since October 1998 the school has not made adequate progress in dealing with the issues from the last inspection.
40. The school has not improved pupils' progress and the standards they attain in information and communication technology. It has not adequately dealt with issues relating to the quality of assessment, including the effectiveness of marking. The monitoring and evaluation of teaching and the curriculum have not developed as required. Improvements in the links between development planning and financial planning have been only recent and a response to a financial crisis. What is of particular concern is that other weaknesses have now emerged. Even though pupils' recent performance in the National Curriculum tests has been strong, the consequence of the present weaknesses is that pupils are not doing as well as they should across the wider range of their school work.
41. The acting headteacher and the new chair of governors have expressed a commitment to giving the school greater stability and taking it forward. They know that the school could be better and are aware of some of the steps that need to be taken, but they have not recognised the extent of the task they face. The school's success in the National Curriculum test results has led to a view by staff and governors that it is an effective school and that pupils achieve very well. The problem is that the school lacks established and rigorous systems for checking the quality of education. Any checking that has taken place in recent years has not been sustained and has been mainly limited to provision in literacy and numeracy. There has been no in-depth evaluation of the quality of education.
42. Whilst the acting headteacher has had full responsibilities as a deputy and has played a significant part in the day-to-day management of the school, the roles of other key staff are underdeveloped. The acting headteacher recognises that co-ordinators' roles need to be developed and that co-ordinators should be fully involved in checking the educational provision. The school is looking to the Primary Leadership Programme and other training to support this. However, at this point, the roles are still embryonic and are not effective.
43. A senior management team has just been established. Within this, a new post of co-ordinator for the Reception Year to Year 2 has been created. Already, the co-ordinator is forging links between the Reception Year, where she teaches, and Years 1 and 2. Regular team meetings

are now in place and these are paving the way for curriculum development. The role of co-ordinator for Years 3 to 6 is a longstanding one that the post holder has held for a number of years. However, the role lacks clarity, particularly regarding responsibility for the development of teaching and the curriculum, and it is not effective. The post holder has also been given a new role as assistant headteacher. This is a very new development and responsibilities are still uncertain and to be determined.

44. Whilst there has been improvement from a very low base over recent months in the governance of the school, this has not been enough to get the governance to a satisfactory level. Governors do not, for example, have a curriculum committee through which the quality of education can be checked. There are governors with responsibility for literacy and special educational needs but their roles are not properly established. There is no governor responsible for numeracy. Presently, governors are very dependent on the acting headteacher to know how well the school is doing. They are not effective in holding it to account. Over time, governors have not ensured that the school meets legal requirements for the delivery of the National Curriculum or, for example, that the prospectus and governors' annual reports provide parents with all the information to which they are entitled. The governing body has had some recent training and they recognise that more is needed. A number of new governors are keen to develop their roles.
45. The school has recently undertaken major adjustments to its budget control to reduce and ultimately eliminate the significant deficit it had in the last two financial years. Budget setting is now rigid and controlled, with the governing body fulfilling its legal responsibility for the oversight of the school's financial management. Current budget setting relates to the priorities in the school development plan. The effectiveness of longer-term forward budget planning is recognised as needing further improvement.
46. The school keeps an electronic record of all spending and is able to demonstrate limited application of best value. However, senior management and governors do not yet give enough attention to whether the school gives best value to pupils and parents in the quality of education it provides.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	357,478	Balance from previous year	18,245
Total expenditure	390,076	Balance carried forward to the next	-14,347
Expenditure per pupil	2,155		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Almost all children have had pre-school education before starting at Waingroves Primary School. There are currently ten boys and ten girls in the Reception class. Attainment on entry is average overall. Five children have been identified as having special educational needs and three as attaining highly. Provision in the reception class is good and is well led and managed. The teacher and support assistant work effectively as a team to meet children's individual needs and ensure that they achieve well. All the strengths found at the last inspection have been maintained.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are helped to settle quickly into school so that they grow in confidence.
- Adults have high expectations of children's attitudes to learning.
- Children behave well and have very good relationships with each other and with the adults in school.

Commentary

47. Children achieve well. Almost all are on course to reach the standards expected nationally at the end of the Reception Year and most are likely to exceed them. Children know how to behave in the different situations they encounter in school. They sit sensibly when gathered together on the carpet in the classroom and when seated in the front row during whole-school assemblies. When working as a class or in groups they pay good attention. Most of the time, they maintain good involvement in their work because they are interested and keen to learn, including when working without direct adult supervision. In the role-play 'clinic', they play amicably together. Most children have good independence for their age when changing for physical development activities in the hall, putting on coats to go outside, and in personal hygiene.
48. The quality of teaching and learning is good. Staff set clear expectations for children's attitudes and behaviour, and provide effective role models for relationships and the treatment of others. Because staff show that all children are important and valued, children respond confidently to the opportunities the school provides and almost all have good self-esteem. Children with special educational needs are included well in all activities. There are sufficient opportunities for children to work without direct adult support so that they develop independence as learners, for example, as they work on the classroom computer or solve number problems together. Children have the chance to choose for themselves activities from a range provided, but there are fewer opportunities for them to initiate activities themselves.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Effective teaching of basics, such as letter formation and letter sounds, gets children off to a good start in reading and writing.

- Good opportunities are provided for children to develop spoken language and to listen carefully.

Commentary

49. Children achieve well because of effective teaching of early reading and writing and the good emphasis given to speaking and listening. Almost all children are on course to achieve the nationally expected standards at the end of the Reception Year and a good proportion is likely to exceed them. Almost all children speak clearly and listen attentively to others. Many give extended answers and explanations, for example, when discussing freezing and melting in a science activity. All children speak confidently to adults. They understand the importance of listening when someone else is speaking and of taking turns in conversation. Good questioning by adults encourages children to express their ideas and opinions. Children with special educational needs are given good support and gentle encouragement to articulate their thoughts and join in fully with discussions.
50. Interesting activities, which are well matched to children's differing needs, support their early reading. Resources and activities are well prepared to promote learning. Higher attaining children successfully put cards together to form simple sentences, such as 'A plane flew in the sky'. Those who are lower attaining or who have special educational needs are given intensive support in learning the initial letter sounds of words and in recognising frequently used words, including the names of characters in the reading scheme books.
51. The range of writing activities helps children to develop awareness of the different purposes of writing, such as for making lists or recording instructions about how to make a kite. Almost all children write their first names unaided and form letters correctly. Letter formation is taught well and prepares children for joining letters at a later stage. Children steadily develop their awareness of the difference between upper and lower case letters. Many know that their names begin with a capital letter. There are appropriate opportunities for children to develop early writing in role-play situations, for example, as they make notes when using the telephone in the 'clinic'.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good** because of the strong start given in number work.

Main strengths and weaknesses

- Children make rapid gains in their understanding of numbers and in simple calculations.
- There is less emphasis on other aspects of mathematics, such as shape, space and measures.

Commentary

52. The overall quality of teaching of mathematics is good. A particular strength is the development of children's awareness of number. In this aspect of mathematics, many children are already close to achieving the standards expected nationally at the end of the Reception Year. In other aspects of mathematics, to which not as much emphasis is given, children's achievement is satisfactory.
53. Most children successfully count on from a given number and, for example, recognise that three and 'two more' equal five. More than a quarter of the children undertake more complex addition, for instance, $5 + 6 = 11$. The lowest attaining children successfully put finger to object, for example, to identify four balls of play dough. Almost all children write numerals correctly and there are few instances of children writing numbers the wrong way round. Many interesting activities engage children well and develop their counting skills, such as songs with actions or role-play.

54. Children have the expected knowledge and understanding for their age of simple two-dimensional shapes. They are successfully increasing their awareness of repeating patterns. Through activities with sand and water, children satisfactorily develop an early understanding of volume and capacity.
55. Adults pay good attention to children's needs and there is effective support for children with special educational needs. There are occasions, however, when the highest attaining children could be pushed on to do even better. This is particularly the case in activities when children work independently of an adult.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

*Not all the aspects of the provision for developing children's knowledge and understanding of the world were sampled. In the aspects for which evidence was gathered, particularly the development of children's early scientific awareness, provision is **good**.*

Main strengths and weaknesses

- Exciting hands-on experiences, combined with effective questioning, result in children making good progress in science.
- A good and varied range of activities helps children to explore and gain understanding of the world in which we live.

Commentary

56. Children achieve well in this area because the teaching is good. Almost all children are on course to reach the nationally expected standards at the end of the Reception Year and a good proportion is likely to exceed them. The teacher is clear about what she wants children to learn and works well with the support assistant to provide the right activities to bring this about. In a lesson about ice, in which children considered freezing and melting, rapid gains were made, not only in scientific knowledge, but also in developing understanding of scientific investigation. Very effective questioning by the teacher and support assistant challenged children to explore some complex ideas about materials and their properties. Discovery led to a sense of amazement for the children.
57. Good attention is also given to developing children's awareness of places beyond their immediate locality. When making and testing kites, they also learned about Japanese carp kites. They know that kites are flown in many places around the world. Skills in information and communication technology are successfully developed as children use the computer or give instructions to a robot toy. Computers are used satisfactorily to support many aspects of the children's work.

PHYSICAL DEVELOPMENT

Provision in physical development is **good overall**, but there are some shortcomings.

Main strengths and weaknesses

- Teaching and learning are effective in specific physical education lessons.
- Good attention is given to developing children's control of small tools, such as pencils.
- Insufficient resources for outdoor activities restrict the range of activities for physical development.

Commentary

58. Children achieve well because teaching is well focused. Almost all children are likely to reach the goals expected at the end of the Reception Year and many are on course to exceed them. Physical education lessons are carefully structured with very good attention to health and safety. Activities in hall lessons with apparatus challenge higher attaining children. In the classroom, there is good attention to developing hand-eye co-ordination and control in using small equipment, such as pencils and paintbrushes. The success of this is seen in children's good handwriting and clearly formed letters and numbers.
59. Whilst the provision is successful in promoting good standards, the limited resources for outdoor activities restrict the opportunities for physical development and for even better achievement. As at the last inspection, there is not enough equipment, for example, for children to gain regular experience of climbing and balancing activities.

CREATIVE DEVELOPMENT

Provision in creative development was sampled. Not enough evidence was gathered to make a firm judgement on the quality of provision.

60. Satisfactory opportunities develop children's competence in using paint and other materials to make pictures. Children are given good experience in mixing paints. As a result, they have good skills in colour mixing and a secure awareness of colours. The overall standard of art and design work is as expected at this age.
61. Although no music lessons were seen, children join in singing in assemblies with enjoyment and many do well as they clap in accompaniment. The role-play area is well set up to promote independent play and children happily act out imaginary situations together in the 'clinic'.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **unsatisfactory**.

Main strengths and weaknesses

- Although recent performance in the National Curriculum tests has been strong, the standards in the wider there is underachievement among groups of pupils.
- Activities and support in lessons are not well enough matched to pupils' differing needs.
- The checking of teaching and of learning opportunities is insufficient and shortcomings have not been identified.

Commentary

62. For the last two years, pupils' results in the National Curriculum tests at the end of Year 6 have been well above the national average. They have been just as strong when compared with those achieved by other schools whose pupils had attained similarly at the end of Year 2. These recent results are better than at the last inspection, although they have been much lower in some years, most recently in 2001. The standards of school work of the present Year 6 are lower than the standards indicated by the recent test results and are average, as at the last inspection. There is underachievement among pupils now in Years 3 to 6, particularly in Year 5. Quite a number of higher attaining pupils are coasting and failing to make the progress they could make. Others, including many who are lower attaining or have special educational needs, are failing to move forward at a satisfactory pace.

63. The National Curriculum test results at the end of Year 2 have also been strong for the last two years in both reading and writing. In both years, they were well above the national average in writing and above the national average in reading. In comparison with the results achieved by similar schools, pupils' performance in 2003 was well above the national average in writing and broadly average in reading. As in Year 6, the standards seen in pupils' school work now are lower and are average when set in a national context. There is also some underachievement in Years 1 and 2 in writing.
64. The overall quality of teaching and learning is unsatisfactory and contributes to pupils' underachievement. The main weakness in Years 1 and 2 is that the strong start given to children in the Reception Year is not built on adequately. In particular, there are too few opportunities for pupils to write, both in English lessons and in other subjects. Most of the opportunities for pupils to write at length are to record their 'news'. Not enough is done to develop pupils' awareness of writing for a range of purposes or to nurture their skills in story writing. Because the writing activities are not challenging enough, potentially higher attaining pupils and those of average attainment mark time. Overall, the provision is too patchy to maintain consistent and steady progress.
65. In Years 3 to 6, writing activities are not well enough varied to meet pupils' differing needs. There are inconsistencies in how well support staff are used in lessons to help those who have special educational needs. For example, support staff sometimes assist those with special educational needs in doing much the same work as others instead of giving focused teaching using activities specifically matched to the pupils' needs. Not enough care is taken to ensure that all pupils read books of the right level of difficulty. In Year 6, there are examples of higher attaining pupils reading easier books than they choose for themselves at home and also some pupils with special educational needs struggling with books that are too difficult. Some reading comprehension activities are insufficiently demanding for many pupils. Reading fluency has not improved sufficiently since the last inspection.
66. Teachers in Years 1 and 2 give appropriate attention to the development of pupils' speaking and listening skills. There are suitable opportunities for pupils to express their ideas in class question and answer sessions and through activities such as role-play. Although pupils in Years 3 to 6 are confident and clear communicators in one-to-one conversations, they have very few opportunities for discussion and debate to develop more advanced speaking and listening skills. In Year 6, for example, much time is spent listening to the teacher and not enough time is given to pupils talking, for example, in pairs or groups.
67. There are some examples of good marking, for instance, in Year 3. However, in general, marking is unsatisfactory and does not do enough to tell pupils how they might improve their work. In Year 6 in particular, marking is restricted to ticks and occasional words of praise. Target setting for individual pupils is inconsistent and targets are seldom referred to. In Year 6, targets are vague and more focused on personal development than on ensuring good achievement in English.
68. The role of the co-ordinator is underdeveloped, even though the same teacher has been responsible for English in Years 3 to 6 for several years. Responsibility for Years 1 and 2 has been added to this teacher's brief this school year. She is aware of the need to find out more about provision for these younger pupils. There has been a little checking of the quality of teaching since the last inspection but this has been sporadic and superficial rather than sustained and rigorous. Consequently, the school has not recognised the areas in which improvement is most needed and is not taking action to deal with them.

Language and literacy across the curriculum

69. There are not enough opportunities for pupils to research with books or to write at length in other subjects, such as geography and history. This restricts the depth of work pupils

undertake in these subjects as well as missing opportunities for the development of literacy skills. Adequate opportunities are provided for speaking and listening in various subjects in Years 1 and 2, but not in Years 3 to 6.

MATHEMATICS

Provision in mathematics is **unsatisfactory**.

Main strengths and weaknesses

- Although pupils in Year 6 performed highly in the National Curriculum tests in 2003, there is underachievement among pupils in Years 3 to 6 now, except in arithmetic.
- There are significant weaknesses in the range of learning opportunities that mean that pupils in Years 3 to 6 in particular do not experience an adequate mathematics curriculum.
- The teaching of pupils in Years 3 to 6 is unsatisfactory overall, although it is well focused and effective in developing pupils' understanding in the specific area of arithmetic.
- The assessment of pupils' work, including the quality of marking, is unsatisfactory.
- Leadership and management are unsatisfactory. The work of the newly appointed co-ordinator is not yet supporting the development of teaching and learning.

Commentary

70. Pupils' results in the National Curriculum tests at the end of Year 6 in 2003 were in the top five per cent of schools nationally. The results were just as high when compared with those of other schools whose pupils had attained similarly at the end of Year 2. The overall trend in the school's results since the last inspection has been above that found nationally, particularly in the last two years.
71. Notwithstanding the standards reached in the national tests, there is underachievement now in Years 3 to 6. Pupils work diligently and complete a satisfactory amount of arithmetical work. Indeed, they cover a high volume of such work in Year 6 in particular which is completed to a very good degree of accuracy. However, the pupils are given a narrow mathematics curriculum that does not adequately cover the National Curriculum programmes of study. The consequence is that, across the full range of their school work, overall standards are average. It is only in arithmetical work that standards are above average. Pupils are working below their capabilities in aspects such as such as shape, space and measures, data handling, and also in using and applying mathematics, including investigational approaches to solve problems.
72. The results of the National Curriculum tests for pupils at the end of Year 2 in 2003 were above the national average. They were close to the average for schools with pupils from similar backgrounds. These results were better than at the last inspection. The standards in the present Year 2 are lower and are average when set in a national context. However, in Years 1 and 2, pupils' achievement is satisfactory. Pupils in Years 1 and 2 undertake satisfactory amounts of work in mathematics. The workbooks of Year 2 pupils in particular are maintained in a very good condition and work is well presented. Pupils at different levels of attainment are challenged satisfactorily when they undertake individual work because the tasks are matched to their previous standards.
73. The overall quality of teaching and learning in mathematics is satisfactory in Years 1 and 2, but unsatisfactory in Years 3 to 6. Planning for pupils' practical work in lessons, especially in Years 3 to 6, does not take enough account of pupils' differing needs or their prior attainment. The targets set for individual pupils are not appropriate, particularly in Year 6. They are much too general and insufficiently challenging to be useful in raising pupils' achievement. Pupils' learning is restricted in Years 3 to 6 in general, and in Year 6 in particular, by the disproportionate amounts of arithmetical work they are given.
74. Throughout the school, the assessment of pupils' work is unsatisfactory. Teachers mostly do no more than tick-mark, and rarely offer detailed comments to help pupils to improve. As a

result, pupils are not gaining sufficient understanding of how they could improve their work. Furthermore, the information gained from assessing pupils' work is not being used satisfactorily to plan future tasks for them. Not enough of the individual work set for pupils is being matched to their previous levels of attainment.

75. Although the overall quality of teaching and learning is unsatisfactory in Years 3 to 6, throughout the school there are positive features to teaching. The pace of lessons is satisfactory, and often good, providing opportunities for pupils to give thoughtful answers while maintaining the momentum of the lesson. Teachers' use of language, including their introduction and reinforcement of mathematical terms, is effective. Teachers also rightly emphasise that pupils need to acquire alternative strategies to apply to arithmetical questions. In more effective lessons, teachers explain such strategies well and provide opportunities for pupils to give more detailed answers that demonstrate how they have employed such strategies. However, teachers sometimes show more concern for the correctness of the answer than for the approach used to reach that answer. This means that the pupils in Years 3 to 6 in particular are not given enough opportunities to express themselves in any detail in lessons. Furthermore, this prevents teachers from gaining enough insights into their pupils' thinking.
76. The leadership and management of mathematics are unsatisfactory. The present co-ordinator has only recently taken on the role, and has oversight only of work in Years 1 and 2. Responsibility for Years 3 and 6 is still being exercised by the former co-ordinator. The result is that there is no comprehensive overview of mathematics in the whole school. Although the checking of teaching, and the scrutiny of pupils' work, are now taking place on a half-termly basis, they are not yet having an effect on practice or on pupils' achievement across the school. The checking of teachers' planning is not effective in ensuring that the curriculum gives adequate attention to the National Curriculum programmes of study. The school's provision is not as good as at the last inspection.

Mathematics across the curriculum

77. Pupils are not given enough occasions when they can use their mathematical knowledge and skills, for example, in science or design and technology. This results in missed opportunities to apply and develop their knowledge and understanding in new contexts.

SCIENCE

Provision in science is **unsatisfactory**, causing underachievement by the school's least able and most able pupils.

Main strengths and weaknesses

- Groups of pupils are underachieving and standards are below average.
- The curriculum is not sufficiently well designed to meet all of the learning outcomes expected by the programmes of study of the National Curriculum.
- Teaching and learning are unsatisfactory. Teachers do not meet the learning needs of different groups of pupils well enough.
- The role of the subject leader is underdeveloped and ineffective.

Commentary

78. Pupils' results in the end of Year 6 National Curriculum tests in 2003 were above the national average. They were also above average when compared with the results achieved by schools with pupils whose attainment was similar at the end of Year 2. 2003 was the first year since the last inspection in which the results were above the national average. There have been

occasions when the results have been below average, including being well below average in 2001.

79. Standards now in Year 6 are below average again. Pupils' work in Years 3 to 6 shows evidence of underachievement, particularly by the least able pupils, including those with special educational needs, and the pupils capable of higher attainment. Most work is based on undemanding and poorly prepared worksheets. These are too dependent on written language for the least able pupils and too restricted for the most able pupils. When pupils record their investigations more freely, there is evidence of their inexperience. For example, they are unable to use ideas for fair testing systematically, do not consider what measures or measuring tools to use, do not make decisions about how best to record data, and do not review their work to suggest improvements. Pupils are not increasing their knowledge and understanding of key concepts and skills in science at the rate they should be. The standards now are lower than at the last inspection.
80. In 2003, teachers assessed the performance of Year 2 pupils as above average overall. As in Year 6, standards in Year 2 are now below average. The work in pupils' books shows evidence of underachievement in Years 1 and 2. All pupils complete the same undemanding tasks, often involving them cutting and pasting or labelling pictures, or completing uninspiring worksheets. As in Years 3 to 6, there is no evidence that the concepts and skills of science are consistently and systematically engaged.
81. The main causes of underachievement are unsatisfactory teaching and an underdeveloped curriculum for science. The lesson plans from which teachers work are often unsatisfactory. This means that teaching often lacks focus, variety and pace. Pupils are given little scope to develop their own understanding and skill because teachers use questions that require specific answers rather than encouraging pupils to think through issues for themselves. Often, tasks are too tightly prescribed and, on occasions, the teacher's subject knowledge is also weak. However, there are instances of satisfactory teaching and learning. In a Year 2 lesson, for example, the work was pitched at the right level and pupils with special educational needs were given the necessary support to make adequate progress. In a Year 6 lesson, most pupils made satisfactory progress because activities were well prepared, although there was a lack of challenge for higher attaining pupils.
82. The marking of pupils' work is superficial and assessments are not used in planning to match work to pupils' differing needs. The result is that able pupils are not challenged and less able pupils are often given tasks that are inappropriate and fail to motivate them. However, pupils are willing to learn and to co-operate with their teachers, who prepare them very well for national tests and assessments in science.
83. The range of learning opportunities in science is under review, and attention is currently focused on improving pupils' investigative skills. However, these developments have not yet led to improved teaching and learning across the school. Because the role of the subject co-ordinator is in its infancy, there is no checking of standards, pupils' work, planning or teaching, even though the co-ordinator wishes to develop this. As a result, there is as yet no evidence-based approach to the analysis, evaluation and continuous development of the school's science curriculum. The provision has declined since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

No teaching of information and communication technology as a subject in Years 1 and 2 took place during the inspection. The school did not provide any adequate evidence of pupils' attainment in these years, either through work samples or assessment records.

Provision in information and communication technology (ICT) is **unsatisfactory**. There are no significant strengths but there are considerable weaknesses because provision is still at an early stage of development.

Main strengths and weaknesses

- There is significant underachievement and standards are below those expected nationally.
- The overall quality of teaching and learning is unsatisfactory and the assessment of pupils' work is inadequate.
- Not all teachers have the competence and confidence to make proficient use of ICT in their teaching.
- There is minimal use of ICT to support teaching and learning in other subjects.

Commentary

84. The standard of pupils' work in ICT is below that expected nationally in Year 6 and pupils are underachieving. In a lesson observed in the computer room, a small number of pupils provided some limited evidence of the effective use of a laptop computer to input formulae on a spreadsheet. Pupils' recordings of ICT experiences in their exercise books are unsatisfactory. The amount of recording is limited, and the quality of the presentation is unsatisfactory. Pupils do no more than take rough notes as they discuss processes and procedures in ICT with their teacher in the computer room. Furthermore, the school does not provide opportunities for pupils to log their developing ICT experience in a consistent format, which would enable both teachers and pupils to track their developing competence.
85. The overall quality of the teaching of ICT is unsatisfactory, as at the last inspection. This is because teachers provide too few opportunities through specific ICT lessons or within other subjects for pupils to progress at an adequate rate. It is still the case that not all teachers are sufficiently competent and confident to provide pupils with ICT experiences. The need to improve teachers' expertise and confidence was an issue arising from the last inspection.
86. The marking of work of Year 6 pupils against set criteria was started at the beginning of the school year but has not been continued, and this is unsatisfactory. In the case of pupils in Years 3 to 5, not all of their exercise books have been marked, and the standard of marking is poor because it is not helping pupils to improve the quality of their recording of ICT work.
87. Although the overall quality of teaching and learning is unsatisfactory, some teaching is better than this. For instance, in a well-paced lesson with Year 6 pupils in the computer room, the teacher demonstrated good subject knowledge and control of a laptop computer. She successfully anticipated difficulties pupils might encounter in completing the input of formulae on a spreadsheet. The Year 6 pupils concentrated well on their spreadsheet work, and in an effective mathematics lesson, Year 1 pupils responded well to the use of the interactive whiteboard in exploring number patterns. In a classroom-based lesson for pupils in Years 3 and 4 about the construction of a tree diagram, pupils made satisfactory progress in understanding the kind of criteria that would enable them to distinguish one type of fruit from another.
88. The leadership and management of ICT are unsatisfactory. The role of the co-ordinator is undeveloped and does not yet include checking the quality of teaching and learning. Action planning for subject improvement is not yet in place. Overall improvement since the last inspection has been unsatisfactory. The provision of ICT facilities in terms of the room of computers, the interactive whiteboard, and other associated resources, represent an improvement in the material conditions for teaching ICT. However, standards remain below national expectations and pupils are still underachieving. There was little use of ICT in classrooms in Years 1 to 6 during the course of the inspection.

Information and communication technology across the curriculum

89. Pupils are not given opportunities to apply their ICT skills and experience in other areas of the curriculum. The teachers themselves make minimal use of ICT to support their teaching.

HUMANITIES

Religious education

Work in religious education was sampled. It was possible to see one lesson in Year 2 during the inspection. Pupils' workbooks and some planning were scrutinised.

Provision in religious education is **unsatisfactory**.

Main strengths and weaknesses

- The standards seen in pupils' school work are below those expected in Years 2 and 6. Pupils are working below their capabilities.
- The curriculum fails to ensure that there are appropriate learning outcomes for each year group.
- The overall quality of teaching and learning is unsatisfactory.
- Leadership and management are unsatisfactory.

Commentary

90. In Year 2, pupils are working below the standards expected and, by the time they reach Year 6, the standards are well below those expected. Pupils fail to make adequate progress as they move up through the school and they underachieve because the range of learning opportunities has not been well enough put together. The curriculum does not ensure that pupils' knowledge, understanding and skills are consistently developed as they move up through the school. Staff have decided that they prefer not to teach the locally agreed syllabus and instead they are using national guidance. However, there are weaknesses in the implementation of this and, as a result, it is not being used well enough to meet pupils' needs.
91. The overall quality of teaching and learning is unsatisfactory. The lesson plans are not sufficiently well focused and teachers rely heavily on the use of worksheets that fail to motivate pupils. There is much underachievement and unsatisfactory work evident in pupils' workbooks, which are also poorly presented. Marking is superficial and teachers do not plan activities with enough attention to the assessment of pupils' differing needs. Consequently, there is often a failure to meet the learning needs of different groups of pupils.
92. Some teaching is better than that indicated in pupils' workbooks. In a Year 2 lesson, the teaching and learning were good. The teacher was clear about what it was she wanted the pupils to learn, had thought carefully about pupils' needs, and had designed tasks that engaged their thoughts and feelings about the Prodigal Son to good effect. Because many pupils found it difficult to articulate initial thoughts, the teacher asked them to rehearse ideas with a partner before speaking to the class as a whole. This worked well. Pupils were then able to explain their thoughts and feelings with confidence. The follow-up tasks were designed to ensure all pupils had scope to consider and report their views. There was support for lower attaining pupils, who find writing difficult, and challenge for the more capable pupils. As a result, all pupils made good progress during this lesson.
93. The leadership and management of religious education are unsatisfactory because there is no checking of standards, planning or teaching. As a result, weaknesses are not identified and no action is taken to rectify them. Because the school has not evaluated its religious education provision, the co-ordinator and other staff were not aware of the substantial weaknesses

uncovered by the inspection. There has been a deterioration in standards and in the quality of teaching since the last inspection.

Geography

Work in geography was sampled. Only one geography lesson was seen during the inspection in the mixed Years 4 and 5 class. Pupils' work was scrutinised.

Provision in geography is **unsatisfactory**.

Main strengths and weaknesses

- Standards are below those expected nationally and pupils are underachieving.
- The range of learning opportunities does not ensure that pupils achieve the learning outcomes expected by the National Curriculum programmes of study.
- The overall quality of teaching and learning is unsatisfactory.
- Leadership and management are underdeveloped and ineffective.

Commentary

94. The standard of pupils' work is below that expected nationally in Years 2 and 6. For example, Year 2 pupils are unable to describe features of the locality or to explain how people have influenced it. They do not ask or answer questions about places, using their own words, observations or information sources. Their geographic vocabulary is restricted. Year 6 pupils do not have the expected knowledge and understanding for considering similarities and differences in places. They are inexperienced at researching the physical and human features in different localities. Pupils' skills in geographical enquiry are underdeveloped.
95. The overall quality of teaching and learning is unsatisfactory. Teachers' planning is not sufficiently well focused. Activities are undemanding and often involve the use of worksheets that are uninspiring and fail to motivate pupils. Marking is superficial and assessments are not used to ensure that work is matched to pupils' differing needs. Little use is made of ICT to support teaching and learning. The presentation of work in pupils' workbooks is poor. Pupils do not make sufficient progress because there are gaps in the school's curriculum and long periods of time when they are not taught geography at all. The learning opportunities are unsatisfactory and do not adequately cover the National Curriculum programmes of study.
96. The leadership and management of the subject are ineffective. There is no checking of standards, planning or teaching. As a result, the school has not identified the weaknesses in provision and is not taking action to rectify them. There has been deterioration in standards and in the quality of teaching since the last inspection.

History

Work in history was sampled. There were no timetabled history lessons during the inspection. Evidence was gathered from a scrutiny of pupils' work.

Provision in history is **unsatisfactory**.

Main strengths and weaknesses

- Pupils are working below their capabilities and standards are below those expected nationally.
- The range of learning opportunities does not adequately cover the programmes of study of the National Curriculum.
- The overall quality of teaching and learning is unsatisfactory.
- Leadership and management are underdeveloped and are unsatisfactory.

Commentary

97. The standard of pupils' work is below that expected nationally in Years 2 and 6. Pupils in Year 2 do not use their own words to describe and explain how what happened in the past differs from events in their own lives. They do not use simple resources to answer questions about the past and their understanding of chronology is more limited than it should be at this age. Year 6 pupils also find it difficult to recognise changes within and across past periods and societies. They are inexperienced in asking and answering historical questions and do not use source material effectively. Their research skills are restricted.
98. The overall quality of teaching and learning is unsatisfactory. Teachers' planning is not sufficiently well focused and there is too much use of worksheets that fail to motivate pupils. Marking is superficial and assessments are not used to ensure that work matches pupils' differing needs. Pupils also fail to make progress because of weaknesses in the coverage of the National Curriculum programmes of study. Currently, pupils in Years 3 to 5 study only Ancient Greece and Ancient Egypt.
99. The leadership and management of history are unsatisfactory because there is no checking of standards, planning, or teaching. Consequently, the school has been unaware of the significant weaknesses in this subject. There has been a deterioration in standards and in the quality of teaching since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Provision in art and design was sampled. One lesson was observed in Year 1. Other evidence was gained from a scrutiny of work in pupils' sketchbooks and on display around the school.

Provision in art and design is **unsatisfactory**.

Main strengths and weaknesses

- There is insufficient development of pupils' skills in art and design, or of their knowledge and understanding of the work of famous artists and designers.
- Art and design activities are mainly used to support other subjects rather than as an aspect of pupils' creative development.
- Because of the weaknesses in provision, pupils underachieve and standards are below those expected nationally.

Commentary

100. Standards are below those expected nationally in Years 2 and 6 and pupils are underachieving. Not enough opportunities are provided for pupils to develop competence in art and design activities or to gain adequate awareness of the work of famous artists and designers. Scant attention is given to the National Curriculum programmes of study and to ensuring that work in one year builds on that already covered as pupils move up through the school. There is little work in pupils' sketchbooks and the work that pupils have done shows that there is no planned programme to develop their art and design skills.
101. The overall quality of teaching and learning is unsatisfactory. The good start given in the Reception Year in developing children's awareness of colour mixing is not developed. Many activities provide little scope for pupils to use their own ideas or to give an imaginative response. Nevertheless, Year 1 pupils responded well to opportunities to draw or paint musical instruments, to produce collages and to work with clay. In this lesson, teaching and learning

were satisfactory. However, pupils were not told the criteria for good work and this limited the standards they achieved.

102. Much of the art and design work has a prime purpose of supporting work in other subjects. In Year 2, for example, recent work has been focused on developing pupils' awareness of a balanced diet and healthy eating in connection with their work in science. There is no provision to support potentially higher attaining or talented pupils. The subject has suffered from a lack of development over recent years. The teaching and learning opportunities have not been checked for weaknesses to be identified and rectified, and this is unsatisfactory.

Design and technology

Work in design and technology was sampled by looking at pupils' written work and teachers' planning. It was not possible to see any lessons as none were timetabled during the inspection. There were few pupils' products available for inspection, but there was limited photographic evidence of some past work.

Provision in design and technology is **unsatisfactory**.

Main strengths and weaknesses

- The range of learning opportunities does not allow pupils to experience the full range of the subject.
- The leadership and management are unsatisfactory. There is a lack of focus on action to improve pupils' standards and achievement.
- There has been little improvement since the last inspection. The weaknesses highlighted at that time have not been rectified.

Commentary

103. The standard of pupils' work in design and technology is below that expected nationally in Years 2 and 6, and pupils' achievement is unsatisfactory. The only products available during the inspection were those arising from a packaging project in Years 3 and 4, and these reach a satisfactory standard. However, the school does not provide pupils with satisfactory opportunities overall to gain a complete experience at each of the stages of designing, making and evaluating products, and this limits how well pupils are able to achieve. At the design stage, pupils produce only a single design, rather than a variety of possible designs from which the best is chosen according to criteria. At the stage of making a product, pupils are not given the experience of producing a step-by-step guide to the construction process. When they evaluate their products, the work is not structured so as to develop the reasoning processes through which pupils learn to re-consider the initial design criteria in the light of their finished product.
104. Pupils have some experience of food technology, for example, through making bread. They also experience structures through making packaging and musical instruments. Teachers' planning for design and technology indicates that pupils gain experience of mechanisms, but evidence of work in this area was not available during the inspection. The planning does not allude to any projects involving the use of electrical circuits or the use of control technology. The school acknowledges that it does not have formal arrangements for the assessment of design and technology in place.
105. The leadership and management of design and technology are unsatisfactory. The role of co-ordinator has not yet been formalised, and does not include the analysis of the quality of pupils' design and technology work, checking teachers' planning or the observation of teaching. Because there are no established systems for checking the quality of teaching or the learning opportunities in design and technology, the co-ordinator and senior staff are not

sufficiently aware of deficiencies in the quality of education. It is only recently that the school has started to take the first steps towards an action plan for the subject.

106. The development of design and technology since the last inspection has been unsatisfactory. Weaknesses in the design stage of work were identified at the last inspection, as were weaknesses in the breadth of subject work, particularly in Years 3 to 6. These concerns remain. The school has not broadened the coverage of the range of design and technology work sufficiently. Although pupils now evaluate their work, they do not have opportunities to analyse their products against the design criteria or to consider their fitness for purpose. Thus, the subject is still lacking, both in terms of its scope and depth of treatment.

Music

Only one lesson was seen. The school does not keep assessment records of pupils' work in music. Because limited evidence was gathered, it is not possible to make an overall judgement on the quality of provision.

107. Pupils sing tunefully in assemblies and successfully clap simple rhythms to accompany songs. Those in Year 1 sang well during a short classroom session following on from work in an art and design lesson in which they observed and drew musical instruments. However, in a Year 6 lesson, the standard of singing was only just satisfactory. Whilst the other activities in the lesson adequately introduced pupils to mechanical gadgets used to create music in Victorian times, there was nothing to challenge pupils with potential for higher attainment. There was some evidence of underachievement in this lesson.
108. The 'Waingroovers', a group of pupils who attend extra-curricular singing and dancing activities, achieve a good standard in their singing. This group enjoys the activities led by the acting headteacher and pupils in Years 2 to 6 work well together.

Physical education

Provision was sampled through lesson observations.

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Although the overall quality of teaching and learning is satisfactory, there are strengths in lesson organisation and the effective structuring of activities.
- Teachers do not always highlight to pupils the criteria for good work.

Commentary

109. Although insufficient evidence was gathered to make a judgement on standards in Year 6, in the physical education lessons observed, in other year groups, pupils' work was at the level expected for their age. The available evidence indicates that pupils achieve satisfactorily. They are confident in their movement work and have the levels of control of their bodies, for example, in 'travelling' activities, normally found at this age. Pupils understand the importance of health and safety issues, for instance, in jumping from a vaulting horse, or in moving apparatus in the school hall. They know how to observe and discuss the work of others when examples of pupils' work are used for demonstration.
110. Teaching and learning are satisfactory overall and there are some positive features. Teachers are confident in teaching physical education, and set an authoritative tone, including good use of voice and language, and the capacity to demonstrate teaching points. Thus, they maintain

good control of pupils at all stages in lessons. Good relationships are evident between teachers and their classes. The timing of activities within lessons is good and teaching proceeds at a good pace. For their part, pupils are attentive, and show satisfactory levels of involvement and effort. Teachers organise activities well, including satisfactory warm-up and cool-down sessions at the beginning and end of lessons. They also structure work within lessons to good effect so that activities build on earlier achievement to refine skills further. Teachers give satisfactory emphasis to issues of health and safety.

111. Pupils understand that teachers' invitations to demonstrate their learning represent recognition of their success. However, the criteria for good work are not always made explicit. As a result, pupils are not always clear about what they are aiming to achieve and they are prevented from doing better. There are also some missed opportunities to refine pupils' skills through coaching, for example, regarding how to land when jumping from apparatus.
112. The role of the co-ordinator is at only an early stage of development, as is the case in other subjects. As the checking of teaching and the learning opportunities are not established, the co-ordinator is, as yet, unable to identify key aspects of provision requiring improvement to raise standards to a higher level.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The provision in this area was sampled.

113. The overall provision for pupils' personal, social and health education is satisfactory, as are pupils' achievements in this area. Satisfactory attention is given to health education, which includes sex and relationship education, and the dangers of drug and alcohol misuse. There are some good features to the provision, particularly in the use of 'circle time', when pupils sit in a circle to discuss matters of personal importance. This time is used well by teachers to promote pupils' self-esteem, their social and citizenship skills, and their understanding of right and wrong. Pupils' involvement with the School Council provides a good opportunity for them to gain first hand experience in, and come to understand, important democratic processes. There is good involvement of Reception class children through a Year 6 pupil who represents them.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	5
How inclusive the school is	5
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5
Overall standards achieved	5
Pupils' achievement	5
Pupils' attitudes, values and other personal qualities	4
Attendance	4
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	5
The quality of teaching	5
How well pupils learn	5
The quality of assessment	5
How well the curriculum meets pupils' needs	5
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
The leadership and management of the school	5
The governance of the school	5
The leadership of the headteacher	4
The leadership of other key staff	5
The effectiveness of management	5

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

poor (6); very poor (7).