

INSPECTION REPORT

WOODTHORPE PRIMARY SCHOOL

York

LEA area: City of York

Unique reference number: 121290

Headteacher: Mr Jonathan Hodge

Lead inspector: Rajinder Harrison

Dates of inspection: 8th - 11th March 2004

Inspection number: 258501

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:	3 - 11
Gender of pupils:	Mixed
Number on roll;	487
School address:	Summerfield Road York North Yorkshire
Postcode:	YO24 2RU
Telephone number:	(01904) 705 462
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Appropriate authority:	The governing body
Name of chair of governors:	Ms Carol Etherington
Date of previous inspection:	22 nd April 2002

CHARACTERISTICS OF THE SCHOOL

Woodthorpe Primary School is a large school that provides education for 487 children aged from three to 11. It is located on the outskirts of York and serves a wide area that includes both privately owned and rented accommodation. Numbers at the school are declining and the school is in transition from being a 3 form to a 2 form entry. The number of pupils moving in and out of the area is relatively low, with 11 joining and thirty-nine leaving at other than the start and end of the last school year. Most pupils are of White-British origin with very small numbers from a variety of other ethnic origins. There are no pupils who have English as an additional language. There are two traveller children. There are currently 71 pupils (14.6 per cent) with special educational needs, which is below the national average, and 12 (2.5 per cent) with statements, which is above the national average. The special needs include a number of pupils with moderate learning difficulties, physical disabilities and behavioural problems. At 20 per cent, the percentage of pupils eligible for free school meals is broadly in line with the national average. Children's attainment when they first enter the Nursery class is broadly average.

The school is involved in the following initiatives: Leadership Development Strategy in Primary Schools; Sure Start; and the Self-Review Framework for Inclusion (LEA).

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18059	Rajinder Harrison	Lead inspector	Science Music
9306	Barbara Moore	Lay inspector	
20707	David Brettell	Team inspector	Foundation Stage curriculum Geography Physical education Religious education
10120	Philip Crookall	Team inspector	Special educational needs Mathematics Information and communication technology
33063	Janet Warburton	Team inspector	English Art and design Design and technology History

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a satisfactory school, where standards are improving. Teaching and learning are satisfactory and as result, pupils' overall achievement is satisfactory. Pupils' personal development is good; they are well cared for and form good relationships. Pupils are happy at school. Opportunities for pupils to enrich their learning are good. Leadership and management are satisfactory. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- Standards in English, mathematics and science are below average for pupils in the current Year 6.
- Standards in information and communication technology are above average; standards in music are above expectations at the end of Year 6 and work seen in art and design is of a very good standard.
- Support staff are used effectively and provision for pupils with special educational needs is good.
- The headteacher's leadership is good.
- Pupils' behaviour and attitudes are good.
- Financial management is unsatisfactory and provision for collective worship does not always meet requirements.
- Opportunities for parents to be involved in the work of the school are limited.

The school has made satisfactory improvement since its last inspection. It has addressed the previous key issues systematically and as a consequence, standards are improving. Curriculum provision is satisfactory and all subject leaders monitor planning and teaching regularly and take appropriate action to make improvements where necessary. The school evaluates all aspects of its work carefully. Teaching is now more consistent across the school and there is very little unsatisfactory teaching. Assessment procedures are now good and satisfactory use is made of the information gathered to support planning and target setting. As a result of effective training for staff, the provision for information and communication technology (ICT) and investigations in science has improved. The school is no longer underachieving.

STANDARDS ACHIEVED

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

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

Overall achievement is satisfactory. In the national tests and assessments in 2003, standards at the end of Year 2 in reading, writing, and mathematics were above average. In science, teacher assessments indicate standards were average. Improvement was above the national trend. At the end of Year 6, standards were above average in English, and below average in mathematics and science. The school exceeded its targets in English but failed to meet them in mathematics. Overall, standards were below average compared to similar schools and improvement was below the national trend as was the case at the time of the last inspection. However, standards are improving throughout the school.

Children in the Foundation Stage make satisfactory progress and reach all the goals they are expected to by the end of reception. A small minority exceeds these goals. Pupils continue to make satisfactory progress in Years 1 and 2, and standards in reading, writing, mathematics and science are average for pupils in the current Year 2. Standards in English, mathematics and science are below average for pupils in the current Year 6. This is a lower-attaining year group than in 2003, and the pupils' progress is satisfactory when considering what these pupils attained at the end of their Year 2. They are achieving as well as they can, although it has not helped that one of the classes has had considerable disruptions in learning because of staff absences in the last three years. Pupils with special educational needs achieve well because provision for them is good. There is no significant difference in attainment of boys and girls. Standards in ICT are above expectations because provision is good. As a result of good teaching, standards in music are above expectations at the end of Year 6. The work seen in art and design is well above expected standards because provision is good. These three subjects have improved considerably since the last inspection. Work sampled in all other subjects is of at least satisfactory standards.

Pupils' personal development is good. It is supported well by the **good provision for their spiritual, moral, social and cultural development.** Pupils are happy at school. They form good relationships, have positive attitudes towards learning and their behaviour is good. Opportunities for pupils of different ages to work and play together are limited. **Attendance is in line with the national average.** Punctuality is satisfactory, although a few pupils are regularly late.

QUALITY OF EDUCATION

The quality of education is satisfactory. Teaching and learning are satisfactory overall, and good teaching was seen throughout the school. Improved monitoring ensures that teaching and planning are now more consistent and teachers build on previous work more accurately. Assessment is satisfactory and information about pupils' progress is beginning to be used to match work to their needs. Target setting is still not accurate enough. Effective use is made of support staff to help pupils with special educational needs make good gains in their learning. The curriculum is satisfactory and enrichment activities are good and enhance the work planned in lessons well. Accommodation and resources are good overall.

The quality of care, guidance and support is **good** and ensures all pupils have full access to the help they need to do well. Links with parents, community and other schools are **good**. Although a few parents help in school, opportunities for their greater involvement are limited and they would like to do more.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. Leadership by the headteacher is good. Successful teams, including the senior leadership team, have been established but it is too early to assess the full impact of their work. The work of the governing body is satisfactory. Governors work closely with the headteacher and staff to ensure the school continues to improve. Financial management is unsatisfactory but is being addressed. Governors ensure that statutory requirements are generally all met but the acts of collective worship do not always meet requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are satisfied with the school. The inspection team found no evidence to support their concerns about bullying. The information they receive about school matters and regarding their children's progress is good. **Pupils** are happy with their school. They feel safe, secure and well looked after.

IMPROVEMENTS NEEDED

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

- Continue with efforts to raise standards in English, mathematics and science at the end of Year 6.
- Ensure sound financial management.
- Provide more opportunities for pupils of different ages to mix and learn from each other.
- Involve more parents in supporting the work of the school.

and, to meet statutory requirements:

- Ensure that all pupils aged five and over have access to a daily act of collective worship that meets requirements fully.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall, the pupils' achievement throughout the school is satisfactory. As a result of the improved teaching and assessment procedures, the previous underachievement has been addressed and standards are improving.

Main strengths and weaknesses

- At the end of Year 6, standards in English, mathematics and science are below average.
- Because of the good provision, standards in ICT are above expectations at the end of Years 2 and 6.
- Standards of work seen in art and design are well above expectations and pupils achieve very well.
- Music is taught well and standards at the end of Year 6 are above expectations.
- The overall trend for improvement in 2003 was below the national level.

Commentary

Foundation stage

1. Children enter the Foundation Stage with broadly average attainment in all areas of learning. Teaching is satisfactory and often good and as a consequence, the children make steady gains in their learning. Those that require additional support are provided for well. Staff monitor children's achievements and teachers ensure subsequent work matches each child's needs accurately. The vast majority achieve all the early learning goals and a small but significant minority exceed them. By the time they enter Year 1, pupils' overall attainment is at the expected levels.

Key Stage 1

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

Standards in:	School results	National results
reading	16.3 (17.8)	15.7 (15.8)
writing	15.4 (15.8)	14.6 (14.4)
mathematics	17.2 (17.5)	16.3 (16.5)

There were 77 pupils in the year group. Figures in brackets are for the previous year.

2. The national test results in English in 2003 showed pupils at the end of Year 2 were above average when compared with schools nationally, and well above average compared to similar schools, both in their reading and writing. Standards are much the same now as at the time of the last inspection. Standards in English are at the expected levels at the end of Year 2, because there are a higher number of lower-attaining pupils in the present Year 2 group compared with last year's Year 2. Achievement overall is satisfactory. Those pupils with special educational needs are given work that is appropriate to their abilities and additional help is provided when specific problems are identified. Challenge for the higher-attaining pupils is not always evident in all classes, especially with regard to independent writing and opportunities for speaking through role-play, drama and discussions, although these aspects are better in Key Stage 1 than Key Stage 2.

3. Standards in mathematics, in the national tests of 2003, were above the national average at the end of Year 2, and well above average compared with similar schools. The standards in the current Year 2 broadly match those seen at the time of the last inspection and are average, with a good few working at above average levels, because teaching is good in Years 1 and 2. Pupils with special educational needs achieve well because they are supported effectively in all classes. Targets are challenging and as the assessment information has improved, it has helped teachers match work more accurately to pupils' needs. Achievement overall is satisfactory.
4. In science, based on teacher assessments in 2003, standards were average, when compared to schools nationally and with similar schools. The picture is much the same as the time of the last inspection. Since that time there has been a greater emphasis on developing pupils' investigative and enquiry skills and whilst there is no significant impact as yet, pupils are beginning to think and reason out solutions to questions and problems more confidently. Teaching has improved and there is a more consistent approach throughout the school to develop these skills in order to raise attainment. Overall achievement is satisfactory. Pupils with special educational needs work alongside their classmates and receive careful attention from support staff to ensure they achieve well.
5. Standards in ICT are above expectations because overall provision is good and there has been good improvement since the last inspection, when standards were average. Standards of work sampled in art and design are well above expectations because provision is very good. Standards of work sampled in all other subjects are of expected standards at the end of Year 2. There has been good improvement in provision for design and technology and standards are now in line with expectations.

Key Stage 2

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

Standards in:	School results	National results
English	27.6 (26.6)	26.8 (27.0)
mathematics	26.2 (26.6)	26.8 (26.7)
science	27.6 (26.8)	28.6 (28.3)

There were 80 pupils in the year group. Figures in brackets are for the previous year.

6. Standards in English were above average in the national test results in 2003 for pupils at the end of Year 6, when compared with all schools and similar schools. This was an improvement on the results at the time of the last inspection. However, the current Year 6 is not as high attaining as that of 2003, and standards are below average. Reading standards are in line with average expectations because there has been a good emphasis on guided reading. Overall achievement is satisfactory and the unsatisfactory progress noted in the last report has largely been eradicated. The majority of pupils are achieving as well as they can. It has not helped that this year group experienced two years of disrupted teaching in their time in Key Stage 2. Teaching has improved and is now more consistent but there is a tendency for a few teachers to follow the literacy hour too rigidly and opportunities for extended writing, and drama, discussions and debates remain limited. Pupils have targets set for them that are reviewed every term. Where necessary, additional support is given in order to help pupils gain the targets expected. Assessment procedures are not yet sufficiently refined to ensure targets are always accurate and realistic. However, the teachers are becoming more confident in planning work that matches pupils' needs more closely. Pupils with special educational needs achieve well because they are supported well.
7. In mathematics, national test results in 2003 showed that Year 6 pupils were below the national and similar schools' average. This was a decline on the standards reported at the time of the last inspection. The present Year 6 pupils are working at below average standards but their

overall achievement is satisfactory. The disruptions in teaching over the last three years were not helpful in ensuring better progress. Teaching is now more consistent across the year groups and ensures new work builds successively on previous learning, and there is a developing emphasis on problem solving and investigations to enhance pupils' thinking and reasoning skills. Provision is improving and the strategies to monitor pupils' progress more accurately are beginning to have an impact on raising standards and achievement.

8. The picture is equally positive in science. In 2003, the national test results showed attainment to be below average compared to all schools and well below similar schools. Standards remain below average but there is now a very good emphasis placed on developing science teaching, especially with regard to improving pupils' investigation and enquiry skills. Teachers are beginning to recognise that pupils benefit from 'learning by doing', and because a significant number of pupils have limited confidence in their ability to think things through and explain their reasoning this continues to be an area for improvement. Support staff work effectively with pupils with special educational needs in order to help them achieve well. The pupils achieve satisfactorily.
9. Because of the improved provision, standards in ICT are above expectations at the end of Year 6. This reflects very good improvement since the last inspection when standards were unsatisfactory. Standards in music at the end of Year 6 are above expectations and the subject has improved considerably since the last inspection. Provision for singing and instrumental tuition is good and as a result pupils achieve well. Standards of the work seen in art and design are very good and reflect the very good provision in this subject.
10. Standards of the work sampled in all other subjects are in line with expectations. There has been good improvement in the provision for geography and history, which was highlighted as areas for concern in the last report. Standards of the work seen in both subjects are in line with expectations.

Pupils' attitudes, values and other personal qualities

Pupils' personal qualities and their behaviour are **good**. Their attitudes and relationships are also **good**. The social, moral and cultural development of pupils is **good**. Attendance and punctuality are **satisfactory**.

Main strengths and weaknesses

- Behaviour in lessons is good overall and often very good.
- Pupils have good attitudes to their lessons.
- Pupils work and play alongside each other in harmony.
- Relationships are good.
- Pupils' 'red planners' are not used consistently.
- Opportunities for pupils of different ages to work and play together are very limited.

Commentary

11. Discussions with children of all ages show they are happy in school. They work well both together and independently; they settle quickly to their tasks. Pupils with special educational needs are well integrated into the life of the school. Pupils' interest in their work is good but they have limited opportunity to take responsibility for their own learning. Opportunities are developing for them to take a lead in the life of the school through the school council, but there are many missed opportunities for pupils of all ages to come together for social activities at break times, for example, or for working together, with shared reading, for example. Older pupils welcome the opportunity to help the children in the Foundation Stage, such as when setting out the play equipment and preparing resources at the start of each morning. But this link is rarely extended to them playing with the young children and taking some responsibility in

leading and guiding them. Pupils take on tasks such as looking after the registers and acting as monitors. Parents appreciate that the staff encourage their children to work hard and that their children are encouraged to become mature and independent. More consistent use of pupils' 'red planners' (designed to exchange information between home and school), would ensure greater opportunities for pupils to be involved in their own learning, and develop the links between home and school.

Attendance

12. Attendance is satisfactory and is very well promoted by the staff.

Attendance in the latest complete reporting year 2003 (95.5%)

Authorised absence		Unauthorised absence	
School data	4.5	School data	1.2
National data	5.4	National data	0.4

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

Exclusions

13. There have been seven fixed term exclusions in the last school year involving six pupils. The improved behaviour procedures and their consistent application across the school are having a positive impact on diminishing such incidents.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White - British	360	7	0
White - any other White background	3	0	0
Mixed - White and Black Caribbean	1	0	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Bangladeshi	2	0	0
Asian or Asian British - any other Asian background	2	0	0
Chinese	3	0	0
No ethnic group recorded	55	0	0

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

14. The pupils' behaviour is good overall and sometimes very good; this creates a calm and friendly atmosphere. The school's high expectations of behaviour are made clear and are promoted consistently. Pupils understand what is acceptable, they understand the school rules and both they and their parents appreciate the fairness of the school's approach to rewards and sanctions. As a result of the harmonious environment, relationships throughout the school are good. Although some parents raised concerns about bullying and poor behaviour from a small number of pupils, the inspection team found no evidence to support this. Lunchtimes are orderly and lunchtime staff feel they are well supported. When the weather is poor, older pupils are encouraged to help in the classrooms, supporting younger children in their games. This they do well and willingly.
15. Pupils' social development is supported well in lessons, especially through lessons involving circle time, and also through the several clubs available at lunchtimes and after school. From

a very young age, children are encouraged to share their ideas and to care for each other. Moral and social development has a high priority in the classroom where the staff act as good role models. Through these lessons, pupils learn to value and respect themselves and others. Pupils are offered rich experiences of their own and other cultures. This is reflected in their work, for example, in art and design, music and the humanities. Opportunities are sometimes missed in assemblies to develop a greater sense of spirituality, although moral and cultural teaching on these occasions is good. Children are able to develop an awareness of the needs of others and talked happily about the charities they support in order to help others.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory overall. The school offers a good range of enrichment activities. Care, guidance and support, partnerships with the parents and community and links with other schools and colleges are all good.

Teaching and learning

Teaching and learning are **satisfactory**. Whilst assessment procedures are good, assessment overall is **satisfactory**.

Main strengths and weaknesses

- Good teaching occurs in many classes throughout the school.
- Teaching of ICT is consistently good and this results in pupils achieving well.
- Support staff are used well to help raise pupils' achievement.
- Procedures for assessment are good but not yet fully embedded to ensure accurate target setting.
- Opportunities for debates, discussions and role-play remain limited.
- Marking is variable across the school.

Commentary

16. Teaching and learning are satisfactory across the school and there has been satisfactory improvement since the last inspection to ensure that the approaches and strategies to planning and assessment are now consistent. The rigorous monitoring of teaching and learning has begun to have a positive impact on improving standards.

Summary of teaching observed during the inspection in 57 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2%)	9 (16%)	32 (56%)	13 (23%)	1 (2%)	1 (2%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

17. In the Foundation Stage, children have fun exploring and watch carefully when shown how to do new things. Expectations are high for them to work independently, and to learn through their experiences. Staff intervene sensitively during these activities to talk to children about what they are doing. For a small minority, such interactions are a challenge but adults help them gain confidence and encourage them to share their ideas. Children's language, especially their vocabulary, is extended well, and many children are confident to initiate conversations and help each other when given these opportunities. Teachers organise learning well and ensure children experience all that is provided. Resources are good and used well to enrich learning. However, opportunities are missed for greater interaction between the nursery and reception classes to give children a wider range of experiences and opportunities to mix more and learn from each other.

18. Teachers and classroom assistants work effectively with pupils with special educational needs, enabling them to share the same tasks as their classmates. These pupils feel fully involved in all classroom activities. This practice has a positive impact on their progress and they achieve well. On a few occasions when insufficient additional help is at hand, a few pupils struggle to remain on task. However, because relationships between pupils and with adults are good, pupils generally make good gains in their learning. Review and target setting procedures are good but assessments require further refinement to ensure predictions about what pupils can achieve are sufficiently accurate.
19. Literacy and numeracy skills are taught well but pupils are not always reminded to apply what they learn to their work in other subjects. This occasionally results in poorly presented work with many errors, especially in pupils' independent writing in the junior classes. The teaching of ICT is good. Because of the good training they have received and the high quality of resources available to them, the teachers are now more confident in teaching the skills and looking for opportunities for pupils to apply these in other lessons. This confidence has helped to raise standards. Teaching in music in Years 3 to 6 and art and design throughout the school is also good, leading to above expected standards in these subjects. Teaching has improved considerably in geography and is now good, resulting in standards being in line with expectations and improving steadily.
20. Where teaching is good, pupils enjoy their work and achieve well. In these lessons, work is stimulating and expectations are high for good behaviour and good work. Pupils particularly enjoy lessons in practical subjects, such as music, art and design and science. They talk enthusiastically about their investigations in science and their projects in art and design and music. They have good opportunities to work in pairs and small groups and most pupils settle to work very quickly and sensibly, seeking help when they are stuck and cannot learn from each other. The majority of pupils pay good attention, and many are keen to contribute, especially when work is presented in a lively manner and engages their interest fully. A small number, especially at the upper end of the school, are passive in their participation, lacking the confidence to speak in front of others and thus opt out of oral tasks frequently, despite good encouragement from staff. Opportunities for debate and discussion remain an improvement area.
21. Evidence from pupils' recorded work shows that there is a tendency, especially in one or two of the junior classes, for teachers to direct learning too much. For example, opportunities for extended independent writing are limited because teachers are anxious to ensure the curriculum is covered and fail to check if pupils of all abilities understand what they have been taught or what they have written down. In a few classes, there is an over-reliance on worksheets, which not all pupils follow successfully and which restrict pupils' independence in writing and recording their findings, for example in science investigations. Teachers do not always remind pupils to apply what they already know and understand to new work, and occasionally this results in teachers having to labour learning points to help pupils make connections with previous work. For example, in a science lesson in Year 5, pupils failed to relate previous work on evaporation to their understanding of condensation, despite the teacher's best efforts to prompt and encourage them. Occasionally, teachers stick too rigidly to their planning, and are not flexible in adapting the lesson to pupils' responses. This results in pupils not always being challenged enough, especially those who can proceed with the tasks reasonably confidently. Where teaching has weaknesses, this is invariably due to lack of pace and challenge, and occasionally insecure subject knowledge.
22. Procedures for the overall assessment of pupils' progress and attainment are good but still relatively new. Teachers' use of assessment information, to plan work for pupils of all abilities to ensure they build on prior learning effectively, is satisfactory. As teachers are becoming more confident with the information they are provided with they are beginning to assess more accurately and where such practice is good, work is better matched to individual pupils' needs. For a few pupils, work is sometimes too difficult and for higher-attaining pupils, there is occasionally a lack of challenge. Assessment procedures in the Foundation Stage are also

relatively new but do identify the areas in which children need additional guidance to help them achieve well.

23. The school has identified and is monitoring the achievement of individual pupils more carefully, in order to set targets that are accurately based on what pupils can already do, and to ensure targets are realistic. There is still inconsistency in the quality of marking from across the school. Where practice is good, marking is used effectively, to guide pupils in their learning and to encourage them to show pride in the way in which they present their work. However, in a few classes, pupils' books are untidy, with little attention paid to presentation and completion of tasks. Pupils' understanding of how well they are doing and what they must do to improve is satisfactory but still limited.

The curriculum

Curriculum provision is **satisfactory**.

Main strengths and weaknesses

- Appropriate emphasis is given to literacy and numeracy, but there are inconsistencies in the promotion of writing skills across the curriculum.
- ICT resources are very good.
- Overall provision for pupils with special needs is good.
- Provision for pupils' personal, social, health and emotional education is good.
- Enrichment activities are good.
- Resources and accommodation are good.
- Provision for collective worship does not always meet requirements.

Commentary

24. The improvements in the curriculum ensure that it now meets requirements fully with regard to content and the recommended time devoted to teaching. Improvement in ICT provision has been good and as a result, standards are above expectations. Similarly the improvements in art and design have led to standards that are well above expectations. The continued development in music, especially performance and singing skills, has enabled pupils at the end of Year 6 to achieve well. The provision for collective worship varies considerably and sometimes fails to meet requirements fully. Pupils aged five in the reception classes do not have opportunities to join in the assemblies regularly.
25. The curriculum in the Foundation Stage is based on interesting first-hand experiences and provides good balance of independent and teacher-directed activities. The shared planning in the three reception classes promotes consistent practice and ensures all children have similar experiences prior to moving into Year 1.
26. Literacy and numeracy are given appropriate prominence in order to raise standards. Over half the curriculum time is devoted to these two core areas. The promotion of writing skills varies from class to class and good opportunities to teach writing in other subjects are often missed. In Year 6, the grouping of pupils in numeracy enables the curriculum to be more focussed to meet the needs of pupils of similar levels of ability. ICT skills are taught well when the subject is taught discretely and many teachers explore using ICT when teaching other subjects, for example, for research in history and geography, art and design and design and technology. All classes have regular use of the very good facilities in the computer suite. However, in some classes, teachers make limited use of the classroom computers to ensure pupils practise the skills they learn in their ICT lessons or work on projects and ideas independently.

27. The school provides well for pupils with special educational needs. Management of special needs is good and the co-ordinator ensures that individual education plans are carefully drawn up and shared with pupils so that they know what their targets are. Learning goals are realistic, enabling pupils to succeed and move on. Good use is made of national performance criteria to chart each pupil's progress. All pupils are fully included in all that the school provides. Where necessary, additional resources, including support staff, are made available to ensure all pupils have full access to the curriculum.
28. The provision for pupils' personal, social, health and emotional development is good. Pupils' self esteem and confidence are promoted well. Pupils are encouraged to adopt a caring attitude towards others and to have a clear understanding of what is right and wrong. During the year, the school supports a number of charities. The responsibilities of citizenship are fostered through the School Council and the school has plans to develop this aspect of pupils' development further.
29. Pupils benefit from many enrichment activities. Extra-curricular activities of a good range and quality take place after school, for example, in sports and the arts. Provision for pupils to sing in choirs and learn musical instruments is good, and very good specialist staff are brought in to enrich this aspect of the curriculum. Cultural days have resulted in pupils experiencing a taste of other cultures and traditions and becoming aware of the richness of a wider world than their locality. A wide range of visits, field trips and other events supplement the curriculum very effectively. For example, visits by professional artists encourage pupils to produce high quality exhibits of work in clay and pastels. Visiting drama groups enable pupils to relive times in history and begin to appreciate what life might have been like had they lived in previous times.
30. At the time of the last report, a new head had only been in post for one term and a new deputy was about to be appointed. Before the appointment of the new head, the school had experienced a period of turbulence due to illness of both the previous head and deputy. This resulted in a fall in standards, particularly in relation to pupils' behaviour and attitudes, and unsatisfactory progress. Since the last inspection there has continued to be a number of staff changes. Two teachers were appointed on temporary contracts and four teachers were absent long term last year due to illness. These factors have not been helpful in allowing the school to make better than satisfactory improvement since the last inspection. There are sufficient teachers to meet the school's needs. The school has a generous number of teaching assistants who are carefully trained to support teaching. They are efficiently deployed and make a significant contribution to pupils' learning. The accommodation is good and well maintained throughout and interesting displays around the school brighten up the building and remind pupils of their good efforts. The quantity and quality of resources are good overall.

Care, guidance and support

The arrangements for pupils' health, safety, care and welfare are **good**. Their personal and academic guidance is also **good**. The arrangements for seeking and acting upon pupils' views are **satisfactory**.

Main strengths and weaknesses

- Pupils have good relationships with staff and each other.
- Induction arrangements are very good.
- Pupils have positive views about the school.
- Pupils are well cared for; health and safety is given a high priority.

Commentary

31. The school provides pupils with a caring and attractive environment where they feel valued and supported. The health and safety arrangements are good as are those surrounding child

protection procedures. The school focuses well on all aspects of care of pupils. Induction arrangements for all pupils are very good. The good relationships that exist within the school and the good provision for pupils' social and moral development create a caring, safe and supportive community.

32. The personal and academic support and guidance offered to pupils is good. This ensures pupils are well motivated and their achievements are recognised and rewarded. Pupils are aware of the targets for learning that are set for them and aware of what they need to do to achieve them. Staff know and understand the needs of each pupil well. Pupils with special educational needs are supported well, and good attention is paid to making sure they achieve as well as the others in their classes. Pupils feel well cared for; they feel secure and happy to come to school. Pupils know they can always ask an adult in the school for help and that they will be listened to. They enjoy being singled out, for example, in the rewards assembly where they are praised by their teachers and applauded by their friends.
33. Pupils have good opportunities to express their views through personal, social and health education lessons, Pupils have begun to gain confidence to speak during activities such as 'circle time', although some older ones are sometimes hesitant. The youngest children learn to listen to each other's views and take their turn with greater confidence. The school council is developing well and offers another opportunity for pupils to express their views. Older pupils, when given the responsibility, enjoy helping with the younger children and with the 'playground buddy' system. The school encourages pupils to think of the needs of others and the school has supported several charities.

Partnership with parents, other schools and the community

Partnership with parents, the community and other schools are **good**. The information parents receive from the school is **good**. There are several school clubs, which enhance pupils learning well.

Main strengths and weaknesses

- The school provides good information for parents.
- Links with the community are good.
- The school has good links with parents but is aware it needs to strengthen these further.
- Pupils' red planners are not used consistently and this prevents some parents from engaging more effectively with the school.

Commentary

34. Relationships with parents are good. Parents are kept well informed about the life of the school in a variety of ways. The vast majority of parents are very happy with the school. A small but significant minority of parents made complaints about bullying in the school and lack of information. Inspectors found no evidence to substantiate these complaints. Letters to parents are sent home regularly. The inspection team found no evidence of bullying and several children confirmed this to be so. Written information for parents is good and gives parents a clear insight into the work of the school. More consistent use of the pupils' red planners would give parents even greater opportunity to be involved in their children's learning. Written reports are very detailed and clear, they identify difficulties and give clear guidance for improvement. Parents of children with special educational needs are always invited to discuss the targets set for their child and the special educational needs co-ordinator ensures parents are kept fully informed of the provision for their child, especially if external agencies are involved. All parents are welcome to contact or visit the school if they have any concerns or queries.

35. The school's links with the community are good. Pupils make visits to places of interest, both locally and further afield. Visiting specialists to the school broaden pupils' experiences, especially in the fields of art and design, sport and music. Throughout the school there is good evidence of the many opportunities available to pupils, and pupils talk very enthusiastically of trips, including residential stays where they develop learning in various subjects but also benefit in gaining independence and social skills. Events such as Roman, Greek and Victorian days clearly enhance pupils' multicultural development. Parents spoken to appreciate the many valuable experiences their children have. The partnership with other schools is good and pupils benefit from the very good induction arrangements that are available. Following the pre-inspection meeting for parents, a group of them realised the need to establish a Friends Association, and plans are in hand to establish such a group in order to engage more parents in the life and work of the school.

LEADERSHIP AND MANAGEMENT

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

Main strengths and weaknesses

- The headteacher displays good leadership qualities.
- The continuing professional development of staff is good.
- Financial management of the school is unsatisfactory.
- The use of data analysis and pupil tracking information to inform teachers' planning is at an early stage of development.

Commentary

36. The head teacher has a clear vision of what will make the school into a high-achieving, learning community and despite difficult circumstances has succeeded in bringing about many changes. For example, changes in planning procedures have been achieved through clear direction, allied to good support systems for teachers. This has resulted in consistency in teaching across the school. New to the school at the time of the previous inspection, the headteacher has been effective in moving staff towards a culture where teamwork is evident and the teachers are able and willing to take responsibility for improving the progress of each of their pupils. Senior staff contribute to this vision by giving a clear role model through their own good practice in teaching.
37. The role of the senior leadership team in supporting this process of change is now well established and is growing further with external help from the National Primary Strategy Leadership Programme. The impact of this outside advice and experience has been to help the head and management team form an agreed and consistent view of priorities for improvement, which has the whole-hearted support of everyone. The organisation of staff into four phase teams, under the leadership of senior members of staff, is effective in giving all staff a voice in debate and in maintaining efficient communication through the school. For example, the teams were recently asked to review the draft of the school's self-evaluation form and were able to evaluate and reflect on the school's progress.
38. Performance management for teachers is satisfactorily in place, although targets need to be linked more closely to school priorities. A policy for performance management for non-teaching staff is in preparation and suitable provision has been made for elements of the re-modelling of the school workforce. Opportunities for staff development are good and the head, senior leadership team and subject leaders are beginning to ensure all staff have access to the training they need to improve their practice effectively. The work being carried out towards the award of Investors in People recognition, is providing an effective focus for reviewing these practices. The role of subject leaders is at an early stage of development and needs to include a more rigorous understanding of data analysis and target setting, as well as all staff being

confident in using the information gathered more accurately when assessing pupils' achievements. The school too seldom comes together as a whole, formally or otherwise, so that opportunities are lost for both pupils and staff to share experiences. Because there are no whole school assemblies and few shared playtimes, and because different year groups are physically isolated from each other within the building, pupils do not have the chance to observe and to learn from each other, or to develop a shared understanding of expectations and achievement.

39. An extensive training programme, initiated by the new Chair of the governing body, has enhanced the work of governors. All governors are now teamed with a subject leader from the staff and they regularly monitor and review teaching, planning and resource provision for that subject. Governors contribute directly to the school development plan in respect of their subject, in addition to their overview of the whole plan. As a result of these measures, the role of the governing body as a critical friend is developing satisfactorily. Whilst the governors have taken all reasonable steps to establish policies to ensure all statutory requirements are met, occasionally, the acts of collective worship do not always comply, for example, pupils aged five in the reception classes are not always included.
40. The school now has a satisfactory plan to deal with a falling roll and consequent financial loss over the coming years. Because the issue was not dealt with effectively in the past few years however, the school will have a deficit budget until the end of the next financial year. As the school's strategic planning failed to identify or address this issue at the time, financial management of the school is unsatisfactory. However, in light of the improvements made since the previous inspection, as a result of which standards are rising, the school gives satisfactory value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1,287,626
Total expenditure	1,344,535
Expenditure per pupil	2,760

Balances (£)	
Balance from previous year	24,511
Balance carried forward to the next	-32,398

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **satisfactory**, as was the case at the previous inspection.

41. Children's attainment on entry to the nursery is average. There is a phased intake to the nursery, based on when children achieve their third birthdays. Places are part time until children are transferred to full time places in the three reception classes. The nursery operates largely independently of the other Foundation Stage classes, with up to twenty-six children in each of the morning and afternoon sessions. The indoor nursery accommodation is adequate but lacks provision for adult toilets and there is neither a washing machine nor shower facilities. Indoor accommodation for reception classes is adequate, with only just enough room for children to move about. Outdoor provision, on the other hand, is good and spacious, with a wealth of outdoor play facilities. The outdoor play area shares the same piece of land with the nursery and reception classes, though a wooden fence divides the reception play area from that used by the nursery. This means that there are few opportunities for nursery and reception children to share in play activity because of the barrier created by the dividing fence. Very good use is made of the outdoor facilities and children work outdoors whenever the weather permits. However, the lack of a covered area limits outdoor work in bad weather.
42. The children's achievement is satisfactory, as are teaching and learning, with examples of good and very good teaching observed during the inspection. There is very good support from nursery nurses and teaching assistants and teamwork between all adults is good. Satisfactory management and leadership by the Foundation Stage leader ensure that children enjoy a good range of well-planned learning opportunities. Assessment procedures have improved since the previous inspection, though there is need for improvement in assessment on entry and further development of the children's achievement profiles. Planning has improved, and it now makes clear the purpose of activities and what the children are expected to achieve. Support for children with special educational needs is good, allowing all children to access the curriculum, whatever their special need or disability. Children's behaviour is very good and they have a very good attitude to school and learning, always eager to show and talk about what they are doing. The children are provided with a good, broad curriculum, which, together with good support, enables the majority of children to achieve the early learning goals in all areas of learning by the end of reception. There is no regular provision for children aged five in the reception classes to join in a daily act of collective worship.

Personal, social and emotional development

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

Main strengths and weaknesses

- Relationships between children and adults are good.
- Opportunities for social development are well planned and supported.
- Staff have high expectations of children's behaviour.

Commentary

43. Children are given a range of opportunities for them to share, co-operate and develop positive relationships. The morning snack time, for instance, encourages children to eat together and share with each other sensibly and fairly. With good support from adults, they learn about healthy eating and good manners. In free choice activity, children show a good level of independence in their learning. They share resources and toys readily and play well together.

Children are encouraged to make choices and the resources and apparatus are set out in such a way that access is easy and children gain independence in their learning, which makes a good contribution to their development of confidence and self esteem. As well as being encouraged to make choices and to 'take risks'; children learn to clear away resources after they have finished. The move to full time attendance in the reception classes is phased over a three-week period, to enable children to settle and make new relationships and get to know their new teachers. By the end of reception, all children achieve the early learning goal in personal, social and emotional development, and a significant minority exceed them.

Communication, language and literacy

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

Main strengths and weaknesses

- The development of speaking and listening skills is given high priority.
- Good teaching strategies are used to develop reading and writing skills.
- Very good support is provided for children working in small groups.

Commentary

44. Children are keen to talk about and explain what they are doing. Adults provide a good range of activities, encourage children to participate fully and intervene appropriately to develop speaking skills. Children communicate well, as seen when two children built a 'Lego' castle, discussed their design and explained clearly why they liked their finished product. In another example of imaginative play, children using the playhouse retell the story of 'Goldilocks', explaining what Goldilocks did and how each of the bears responded. In literacy lessons in the reception class, teachers use targeted questions well to extend and develop children's ideas beyond simple reactions. In their speaking, a few children progress successfully to work on tasks more typically seen in Year 1. For example, one child was heard to say, "If I had a pot of gold, I would buy a brand new Mercedes Benz because they are the best cars." In another reception lesson, children were invited to 'be an author and write a book.' Children were observed mark making and copying their names from cards studiously, understanding that to be recognisable, their letters had to match those on the card and be in the right sequence. Because teaching and learning are good, by the end of Reception children achieve the early learning goals in communication, language and literacy successfully and their achievement is good.

Mathematical development

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning are satisfactory overall but are often good.
- Nursery nurses and teaching assistants provide effective support.
- Activities are well structured to encourage mathematical development.

Commentary

45. Throughout the Foundation Stage, good use is made of number rhymes, games and activities that practise colour, shape, counting, matching and patterns. For example, a mathematical development activity during an outdoor play session consisted of a teacher led, pattern making task. Children chose from a range of natural materials such as conkers, fir cones, dried orange slices and nuts to make and describe a pattern. Children explained their choices and what shapes they had created in their patterns. In a reception lesson, children demonstrated

secure understanding of number bonds to 10, with one boy confidently going beyond this and explaining how $10 + 5 = 15$. All children in the group confidently constructed addition statements such as $3 + 4 = 7$. The numeracy strategy is used in an adapted form in reception classes. All children achieve the early learning goals in mathematical development by the end of Reception.

Knowledge and understanding of the world

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

Main strengths and weaknesses

- Planning is good.
- Computers are used effectively to support teaching and learning.
- Support provided by nursery nurses and teaching assistants and teamwork between all adults is good.

Commentary

46. Teaching and learning are satisfactory overall and often good in individual lessons. Much of the work revolves around exploring the seasons. For example, winter topics include making patterns on frosty surfaces, building a snowman and finding out about freezing and melting. Current topics reflect spring with 'growth' as the title for activities, such as planting seeds and learning about conditions to cause germination and growth. Children examine spring flowers and learn about the life cycle of the frog through observations of frogspawn and tadpoles. Children involved in a water play activity, with plastic frogs, frogspawn and water plants explained the life cycle accurately. Children have been carefully taught the ethics of using live creatures for their work and they explained that the live tadpoles were soon to be returned to their natural environment in the school pond. A wall display entitled "Our World" showed how flowers grow, and why birds lay eggs and why animals give birth to their young. Children were asked about the display and they knew that different creatures have different processes of birth, hatching or life cycles. Computers are used well in nursery and reception classes and all children use these regularly. There is a good range of software to reflect all areas of learning. Children create pictures of robots with a drawing program and have good skills in operating the mouse and how to use the icons to select saving, printing or changing colours. Overall, achievement is satisfactory and children achieve the expected early learning goals by the end of Reception.

Physical development

Provision in physical development is **good**.

Main strengths and weaknesses

- Facilities and resources are very good for outdoor play when the weather permits.
- Outdoor provision lacks a covered space for all weather use.

Commentary

47. This area of learning has benefited from recently enhanced outdoor play facilities, including fixed climbing apparatus and soft landing areas. The curriculum has been improved by the introduction of continuous outdoor play, so that groups of children move from directed indoor tasks to activities outside freely, albeit they are monitored to ensure they participate in all areas of learning regularly. There is a multitude of portable and wheeled apparatus, which enables children to ride, climb and balance, which most do with skill in advance of their age. In their physical activities, they share and co-operate well. Reception classes have timetabled indoor

physical education lessons and the nursery has two sessions each week of circle games and movement in the hall. Children respond well in these occasions, behave very sensibly and develop a good awareness of themselves and the space around them.

48. Fine dexterity skills are developed well through the use of writing implements, scissors, threading beads and manipulating small tools, although a few children use an incorrect pencil grip, even as late as the reception year. Construction kits, such as the large Lego seen in the creation of castles, floor and table jigsaws are used regularly. Teaching and learning are good and as a consequence, children achieve well. All children achieve the early learning goals by the end of the reception year, and a good number exceed them.

Creative development

Provision for creative development is **satisfactory**.

Main strengths and weaknesses

- Children are provided with a wide range of good learning experiences.
- Resources are very good.
- Teaching is supported by good teamwork between all adults.

Commentary

49. Teaching, learning and overall achievement are satisfactory. Painting activities are available throughout the day and children choose from a range of media including paint, pastels and charcoal for the creation of their pictures. Some specific techniques are taught alongside the free approach, an example being printing. Imaginative play is a strong feature of the curriculum. A number of good examples of children dressing up to recreate fairy stories were seen. However, there were some occasions when children were confused about the plots of fairy tales, as the stories of Snow White, Sleeping Beauty, Cinderella and Jack and the Beanstalk were mixed up when the 'dressing up' became more exciting than the re-enacting of the story. Children explore and play with a range of musical instruments and teachers lead music sessions well, encouraging children to sing and play together sensibly and talk about their performances. They successfully achieve the early learning goals by the end of Reception and a significant number exceed them.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision for English is **satisfactory**.

Main strengths and weaknesses

- Standards in reading have improved and are satisfactory throughout the school.
- Teachers' high expectations and their good relationships with classes are helping pupils achieve more.
- Teaching assistants guide pupils' learning well.
- Assessment is not always used well enough to identify what pupils need to do in order to make good progress.
- Pupils do not have enough opportunity to write for real audiences and purposes, or across the curriculum.
- Opportunities for speaking, role-play and debate are also limited in a few classes.
- A small minority of pupils in Year 6 are still underachieving.

Commentary

50. In the 2003 national tests and assessments, standards at the end of Year 2 and Year 6 were above average and these year groups had fewer lower-attaining pupils than the current Years 2 and 6. The pupils in the current Year 2 are working at average standards. Pupils make satisfactory progress in Years 3 to 6, although a minority of pupils in Year 6 are not achieving as well as they might. This is because long term sickness led to instability among staff over an extended period as these pupils moved through the junior classes. As a result, standards in Year 6 are below average. This represents an improvement on the previous report however, when they were well below average. This is because more recently they have had good teaching, which has accelerated their progress. Overall achievement is satisfactory.
51. Standards in speaking and listening are average for pupils in Years 1 and 2 and also in Years 3 to 5. Pupils are willing to answer questions, share their ideas and give reasons for their opinions. This is because teachers have high expectations that pupils will explain themselves clearly and because they encourage pupils to use a range of vocabulary with precise technical terms linked to specific subjects. Pupils in Year 3 confidently explained the meaning of 'onomatopoeia' and continued to use the term independently as they evaluated their poems. Because pupils in most lessons are encouraged to share their thoughts with one another, they prepare what they want to say and so are able to express themselves clearly and coherently. However, because little use is made of drama techniques, such as 'hot-seating' or 'freeze-frame', opportunities to model and extend more sophisticated spoken language are missed. In Year 6, a few pupils tend to listen passively and are hesitant to contribute unless directly prompted. It is clear they are not used to such opportunities and lack the confidence to offer their views in front of others.
52. Progress in reading is satisfactory across the school, which represents an improvement since the last report when it was unsatisfactory. Because the school has made sure that all pupils have the opportunity to work together in small groups for guided reading, with appropriate resources, pupils in all years are able to answer more challenging questions about the books they have read, using the information given to draw their own inferences. Standards in reading are average throughout the school. Younger pupils are clear about the strategies that they need to use to work out how to read words and sentences, so that most approach new reading material confidently. Higher-attaining pupils in Year 2, read fluently and identify the ways an illustrator/author has set out to influence the reader; for example, "he's hidden its teeth and its got a smile, so you'll like it, this has orange eyes, not black, so it's scarier". Higher attaining pupils in Year 6, talk enthusiastically about their reading choices and discuss the way an author's style has developed in a mature manner, for example in the 3^d *Artemis Fowl*, "he's made Holly more thoughtful...he's changed the words she uses...to make her sound more sensible."
53. Standards in writing are in line with national average by the end of Year 2 and pupils continue to make satisfactory progress in Years 3 to 5. In Year 6, writing continues to be below average and throughout Years 3 to 6, work shows a deep-seated problem of grammatical errors, for example "he were running/has ran/were sat". However, pupils are now clearer about what will improve their writing because teaching in most classes includes clear success criteria and the new school feedback guidelines are ensuring that teachers regularly give both specific feedback and the opportunity to try out the advice given. Although this is a new approach, examples in Year 6 already show a pupil practising the layout of direct speech and then using that knowledge in a later piece of writing. Most pupils enjoy writing and pupils in Year 6 have written thoughtful and moving poems: 'A beach is a yellow carpet, so soft on your feet / It is a yellow rock split into tiny pieces, spread on the floor.' Pupils in Year 1 are particularly proud of having written their own captions for their art display: "I put my figs [fingers] in it. I put a ptn [pattern] in it. It is a pot." Much of the writing done however is carried out in exercise books, even when it is an advertisement or letter or newspaper article. The opportunity is therefore lost to make pupils visualise and think hard about the needs of their readers and adopt formats suited to a wider range of audiences.

54. The uniform planning format, worked on together in year groups successfully ensures that teaching in different classes is consistent and that everyone covers the key objectives of the literacy strategy. Teaching and learning are satisfactory overall. Many lessons seen during the inspection were active, lively and fast-paced, with teachers giving clear directions and expecting work to be successfully completed. In response, pupils joined in enthusiastically and worked hard, showing they were proud of what they had achieved. In a few lessons, the teaching was unadventurous and too rigidly adhering to the literacy hour format. This resulted in a slower pace so that pupils were less interested and productive and made slower progress. Pupils with special educational needs are supported well by teaching assistants who are skilful in encouraging them to achieve their best. Feedback to pupils has improved so that more of them understand how to improve their work and thus meet their targets, but the practice is still in its early days, and marking is sometimes still limited in the guidance it offers to help pupils improve. Other pupils have also been identified from test results as needing help to fulfil their potential. Using assessment in this way to help teachers alter their teaching and planning so that it meets the needs of all their pupils, is at an early stage of development. Putting in place a system to track the achievements of all pupils is, rightly, a priority for the school, so that every pupil makes progress at the fastest possible rate.
55. Leadership and management are satisfactory. The subject leader has a clear, strategic view of what needs to be done to improve standards. Her monitoring of planning and work and of guided reading is supporting consistency among teachers well, and sharing her own good practice is contributing well to raising the level of subject knowledge and expectations across the school. She has carried out thorough analyses of test data, but these are yet to be integrated into the new assessment and tracking systems. Because she is not yet involved in the target-setting process or in the monitoring of teaching and learning in classrooms, the school is missing the opportunity to make the best use of her subject expertise. The school has also benefited from very good advice and support from the LEA literacy consultant whose monitoring and subsequent action plans have given the staff a strong basis of knowledge and expectation from which to develop their teaching plans and strategies.

Language and literacy across the curriculum

56. Although pupils have used the context of other subjects such as art and design and history to write with a clear purpose and audience, these links are not made in other subjects. Opportunities to use the skills they have learned are therefore lost, especially in science, geography and religious education. Use of literacy across the curriculum is satisfactory, although opportunities are missed to insist pupils apply correct spelling and punctuation in all their written work in order to improve their overall presentation.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- The setting arrangements in Year 6 provide challenge for higher-attaining pupils.
- Teaching and learning are good in Years 1 and 2.
- Planning is generally good, but in one or two classes, work fails to match the needs of all pupils appropriately.
- Assessment information is analysed well and is beginning to have an impact on setting realistic targets.
- Oral/mental elements of the numeracy strategy are not yet developed sufficiently.
- Use of ICT to support learning is limited in some classes.

Commentary

57. In the results of national tests and assessments in 2003, standards were above average at the end of Year 2, and below average at the end of Year 6. Standards in the current Year 2 are average and they are below average for pupils in the current Year 6. However, improvement since the previous inspection is satisfactory, because the current Year 6 group has a high proportion of lower-attaining pupils who are working as well as they can. Overall, achievement is satisfactory, although a few pupils in the Year 6 group are underachieving, and have not regained all the lost ground as a result of their very disrupted teaching in the last three years. There has recently been an improvement in the quality of planning and the introduction of setting has provided teachers with opportunity to focus more closely on the needs of individual pupils and prepare more challenging tasks for them. However, this has not happened in all cases and in some upper school classes, the work planned does not always meet the needs of all pupils effectively. Provision for pupils with special educational needs however is good throughout the school and support staff are used well to help these pupils make good gains in their learning.
58. Teachers make it very clear what the purpose of each lesson is so that the pupils understand what they should learn and how this relates to previous work. Most pupils enter the school with average mathematical understanding, and throughout the infant years remain at this level. They recall addition and number facts to at least 10. In Year 2, pupils are introduced to sorting and classifying techniques. They recognise number patterns and use various strategies to solve problems. Pupils in Year 2 demonstrate good data handling skills to record, for example, the results of friction experiments in science. By the end of Year 4, pupils develop further sorting skills, using Venn and Carroll diagrams and comparing these and consider the most effective way of presenting their findings. This systematic teaching of skills ensures pupils build on previous learning and have good opportunities to consider the strategies they need to apply to solve problems that require a range of operations. Such activities provide challenges that pupils explore enthusiastically, and where teaching is good, they find work interesting and fun. In Year 6, more-able pupils confidently apply these techniques to solve more complex tasks.
59. The overall quality of teaching and learning is satisfactory. Teaching and learning are good in the infant years, and pupils of all abilities are fully engaged and challenged. Resources are used effectively to enhance teaching and lessons generally run at a brisk, lively pace. In Years 3 to 6, teaching and learning are satisfactory overall but range from very good to unsatisfactory. In the good lessons, there is pace and challenge for all pupils and opportunities for independent learning. The numeracy strategy is used well and provides the basis for teachers' planning throughout the school. Teachers have benefited from good training to help them develop a more consistent approach to their planning. Teachers of classes in the same year group meet weekly to plan teaching and ensure pupils all have the same opportunities, and that lessons build on previous work. Feedback to pupils as to how they might improve their work and what they have done well is improving with the implementation of the new policy but practice is still variable, with some marking being good and some rather cursory.
60. Assessment procedures are effective in helping teachers gain a clear understanding of what pupils can and cannot do. Teachers are beginning to gain confidence in using the assessment information they are provided to ensure all pupils make at least satisfactory progress. In Year 6, lessons are arranged according to pupils' ability and planning is tailored to meet the needs of each group. Whilst consistency in planning and matching work to each pupil's needs is developing, it is not yet secure in all classes. Pupils with special educational needs have their own programmes to follow and receive very good support from the classroom assistants. The quality of teaching in the oral and mental elements is often underdeveloped and lacks pace and energy, although pupils respond well to these features when taught well.
61. The strong focus on numeracy skills has improved pupils' knowledge and capability. Good work in data handling is enhanced in the computer suite where pupils readily make comparisons between a range of displays of their information. However, opportunities are missed in some classes to encourage pupils to use computers more regularly in lessons to

develop their numeracy and ICT skills, for example to record data and produce graphs and practise number skills through using appropriate programs. All teachers ensure attention is given to helping pupils apply the correct language and vocabulary of mathematics when explaining their work.

62. The curriculum, assessment systems, tracking of pupils' progress and monitoring of teaching and learning are organised efficiently and effectively by the subject leader. Under his good leadership, standards are improving and the school is closer to ensuring realistic targets are set.

Mathematics across the curriculum

63. The school provides pupils with a good range of opportunities to apply their mathematical skills, knowledge and understanding confidently. They recognise the importance of the subject in many aspects of life. Pupils make good use of their mathematics as part of their work in other subjects. Examples of these are shown in history, using dates and number lines; art and design, using shapes; as well as graphs and calculations in science.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards are below average at the end of Year 6.
- There is a good emphasis on developing pupils' investigation and enquiry skills.
- Pupils struggle to transfer learning from previous work to new situations.
- Assessment and moderating procedures are not yet fully embedded.
- Pupils' work is sometimes incomplete and untidy and there is occasionally an over reliance on worksheets.

Commentary

64. Standards in the national tests and assessments in 2003 were average for pupils at the end of Year 2 and below average at the end of Year 6. The picture is much the same currently, although there is a significantly higher number of lower-attaining pupils in the present Year 6 group. The performance of this year group at the end of Year 2 was below average. Overall, improvement has been satisfactory since the previous inspection. The achievement of pupils of all abilities is satisfactory. A very small number of pupils in the current Year 6 are under achieving because they have had a number of disruptions in their learning in the last three years as a result of staff changes. Pupils with special educational needs receive good classroom support in order to make good progress.
65. Pupils enjoy participating in 'hands-on' situations. They carry out investigations, with care and concentration and enjoy working with others to think about their work. For example, pupils in a Year 1 lesson worked very sensibly and methodically in their closer observations of fruits and vegetables, and in a lesson in Year 2 on friction forces, pupils organised themselves well in deciding the variables they were to test and worked systematically to gather the results. In one or two lessons at the upper end of the school, whilst teaching was good, pupils lacked the confidence to relate what they already knew to new learning. For example, pupils in a lesson in Year 5 struggled to identify the long term impact of condensation in the home, despite having carried out the relevant investigations in class. Similarly, pupils in Year 6 found it difficult to explain features of animal life that would help them make accurate classifications, and one or two did not regard humans as mammals. However, the task the teacher had prepared helped them achieve satisfactorily, although it was not very challenging for pupils of this age.

66. Teaching and learning are satisfactory overall, but there is good evidence that the picture is improving steadily. Teachers organise and structure lessons well, matching the work to pupils' abilities accurately. Teachers usually provide plenty of challenge and pupils respond positively and generally try hard. Teachers use good questioning techniques, which encourage pupils to think and reason for themselves, but in many situations the same few pupils answer regularly, because the others are uncertain and prefer to wait to be told. Teachers and support staff are aware of this hesitancy and prompt and encourage pupils to participate. The pupils are taught to record the results of their investigations in different ways, such as in diagram, graph or table form, although there is still a lack of consistency between classes, and there is an over reliance on worksheets in some classes. This over use of worksheets, a weakness identified in the last inspection, results in pupils following a given format and not always working out for themselves the best way to record their findings. At times, recorded work is incomplete and presentation is untidy, and goes unchecked, so that pupils do not always improve in subsequent work. Assessment information guides the planning, although many of the procedures are still relatively new and targets and predictions are not yet wholly accurate for all the pupils in Year 6.
67. The leadership and management of the subject are satisfactory. The school has established a satisfactory curriculum that ensures that pupils are taught the information and skills systematically and consistently, and this aspect has improved since the last inspection. The subject leader analyses teachers' planning, samples pupils' work and monitors teaching and learning. Plans are in place to develop teachers' confidence in moderating pupils' work more accurately to ensure targets are realistic and achievable.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teaching is good and standards achieved at the end of Year 6 are above average.
- There has been good improvement in resources and staff expertise.
- Leadership and management are good.
- Use of ICT across the curriculum is generally good.
- Procedures for monitoring and evaluating provision and standards are being developed.
- Opportunities are sometimes missed to use computers in classrooms more regularly.

Commentary

68. Standards at the end of Years 2 and 6 are good and pupils of all abilities achieve well. There have been major changes since the previous inspection. This has led to good improvement in standards at the end of Year 2 and very good improvement at the end of Year 6, where they were below average at that time. Overall, improvement has been very good.
69. Pupils in Years 1 and 2 make use of the computer to write short pieces of work and develop confidence in applying a range of tools and techniques to improve their work. They practise keyboard skills and develop good co-ordination in mouse control. They use correct ICT language and understand the terminology well. All strands of the curriculum are covered and there are strong links with other areas of the curriculum. Pupils work independently using word processing facilities to write simple stories and illustrate writing with pictures using clip art. Data on 'fruits we eat' enabled pupils in Year 1 to create block graphs and manipulate them to compare effects. Links with art and design appear in pictures pupils have produced in the style of Piet Mondrian and Jackson Pollock. They compare their ICT generated images with those they produce using a range of other media, recognising that the computer produces results more quickly and often more effectively than their efforts using crayons and paints.

70. Pupils in Years 3 to 6 progress to using different styles of letters and combine text with graphics taken from the Internet to present documents illustrating events in history. As pupils gain expertise, they explore more sophisticated techniques including the use of graphical displays to identify anomalies in databases. Pupils in Year 6 explore the Internet to select materials to support their work in the history of the Second World War. They use their skills well in creating slide presentations, incorporating sound and animation to explore, for example, fashions in the decades of the twentieth century, and the work is of a high quality.
71. Teaching in ICT is good. It is based on secure subject knowledge and good lesson planning. Teachers use effective methods and make full use of the available technology in the computer suite to teach new skills and help pupils discover new strategies. The network allows the teacher to demonstrate teaching points on the 'active' screen and control the display on the screens of the pupils' computers, ensuring attention when required. In addition to the suite, all classrooms have a networked computer available for curriculum use. Detailed assessment sheets record pupils' progress with opportunities to identify which pupils need extra help and recognising those who have achieved well and can move on to more challenging work. In addition, folders to contain pupils' work have been set up on the network to provide the basis of a continuous record of progress.
72. Pupils have a positive attitude in lessons and the standard of behaviour is good. They work well in pairs, sharing ideas and taking turns to operate the computers. They enjoy the tasks and use their knowledge well to meet the challenges offered. Pupils join discussions sensibly and are prepared to listen to the views of others. The younger pupils, in particular, enjoy the excitement and wonder of the world of technology.
73. Resources are good and the recent acquisition of control and monitoring devices enables the full curriculum to be taught. The subject is managed well by an enthusiastic leader who supports his colleagues well and monitors the progress of the pupils. Two classroom assistants are available to maintain the computer network and all support staff have received the required training to help them do an effective job when working with individuals and small groups of pupils pursuing independent work and projects.

Information and communication technology across the curriculum

74. Curriculum areas are used well to provide opportunities to develop ICT skills in the computer suite. However, not all teachers include computer activities in planning their mathematics lessons nor exploit the classroom computer facilities to enhance teaching and learning in other subjects. This is an area for development.

HUMANITIES

No lessons were inspected in **history** and therefore it is not possible to make an overall judgement about provision. From the limited work seen, standards are in line with expectations.

75. The pupils in Year 2 have a clear understanding of movement through time with a time line, which includes the significant pieces of history they know or have studied, including the Fire of London, birth of Florence Nightingale, Crimean War and birth of pupils in Year 2. Photographs of pupils in Years 1 and 2 show the enthusiasm with which a visit from 'Florence Nightingale' was greeted. The visiting actor took on the role in order to help pupils empathise with the situation of wounded soldiers in the Crimea. Good use was made of ICT to download contemporary photographs; pupils made use of costumes and objects to reproduce the poses and to express their discomfort. The display places the original photographs and pupils' new versions skilfully alongside and pupils recognise the sadness of the soldiers' situation. Maps that emphasise distance and scale between England and the Crimea enhance their understanding. Work on the Great Fire of London in Year 2 shows pupils made effective use of ICT to research the topic and then wrote lively newspaper accounts of the fire from the 'London Gazette'. These show an appropriate understanding of contemporary conditions.

76. Pupils in Year 5, in role as Henry VIII writing in his diary, show empathy with Henry's feelings at different points in his life, for example, great sadness at the death of Jane Seymour. They also reflect on the fact that they understand there are other versions of the truth than popular images. Their writing emphasises Henry's health and fitness as well as the weight of evidence against Katherine Howard.

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Leadership and management are good and monitoring of provision has improved.
- Improved, medium and short term planning, to give better coverage and clarity of learning intentions and teaching and learning are good.
- Resources are good.
- Mapping skills need further development.
- Visits and field studies need to be further developed.

Commentary

77. Achievement is satisfactory through the school with examples of good achievement seen in Year 4. Standards of pupils' work throughout the school are in line with expectations. Pupils' overall achievement is satisfactory.
78. Teaching is good and sometimes very good, the best teaching being characterised by good planning and organisation, enthusiasm and sound subject knowledge and very good management of pupils. In a good lesson in Year 5, dealing with issues of recycling and re-use, the teacher used a very good combination of paired discussion, punctuated by teacher input. As a result, pupils were able to confidently express their views to the whole group, showing a very good understanding of the practical and political implications of recycling schemes compared with landfill. In another lesson in the same year group, the teacher skilfully developed the idea further, inviting pupils to write a letter to the headteacher, setting out a proposed recycling scheme for the school. The good teaching seen in these two lessons enabled pupils to develop a good understanding of the environmental issues of waste and recycling and also encouraged their skills in persuasive writing.
79. Leadership and management of geography are good. The subject leader is enthusiastic and has good knowledge and leadership skills to take the curriculum forward. She has ensured that the subject is well resourced and that teachers are provided with good support and advice. She ensures that the quality of provision is good, through a well-structured programme of monitoring, which includes scrutiny of planning, and pupils' work and observation of teaching, with written feedback.
80. Since the last inspection, all issues have been addressed. In particular, there have been improvements in monitoring, improved planning to address the needs of all pupils and the range and quality of resources has been further developed. Areas for further development, already identified in the subject development plan, are to improve mapping skills, and to organise a greater range of visits and field studies to enhance the curriculum.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Good contribution towards the spiritual, moral, social and cultural development of pupils.
- Improved resources, artefacts and books.

Commentary

81. Management of the subject is satisfactory and improving. The recently appointed subject leader has good knowledge and understanding. She has ensured that the locally agreed syllabus is fully in place and that staff have received appropriate training. Assessment procedures are not yet fully established, though much of assessment is oral and is developing. The subject leader has written an action plan, which sets out proposals for lesson observation in the next school year. The action plan sets out good development ideas, including opportunities for drama, links to citizenship and links with literacy.
82. The one lesson seen in Year 5 successfully developed pupils' understanding of the relationship between water and baptism. The concept of baptism being a fresh start was taught well. From pupils' work sampling and teachers' planning, the teaching and learning are satisfactory. Appropriate attention is given to helping pupils become aware of other faiths and how these impact on people's lives. Good links are made with work done in PSHCE to encourage pupils to think about moral and social implications of what they learn in religious education. The reflection time presented in activities such as 'circle time', is helping pupils voice their views and ideas, for example, about how they feel, about special events in their lives. Standards of the work seen are average at the end of Years 2 and 6 and overall achievement is satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

As only one lesson was observed in **art and design** and two in **design and technology**, it is not possible to make a firm judgement about provision.

83. Work seen in **art and design** indicates that standards are well above expectations and achievement is very good. Pupils use a very wide range of materials, tools and techniques with great success. In Year 6, pupils explored the idea of masks through meticulous painting and drawing of Polynesian tribal masks, exuberant 3D Venetian carnival masks and their own personal version of the 'portrait' mask, using the 'Word' program to achieve remarkable effects of colour, tone and perspective. In Year 3, a visiting artist inspired pupils to draw the head of a cheetah, with very good results in subtle use of colour and different techniques to achieve shading and texture. A visiting sculptor showed clay African sculptures to pupils in Year 1 so that they could experience the feel and texture of patterned clay. Their own explorations, particularly those that replicate shell patterns, are of very high quality. Pupils in Year 4 took photographs of their bodies in action, which they then drew as abstract designs for block printing. Pupils are very proud of the high quality of their work and explain the process well, describing the "line of the body falling", which is "still in the shape in the print". Colour block pictures based on Jackson Pollock in Year 2 have been produced both by hand and using ICT. The two versions are very successfully compared, evaluating the differences of pressure, tone and individuality. Links to other subjects are very good and provision promotes pupils' spiritual and cultural development effectively. The subject leader uses her personal enthusiasm and expertise well to support a consistently high level of achievement across the school.
84. In **design and technology**, pupils in Year 2 design and make wheeled vehicles and then test and make satisfactory evaluations of their efforts. They write about possible improvements: 'I could put a flap on the back to keep the marbles on', and identify problems: 'the wheels was

too bendy'. The work linked well to the science topic on forces, and the video filming of the tests made a good link with ICT and allowed the whole class to talk about how they could improve their evaluations and testing procedures. Pupils in Year 3 benefited from a very good lesson that linked instruction writing to the making of straw scarecrows and pinhole cameras. The learning was very well managed, with the design and technology tasks worked on for long enough to make the learning about instructions practical and real. Pupils identified the importance of writing clear instructions in a logical order for others to follow. The subject leader is new to the role and is working successfully to develop and pilot cross-curricular materials to be introduced across the school.

Music

Provision for music is **good**.

Main strengths and weaknesses

- Standards at the end of Year 6 are above expectations.
- Teaching is good and pupils enjoy learning and achieve well by the end of Year 6.
- Opportunities for enrichment activities are good.
- The subject is led and managed well.

Commentary

85. Provision for music has developed since the previous inspection and is now good. It is particularly good for pupils in Years 3 to 6 who have good opportunities to extend their experiences by taking up tuition in a range of musical instruments, and singing in the choirs. The overall curriculum is good and the school makes very good use of such specialist staff to enrich the curriculum. One lesson observed in Year 5, taught by the specialist music teacher, was very good and resulted in pupils achieving well in their singing skills. Overall, standards are average at the end of Year 2 and above average for pupils at the end of Year 6 and pupils achieve well. Pupils' singing is of a good standard throughout the school. The subject is led and managed well and the good range of innovations over the last few years has resulted in music being a strength of the school. Monitoring of teaching, learning and standards is good.
86. The school has a good number of music specialists and teaching and learning are good overall. Because expectations are high, the pupils gain in confidence and enjoy the challenges placed on them. Singing skills are developed well throughout the school and the school's choirs have good opportunities to perform in a range of events, in and out of school. They enjoy such opportunities and sing joyfully, keen to learn new tunes and exercise their skills confidently. Occasionally, opportunities are missed for pupils to sing in assemblies. The most recent 'Big Sing' is well documented as a popular event, but the provision is further enhanced with musicians from a range of cultures and traditions visiting the school to lead workshops such as the 'Ghana or India' days. Pupils benefit from such lively, colourful occasions to appreciate how musical styles differ around the world, and have good opportunities to explore a range of skills and techniques that create different styles. A good number of pupils take up opportunities to learn to play a wide range of instruments and perform in assemblies regularly. Resources are good. Pupils of all backgrounds and abilities are encouraged to participate in all that the school offers.

Physical education

Provision for physical education is **satisfactory overall**, with some weaknesses.

Main strengths and weaknesses

- Very good facilities, with two halls for physical education and extensive outdoor facilities.
- Satisfactory teaching overall, with examples of good, excellent and weak teaching.
- Good resources in terms of fixed and small apparatus.
- Some apparatus is inappropriate and unsuitable for the age of pupils using it.
- Leadership and management are unsatisfactory.

Commentary

87. Standards in physical education are in line with expectations. All pupils, including those with special educational needs, achieve well. Main findings are similar to previous inspections, though there have been some improvements in the storage of apparatus, it remains difficult to access and replace mats, which are stored in an adjacent storeroom.
88. Teaching overall is satisfactory, but ranges from excellent to weak. In an example of excellent teaching, the teacher's very good subject knowledge, lesson pace, management of pupils, teaching of skills and support for pupils with special needs resulted in a lesson where achievement was very good. In this dance lesson in Year 2, pupils were totally absorbed and very active in interpreting the music, through a combination of individual movement linked to a group theme. Pupils of all abilities were included and those with special needs were well supported by a teaching assistant.
89. An unsatisfactory element of teaching is the setting out of apparatus before lessons, preventing pupils from managing the apparatus for themselves. It may save time, but pupils should only use apparatus, which is of a type, size and weight for them to lift, carry and set out themselves. The weak teaching is characterised by long periods of inactivity through unnecessarily long explanations by the teacher.
90. A wide range of sporting opportunities is included in the curriculum, including swimming, with most pupils achieving the minimum requirement of 25 metres by the end of Year 6, football, cricket and athletics, netball and basketball for boys and girls. A range of after school club activities provides good supplement to the overall physical education programme.
91. Resources for physical education are satisfactory and for some aspects are good. Indoor and outdoor facilities are very good, though there are a number of pieces of portable apparatus that are unsuitable for primary school use. Areas for development include the need to improve teaching where it is unsatisfactory or weak, provide strong and effective leadership and seek appropriate training for teachers who need improved subject knowledge.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Only two lessons were seen in this area of the school's work and so no judgements are made about overall provision, although the subject features well in the curriculum.

92. The caring ethos the school promotes supports pupils' personal development well. There is a good programme of activities including work on healthy eating, general health awareness, sex, drugs, bullying and personal safety. Teachers make good use of discussion and reflection activities through 'Circle Time' to help pupils learn to explore and share their feelings and to discuss a wide range of different topics. The two very good lessons seen Years 1 and 2 helped pupils gain confidence in speaking in front of others and take pleasure in being listened to and listening to each other's ideas. Where possible, visitors are brought in to extend pupils'

experiences of working with and relating to others. Pupils in Year 6 talked very enthusiastically about their 'Crucial Crew' visit, where they gained a very dramatic insight into how the emergency services operate and how they, as citizens, can promote well-being in the community. Because of the organisation of the school day, opportunities for pupils to share time with older or younger pupils are limited. This means that opportunities for taking responsibilities for each other are missed, for example at playtimes and lunchtimes.

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	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	4
The quality of teaching	4
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	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	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).