

INSPECTION REPORT

WINNALL PRIMARY SCHOOL

Winchester

LEA area: Hampshire

Unique reference number: 115963

Headteacher: Mr N Smith

Lead inspector: Mrs L Brackstone

Dates of inspection: 7th - 9th June 2004

Inspection number: 258456

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: | 159 |
| School address: | Garbett Road Winnall Winchester Hampshire |
| Postcode: | SO23 0NY |
| Telephone number: | (01962) 853 889 |
| Fax number: | (01962) 861 462 |
| Appropriate authority: | The governing body |
| Name of chair of governors: | Canon Robert Teare |
| Date of previous inspection: | 19 th April 1999 |

CHARACTERISTICS OF THE SCHOOL

Winnall is an average-sized primary school with 159 pupils on roll. Nearly all are of white UK heritage and there are no pupils who use English as an additional language. It serves a local social housing estate on the outskirts of Winchester which is an area of significant social deprivation. About 25 per cent of pupils are eligible for free school meals, which is higher than the national average. The number of pupils who have special educational needs is also above average, at 30 per cent. Two pupils have statements for special educational needs. Learning difficulties include dyslexia, social and emotional problems, poor speech development, physical disabilities and autism. Children start school on a part-time basis at the start of the academic year in which they will be five. Attainment on entry is below expectations for this age group. At the time of the inspection a new headteacher had been in place for two and a half terms.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|------------------|----------------|--|
| 21872 | Mrs L Brackstone | Lead inspector | The Foundation Stage Science Geography History |
| 9880 | Mr A Comer | Lay inspector | |
| 22790 | Mrs J Pinney | Team inspector | English Art and design Design and technology Music Physical education |
| 24137 | Mrs G Robertson | Team inspector | Mathematics Information and communication technology Religious education Special educational needs English as an additional language |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **satisfactory school that provides a sound standard of education**. Although standards attained overall are below national expectations, achievement is satisfactory in relation to pupils' attainment on entry into school, which is well below expected levels. The overall quality of teaching is good and the curriculum provided is adequate. The quality of learning is satisfactory because, although attitudes and behaviour are satisfactory overall, it is evident that in the past some of the older pupils have felt significant disenchantment towards the school. The leadership of the new headteacher is good. Key staff and governors support him well and their new roles are developing appropriately. The effectiveness of management is satisfactory. Parents are happy with provision and most pupils like their school. It provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The new headteacher has a good understanding of what the school needs to do to improve.
- Achievement is good in the Reception class and in Years 1 and 2, but standards are not high enough at the end of Year 6.
- The overall quality of teaching is good.
- Social and moral development is cultivated well.
- There is good curriculum enrichment, such as after school clubs and visits.
- Pupils trust their teachers and enjoy positive relationships with them.
- Links with other schools and colleges are good.
- Spiritual and cultural development are unsatisfactory.
- Pupils are not fully aware of what they need to do to improve.
- Some parents do not ensure that their children attend school regularly.
- Learning resources are inadequate and the outdoor area for the Reception class is unsatisfactory.
- The governors do not fulfil all their statutory duties.

The school was last inspected in April 1999. Improvement, since the last inspection, is very recent and has been systematically identified by the new headteacher. Given his potential and the support he is receiving from the local education authority, improvement can be judged to be satisfactory overall. Since the arrival of the new headteacher, the weaknesses in teaching in Years 3 to 6 and the insufficient use of information from assessments have been rectified. The locally agreed syllabus for religious education has been successfully implemented and collective worship now meets statutory requirements. However, although literacy skills are being taught better in Years 3 to 6, the pupils still do not achieve sufficiently well in their writing.

STANDARDS ACHIEVED

| Results in National Curriculum tests at the end of Year 6, compared with: | all schools | | | similar schools |
|---|-------------|------|------|-----------------|
| | 2000 | 2001 | 2002 | 2002 |
| English | E | E | E | E |
| mathematics | C | E | D | D |
| science | D | E* | E | E |

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

Overall achievement is satisfactory. Children start school with levels of attainment that are well below expectations. They achieve well in the Reception class and in Years 1 and 2 and attain the expected levels in all aspects of English (speaking, listening, reading and writing), mathematics and science by the time they start Year 3. Until recently, achievement in Years 3 to 6 was unsatisfactory and pupils were attaining levels of attainment well below average. There has been a notable improvement over the past two and a half terms and achievement is now satisfactory overall. Consequently, current standards at the end of Year 6 in English, mathematics and science are now below average. Although the school is fully aware that this is not good enough, improvements have been made and this represents a good start to the raising of standards. Standards in information and communication technology meet national expectations at the end of Years 2 and 6. Standards in religious education in Years 2 and 6 meet the expectations of the locally agreed syllabus. Standards in geography meet national expectations at the end of Year 2. However, the pupils' limited use of vocabulary and the weaknesses in their writing skills affect standards in geography at the end of Year 6, which are below expectations. Special educational needs pupils' achievement is satisfactory overall. No other judgements were made on standards in other subjects because they were not the focus of the inspection.

Pupils' personal development is satisfactory. It is promoted through **good provision for social and moral development.** However, **provision for spiritual and cultural development is unsatisfactory.** Most pupils have satisfactory attitudes to school and behave appropriately in and around school. However, there are a significant number of pupils who have clearly been disaffected with school life in the past and, at times, display anti-social tendencies. Relationships in school are good. **Punctuality is satisfactory but attendance levels are unsatisfactory.**

QUALITY OF EDUCATION

The school provides a satisfactory standard of education. Teaching is good throughout the school. Teachers and pupils enjoy very positive relationships with their classes. Subject knowledge is good and different teaching styles are used well to motivate the pupils and promote learning. Expectations of behaviour are good and sessions are normally well paced. Lesson planning and challenge of work is satisfactory overall. Homework adequately supports the pupils' learning. **Learning is satisfactory** overall. It is good in the Reception class and in Year 2 and is satisfactory in Year 1 and in Years 3 to 6. This is because a significant number of pupils have special educational needs in these classes and find learning difficult. A high proportion of older pupils have also been disaffected with school in the past and this does not encourage their learning. **The curriculum is satisfactory** overall and is enriched well by a good range of activities. Provision for pupils with special educational needs is good. The accommodation is adequate, apart from the outdoor area for the Foundation Stage, which is unsatisfactory. Learning resources are inadequate overall. Pupils are cared for appropriately and health and safety procedures are securely in place. There are **good partnerships with other schools and colleges. Links with parents and the local community are satisfactory.**

LEADERSHIP AND MANAGEMENT

The leadership of the new headteacher is good. He has established an innovative senior team who share his positive aspirations for the school. **Subject leadership is satisfactory**

and is developing well under the direction of the new headteacher. **The leadership of the governors is satisfactory overall.** They are supportive of the school and have recently started to understand their role of challenge and support as they have become more informed in school matters. However, their annual report to parents and the school prospectus do not fulfil statutory requirements. **The school is managed satisfactorily.**

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are particularly impressed with the leadership of the new headteacher and feel that under his direction, the school has become '*an extension to their families*'. Pupils trust their teachers and feel that there is always someone they can go to if they have a problem. A group of Year 6 pupils explained to an inspector that their class teacher is '*just like a friend*'. They also spoke very enthusiastically about their new headteacher who they '*really like*'.

IMPROVEMENTS NEEDED

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

- Improve overall standards at the end of Year 6.
- Help pupils to understand how they can improve their work.
- Develop systematic plans to cultivate the spiritual and cultural development of the pupils.
- Encourage parents to take more responsibility for ensuring that their children attend school regularly.
- Implement the agreed plans to improve the outdoor area for the Reception class.
- Ensure that governors fulfil all their statutory duties.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

STANDARDS ACHIEVED IN AREAS OF LEARNING AND SUBJECTS

Generally, children start school with levels of attainment that are well below expectations. They achieve well in the Reception class and in Years 1 and 2 and attain expected levels by the time they start Year 3. Until recently, achievement in Years 3 to 6 was unsatisfactory and pupils were attaining levels of attainment well below average. There has been a notable improvement over the past two and a half terms and achievement is now satisfactory overall. Current standards, at the end of Year 6, are now below average and, although the school is fully aware that this is not good enough, significant improvements have been.

Main strengths and weaknesses

- Standards have started to improve since the arrival of the new headteacher.
- Achievement is good in Reception and in Years 1 and 2.

Commentary

Attainment on entry into school

1. Attainment on entry into school is variable. There is a high proportion of children who start school with underdeveloped social skills. They find communicating with others difficult and have had limited life experiences. Many are only just aged four when they start school and some year groups have significant numbers of children with special educational needs. For example, the current Year 1 class has a large number of children with summer birthdays who started school shortly after they were four. In addition to this, many of these pupils have learning difficulties. Consequently, their attainment on entry was well below average. In contrast, the relatively small group of children who are in the current Reception class, have fewer numbers with special educational needs. Whilst their attainment on entry was still below expectations, in comparison to other year groups, they are a more capable class whose skills in all areas of learning have developed well. In discussion with staff and from sampling past work, it is evident that most children at Winnall do not meet the expected levels by the time that they are ready to start Year 1 of the National Curriculum. This is because they have started school at such a low level and is compounded by the fact that the school has no Nursery. Therefore, they only receive one out of the possible two years of the Foundation Stage programme.
2. Children in the current Reception class achieve well because the quality of teaching is good and they are eager learners. By the end of the Reception Year, they will have attained the expected levels of attainment in all the areas of learning of the Foundation Stage curriculum. This means that they will be fully ready to start Year 1 of the National Curriculum, which is a vast improvement on previous years. These pupils are well placed to continue to achieve well.

Standards in the National Curriculum tests of 2003

3. The results of the Year 2 national tests of 2003 are recorded below. In the reading tests just over one fifth of pupils attained the higher than expected level in these tests. However, too many pupils did not reach the expected standard for Year 2. This meant that overall standards in reading were below average. Girls performed better than boys in these tests. Standards in the writing and mathematics tests were well below average. In comparison to schools that have similar numbers of pupils eligible for free school meals, standards were below average in reading, writing and mathematics. In the 2003 teacher assessment tests for science, numbers of pupils attaining the expected level were well below average. However, the number of pupils attaining the higher level was above average, which indicated that the more capable pupils were attaining appropriately. The trend in the school's average point score has been below the national trend since 1999.

Standards in national tests at the end of Year 2 – average point scores in 2003¹

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading | 14.8 (13.7) | 15.7 (15.8) |
| writing | 13.1 (12.1) | 14.6 (14.4) |
| mathematics | 14.6 (12.8) | 16.3 (16.5) |

There were 22 pupils in the year group. Figures in brackets are for the previous year.

4. The results of the Year 6 national tests of 2003 are recorded below. Standards in English and science were well below the national average. Standards in mathematics were below average. When compared to similar schools, the standards attained in mathematics were below average and well below in English and science. One of the reasons why the standards were so low was because significant numbers were not attaining the expected level for their age group. For example, over one-third of pupils did not reach the expected level in English. Over one fifth of pupils in Year 6 were judged to be working at a much lower level than expected in mathematics and science. Evidence from the national tests indicates that girls generally achieved better than boys. When the data over the three year period from 2001 to 2003 is considered the performance of pupils was well below national median in English and science and below in mathematics. Trends over time have been below national figures.

Standards in national tests at the end of Year 6 – average point scores in 2003²

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 23.6 (23.5) | 26.8 (27.0) |
| mathematics | 25.8 (24.7) | 26.8 (26.7) |
| science | 26.2 (25.3) | 28.6 (28.3) |

There were 30 pupils in the year group. Figures in brackets are for the previous year.

Inspection findings

5. Current standards in Year 2 are average in speaking, listening, reading, writing, mathematics and science. In comparison to the previous report, standards in Year 2

¹ All levels of the National Curriculum are awarded a points score. The average score for all pupils taking the test is used to grade schools in each year. The expected average points at age seven is 15.5. Tables are adjusted to reflect the national average score before grading. The grades are shown in the summary.

² All levels of the National Curriculum are awarded a points score. The average score for all pupils taking the test is used to grade schools in each year. The expected average points at age 11 is 27. Tables are adjusted to reflect the national average score before grading. The grades are shown in the summary.

have been maintained. However, this is not an accurate picture because standards have been in decline since 1999. Therefore, these standards reflect a very good improvement over the past five years and, notably, since the national tests of 2003. At the time of the last inspection, standards were average in mathematics and science and below average in English. However, although current inspection findings indicate that standards in Year 6 are below average in all aspects of English, mathematics and science, there has also been a good improvement when compared to the results over the past five years, particularly since the tests of 2003.

6. These improvements are a direct result of the leadership of the new headteacher. Since his arrival, lessons are more focused on learning and staff have a greater awareness of different teaching styles. The curriculum is now carefully planned to ensure that skills are taught consistently and progressively. Consequently, although the pupils in Years 3 to 6 require a great deal of input to motivate and maintain their interest, there is a much more positive feel to the learning environment. This is having a good impact on standards attained and the achievement made by the pupils. In the Year 6 national test results of 2003, it was evident that the girls were attaining better than the boys. The success of these very recent improvements in school can be also measured by the fact that no differences were noted in the attainment of boys and girls during the inspection.
7. Standards in information and communication technology meet national expectations and this is a similar picture to that at the last inspection. Standards in religious education meet the expectations of the locally agreed syllabus. At the time of the last inspection progress in religious education was considered to be satisfactory. However, current inspection findings suggest that, when the standards are compared to attainment on entry, it is evident that the pupils are achieving well over time. Standards in geography at the end of Year 2 meet national expectations. However, standards at the end of Year 6 in this subject do not meet expectations because the pupils are hampered by their lack of vocabulary and weak speaking skills. No judgement was made about standards in any other subjects because they were not the focus of the inspection.
8. Pupils with special educational needs are now identified early and receive good support from all the staff. This is the direct result of the new co-ordinator who has introduced new procedures and organisation. Individual education plans are well focused and used to analyse the performance of pupils. This good level of provision enables children in the Foundation Stage and pupils in Years 1 and 2, to achieve well when compared to their initial levels of attainment. However, those pupils in Years 3 to 6 who did not receive such a good level of attention in the past, achieve satisfactorily.
9. By the end of Year 2, pupils are using their literacy skills appropriately to support achievement across the curriculum. For example, pupils are able to talk about the differences between Winchester and a seaside town in a geography lesson. Their mathematical skills are used competently to support their learning in design and technology and in history when they work out how long ago events took place. Information and communication technology skills are used with developing confidence to support work in English and art and design. By the end of Year 6, pupils' language and mathematical competences have developed satisfactorily, but they are still below expectations for this age group. This has a negative impact on the use of these basic skills in the development of other subjects such as geography and history. For example, they find it difficult to describe a specific situation because their vocabulary is limited and they struggle to think of appropriate words to use. Their lack of mathematical

competence also impacts negatively on their ability to apply knowledge to other subjects, such as design and technology and geography. However, the pupils use their information and communication technology skills well to promote learning in a range of subjects. For instance, they use the Internet to search out information for their history topics and learn how to operate a sequence of lights for a funfair using a control technology program.

Pupils' attitudes, values and other personal qualities

Attendance is unsatisfactory, but punctuality is satisfactory. Pupils' attitudes and behaviour are satisfactory. Other aspects of pupils' personal development are satisfactory overall.

Main strengths and weaknesses

- Pupils' social and moral development is good.
- Opportunities to promote pupils' spiritual and cultural awareness are underdeveloped.
- Overall, during the past year, attendance has been unsatisfactory.

Commentary

10. Although the level of unauthorised absence has improved during the spring and summer terms, the overall attendance for the past year is below the national average. The school has satisfactory procedures in place to monitor and follow up on pupil absence, but the co-operation of some parents and carers in ensuring their children's regular attendance falls below the school's expectations.
11. Pupils' attitudes towards school are satisfactory. There is strong evidence that these have improved significantly since the start of the school year when a new positive approach to school was introduced by the new headteacher. Most pupils readily participate in the life of the school and the range of activities outside the classroom. This was evident during the very hot weather, which was being experienced at the time of the inspection. Pupils, who were interviewed, expressed very positive views about all aspects of the school and pupils' self-esteem generally is growing.
12. Behaviour is also satisfactory. Pupils and parents agree that behaviour has improved during recent months, but there is some evidence that a small minority of pupils display challenging behaviour in class. The 'friends group' is a good example of how the school is successfully managing the behaviour and self-esteem of pupils. Pupils move around the school sensibly and have good and trusting relationships with each other and with adults, both at work and at play. They enjoy taking responsibility around the school. For example, Year 6 pupils help the younger children during playtimes and organise the music that is to be played at the start of assemblies. There was no evidence of oppressive behaviour at the time of the inspection, but pupils feel that the school deals well with any such issues. During the last academic year there were two 'fixed period' exclusions, but none so far this year.
13. Provision for pupils' spiritual, social, moral and cultural development is satisfactory overall. However, within that context, opportunities to promote the spiritual, cultural and multicultural awareness of pupils are underdeveloped, both in assemblies and across the curriculum. The provision for pupils' spiritual awareness has not improved since the last inspection, when it was a key issue. The personal, social and health education curriculum provides good opportunities for pupils to discuss and reflect on a range of

moral and social issues, particularly during 'circle time'. There are also clear rules and codes of conduct displayed prominently around the school and this has a good impact on their behaviour. The range of educational visits and visitors and the range of activities outside the classroom, also encourage pupils to develop socially and morally, as well as contributing to their achievement and personal development.

Attendance in the latest complete reporting year (%)

| Authorised absence | |
|--------------------|-----|
| School data | 4.3 |
| National data | 5.4 |

| Unauthorised absence | |
|----------------------|-----|
| School data | 1.4 |
| National data | 0.4 |

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

Ethnic background of pupils

| Categories used in the Annual School Census |
|---|
| White – British |
| White – Irish |
| White – any other White background |
| Mixed – White and Black Caribbean |
| Mixed – White and Asian |
| Asian or Asian British – Bangladeshi |

Exclusions in the last school year

| No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|----------------------|-----------------------------------|--------------------------------|
| 148 | 2 | 0 |
| 1 | 0 | 0 |
| 3 | 0 | 0 |
| 1 | 0 | 0 |
| 1 | 0 | 0 |
| 2 | 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 quality of education is satisfactory. Teaching is good and learning is satisfactory. The planned curriculum meets national requirements and gives the pupils adequate subject coverage. It is enriched well by after school clubs and interesting visits to support work on specific topics and to promote their social development. Appropriate care is provided for pupils and health and safety procedures are secure. Links with other schools and colleges are good. Links with parents and the local community are satisfactory.

Teaching and learning

The overall quality of teaching is good. Learning is satisfactory overall and this is because nearly one-third of the school have varying degrees of special educational needs and older pupils carry a legacy of disenchantment. Procedures for assessing pupils' progress are satisfactory and have recently started to be used to inform teachers' planning. However, pupils are not sufficiently involved in understanding how they can improve their work.

Main strengths and weaknesses

- Teachers share very positive relationships with their classes.
- Subject knowledge is good and different teaching styles are used well to motivate the pupils and promote learning.
- Expectations of behaviour are good.

- Lessons are normally well paced.

Commentary

Summary of teaching observed during the inspection in 29 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 2 | 19 | 8 | 0 | 0 | 0 |

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

- The overall quality of teaching throughout the school is good. It has remained good quality in the Foundation Stage and in Years 1 and 2 since the last inspection. Teaching in Years 3 to 6 has improved since the last inspection, when, too many unsatisfactory lessons were observed. The quality of learning is satisfactory overall. It is good in the Foundation Stage and in Year 2. In Year 1 and in Years 3 to 6 it is never less than satisfactory. However, a significant number of pupils have special educational needs in these classes and find learning difficult. A high proportion of older pupils have also been disaffected with school in the past and this has had a negative impact on their attitudes towards learning. Although this has improved since the arrival of the new headteacher, teachers still have to work extremely hard to motivate and interest pupils to a satisfactory level and overcome this feeling of disaffection and lack of self-worth.
- A very strong feature of this school is the very positive relationships that pupils share with their teachers. This is based on mutual respect for each other and is supported by a strong emphasis on care by the teachers. Teachers know their pupils and their families extremely well and use this knowledge to understand their specific needs. Consequently, they are individually encouraged in lessons and appropriate praise is given. All teachers show a good command of the subjects they teach and are experienced in the age groups that they are responsible for. This means that they know the best ways to engage pupils in their work and encourage them to apply themselves through a good range of teaching styles and approaches. A particularly successful method is the way in which the teachers suggest to the pupils that they might like to talk to each other in pairs about particular aspects of a lesson. This was observed in a good geography lesson in Year 2, where the pupils were encouraged to talk to their partners about what they might be able to buy at the seaside.
- Teachers consistently expect high standards of behaviour. They work very hard, ensuring that pupils listen to each other in group and class activities. The pupils often require constant reminders that they need to put their hand up in response to a question and teachers frequently have to point out that they must take turns. Teachers successfully motivate all pupils in whole class sessions through lively, interesting and frequently humorous approaches. The response to these teacher directed sessions is never less than satisfactory. However, when older pupils are required to work collaboratively or independently in groups or pairs or individually, they find this very difficult. This is because they need constant reassurance and support from their teachers. This was evident in a Year 3 mathematics lesson, where pupils clearly gained skills and fully understood what the teacher was explaining, in her well presented and skilfully taught introductory session. However, when the same pupils were required to work independently, they were less focused. The response of some pupils was rather negative and they preferred to be argumentative with their friends rather than co-operate with them.

17. Time is used well in lessons. Teachers generally have a good awareness of pace and introductions are crisp and relevant. The purpose of the lesson is frequently shared with the pupils and then successfully used during the efficient recap sessions. Since the arrival of the new headteacher, short breaks in the pupils learning have been introduced. During these sessions, the pupils work on exercises that will stimulate their brain and will improve their capacity to learn. These exercises are having a positive impact on pupils' learning, particularly promoting their application and productivity. They also helped the pupils to remain in focus during the very hot weather conditions, which were experienced during the inspection.
18. Whilst the lesson plans seen during the inspection were broadly satisfactory, it is evident that over time the quality of these is variable. The best plans clearly identify the purpose of the lesson; these are related to the programmes of study within the national strategies. Activities for the different ability groups are clearly explained and both extension and support work identified. However, over time it is evident that the level of planning is not always as detailed as this. Consequently, there are tendencies for similar work to be given to the whole class. This is particularly noticeable where worksheets are used to consolidate learning and this means that the pupils are not sufficiently challenged.
19. The few teaching assistants employed at the school are used satisfactorily to support teaching and learning. One teaching assistant was used well in a good Year 5 English lesson when she was assessing pupils during the introductory session. Resources are generally used satisfactorily. The local environment is used very well to promote scientific, geographical and historical skills. Homework is used satisfactorily to support learning and is made interesting in the hope that it might involve the parents. For example, Year 6 have been involved with a questionnaire, which deals with issues about the local estate.
20. Teachers generally mark the pupils' books regularly and provide positive and encouraging feedback to the pupils either verbally or in written form. Consistent procedures for assessment have been introduced for English and mathematics. These have started to be used to inform teachers' planning. Assessment procedures in history and geography are being trialled. However, assessment in all other areas is in its infancy. The school is fully aware that this needs developing so that the teachers can respond more rapidly to the needs of the pupils. Although pupils have been set targets in English and they are developing an understanding of what they must do to improve, this is not a strong feature of other subjects.
21. Throughout the school, learning support assistants are used well to support the learning of pupils with special educational needs. Assistants are well briefed so pupils receive well-targeted support. Consequently, pupils work more productively and make progress. The school follows the special educational needs Code of Practice when both planning and reviewing the teaching needs of pupils who have been identified as having special educational needs. The co-ordinator for special educational needs is effective in working with staff to ensure that individual education plans are clearly related to both teaching and learning. These are used well by teachers when considering their teaching strategies.

The curriculum

The overall curriculum is satisfactory. Good extra-curricular provision enriches the curriculum. The accommodation is satisfactory overall, although the outdoor provision for Foundation Stage is inappropriate. Resources are unsatisfactory.

Main strengths and weaknesses

- The school plans a wide variety of interesting activities that are meaningful to the pupils.
- The provision for pupils with special educational needs is good.
- The school plans a wide variety of interesting visits and visitors to the school.
- The staff run the extra activities after school, which are very popular and well attended.
- There are insufficient learning support assistants for the Foundation Stage.
- Resources for information and communication technology are much improved, but lack of resources for music has an impact on music standards.

Commentary

22. The school provides a curriculum that meets all statutory requirements including the provision of personal, social and health education and the statutory requirements for religious education. Pupils have a satisfactory curriculum experience, which is broad and well matched to the needs of all the pupils. It is planned and developed by the staff to ensure that pupils' learning is interesting. Subjects are taught in a lively and sometimes stimulating way. All pupils have equal access to the curriculum, which enables them to develop their own interests and talents. The curriculum is developed to take account of the different styles of learning.
23. The school redesigned the curriculum at the beginning of the school year to ensure all aspects of the National Curriculum were being covered. Evaluation and further development is soon to take place. The staff have planned links between subjects, but this is not a consistent pattern; however, some good examples of very strong links exist and these ensure learning is exciting. For example, Year 6, in their geography study on the local park, designed a questionnaire to find out how often people use the park and for what reasons. In mathematics, pupils work out the size of the park's perimeter and area and then they use their skills, learnt in art and design, to illustrate their work. The school has recognised that more creativity is needed, to link subjects across the topics offered, so that the curriculum interests and inspires pupils' enthusiasm for learning.
24. The provision for pupils with special educational needs is good. The additional adult support is effectively planned for by all of the teachers. At times, when pupils are withdrawn for individual lessons with an adult, these lessons are well focused and matched to a pupil's specific need as identified in their individual education plan. The school has made good use of national programmes to boost pupils' English and mathematics skills. As a result, pupils with special educational needs have access to all areas of the curriculum and are fully included. All pupils, regardless of ability, gender or ethnicity, have equal access to the opportunities that the school provides. This includes equal access to the good range of extra-curricular activities. The clubs are popular and well attended by the pupils. They can choose to play games such as football or netball, go to a chess club or join in the drama activity in preparation for the end of term performance. Sporting activities are encouraged; pupils enjoy and learn the importance of team spirit and sportsmanship.

25. The school makes good use of the school grounds and local area to enhance the curriculum. For example, in religious education, Year 4 pupils explore their ground's trees to help them understand why trees are a symbol in some religions. There are a good number of visitors to the school, such as a Bangladeshi Imam and people to listen to pupils reading. Pupils also make visits outside school and Year 6 go to Stubbington for a residential visit. All these activities contribute greatly to pupils' experiences and help them learn more effectively. The staff do their best to ensure all pupils are fully involved in what the school offers.
26. Classrooms are of an adequate size. Teachers display useful information to help pupils' learning and proudly display pupils' good work. There is a spacious hall and a new computer suite; both are well used and newly resourced. The playing field and playground are on a higher level than the school and not easily seen. The bank between the school and play areas is steep and in wet weather mud spills onto the walkway areas outside the classrooms. The flowerbeds at the back of the school are very overgrown and unsightly. The outdoor facility for the Foundation Stage is unsatisfactory; it is too small and not securely fenced. It is also under-resourced having limited physically challenging apparatus on offer. The outside of the school is unattractive and is daunting for young children and visitors.
27. At the present time the library is housed in one of the two temporary classrooms; it is poorly resourced and not used well. The school has improvement plans, including fundraising for a large sum of money, to restock the books.
28. Teaching staff levels are satisfactory. There is a satisfactory number of school trained learning support assistants who provide good support for pupils with behavioural and educational difficulties, ensuring they are included in all learning and enabling the teachers to meet their needs effectively. The learning support assistant, in the Foundation Stage, is fully engaged supporting special needs.

Care, guidance and support

The school ensures that pupils are cared for and protected satisfactorily. The support, advice and guidance that pupils receive, about their achievements and their personal development, are satisfactory. The school involves pupils in its work and development satisfactorily.

Main strengths and weaknesses

- All staff know the pupils and their families well.
- Induction and transfer procedures are effective.
- There is no formal pupil consultation process.
- The use of outdoor play equipment for the younger pupils gives cause for concern.

Commentary

29. Policies and procedures for child protection and for promoting the general welfare of pupils are satisfactory and have improved since the last inspection. However, there is some concern that the use of the large play equipment, in the infant play area, is potentially hazardous for the younger children. Formal child protection awareness training should be arranged for all staff as soon as possible. The school's provision for pastoral care is good. All staff know pupils and their families well and cater for their

needs effectively. All pupils have very trusting relationships with one or more adults in the school. Adults provide good role models for the pupils.

30. The advice, support and guidance that pupils receive throughout their time at school are satisfactory, although the formal monitoring and assessment procedures are variable. Personal, social and health education is now a formal part of the curriculum. Arrangements for the induction of pupils into the school and their transfer to the next phase of their education, are good. There is no school council or other formal method of pupil consultation, although circle time does provide an opportunity for pupils to express their views.

Partnership with parents, other schools and the community

Overall, the school's links with parents are satisfactory. The school's links with the local community are also satisfactory. Links with other schools and colleges are good.

Main strengths and weaknesses

- Information that parents receive on pupils' progress is good.
- Parental involvement in the life of the school is a weakness.
- There are strong links with other local schools and colleges.
- The governors' annual report to parents and the school prospectus do not meet statutory requirements.

Commentary

31. Parents who responded to the pre-inspection questionnaire (77) or who attended the parents' meeting (15) generally have positive views of what the school provides and achieves.
32. The information that parents receive, through meetings, newsletters, noticeboards and reports, is satisfactory overall. Newsletters are regular and informative, but do not celebrate the school's nor the pupils' achievements and successes. Pupil reports are good and give parents a clear picture of their children's progress, how they compare with others of the same age and what they have to do to improve further. However, the governors' annual report to parents and the school prospectus both have omissions of statutory information.
33. The school makes good efforts to encourage parental involvement in the life of the school and in their children's education. The school believes that the response from the majority of parents, to these efforts, could be better. For example, there is no longer a '*parent teacher or 'friends of the school'*' group. However, although the school has satisfactory procedures for dealing with complaints, it has yet to establish ways in which to seek the views of parents.
34. The school's links with the local community are satisfactory overall. Links with other schools and colleges, particularly through the local cluster group, are strong. For example, transfer arrangements to the local secondary school are well organised and a member of staff from the secondary school, to which most pupils go, is a governor at the

school. This involvement is positive for both schools. There are plans to develop these arrangements even further to enhance staff and curriculum development. Several local groups also use the school facilities during evenings and weekends. There are no links with the local business community.

LEADERSHIP AND MANAGEMENT

The leadership of the new headteacher is good. The leadership role of key staff and governors is satisfactory and developing well as they become more informed about school issues. The school is managed satisfactorily.

Main strengths and weaknesses

- The new headteacher leads by good example and is totally committed to providing a successful teaching and learning environment.
- He has successfully established a strong leadership team who share his ambition for the school and are committed to improving standards.
- The headteacher, staff and governors share a vision for the school that has a good structure and is well supported by the local education authority.
- The provision for pupils with special educational needs is well managed.
- Governors do not fully meet all their statutory requirements.

Commentary

35. The new headteacher has quickly come to grips with the many weaknesses he has identified since taking up his post and, in conjunction with the local education authority, is working systematically to improve them. He is well supported by his strong leadership team that is innovative in structure. It comprises of three senior teachers who share a commitment to raising standards, improving the emotional health of the school and making it an effective learning environment. They are working hard to establish their key roles across the curriculum and have already noted improvements in a number of important areas. These are carefully documented in the detailed and pertinent strategic development plan and action to be taken is highlighted clearly. For instance, one of the leadership team is responsible for an overview of literacy and numeracy, science and information and communication technology. She is also responsible for planning programmes of study and analysing data from national tests and in school assessment procedures. This has already had a positive impact on the standards attained by the pupils and the raising of overall achievement. There is also a curriculum co-ordinator who monitors other areas of the curriculum, which includes the Foundation Stage and she also manages learning resources. She has ensured that the National Curriculum is now fully met and that knowledge and skills are taught progressively. The third member of the team takes responsibilities for learning styles, provision for special education needs, the gifted and talented, personal, social and emotional development and learning support assistants. She has sharpened the focus for the provision of pupils with special educational needs and has worked hard at introducing a systematic programme for personal and social development. This has had a positive impact on the improvement of attitudes to learning.
36. Pupils with special educational needs benefit from the school's decision to appoint an experienced special educational needs co-ordinator. Her important administrative work

is well organised. Pupils receive good quality teaching from her and this is reflected in the classroom support.

37. Governors have recently undergone significant changes in personnel and have been restructured following support and guidance from the local education governor services. The school strategic plan for the future is now shared with the governors on a regular basis. They are developing confidence and are learning how to challenge the various issues that are raised at meetings. The new headteacher and chair of governors now meet weekly and this means that governors can be fully informed about school issues. The governors are fully aware that a number of minor issues have been omitted from their annual report to parents and plan to rectify this in their next publication to be printed soon.
38. School management is satisfactory and the new systems in place are developing well. Since the arrival of the current headteacher, the school has become aware of the importance of evaluating its own performance against both national standards and those in relation to similar schools. This focus has enlightened staff and governors to a number of weaknesses in attainment over time. Effective systems have been put into place to ensure that pupil progress is tracked and monitored carefully. This now ensures that potential strengths and weaknesses, in each year group of pupils, are identified as early as possible, so that steps can be taken to support all their needs.
39. Staff management systems have been recently introduced. Induction procedures for new staff are satisfactory. Job descriptions are now securely in place and are clearly linked to the needs of the pupils. Performance management systems for teachers and learning support staff have been formalised and now take place annually. This enables them to have a clear understanding of what they need to do to improve professionally. The school has, very recently, re-established links with the local teacher training institution and is keen to develop itself as a regular placement for student teachers. The day-to-day management of the school runs smoothly because there are efficient systems in place and administrative staff work in conjunction with the headteacher.
40. Financial management is satisfactory. The new headteacher and governors have worked very hard to bring down a predicted deficit budget that had previously been set. Prudent management and careful budgeting have achieved this. The governors are developing a secure awareness of the principles of best value. For example, they now know that they must seek a range of tenders when work needs to be carried out. They are also developing an appropriate understanding of the importance of seeking the views of stakeholders and know the importance of comparing their expenditure to other similar schools.
41. The previous inspection judged leadership and management as good. However, since then there have been a significant number of unfortunate circumstances that have had an unfortunate effect on standards and the attitudes of the pupils towards learning. Severe budget restrictions have compounded these problems. All staff and governors are now fully committed to the creation of a supportive environment where pupils can achieve well. An increasing number of parents support this vision because they have steadily gained more confidence in the school since the new headteacher was appointed. Under the good leadership of the headteacher and a carefully crafted strategic plan that focuses on the development of the whole child, the school is well placed to improve.

Financial information for the year April 2002 to March 2003

| | |
|----------------------------|--------------|
| Income and expenditure (£) | Balances (£) |
|----------------------------|--------------|

| | |
|-----------------------|---------|
| Total income | 460,029 |
| Total expenditure | 469,492 |
| Expenditure per pupil | 2,538 |

| | |
|-------------------------------------|--------|
| Balance from previous year | 27,622 |
| Balance carried forward to the next | 18,159 |

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

42. Provision for children in the Foundation Stage is good and this has been well maintained since the last inspection. Children initially start school on a part-time basis and are gradually introduced into full-time education. During this inspection there were 17 children in the Reception class. Most children start school with levels of attainment that are well below expectations for their age. Social development and speaking skills are particularly weak. However, there are huge variations in age and ability within each cohort. For example, the Reception class last year consisted of a very young group of children who were only just four when they started school. Almost half of these children had significant levels of special educational needs. Consequently, despite good quality

teaching, they did not attain the expected levels by the start of Year 1. In contrast, the current reception children have a more consistent spread of birthdays and have fewer children with learning difficulties. Their attainment on entry was below expectations. Therefore, by the time the current Reception class reach Year 1, all children will have achieved well in relation to their prior attainment and the vast majority will have met the expected levels within the Foundation Stage curriculum³. This has not been the pattern in previous Reception Year groups who have not reached these expected levels.

43. The quality of teaching and learning in the Foundation Stage is good overall. Children's progress is carefully checked and tracked, which contributes to their good achievement. The curriculum in the Reception class is appropriately based on the Foundation Stage guidelines and provides for consistently high quality teaching and learning. The children are accommodated in an attractive and stimulating classroom that has an adjoining outdoor area. The school is fully aware that this outdoor area is unsatisfactory. This is because it is very small, it has an inappropriate ground surface and there are insufficient resources to fully challenge the children. However, there are approved plans securely in place to create a much-improved outdoor area for these young children that will be ready at the start of the next academic year.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are in line to achieve expected goals by the end of the Reception Year.
- Children are happy and want to come to school because staff work hard at establishing good relationships with them.
- Children understand what is expected of them in terms of behaviour.
- Children are encouraged to choose activities, share and co-operate.

Commentary

44. All children, including those with special educational needs, achieve well in personal, social and emotional development in their Foundation Stage. Children settle into the school well because there are established routines, a consistent approach to behaviour management and plenty of interesting things for them to do and to learn. Planned activities encourage them to play and co-operate together from the start. The children behave well, are friendly and share equipment without making a fuss. They are beginning to choose activities for themselves and the staff help and encourage them in this respect. A few children still find it hard to put up their hands and want to call out, but this is managed very well and they are learning well how to behave because of the supportive and positive behaviour of the staff. The reception teacher encourages children to make choices about behaviour and models well what she wants pupils to do. For instance, she puts her hand up before she wants the pupils to do this. Children learn that they are part of a community when they join Years 1 and 2 in assembly and the whole school at lunchtime.

³ This consists of six areas of learning: personal, social and emotional development; communication, language and literacy development; mathematical development; knowledge and understanding of the world; physical development; and creative development. Each area of learning is made up of four stages or 'stepping stones', from which both progress and standards can be measured.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Attainment is as expected by the start of Year 1.
- The classroom is a rich learning environment, with good learning resources, where children have plenty of opportunity to develop their speaking and listening, reading and writing skills.
- Adults talk to children with respect, encouraging them to express themselves.
- Role-play is used very well to develop language skills.
- Writing activities are not always well planned to meet individual needs.

Commentary

45. The current cohort of children entered the Reception class with below average attainment. They have achieved well overall and the majority will have achieved the early learning goals by the time they leave Reception. Most children make good gains in their learning because of the rich learning environment, but they could achieve more in writing if activities were better suited to their individual needs.
46. Children make good progress in their oral development because there are well planned and stimulating opportunities for them to talk and listen and a strong emphasis is placed on the acquisition of these skills. The practice of reminding the children at the start of lessons of '*good sitting, good listening*' results in positive attitudes. Resources are used very well to encourage powers of self-expression. For example, in one lesson children were keen to delve into a bag for a clue as to which story was to be told and to describe what they found. The teacher listened closely to the children. She tailored her questions to their needs and extended their vocabulary, so that through her encouragement one child was able to describe the shoes she brought from the bag as '*posh and shiny*'. Language skills are variable, but most children can talk in simple terms about their experiences and are keen to take part in class and group discussions.
47. Children make good progress in their reading because their skills are developed systematically, with the appropriate introduction of elements of the National Literacy Strategy. Children have embarked on the school's reading scheme and are beginning to read independently with increased confidence. However, some children are limited in their understanding of what they are reading because of their lack of vocabulary. For example, in one reading session the group of children did not know the meaning of a '*hotel*'. Learning is enhanced through the regular and well-planned opportunities for guided and for independent reading. Children are encouraged in their reading by taking books home to share with their parents.
48. The use of role-play is a strength of the provision for language development. The areas are imaginatively designed and very well resourced so that children are keen to use them and learning is enhanced very well. For example, children were thrilled to enter their own '*police station*'. They selected their names to place on the door to show they were '*on duty*' and made use of the readily accessible writing materials to make '*wanted*' posters.

They also engaged themselves in animated discussions with each other using some 'walkie talkies'.

49. Children make satisfactory progress in their writing, although standards are slightly below expectations by the end of Reception. They are given plenty of opportunities to practise their skills and enjoy making use of the pencils and crayons that are readily available to them. Most children confidently write their names on work they have completed. In lessons, children are well supported as they are helped to write independently. Frequent assessments are made of children's achievements in writing. However, these are not always used effectively to guide the teacher's planning towards the individual skills children need to acquire in order to achieve the next stage in their writing development.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The teacher plans a wide range of interesting activities to support learning.
- Children are in line to achieve the expected goal at the end of the Reception Year.
- Sometimes the work is too challenging for the pupils to experience success.

Commentary

50. The teacher plans a range of interesting activities to promote mathematical understanding. Children sing a range of different rhymes and songs to help them count and calculate. For example, children sang and acted 'Ten currant buns' to help them understand calculating money and subtraction, when the teacher encouraged the pupils to count the money and currant buns left. There is a good emphasis on modelling the specific mathematical language to be learnt and encouraging the children to use it. The teacher made good use of the imaginary shop, to teach children the vocabulary for money. However, some children found the challenge of using 2p coins far too difficult. Children recognise and most can name, simple two-dimensional shapes. Staff use a good range of resources, which encourage the children to acquire new skills. Children achieve well in mathematical development and by the time they are in Year 1, most achieve the standard expected for their age.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children achieve well.
- Teaching is good.
- Interesting resources are used well to motivate the children.

Commentary

51. Current reception children have started school with standards of attainment that are below expectations. They make good progress in the Reception class and achieve well. By the time that they are ready to start Year 1 of the National Curriculum, they have attained the final stage of this area of learning. This is because they are taught well and are provided with a wide range of interesting activities. Children find out about the past and present and this helps them develop an understanding of a sense of time. For example, they discuss the different types of utensils that were used in homes long ago. They develop a satisfactory sense of place when they discuss the different types of houses that they live in. This was evident when the children looked at different types of houses and were able to identify and discuss the similarities and differences between flats, bungalows, terraced and semi-detached houses. They also talk informally about their local environment of Winnall and discuss the features that they like such as play areas. The children begin to learn at an adequate level about their own cultures and celebrate Christmas, Easter and Harvest Festival. They also develop a satisfactory understanding of the cultures of other people. For instance, the children have celebrated the Chinese New Year and enjoyed an Italian day. Sand and water are used well to encourage the pupils to investigate the properties of different materials. The children enjoy constructing a range of objects using plastic and wooden construction equipment. Interesting storybooks are used to develop their senses and they understand that *'forests are dark and long grass can be cold'*. Very good use is made of interactive displays that promote learning. For instance, an attractive display illustrated how plants grow from seeds. The children confidently use computers to write captions. This was evident when the children wrote rhyming sentences about Humpty Dumpty.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Good use is made of the very small outside area.
- There is no challenging physical activity equipment, such as a climbing frame.
- Staff provide plenty of opportunities for children to use small equipment.

Commentary

52. Children have good opportunities to use tricycles, scooters and other equipment in the small outdoor area and to practise throwing and balancing skills during physical education lessons in the hall. However, the apparatus used in the hall is not designed for children of this age. Throughout the school day, children use pencils, scissors and paste spatulas in various activities with the level of control expected for their age. At lunchtimes, children can manage to open packets of crisps and chocolate bars, but other children have difficulty in managing a knife and fork to eat their lunch. During the inspection, the teacher had a well thought out activity to promote physical development which involved the children pegging out washing on a clothes line during a lesson. Children make good progress and they are on track to reach the early learning goals.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- Children are provided with good resources and a broad range of experiences.
- Children have good attitudes to learning.

Commentary

53. The children achieve well in their creative development and standards meet national expectations by the end of the Foundation Stage. The teacher values creativity and self-expression and children are given plenty of opportunity to develop their creative skills. Sensitive encouragement by adults increases the children's confidence to explore a wide range of media, often linked to a current topic. For example, the outdoor play area was being used very well to enhance learning as children became totally involved in using straw, sticks and bricks to build houses for the '*Three Little Pigs*'. Role-play afterwards enhanced the children's ability to engage in imaginative play, particularly when the learning support assistant joined in. Children confidently use a range of paints, crayons and materials to create collage pictures and observational drawings. Pastel observations of fruits are of a high standard. The teacher is secure in her knowledge of this area of learning. She plans activities that engage the children well and there is good provision of a wide variety of easily accessible resources for children to use their initiative and to work creatively and independently.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are below average at the end of Year 6.
- Standards are rising because of the success of recent initiatives for improvement.
- Key issues at the last inspection have been well addressed.
- The quality of teaching is good.
- Leadership and management are good. The subject is well placed for further improvement.

Commentary

54. National comparative data in 2003 shows that in Year 2, standards in reading are below the national average and below average in comparison with similar schools. In writing, standards are well below the national average and below those of similar schools. In Year 6, standards are well below the national average and well below similar schools. Standards have declined since the previous inspection and for the past four years the trend has been below the national trend.

55. However, since the arrival of the new headteacher, language has been a priority for improvement within the school and recent initiatives to improve attainment are already proving successful. Inspection evidence and teachers' own formal assessments, confirm that there has been significant and impressive improvement in attainment for pupils in

Year 2, particularly in writing. Standards are now average in reading and writing. In Year 6, standards have also improved. Although attainment remains below average overall, some pupils are attaining higher than the expected level, which was not the case last year.

56. Although the quality of teaching is good throughout the school, pupils' learning is better in Years 1 and 2 than in Years 3 to 6, which has an adverse effect on attainment at the end of Year 6. This is partly because of the high numbers of pupils with special educational needs in Years 3 to 6, but mainly because some of the older pupils have become disenchanted with the learning process and teachers have to work extremely hard to motivate them. The school has recognised this as an area for development and the new headteacher has acted quickly and decisively, with a focus on learning styles and a variety of teaching strategies. As a result, both attitudes and learning are rapidly improving. Overall, pupils, including those with special educational needs, achieve well in speaking and listening, reading and writing against their low attainment on entry to the school.

Speaking and listening

57. Current standards in speaking and listening meet expectations in Year 2, but are below expectations in Year 6. Many pupils have poor oral skills when they begin school and, by the time they reach Year 6, have achieved well overall because the teachers place a strong emphasis on these skills. Teachers work hard to ensure that good opportunities are provided to practise listening skills and for discussion. For example, in most lessons, pupils are encouraged to work with a partner, taking turns to talk and respond to a given issue. This results in lively, animated discussion, as was the case when Year 2 pupils composed limericks in pairs. Most pupils listen attentively to their teachers, although their response to questions is sometimes inappropriate, demonstrating their lack of understanding. Teachers encourage pupils' self-expression as they ask good, open-ended questions and work hard to build confidence and self-esteem. However, the vocabulary of older pupils is limited and many lack confidence orally, expressing themselves hesitantly in short, repetitive sentences.

Reading

58. Pupils make good progress in their reading. The school recognised the need to improve guided reading sessions. Improved planning and structure for these sessions have had a very positive impact on standards, which have shown a marked improvement this year, particularly in Years 1 and 2, where the new procedures have been in place the longest. In the current Year 2, standards are average. Pupils are beginning to use a range of strategies to decipher unfamiliar words and read aloud with expression. They confidently identify the author and illustrators of books, but are less confident when explaining the difference between fiction and non-fiction or the purpose of contents and index pages. In Year 6, standards are below average. Although pupils read fluently and with expression, for a significant minority their limited vocabulary and lack of general knowledge limits progress. For example, one pupil's understanding of a passage was limited when he was unsure of the meaning of the word 'fury', while in a group reading session some pupils were unable to scan a text in order to identify the key facts. The school regards creating a reading culture among the pupils as a priority. To this end, since the start of the year, older as well as younger pupils take books home to share with their parents. Those parents who support their children in their reading are making a positive

contribution to their learning. The school is fully aware the school library provision is currently unsatisfactory. Following a successful fundraising campaign, it is very shortly to be re-sited and restocked.

Writing

59. Pupils in Years 1 and 2 are beginning to make good, often very good progress in their writing and they achieve well against their attainment on entry. This is because of the successful implementation of improved tracking and targeting procedures. Teachers have a very good understanding of where their pupils are and what they need to do to improve, which is leading to high expectations. As a result, the proportion of pupils who attain higher than the expected standards is rising steadily. In addition, selected pupils are targeted for extra support. Teachers' records demonstrate that pupils chosen for this extra support have made very good progress against their attainment on entry to the school and most have reached their intended target. Pupils are systematically learning the basic skills to enable them to become effective writers. In Year 2, most pupils express their ideas clearly in well-structured sentences that are correctly punctuated with full stops and capital letters. Spelling and handwriting are satisfactory.
60. In Years 3 to 6, progress is less good because of the aforementioned reasons and because tracking and targeting procedures are not yet applied as consistently as for the younger pupils. Nevertheless, pupils make sound progress and achievement is satisfactory. Standards are rising, although they remain below average. For a significant number of pupils, the skills of sentence construction, spelling and handwriting are weak. There is inconsistency in the teaching of spelling and handwriting. For example, progress in spelling is limited when careless and incorrect spellings are reinforced because the teacher fails to correct them. There are some good examples of expressive writing, as for example when a pupil, writing in role as a Victorian maid described, '*My extra clean apron and my tidy little bun tucked away under my mob cap*'. However, less capable pupils are constrained by their lack of vocabulary and there are limited examples of their use of descriptive words to show character or create impact. Scrutiny of work indicates that pupils are given good opportunities for extended writing and story writing, with good use of writing frames to enhance progress. However, for older pupils, there is less consistent evidence of word and sentence work to ensure the systematic development of grammatical awareness and sentence structure.

Teaching

61. Weaknesses in teaching, which were highlighted at the last inspection, have been well addressed and the quality of teaching is now good throughout the school, with some very good features. No unsatisfactory teaching was observed. Teachers are secure in their understanding of the subject and their knowledge of the National Literacy Strategy. For the most part, lessons are well planned, with clearly focused learning objectives that are shared with the pupils so that they can judge for themselves whether they have achieved the objective by the end of the lesson. Teachers have high expectations and work very hard to engage pupils' interest. They organise their lessons well, provide good resources, set a brisk pace and provide appropriately challenging work for individual needs. Pupils with special educational needs make similar progress to other pupils due to good support from well briefed learning assistants, which enables them to take a full part in lessons. A strength of the teaching is the very good relationships that have been established. An ethos of mutual respect prevails and teachers clearly value pupils'

contributions. As a result, attitudes are improving. Pupils are managed very well, with teachers using a range of teaching strategies to successfully hold the pupils' attention. In most cases, marking is used well to praise pupils' achievements and to move them forward. Information and communication technology is used satisfactorily to enhance learning.

Leadership and management

62. The subject is very well managed. The co-ordinator is very knowledgeable and extremely committed. Since the arrival of the new headteacher, she has had a more influential role in the management of the subject and has worked, with local authority support, to successfully improve provision and standards in the subject. Test results are analysed carefully for areas of weakness and priorities for development established. Good tracking procedures are in place and these are used effectively to set group targets and establish support groups, although tracking procedures are not yet used consistently by all teachers across the school, or to establish individual targets for improvement. Because of the very good management of the subject and high quality teaching, English is well placed for standards to continue to improve.

Language and literacy across the curriculum

63. Teachers provide good role models in their own use of language with pupils. Discussion, as a way of learning, is used to good effect, as when the class teacher led Year 6 pupils in a discussion on whether the local park should have new play equipment. The National Literacy Strategy has been well implemented since the last inspection and has been appropriately adapted to support effective learning. Pupils in Years 1 and 2 use their literacy skills satisfactorily to write in other subjects. For example, in Year 1, in personal, social and health education, a pupil wrote that she is special, '*becoz my famleey love me*'. However, for pupils in Years 3 to 6, their poor language skills have an adverse effect on standards in most subjects across the curriculum.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards in Year 2 have risen this year and have reached national expectations.
- Teaching is good throughout the school.
- Enthusiastic leadership is supporting the subject well.
- Target setting and marking of pupils' work are inconsistent.
- Some pupils' attitudes, particularly in the classes with older pupils, affect the quality of learning.
- There is good emphasis on using and applying mathematics in lessons.

Commentary

Standards

64. Inspection evidence shows that standards of attainment are average in Year 2. They are below average in Year 6. Currently, only just over two-thirds of the pupils in Year 6 have

reached the standard expected for their age and only a small proportion of pupils attain the higher levels. Standards are the same as at the time of the last inspection, but in comparison with three years ago, standards in Year 2 have risen due to the good teaching and level of expectation. Pupils with special educational needs are well supported by learning support assistants and achieve as well as their classmates. Boys and girls are currently making similar progress. However, there is a difference in learning in Years 3 to 6 where some pupils dislike the subject and have become disaffected.

65. By Year 2, most pupils count, order, add and subtract numbers to 20. They know the pairs of numbers that add to ten and the more capable know to 20. They use the number lines to subtract numbers over 20. They can construct and interpret a block graph using their birthdays and the seasons they fall into. By Year 6, most pupils are familiar with the four basic rules of number and many can apply what they know when they use their knowledge of shape and area when they redesign a park.

Teaching

66. Overall, teaching is consistently good throughout the school; this is an improvement since the last inspection where teaching in Years 3 to 6 was only satisfactory. Generally, teachers have good subject knowledge and this enables them to explain new knowledge simply and in a way understood by the pupils. In all lessons, teamwork between teachers and learning support assistants is of a good quality. They are fully aware of their individual roles and they give good support to the pupils. This good quality of teaching creates a learning environment in which most pupils make good progress and achieve well. However, there are a considerable number of pupils, particularly in Years 5 and 6, who have a negative attitude to the subject. Teachers' questioning encourages and challenges pupils, helping them sort out ideas and take forward their thinking. Teachers ensure there is a good emphasis on mental calculation throughout the lesson and on the variety of methods pupils could use to solve the same problem. Now that the new computer suite has been opened, the teachers use information and communication technology skills well to support pupils' learning.
67. Pupils' work is marked up to date, but the quality of marking is variable. Too often it consists of a series of ticks with no identification of the standard of work. The setting of individual targets is inconsistent across the school. In those classes where they have been set, pupils' work is not marked to the target or given information of how they can achieve a higher grade. The presentation of pupils' written work varies in standard and is generally in need of improvement.

Leadership and management

68. The subject co-ordinator gives a good lead to the subject. Although he has only been in position for less than a year, he has identified ways to raise standards and has concentrated on Year 4 to develop strategies to ensure that pupils' levels of expectation of what they can achieve are as high as possible. There are good systems in place for collecting and analysing assessment data. The data is used to track pupils' progress and identify pupils who need additional support, but as yet, it is not used effectively in setting targets for improvement.

Mathematics across the curriculum

69. Mathematics is used appropriately in other subject areas such as science and geography. Some good links between mathematics and information and communication technology were noted. For example, Year 3 pupils were taught how to create a database of mini-beasts in science, these were entered into the computer and a graph was produced which pupils used to interpret the result. However, as yet there are no formal mechanisms to ensure mathematics is incorporated into a wide range of subject areas.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are improving.
- Teaching is good.

Commentary

Standards

70. Standards at the end of Year 2 are as expected. This is a very good improvement since the national tests of 2003 when attainment was considered well below the national average. Standards at the end of Year 6 are below average. This is an improvement since the national tests of 2003 when standards were well below average. Standards at the time of the last inspection were judged to be average at the end of Years 2 and 6. However, current inspection findings do not indicate a decline. Instead, they reflect an improvement from a five-year dip in standards that followed the previous inspection. There has been a significant improvement since the arrival of the new headteacher. This is as a result of the adoption of a clear policy, a detailed scheme of work and monitoring of planning to ensure that skills are taught progressively. The quality of teaching and learning has also improved through rigorous monitoring by the headteacher and the adviser from the local education authority.
71. In Year 2, pupils know that electricity is needed to make a light bulb work. They understand how seeds grow and recognise different types of materials such as man-made fibres and natural ones. The pupils explain why ice cubes melt and talk about healthy and unhealthy foods. By Year 6, the pupils construct electrical circuits and investigate which materials are more absorbent than others. They correctly label parts of the human skeleton and understand the relationship between the sun, moon and earth. Overall, pupil achievement in relation to their prior attainment is satisfactory. However, it is good in Year 2. Pupils with special educational needs achieve as well as their classmates.

Teaching

72. Teaching is good overall. Learning intentions are clearly explained and frequently displayed to help the pupils understand what they are learning. Exposition is clear; subject knowledge is good and teachers work hard to engage the pupils in their learning. An interesting range of teaching methods is used. For example, in a good lesson in Year 3, the teacher made good use of her '*alien friend*' to help her class understand the

difference between living and non-living things. The pupils responded well to the photographs the teacher had taken and this helped them understand the concept. Behaviour management is always good and this encourages them to work. This was evident in a Year 1 science lesson where the teacher continually reinforced the fact that the pupils must put up their hands to answer questions so that all of the class could have equal opportunities to respond to her. The quality of learning in Year 2 is good because the pupils work independently and record their work conscientiously. However, the quality of learning in Years 1 and Years 3 to 6 is satisfactory overall. This is because there are a significant number of pupils in these classes who have weaknesses in their emotional, behavioural and intellectual development and they find learning difficult. In addition to this, there are a high proportion of pupils at the upper end of the school who have been disaffected with learning in the past. Despite the good efforts of the teachers to make lessons interesting and fun, they only learn satisfactorily. However, there has clearly been an improvement in attitudes since the arrival of the new headteacher and this is having a good impact on the quality of learning.

Leadership and management

73. The two co-ordinators have taken on this new role with enthusiasm and commitment. They quickly realised that not all programmes of study were being taught and this meant that the pupils' knowledge and skills were not being systematically developed. Over the past two terms, they have put into place a whole school curriculum overview and schemes of work have been written to ensure that pupils gain full access to the National Curriculum. They have also ensured that there are now sufficient resources to support the teaching of the subject. Both co-ordinators are fully aware that there are weaknesses in the assessment of the subject and understand that pupils are unable to identify what they need to do to improve their attainment. However, a new system has been introduced and is being trialled in Years 1 and 3. As yet, there has been no monitoring or evaluating of teaching and learning, but since the arrival of the new headteacher good improvements have been made in the subject because good practice is now shared and staff feel enabled and keen.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for information and communication technology is **good** and there is clear evidence of improvement since the last inspection.

Main strengths and weaknesses

- Standards are average throughout the school.
- Pupils achieve well.
- Resources are good, but classroom machines are not used to full potential.
- Information and communication technology complements learning in other subjects.

Commentary

74. By the end of Years 2 and 6, pupils have attained the nationally expected level. All pupils achieve well in the subject and thoroughly enjoy their lessons.
75. The school now has a well-equipped information and communication technology suite, good software, programmable devices, recording and performance machines and a

digital camera. All of these resources are used well to support pupils' learning. An interactive whiteboard has been purchased and teachers are trained in its use and developing in confidence. Classroom computers are not of the same quality as those in the suite and some are old. They are not always used to full potential to aid learning in lessons where the development of information and communication technology skills is not the main priority.

76. In all lessons seen, teachers and assistants were confident in their delivery and explanations. They help pupils to see the purpose of work in information and communication technology, such as a lesson where pupils investigated the repeating patterns in control sentences to see how they could make changes to operating patterns. Teachers encourage pupils to investigate programs and view the computer as a tool to learning. Pupils develop enthusiastic attitudes and enjoy their work. A new co-ordinator has taken over the subject. Leadership and management are good. She has written a good scheme of work and is supporting the teachers well in their training and developing their confidence.

Information and communication technology across the curriculum

77. The use of information and communication technology to promote learning in other subjects is clearly recognised and employed. Pupils use the Internet regularly, access a range of programmes to gain knowledge and improve the presentation of their work as they develop the skills to edit and amend. Presentation skills are supported by the use of computerised systems for organising work. Pupils in Years 5 and 6 are very knowledgeable about such techniques and most are confident users of technology.

HUMANITIES

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Religious education makes a good contribution to pupils' spiritual, moral, social and cultural development.
- There is now a good scheme of work firmly based on the current locally agreed syllabus.
- Resources are insufficient.
- Monitoring of the subject, including assessment of how well pupils are doing, is a weakness.

Commentary

78. Standards of attainment are in line with the expectations of the current locally agreed syllabus. This is an improvement on the previous inspection findings. All pupils, including those with special educational needs, are achieving satisfactorily.
79. The quality of teaching is good overall. In these lessons, teachers' subject knowledge was good and lessons were interesting. Teachers made good use of story, or teaching in interesting locations, to help pupils imagine and express their emotions. For instance, Year 4 went to the school field and lay down on the grass and gazed into the tree's canopy before they shouted out the words to describe a tree to help them understand why trees are used in religious symbols. One then wrote a poem that had a spiritual feel:

*'lay down beneath them
and hear, there rustle rustle
and oh how relaxing
when you watch their canopy'*

80. The school makes good use of the local church as a resource for festivals. Pupils recall the main features such as the altar and the Bible, but less about the purpose of the font or pulpit. Pupils recall the main events in the life of Jesus, but are less secure in their knowledge of the places of worship of other religions and leaders of other faiths. The school provides satisfactory opportunities to enrich pupils' understanding by involving others from the community. For instance, the vicar is a regular visitor to the school and the Bangladeshi Imam has enabled Year 5 to gain a deeper insight into Islam.
81. The co-ordinator has worked hard developing the subject and raising its profile within the school. There has been limited monitoring of teaching, learning and standards. Resources are overall inadequate; the co-ordinator is aware of this and, with a very restricted budget, he is trying to improve the situation.

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Good use is made of the local area to support pupils' learning.
- Insufficient use is made of their literacy skills in Years 3 to 6 in the development of their geographical knowledge.

Commentary

82. Standards are as expected in Year 2 and pupils achieve well in Years 1 and 2. Standards are below national expectations in Year 6, but when compared to their attainment on entry into school, achievement is satisfactory. Since the last inspection standards have been maintained in Year 2. Standards are lower in Year 6 than at the time of the last inspection. This is because the pupils' knowledge and confidence in their use of appropriate vocabulary is still underdeveloped. Although they enjoy lessons, they find difficulty accessing correct terminology to describe geographical features. This was evident in a Year 6 lesson where pupils struggled to discuss whether a new play area was required in the Winnall estate.
83. By Year 2, pupils are familiar with maps. In Year 1, they have drawn simple maps of their journey between home and school and have identified features on a map of the imaginary island of Struary where the character of *'Katie Morag'* lives. They recognise the differences between the outline of the United Kingdom compared to that of the world. They confidently discuss the features found at the seaside and compare holiday resorts with the city of Winchester. By Year 6, they are able to label the continents and identify the most significant rivers in the world. They have compared the local River Itchen to the River Amazon and Nile. Good use is made of their computer skills to find out information

from the Internet. However, insufficient use is made of their literacy skills to develop their geographical skills. This was identified as a weakness at the time of the last inspection.

84. The overall quality of teaching is good. Teachers have good subject knowledge and plan lessons well. Learning intentions are clearly identified and used to focus the pupils' thinking. Teachers encourage the pupils by using a good range of interesting strategies. For example, they encourage the pupils to share their views and find out what other people think about local issues through the use of questionnaires. However, although the quality of learning is good in Year 2 where the pupils are motivated and keen, it is satisfactory in Year 1 and in Years 3 to 6. This is because a significant number of pupils in these classes experience emotional, behavioural and learning difficulties and this means that they need a great deal of consolidation before knowledge and skills are grasped. In addition to this, there are a high proportion of older pupils who have negative attitudes to school and lack confidence when working independently. This means that the teachers have to work particularly hard to motivate and maintain the interest of these pupils who have been severely disaffected in the past.
85. Subject leadership and management are new but are developing well and are satisfactory overall. The co-ordinator has rightly focused on ensuring that a relevant policy, scheme of work and curriculum overview is in place, which is supported by adequate resources. She has produced an informative action plan. This clearly identifies the need for the development of assessment procedures and the monitoring of teaching and learning. However, the co-ordinator is aware that geography is not a current focus for development. Good use is made of the local area to support the pupils' learning. For example, they visit the River Itchen to measure its depth and use their residential trip to Stubbington to develop mapping skills.

History

86. History was not a focus for the inspection and, therefore, judgements cannot be made on standards attained or the quality of teaching. Evidence from work sampling indicates that the National Curriculum programmes of study are adequately covered and appropriate schemes of work are in place. The new subject co-ordinator, who has improved resources and has identified the need for consistent assessment procedures, feels that the pupils have a real interest in the past and are keen to learn about life long ago. Pupils in Years 1 and 2 talk about important people and events from the past such as Florence Nightingale and the Gunpowder Plot. They compare old with new. For example, they had looked at toys played with long ago and compared them to those played with today. They also understand that a seaside holiday long ago was very different to what it is like now. Pupils in Years 3 to 6 study life during different periods of history. For instance, they discuss life in Roman Britain, compare the rich with the poor during Tudor and Victorian times and retell a good number of myths and legends from ancient Greece.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

87. No lessons were seen in art and design, design and technology, music or physical education because these subjects were not the focus of the inspection, so it is not possible to make a judgement on provision in these subjects. However, inspectors spoke to co-ordinators and pupils and looked at teachers' planning and pupils' work.

88. Examination of work around the school and in sketchbooks indicates that teachers plan an interesting and varied range of activities in art and design. Pupils are given the opportunity to explore and develop their ideas in two and three-dimensions. They are becoming familiar with the work of different artists. For example, pupils in Year 1 have painted pictures in the style of Van Gogh and Year 6 pupils use the skills of stippling effectively to create watercolours in the style of Monet. There is limited evidence of the use of information and communication technology for the development of artistic skills. However, art and design is effectively linked to other areas of the curriculum, for example, when Year 3 pupils were seen making observational drawings of Roman artefacts. Throughout the school, there is satisfactory use of sketchbooks to promote the practice and reinforcement of techniques and as a record of pupils' progress. Regular visits to the local art college and visits from artists to the school, make a useful contribution to pupils' learning.
89. In design and technology, there were few samples of completed work available for scrutiny. However, a discussion with pupils and teachers' planning indicate that the key elements of the subject, investigation of ideas, learning a range of skills and designing and making, are covered appropriately. In conversation, pupils expressed their enjoyment of the subject and confirmed their ability to use of a range of tools and materials for a variety of projects. For pupils in Year 6, learning is enhanced through participation in local competitions, for example, when a group of pupils took part in a '*Great Egg Race*' to design a crane, making it as light as possible.
90. In music, from Year 2 onwards, pupils benefit from the opportunity to play recorders and from peripatetic instruction in brass instruments and drums. Learning is further enhanced through annual musical productions. However, generally, music has a low profile in the school and makes a limited contribution to pupils' spiritual development, as was indicated by the lack of singing during acts of collective worship. Resources for the subject are unsatisfactory. For example there are few multicultural instruments and the lack of keyboards limits progress in composition and performance for older pupils.
91. In conversation, pupils agreed that physical education was one of their favourite subjects. There are a good number of extra-curricular clubs to enhance learning, including cricket, rounders, netball and girls' and boys' football teams. The school has enjoyed considerable success through its participation in local tournaments. Pupils in Year 5 receive swimming instruction and most can swim the nationally recommended 25 metres by the end of the course.
92. The leadership and management of these subjects are developing. Since the arrival of the new headteacher, co-ordinators have formulated action plans for the development of their subject. They have revised curriculum planning to ensure full coverage of the programmes of study. They recognise that tracking of pupils' progress is an area for development and are in the process of piloting different assessment programmes. All co-ordinators regularly monitor planning in their subjects and the monitoring of teaching is identified for future focus on the strategic action plan.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education is **satisfactory**.

Main strengths and weaknesses

- Provision is planned into the curriculum.
- Pupils enjoy the subject, particularly circle time.

Commentary

93. The arrangements for personal, social and health education, including drugs and sex education are satisfactory. The scheme of work is firmly based on the local education authority syllabus and has been in place this year. The emphasis is on raising pupils' self-esteem and respect for each other. The programme of work is taught partly through other subjects such as science; pupils learn about the digestive system and this is linked with healthy eating in health education. The arrangements for sex education are well established and thorough. The development of the subject is managed well by a keen co-ordinator. Pupils enjoy the subject and look forward to their weekly lessons. They respond in a sensible way to the sensitive and thoughtful teaching.
94. The school does not have a school council, but listens to its pupils' view through informal ways. Pupils gain an understanding of citizenship and an appreciation of their own contribution to the school community by helping in the daily routines of school life.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

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

| | |
|-----------------------------------|----------|
| Overall standards achieved | 5 |
| Pupils' achievement | 4 |

| | |
|---|----------|
| Pupils' attitudes, values and other personal qualities | 4 |
| Attendance | 5 |
| 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 | 4 |
| The quality of teaching | 3 |
| How well pupils learn | 4 |
| The quality of assessment | 4 |
| How well the curriculum meets pupils' needs | 4 |
| Enrichment of the curriculum, including out-of-school activities | 3 |
| Accommodation and resources | 4 |
| Pupils' care, welfare, health and safety | 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 | 4 |
| The governance of the school | 4 |
| The leadership of the headteacher | 3 |
| The leadership of other key staff | 4 |
| The effectiveness of management | 4 |

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