

INSPECTION REPORT

HOLMEMEAD MIDDLE SCHOOL

Biggleswade

LEA area: Bedfordshire

Unique reference number: 109646

Headteacher: Mrs Susan Kennedy

Lead inspector: Mrs Helen Hutchings

Dates of inspection: 8th - 10th March 2004

Inspection number: 260098

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Middle deemed secondary
School category:	Community
Age range of pupils:	9 - 13
Gender of pupils:	Mixed
Number on roll:	512
School address:	Mead End Biggleswade Bedfordshire
Postcode:	SG18 8JU
Telephone number:	(01767) 318 123
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Linda Masterson
Date of previous inspection:	11 th January 1999

CHARACTERISTICS OF THE SCHOOL

Holmemead Middle School is a mixed middle school on the outskirts of Biggleswade. It is larger than other middle schools and is oversubscribed. The school mainly serves its local urban area and most pupils transfer directly to the neighbouring upper school at the end of Year 8. Pupils' overall social and economic background is average, although the proportion of pupils eligible for free school meals is below the national average. Their attainment on entry to the school in Year 5 is close to average overall. The overall proportion of pupils joining or leaving the school at times other than the normal time of entry is above average. The number of pupils from ethnic minority backgrounds and the proportion speaking English as an additional language are low. No pupils are at an early stage of learning English. The proportion of pupils identified as having special educational needs is a little below the national average; the proportion with statutory statements is average. The school is host to some children from a local special school and pupils with language and communication difficulties join many lessons in the school. Awards made to the school during 2003 include the Healthy Schools and Investors in People awards. Some pupils received the Princess Diana Memorial Award for their work in the school.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
7541	Helen Hutchings	Lead inspector	Citizenship
9710	Rosemary Burgess	Lay inspector	
16007	Patrick Orr	Team inspector	English French
12179	Laurence Moscrop	Team inspector	Religious education English as an additional language
12336	Malcolm Overend	Team inspector	Geography History Special educational needs
20457	Brian Fletcher	Team inspector	Mathematics Physical education
20533	David Rogers	Team inspector	Art and design
4922	Michael Driver	Team inspector	Science
1782	Andrew Lyons	Team inspector	Design and technology Information and communication technology
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides its pupils with a good quality of education. It effectively encourages pupils to have very good attitudes to learning and to achieve well. Teaching is good and prepares pupils well for the next stage of education. The school is very well led by the headteacher and governing body and provides good value for money.

The school's main strengths and weaknesses are:

- Pupils have very good attitudes to school and attendance is very good. The school is exceptionally effective in seeking pupils' views and finding ways to address issues identified by them.
- Teaching is good overall and stimulates a desire in pupils to learn; ICT is not used enough to help learning in all subjects and some formal methods used do not suit the needs of all pupils in Years 5 and 6.
- Most pupils achieve well; achievement is best in Years 7 and 8 and standards are above average in most subjects.
- Pupils have very good relationships with one another and with staff.
- Provision for social development is very good and involves pupils very well in developing responsibility for living in a community.
- Pupils participate in a wide range of extra-curricular activities.
- Pupils enjoy a pleasant learning environment.
- Procedures for assessment are good overall but the information available is not yet being used well enough in all subjects and marking is inconsistent.

Since its last inspection in January 1999, **the school has made good progress overall** and addressed the issues identified in the last report well. For example, standards have improved in English and music. Teaching is monitored systematically and teaching and learning are better than at the last inspection, although teaching does not yet cater fully for all levels of attainment. Strategic planning identifies appropriate areas for development.

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	B	C	D
mathematics	C	D	C	C
science	C	C	D	D

*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.*

Pupils achieve satisfactorily in Years 5 and 6 and attain standards broadly in line with national averages across all their subjects. The standards of the current Year 6 pupils in English, mathematics and science are in line with national expectations. **In Years 7 and 8, achievement is good** and pupils reach standards above national expectations in most of their subjects. Standards in science and geography are in line with expectations and attainment in citizenship is high. The provision for special educational needs is good but its effectiveness is not yet sufficiently evaluated across the school.

Pupils' attitudes to learning are very good and behaviour is good overall. Pupils' personal development is good. Their spiritual, moral, and cultural development is good and social development very good. Pupils' attendance is very good. Punctuality is good.

QUALITY OF EDUCATION

The school provides a good quality of education for its pupils. The environment for learning is positive and welcoming. **Teaching is good.** Teachers engage pupils' interest with a wide variety of well-planned activities and, as a result, learning and achievement are good.

The curriculum offered is good and is supported well by a very wide range of extra-curricular activities, enjoyed by a high proportion of pupils. Pupils' overall achievements are monitored well and suitable support is given to individuals when underperformance is identified. Some marking does not give precise guidance about how to improve. The school makes good use of its links with the community and other schools to enrich experiences for pupils and ensure continuity in the curriculum at transition points. Pupils are involved in a wide range of additional activities such as the school council, as 'student researchers' investigating how to improve the school behaviour policy or as buddies to help eliminate bullying and to ensure pupils are not left out of group activities.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher and governors provide very strong strategic leadership and are supported well by the senior leadership team. There is a clear direction for the school as part of the local community. The school evaluates its performance well and plans effectively for improvement based on this analysis.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and carers believe that the school does most things well and particularly commend the school's teaching, the hard work and commitment of staff and the way in which the school is run. A significant minority feel that behaviour could be better, that homework is inappropriate and that they could have more information about children's progress. Inspectors found that behaviour is good overall, although it is sometimes too boisterous in the playground. Parents are given good opportunities to discuss children's progress with teachers. Pupils are positive about the school and the way in which they are consulted about developments. They are happy, feel well supported and enjoy most of their lessons. The extent of bullying concerns some parents and pupils. Procedures to deal with bullying are good and incidents which are reported are dealt with promptly.

IMPROVEMENTS NEEDED

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

- Raise pupils' level of achievement further in Years 5 and 6.
- Ensure more consistent provision of appropriate tasks and resources in lessons to maximise the progress made by pupils with special educational needs and the higher attainers in the group.
- Make marking and the use of assessment information more consistent across all subjects.
- Improve the use of ICT as an aid to learning in all subjects.
- Review curriculum organisation and teaching methods for pupils in Years 5 and 6.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects and courses

Pupils achieve satisfactorily in Years 5 and 6 and attain **standards broadly in line with national averages** in all their subjects. **In Years 7 and 8, achievement is good** and pupils **reach standards above national expectations** in many of their subjects. Achievement in English and mathematics is satisfactory in Years 5 and 6 and good in Years 7 and 8. In science, achievement is satisfactory in all years.

Main strengths and weaknesses

- Achievement is good overall in Years 7 and 8.
- By the end of Year 8, the standards attained are above national expectations in most subjects; standards in science and geography are in line with expectations and attainment in citizenship is high.
- In the tests at the end of Year 6, pupils' attainment is in line with that of other schools nationally.
- Progress is satisfactory overall in Years 5 and 6, but not as good as in Years 7 and 8.
- Pupils achieve higher than expected levels in religious education and citizenship throughout the school.

Commentary

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

Standards in:	School results	National results
English	26.5 (27.8)	26.8 (27.0)
mathematics	26.8 (25.9)	26.8 (26.7)
science	28.2 (29.1)	28.6 (28.3)

There were 133 pupils in the year group. Figures in brackets are for the previous year.

1. Pupils join Holmemead Middle School in Year 5, half way through their Key Stage 2 programmes of study. There is no specific national data to assess their attainment on entry but the results of their performance in the national tests taken at the end of Year 2 and optional tests analysed by the local education authority (LEA) indicate that their attainment on entry is broadly average. A higher than average proportion of pupils join the school at times other than the normal time of entry, which presents an additional challenge for the school to ensure that pupils' continuity of learning is not disrupted.
2. In the national tests taken at the end of Year 6 in 2003, pupils' performance, as measured by the average points scored, was in line with schools nationally and represents satisfactory achievement overall. Results in English and mathematics were both in line with results in other schools, but results in science were below average. The school's improvement trend is similar to the national trend. Girls achieve slightly higher results overall than boys, but by an amount similar to that found nationally.
3. The standards observed during the inspection in the current Year 6 are similar to those indicated by the tests in English and mathematics but standards in science are now in line with expectations. Standards in other subjects are mainly in line with those expected of pupils in Year 6. In religious education and citizenship, attainment is above that normally seen at this age.

4. Pupils build well on this foundation and make better progress in Years 7 and 8. There are no national tests in Year 8 and so it is not possible to make national comparisons. However, the LEA has analysed performance in the tests in Year 9 and this shows that pupils who attended Holmemead School attained results above the county average. Pupils also take optional national tests at the end of Year 8 and the results in these also confirm that pupils achieve standards just above the county averages overall. Measures of progress rates from the results attained at the end of Year 6 indicate good achievement.
5. The attainment of pupils currently in Year 8 is generally above that expected of pupils of this age. Standards are above average in all subjects apart from science, geography and history where attainment is in line with expectations. Attainment in citizenship is well above expectations. Pupils are achieving well in relation to their earlier achievements.
6. Standards of basic literacy improve as pupils move through the school. Pupils have opportunities to apply and develop these skills well in a number of subjects. The school's current focus on improving writing across other subjects is successful by improving the range of opportunities for pupils to test their skills in different contexts. Most pupils' mathematical skills are adequate to meet the needs of other subjects they study and, when used in subjects other than mathematics, reinforce their understanding by using their skills in different and relevant situations. The school has been extending the range of opportunities for pupils to apply their information and communication technology (ICT) skills and these are now satisfactory. These are successful in helping pupils to consolidate the work undertaken in their discrete ICT lessons.
7. The school has been developing its analysis of data well and it now monitors the progress made by individuals and groups of pupils very closely. This analysis shows that pupils with English as an additional language or who are identified as gifted or talented make progress at rates at least similar to their peers. Pupils in public care also achieve at these rates. The achievement of pupils with special educational needs is also at least satisfactory overall and a focus on literacy means they have good access to all areas of the curriculum. However, achievement is not consistently as good as it could be across the school. Achievement is often good when additional support is available and occasionally better than that of other pupils, but is less good when this level of support is not available. The differences in the performance of boys and girls are in line with national differences though overall boys did not perform as well as girls in 2003. Boys' writing is not as good as that of girls by the end of Year 6.

Pupils' attitudes, values and other personal qualities

Pupils' attendance is very good. Attitudes are very good and behaviour, including the incidence of exclusions, is **good**. **Pupils' personal development**, including their spiritual, moral, and cultural development is **good**.

Main strengths and weaknesses

- Very good procedures promote pupils' attendance.
- Pupils are very keen to learn and be involved in opportunities outside their lessons.
- Pupils establish very good relationships with staff and other pupils.
- Pupils and their parents have some concerns about the extent of unsatisfactory behaviour and bullying.
- The social education of the pupils is very well developed.

Commentary

Attendance

8. Attendance is well above the national average for similar schools and unauthorised absences are very low. Parents provide reasons when pupils are absent, which is usually because of illness, although there are some holidays authorised during term time. Pupils are generally punctual and late coming is monitored. Parents are contacted by the school on the first day of a pupil's absence if no reason has been given.

Attendance in the latest complete reporting year 2002/2003 (%)

Authorised absence		Unauthorised absence	
School data	5.4	School data	0.0
National data	6.0	National data	0.3

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

9. Pupils' views were sought during the inspection and all were positive about the school's provision for them. They are happy, feel well supported and enjoy most of their lessons. The majority of pupils are involved in after school and lunchtime activities. In Year 8, pupils are keen to become 'buddies' to help eliminate bullying and to ensure that pupils are not left out of group activities. 'Student researchers' were very keen to explain the work they had done to help smooth the transition of pupils from lower to middle school, and the research they are now doing to improve the behaviour policy and the system of rewards and sanctions.
10. In lessons, pupils show very good enthusiasm for their work, and apply themselves well especially when they find the work challenging. Their response was excellent in using ICT to predict the usage of mobile phones at different tariff levels and they worked hard in art to produce paintings of jungles, based on the work of Henri Rousseau. Pupils with special educational needs work hard when teachers clearly articulate what is expected of them. However, some negative attitudes are apparent; the learning of some boys is adversely affected by their reluctance to read; and, when expectations are not clearly expressed, some pupils become noisy and unsettled and disrupt lessons.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No. of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	484	1	0
White – Irish	2	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	4	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	6	0	0
Asian or Asian British – Bangladeshi	1	0	0
Chinese	2	1	0
Any other ethnic group	3	0	0
No ethnic group recorded	4	0	0

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

11. Behaviour in lessons is generally good and often very good, especially in those lessons which spark a desire to learn. When there are opportunities to work in small groups, pupils collaborate very well, as in music and physical education. Relationships are very good and enable pupils to offer their ideas in class with confidence, for example, to suggest, that asteroids may have brought life to earth as they contain water. In some lessons, teachers' approaches to unsuitable behaviour are weak and pupils, often boys, disrupt learning for all. When class control is good this does not happen. Pupils move around the school sensibly and behave well in the dining room and hall at lunchtimes. Behaviour in the playground is good, but sometimes too boisterous. The extent of bullying concerns some parents and pupils. There are good procedures to deal with bullying and incidents which are reported are dealt with promptly. In assemblies and personal, social and health education lessons, pupils discuss the reasons why people are bullied and what can be done to prevent bullying developing, for example by learning to be more assertive. 'Buddies' also help to keep the school free of harassing behaviour, including racial abuse.
12. The school promotes pupils' personal development well. It is embraced well in the different subjects through group and team work. In the humanities, pupils participate well in reflection and discussion of social issues. The school places a strong emphasis on enhancing pupils' social awareness through the 'buddy' system, the 'student researchers' and by the concern it shows in respecting the vulnerable and those in need; this is well illustrated by the close links with the special school unit. The many and varied extra-curricular activities develop a network of social interaction across the school.
13. Spiritual education is good. A daily act of collective worship, in class, year or whole school groups, promotes clear Christian values, meeting statutory requirements. Communal reflection, prayer and singing in assemblies and occasional services are well supplemented through consideration of different spiritual perspectives in religious education and in a range of activities, especially in art and music, which give insight into different cultures from around the world. Those pupils who are withdrawn from assembly are treated sensitively. Curiosity and wonder at human achievement and nature are fostered through several subjects; in particular, in drama, physical education, ICT, and personal, social and health education and citizenship.

14. Every subject is encouraged to reflect on how moral, as well as spiritual, social and cultural, education can be drawn out through the teaching. The school involves itself well in charitable work, including a project in Guatemala, and the school council has a very strong voice in the school. Although moral development is good across the school, pupils report some bullying which was corroborated in the inspection, evidence that a minority of pupils do not have a clear sense of right and wrong.
15. The good cultural provision is enhanced through trips, including one to Normandy, and collaboration with external agencies, such as the visiting dance teacher or the Bedfordshire music and theatre services. Pupils are also prepared well for life in multi-cultural Britain.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education for its pupils. Teaching and the curriculum are effective in promoting good learning and achievement as pupils move through the school. Extra-curricular and out of lesson learning is very good and gives pupils excellent opportunities to understand and contribute to the development of the school's practices. Accommodation and levels of resources are good. The school's support and guidance for pupils and its relationships with parents and the wider community are good.

Teaching and learning

Teaching and learning are good. Teachers engage pupils' interest with a wide variety of well-planned activities and, as a result, progress, learning and achievement are all good.

Main strengths and weaknesses

- Teaching and learning are good in most subjects, particularly in Years 7 and 8.
- Work is not consistently matched to the needs of pupils, to ensure good progress by all groups of pupils.
- For some lower-attaining groups in Years 5 and 6, the teaching methods used, mainly whole class teaching, do not ensure that pupils make the best progress.
- There is insufficient emphasis on group and independent working overall.
- Assessment procedures are good but marking varies too much across subjects.

Commentary

Summary of teaching observed during the inspection in 90 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (2%)	14 (16%)	49 (54%)	23 (26%)	2 (2%)	0 (0%)	0 (0%)

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

16. Teaching and learning are good throughout the school, but are stronger in Years 7 and 8. Lessons are planned well and structured with a good variety of tasks to engage pupils. Teachers are enthusiastic and give pupils good levels of encouragement. Relationships with pupils are good and this enables the establishment of a productive working atmosphere. Lessons are conducted at a good pace, with efficient use of time. Teachers have challenging expectations in terms of both the level of work and of pupils' behaviour. As a result, pupils' attitudes are very good. They work well in collaboration with others and individually. Pupils respond well to the challenge, learning well and making good progress in their knowledge, understanding and skills. Achievement is good as a result.

17. Teachers plan for a good variety of learning opportunities, including writing for a purpose, shared reading, speaking and listening, composition, research, practical work, written questions, data handling, use of ICT demonstrations, fieldwork, designing and making, simulations, jigsaw activities and working from source materials. In a Year 6 mathematics lesson, the teacher used a wide range of strategies to help pupils understand place value. In a Year 7 English lesson, pupils explored the structure of newspaper articles to look for differences in approach between tabloid and broadsheet newspapers. The teacher had high expectations and tasks were modified for different abilities. In a Year 6 science lesson, very good use was made of ICT for revision purposes. Pupils were able to work at their own pace through a series of animations and challenging questions relating to forces. In physical education, pupils learned well from a very good demonstration of trampolining skills by the teacher.
18. As noted at the previous inspection, there is still too much whole class teaching and not enough group work, where tasks can be more closely matched to pupils' needs. For example, although pupils are allocated to mathematics sets based on their prior attainment, small group work is not used well to help the teacher to identify weaknesses in learning readily and enable better progress to be made in the time. The same characteristic is noted in other subjects. Group teaching and differentiated work are not used sufficiently in Year 5 to aid the transition from lower to middle school.
19. Whilst teaching, learning and achievement are good overall, work is not as well-matched to the needs of those with special educational needs and those who are gifted and talented as to other groups of pupils. Teaching to meet the needs of these pupils varies across the school. In foundation subjects too much dependence is placed on setting as a means of catering for individual needs. Elsewhere, lessons often rely on additional support provided by teachers and teaching assistants and do not seek to cater for individual needs by providing tasks and resources that enable pupils to achieve well or provide additional challenge, though this is not universally the case. As a consequence, progress, learning and achievement by these groups of pupils are satisfactory rather than good and in some lessons for the lower attaining groups in Years 5 and 6 the formal teaching methods used contribute to this satisfactory rather than good progress.

Assessment

20. The quality of marking and assessment varies between subjects. This is because the school's assessment policy is not yet embedded fully into classroom and departmental practice. Some subjects, including music and history, already have very good practice, whilst subjects such as English and physical education still have a way to go before their practices are fully effective.
21. The messages that pupils receive as they look in their books or project work vary significantly. Some marking is very helpful, identifying what is good and what needs improving. The best practice identifies what pupils have to do to get better. In addition, the use of National Curriculum levels in many books is helpful for pupils to identify where they are by national standards, and challenges them to do better. However, some books are less rigorously marked; marking consists of ticks and enthusiastic statements but fails to explain how to improve.
22. The school is starting to use assessment data to measure and track the performance of individuals, specific groups of pupils, subjects and classes, particularly at the end of Year 6 when the national test data can be analysed. This practice is providing good management information.

The curriculum

The school provides a **good curriculum** that is well supported by a very good range of lunchtime and after-school activities.

Main strengths and weaknesses

- Staff provide a very good range of lunchtime and after-school activities, which are attended well by pupils.
- Provision for pupils with special educational needs is good.
- ICT is not used enough across the curriculum.
- The National Strategy for Years 7 to 9 is not fully implemented in science.
- Pupils make a good head start in modern foreign languages by the study of French in Years 5 and 6.
- Developing links with the lower and upper schools help to ensure continuity in learning.

Commentary

23. The school offers a good curriculum that is broad and balanced and mostly provides well for the diverse needs of the pupils. The curriculum, at all stages, is relevant to the needs of the pupils and takes good account of their prior learning. There are effective links with lower and upper schools that help to ensure the continuity of learning as pupils change schools. Teaching is planned collaboratively and learning objectives are carefully identified and shared with the pupils.
24. All subjects of the National Curriculum are taught, including religious education. Sex education is taught in accordance with the governors' policy and drugs awareness is a part of the well-planned personal, social and health education programme. The aim of the programme is to extend the curriculum so that pupils learn the social and personal skills that will enable them to lead confident and independent lives. The school council makes a good contribution to raising awareness in citizenship. It is evident from the behaviour of senior pupils that they are learning social responsibility. The generous welcome and sensitive attention given to the pupils from the nearby special school is a telling example of good social development and helps to raise awareness of special educational needs.
25. The National Literacy and Numeracy Strategies are securely in place and good emphasis is given to pupils' acquisition of the basic skills that facilitate learning in other subjects. The development of skills in ICT, as a separate subject, is good but pupils have too little opportunity to practise computer skills across the curriculum. The National Strategy is not fully implemented in science.
26. The curriculum is inclusive. The school is constantly seeking new ways of ensuring that all pupils are fully engaged and confident in their learning. Pupils in Year 5, for example, have all the benefits of subject specialist teaching and good facilities for learning supported by continuity of care.
27. Systems to provide for the needs of pupils with special educational needs are good and are much improved since the time of the previous inspection. Responsibilities are clear, and there are effective procedures to monitor the progress of pupils. Individual educational plans have appropriate targets to help pupils make progress and increased levels of support through teaching assistants are available in the classroom. Records are comprehensive and well kept and there are close links with parents and support agencies.
28. The school has successfully identified more gifted and talented pupils and monitors their progress effectively, but the provision of greater challenge for these pupils is not yet consistent across subject departments. Supplementary provision for them is being discussed.
29. The provision for lunchtime and after-school activities is very good. Activities from booster mathematics classes, dance and drama groups to sports clubs are very well attended by

eager pupils and supervised by teachers and parents who cannot do too much for the school. The richness of the after-school activities and the enthusiasm with which they are conducted is at the heart of all that the school does well. The provision for competitive sport is exemplary and the school is deservedly proud of its achievements.

Accommodation, resources and staffing

30. Accommodation is very good. It continues to improve through a programme of refurbishment and rationalisation of the buildings. Much care is taken to ensure that the buildings are clean and pleasant. Colourful painting schemes and bright displays of pupils' work make it a positive and welcoming place in which pupils can progress in their learning. Many pupils express their appreciation of such a pleasant working environment. In some subject areas, teaching rooms are not always close to each other so that teachers often have to go some distance to teach their subject, which makes it more difficult for them to have the appropriate resources available. The school, however, is well aware of this and has been addressing it through a systematic development plan. Currently new accommodation is being built for sports and the arts to benefit both the school and the wider community. The school is forward looking in wanting to keep pace with modern developments. It has the benefit of a very large assembly hall and a large gymnasium as well as a fenced area for ball games. It also has large open spaces in addition to this, for more general use by the pupils. The absence of good ventilation in the ICT area and the awkward siting of some projection equipment in the same department are issues being looked at by the school.
31. Learning resources in the school are good. In particular, very good progress has been made on the issue of resources in the English department since the last inspection. Progress in provision for ICT has been good overall; there is now a significant number of laptops for use by other subjects. The library has recently been extended and serves as a pleasant resource for the pupils. The number of resources available to departments, such as textbooks, artefacts and videos, is good. Good use is made of these in the teaching and learning.
32. Staffing levels are good. Many teachers teach subjects in which they are not specialists. Overall, however, this is not having a significant negative impact on the pupils' learning. Staffing has improved in English and religious education since the last inspection. Presently, staffing is matched well to the needs of the curriculum. The provision in the form of support staff is also good. Teaching assistants give good levels of support in the classes. They are active and forward thinking and make significant contributions in supporting pupils and helping them to get the most from the teaching.

Care, guidance and support

The procedures to ensure pupils' care, welfare, health and safety are good. The support, advice and guidance for pupils, based on the monitoring of their achievements and personal development, are **good**. The extent to which **the school seeks to involve pupils in its work** and development is **excellent**.

Main strengths and weaknesses

- Trained 'student researchers', school councillors and 'buddies' are fully involved in the school's development.
- Pastoral care and child protection arrangements ensure the safety of pupils.
- Pupils' needs are identified well.
- External agencies are used well to support pupils.
- Good monitoring procedures are being developed to underpin good advice and guidance.
- Some first aid arrangements need improvement.

Commentary

33. There are many good procedures in place to ensure the health, welfare and safety of all. Child protection procedures are well-established and all staff have been trained in their responsibilities in this field. Staff and governors have good procedures in place to meet health and safety requirements, although there is no medical room; first aid is administered in corridors and there is no quiet, easily accessible area for pupils who feel unwell to rest. Written risk assessments are made for activities in school and for trips out of school. Regular safety checks are made on equipment and installations and, wherever possible, access is provided to disabled people.
34. Pastoral care by tutors and year teams ensures that all pupils and their circumstances are very well known. Pupils have trusting relationships with at least one adult in the school. However, the use of pupils' planners by tutors to communicate with parents, or by pupils to monitor their own achievements, is not consistent.
35. Pupils' attainment is assessed and those with differing needs are identified at an early stage. Liaison with lower schools and with parents before their children join the school is good and the school has a good knowledge of pupils' personal and academic preferences and abilities before they join. The progress of pupils with special educational needs is monitored well. The services of external agencies are used well to support pupils and families with personal or educational needs. The services of the Youth Support Worker are used well to help Year 8 buddies to lessen the impact of bullying within the school and to support individuals and groups of pupils with behavioural or emotional problems. Incidents of inappropriate behaviour and action taken to improve it are recorded well; data is transferred to a computer database resulting in good monitoring. The system is being further developed and the school is now able to analyse patterns of behaviour in different groups of pupils and to intervene early when things go wrong. Pupils' attitudes and progress in all subjects are assessed and reported to parents; targets are set and most pupils have a clear idea of how they are doing and what they need to do to achieve more.
36. Pupils are involved in school decisions to a much greater extent than is usually seen in middle schools. Their views are sought on a variety of topics and pupils know that their views matter. As a consequence, pupils feel valued as members of the school community. The school council has representatives from all classes, including the classes from the local special school, and is understood by all pupils to be the means whereby formal decisions are taken and suggestions made to the leadership team for further consideration.

Example of outstanding practice

The school uses a group of 'student researchers' who work alongside the school council to involve pupils in school decision making.

At Holmemead School, the way in which pupils' views are sought increases their enthusiasm for their school and models aspects of governance so that pupils develop a very good understanding of society and citizenship. Each year a group of pupils in Year 8 is trained in research techniques to undertake formal research into aspects of school life which they feel are in need of improvement; for example, suggestions have been made on how to improve induction arrangements, and to make these proposals, the views of Year 5 pupils were surveyed. Pupils are currently seeking the views of staff, parents and pupils so that behaviour in class is dealt with in a consistent manner. They have investigated practices in other local schools and are seeking to ensure that rewards and sanctions are appropriate, promote good behaviour, and that those who break the school's code of conduct are dealt with in a fair manner. The school council considers the findings of the 'student researchers' to make recommendations to the leadership team, as well as providing a forum for suggesting changes in other areas of school life. The leadership team always reports back formally on decisions taken, providing a rationale for any recommendations not accepted.

Partnership with parents, other schools and the community

The effectiveness of the school's links with parents is good. The quality of links with the local community is **good**. The school's links with other schools and colleges are **good**.

Main strengths and weaknesses

- Parents are provided with very good information.
- Parents support the work of the school and help improve it through the efforts of the parent teacher association.
- The school is developing extensive links with the local community.
- There are good, regular links with lower schools and the upper school.
- Business links are limited.

Commentary

37. The information which the school must provide to parents, including a prospectus, an annual report from the governors and an annual progress report, meets statutory requirements. Additionally, introductory welcome booklets, which explain the school's rules and expectations, are given to parents and carers, as well as to pupils joining the school. Parents sign a home-school agreement. Good annual progress reports outline what pupils have achieved in each subject, the extent of the effort they make, and what could be done to improve. Parents have good opportunities to discuss progress with subject or class teachers. Parents' attendance at the relevant meetings is very good. Parents provide very good support by fund-raising for the school, through the parent teacher association and have raised significant amounts to improve the area adjacent to the school playground with shrubs and climbing plants. They also put on discos for the children. Parents' views are sought effectively, for example, about how they perceived the transfer from Year 4 to Year 5 for their child.
38. Involvement with the local community is very good. For example, at harvest time, many adults visit the assembly and pupils distribute harvest gifts to people living near the school. The school has worked successfully with its neighbours to have low speed limits and traffic calming bumps on the approach roads to the school. The University of the Third Age holds regular meetings in school and school facilities are let for ICT courses and leisure activities, such as line dancing, karate and slimming clubs. Workshops in dance, music, football training and circus skills have benefited some pupils. Visitors help with after school clubs, such as dance, rugby and 'Warhammer'; a community dance and drama production, is staged on alternative years in conjunction with the local church. Links with the local Rotary Club have involved pupils in debating and writing competitions and Year 5 pupils work with a representative from the local newspaper on journalism. However, other business links which enrich the curriculum have yet to be developed. Community links will be greatly enhanced with the completion of the Arts and Sports Centre later in the year.
39. Regular meetings are held with the local lower and upper schools, including between subject co-ordinators, to ensure curriculum continuity. Pastoral transition is very good and work is being developed to ensure a smooth progression from first to middle school. Similar bridging work is being established with the upper school.
40. The parents of pupils with special educational needs are regularly consulted about the progress of their children and contribute to statements of educational need and individual education plans. Annual reviews of statements of special educational need take place as required.

LEADERSHIP AND MANAGEMENT

The overall leadership of the school is very good. The headteacher is a **very good** leader and is supported well by senior leaders. Governance is **very good** and has addressed the issues identified in the last report well. Management is **very good**; the school evaluates its performance and is using the information well.

Main strengths and weaknesses

- The governing body and senior team provide a very clear sense of direction for the school.
- The headteacher provides very good leadership.
- Strategic planning is focused well on appropriate areas for development.
- Subject leadership is good in most areas and is ensuring improvement in attainment.
- Financial planning and management are very good.

Commentary

41. The governing body has been very effective in ensuring a clear direction for the school as part of the local community. Governors have a good range of skills and expertise which they bring to their work. They support the school well as critical friends and have a very good understanding of the school's strengths and weaknesses. They have ensured that the school meets its statutory requirements in all respects and have monitored improvements well since the last inspection. Governors are very supportive of the leadership of the school.
42. The headteacher has a productive partnership with the governing body and provides very purposeful leadership for the school in a quiet and sensitive manner, which is building a strong sense of teamwork within the school. This is appreciated and valued by the whole school community, adults, pupils and parents alike. There have been recent changes in the composition of the leadership group and already this group is operating as a strong and cohesive team, with a clear view of the priorities facing the school and of how these are to be addressed. The school improvement plan focuses appropriately on raising achievement. Performance across a range of activities is monitored closely, using self-evaluation and external reviews. The outcomes of reviews are used to inform the next stage of improvement planning or, when more urgent attention is needed, to inform appropriate strategies.
43. Management by middle leaders is effective, ranging from very good to satisfactory but good overall. They have successfully motivated staff within their areas to address successfully issues identified in whole school planning. There has been a recent focus on developing systems for monitoring the performance of individual pupils and, although it is not yet impacting in all departments yet, there is a growing awareness of how this management data can be used more effectively within the school to bring about improvement in achievement. For example, the analysis of data at the end of the last academic year identified a group of pupils who were not achieving as well as their peers. A school emphasis on this group means that they are now doing better and have caught up with others in their year.
44. The school runs well on a day-to-day basis. Care is taken to acknowledge fully the contribution of support staff. Induction is managed well for all categories of new staff. Training opportunities are good. The school is using its involvement in the training of student teachers well to give existing teachers opportunities to reflect on and develop their own practice. Performance management arrangements meet requirements and are also improving the range of teaching approaches across the school.
45. The school meets all statutory requirements to cater for the needs of pupils with special educational needs and to include appropriate information in the school prospectus and the annual report of the governors. Procedures to meet the needs of these pupils are good but there is insufficient monitoring of their effectiveness and of the contributions made by subject departments. Though improved, there is still insufficient time for the learning support co-ordinator to undertake these monitoring tasks effectively.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1,213,551
Total expenditure	1,192,574
Expenditure per pupil	2,385

Balances (£)	
Balance from previous year	62,131
Balance carried forward to the next	83,108

46. Financial planning and management are very good. The school has the services of a full time finance officer and a very supportive and very well informed governors' finance sub-committee. The school has acted very positively on the recommendations of an audit report, which identified very good practice. Very effective steps have been taken to ensure that best value is gained from contracts and the school gives good value for money.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Provision in English is **good**.

Main strengths and weaknesses

- Progress and achievement are good overall.
- Management is very good, with clear plans for the future of English in the school.
- Work is not always well matched to pupils' individual needs.
- Monitoring of standards is very good.
- There is some unevenness across the department in the implementation of English policy and practice.

Commentary

47. Standards in national tests at the end of Year 6 in 2003 were slightly below national expectations. However, interim tests taken by the present Year 6 show better results, in line with national figures for the end of Year 6. Tests organised by the LEA for Year 8 pupils show good progress, and standards above local expectations. The sharp differences between boys' and girls' attainment at the time of the last inspection persist to some extent in writing but are less obvious than they were.
48. In the work seen in lessons and pupils' books standards are improving and broadly reflect those in recent test results. In Years 5 and 6 pupils' achievement is satisfactory. In Years 7 and 8 it is good.
49. Pupils with special educational needs make satisfactory progress and achieve broadly in line with others. Some pupils with special needs have very weak literacy skills but make good progress as a result of well-informed support. The highest-attaining pupils are not always challenged as much as they should be. In addition, the school is rightly concerned that pupils in Year 5 do not make as much progress as they should. Overall, however, as a result of careful monitoring and raised expectations standards in English in the school are improving.
50. In speaking and listening across the age range, most pupils respond willingly to questions and collaborate well in pair and group work. They learn to speak clearly and confidently. They achieve well overall. Even so, further improvement is needed in several respects. First, most pupils do not explain or extend answers sufficiently. Second, many do not adapt English well for use in formal situations. Third, across the age and ability range, pupils occasionally reveal weaknesses in their use of Standard English in more formal situations. Standards of writing are improving as a result of school attention to this area. There are examples of excellent writing in both prose and verse. However, overall, as the school is aware, standards in extended writing are not yet high enough. Pupils' development of reading skills is good. According to their capabilities, they learn to infer and deduce meanings. Many are less successful in learning to understand imagery and figurative language. Many pupils, girls in particular, read widely, but their reading is often not as ambitious as it should be. Pupils would benefit from keeping reading logs, and the more able from consistent encouragement to read progressively more demanding texts.
51. Teaching and learning are good overall, though better in Years 7 and 8 than in Years 5 and 6. Teachers' subject knowledge and expertise are generally good. Classes are well managed. Teachers explain work clearly so that pupils learn well, and use a variety of teaching approaches to keep lessons interesting. Relationships are good. Most lessons move at a

good pace. The main weakness is that, overall, teaching does not take enough account of the range of attainment and potential in a class or group. Learning objectives are sometimes too generalised and this can lead to unevenness in response and achievement. Questioning is sometimes not used flexibly enough to probe understanding at different levels. Other areas where the quality of teaching and learning should be improved further include: drafting and revision techniques (in the weakest instances pupils' re-drafting involves no more than almost exact copying); marking (in a few cases, marking does not lead to improvement because it is too bland, offering little more than vague encouragement); target setting and monitoring (departmental and school policy is not always followed consistently. Teaching is making good use of the National Strategy for literacy.

52. Management of the subject is very good. The subject leader has improved planning and organisation quickly and very effectively. Members of the senior leadership working in the department provide valuable help and advice. Leadership is not yet as good because there is some unevenness in the teachers' understanding and implementation of departmental policy. Monitoring of departmental practice is not thorough enough. ICT, when equipment is available, is well used to support learning. More effective media education is being developed rapidly. Accommodation is satisfactory, but the dispersed classrooms make team working difficult. Drama is due to be more closely linked with English from September. This should make it easier to coordinate the teaching of speaking and listening.

Language and literacy across the curriculum

53. School policy for the teaching of literacy is developing well and helping to raise standards. Practice in history is particularly good and most departments realise that they have important contributions to make. The need to improve writing across the curriculum is a focus of attention and several departments have responded thoughtfully to this priority. For instance, design and technology and art encourage pupils to use 'writing frames' to help them evaluate the quality of their own writing. Teachers are becoming more aware of what language development involves and how to foster it. The school now has as its first priority the need to achieve consistency of approach within and across subject teams. Some subjects are not yet fully involved in the teaching of literacy. A few, for instance, incorporate literacy in lesson plans but do not highlight it sufficiently in teaching or marking. Overall, in subjects other than English, more attention is paid to writing and the teaching of specialist vocabulary than to the development of reading and spoken English skills. Pupils are, in the main, confident and reasonably articulate speakers, but do not always use spoken English precisely to express meaning and there are some weaknesses in pupils' competence to read for understanding.

French

Provision in French is **satisfactory**.

Main strengths and weaknesses

- Most pupils in Years 7 and 8 achieve well.
- There is a high proportion of non-specialist teaching, which sometimes has a negative effect on the quality of pupils' learning.
- Most higher-attaining pupils respond well to the subject.
- There are weaknesses in timetabling and the organisation of class groupings, which affect standards.

Commentary

54. All pupils study French throughout the school.

55. Standards are above national expectations in Year 8, mainly because pupils have studied French for almost four years; by this stage pupils achieve well overall. In Years 5 and 6, standards are broadly satisfactory and achievement is satisfactory. A particular difficulty affects Year 5 pupils, who have only one period of French a week: many find it difficult to remember what they have learned from one week to the next. Higher-attaining pupils generally make good progress in Years 7 and 8, in writing as in other aspects of their work. Lower-attaining pupils in some classes do not develop enough confidence or competence in speaking and listening and, in consequence, the boys in particular tend to lose interest in the subject. In the lessons seen, boys did not achieve as well as girls. The picture is mixed for average-attaining pupils. Those who have specialist teaching make good progress in listening, and reasonable progress in speaking, particularly in Years 7 and 8, but others do not make enough progress in these areas. Pupils with special educational needs achieve satisfactorily because they are supported by support assistants who relate well to pupils, have a good knowledge of French and give appropriate help.
56. Teaching and learning are satisfactory overall, often good. Appropriate resources are mostly used well, except that the quality of the whiteboard surfaces and transparencies sometimes limits the effectiveness of overhead projectors. Teachers plan well to meet the needs of pupils, but insufficient account is taken of differences in attainment within each class. Lessons include a good variety of activities, and most are lively and interesting. Except in one case, the lessons seen were conducted primarily in French. The main weakness is the variability of teachers' expertise in French. Pupils sometimes do not have the good models they need to make good progress in spoken French, and teachers do not always insist strongly enough on good standards of spoken French. There is insufficient intensive practice to generate and consolidate clarity, precision and accuracy in speaking. Teachers have a thorough understanding of pupils' progress, but pupils are not as knowledgeable about their own progress and what they should do to improve. The marking of written work is usually thorough, but all pupils should be required to correct at least some of their work after teachers have marked it carefully.
57. The subject is well led in that the subject leader provides a good example for teaching and has very good relationships with the pupils. Management is satisfactory overall but requires improvement. The scheme of work is satisfactory, but the subject handbook is not well organised to provide guidance for teachers. There is insufficient monitoring of the quality of teaching and learning across the department. In consequence, good practice is not shared as it should be. Provision in French is extended by a successful and well-supported annual trip to France. Liaison with the receiving upper school is good, but there are very few opportunities for in-service training for non-specialist teachers.
58. Improvement since the last inspection has been unsatisfactory in two respects. First, there is too much non-specialist teaching. Second, the organisation of classes is less effective than it was. This year, in Years 7 and 8, some classes are of mixed ability while others are set by ability in pairs across the year. Pupils in the mixed-ability classes often make less progress than they should because teachers find it difficult to provide for such a wide range of attainment in the same group. These difficulties are likely to be resolved in September, when another specialist teacher, who has already worked at the school, will join the team. In addition, most classes will be set by ability. The subject is at a transitional stage but there are good foundations for improvement.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching is good and pupils respond positively and are willing to learn.
- ICT is not used enough to support and enhance learning.

- Opportunities for investigative learning are too few.
- Good quality leadership has created a shared determination to raise standards.
- Good use of individual pupil targets helps pupils to progress.

Commentary

59. Standards are just above average overall and test evidence from this and previous years indicates that they are steadily rising. The results of the national tests for Year 6 in 2003 were in line with the national average and the average for similar schools. The pattern of results over several years shows that, in line with the national trend, boys perform marginally better than girls. This was not in evidence during the inspection week.
60. During the inspection, pupils in Year 6 attained standards that are in line with those nationally expected. Pupils are arranged in sets based upon prior attainment and this allows their work to be closely related to their needs. Overall, pupils make satisfactory progress but do not achieve quite as well as expected by their teachers. At this stage, however, good foundations are laid for future progress. Pupils in Year 8 make good progress and achieve well. They attain standards that are above those expected for their age. Pupils are well prepared for transfer to upper schools. Pupils know their targets and this gives a strong focus to improvement. All pupils with learning difficulties are given satisfactory support as they progress towards their personal targets but their path to higher achievement is not always as well charted as it might be.
61. By Year 6, pupils are fairly secure in their understanding and use of number. Most pupils know the multiplication tables, factors, multiples and prime numbers. They know the names and properties of two- and three-dimensional shapes. In one lesson, pupils applied their knowledge of number to the collection of data and predicting outcomes. They rolled dice, identified the pattern of numbers and illustrated it accurately on a bar chart. In another lesson, pupils learned to rotate a simple shape around a given point and showed a clear, if slightly hesitant, grasp of co-ordinate geometry. By Year 8, building securely upon prior knowledge, pupils construct triangles and accurately measure angles and sides. Pupils understand proportion and ratio and apply what they know to solving problems, where careful setting out shows a clear route to the correct answer. Pupils use their knowledge of angles and data collection to construct pie charts to illustrate the favourite fillings of a Year 8 sandwich.
62. Overall, the quality of teaching is good and has several very good features. There is no unsatisfactory teaching. In the best lessons, teachers are very clear about what they want pupils to learn, share learning objectives and check to see that they have been reached. This gives the pupils the confidence to ask questions and makes their progress more secure. Teaching is careful and precise, open questions are well placed and all pupils are given the chance to respond. Teaching has good pace and moves on before pupils' concentration has a chance to drift.
63. All classes are managed well and good relationships are built firmly upon mutual respect. Lessons are well planned, but the planning does not always take enough account of the differing needs of the pupils. There is sometimes too much emphasis on class work and too little on small group work. Teaching for pupils with special educational needs meets their needs satisfactorily and their achievement is satisfactory. The work of learning support assistants needs more careful planning. Most pupils present their written work with care so that it helps revision for tests. Pupils' work is marked well and there is often a helpful, written dialogue between pupil and teacher. Overall, teaching is very secure but there are occasions when a more investigative approach allied to regular use of computers would generate a greater degree of class excitement and engagement.
64. The department is well led and managed on a day-to-day basis. Improvement since the previous inspection has been good. The department is ready to embrace new ideas. The National Key Stage 3 Strategy for teaching Years 7 and 8 is well embedded in curriculum

planning and this helps to improve attainment. Pupils' performance data is well monitored and used to adjust teaching plans. The school has a policy of moving towards more specialist teaching in mathematics and grouping teaching rooms more closely together. This will facilitate a better use of the department's resources and greater sharing of good practice.

Mathematics across the curriculum

65. All departments are encouraged to plan numeracy into their schemes of work. Most pupils use their mathematical skills well in other subjects. In science, for example, pupils use their knowledge about angle measurement effectively when conducting experiments on the reflection and the refraction of light; however, their graphical skills are not sufficiently competent to support other work in this subject. In food technology, pupils measure out ingredients accurately according to the recipe and in ICT, pupils successfully determine the most favourable rate for the cost of a mobile telephone. In art, pupils use their knowledge of pattern and symmetry and in geography, they use scales, distances, heights and compass bearings in reading maps.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- There is a core of good teaching where learning is good and pupils achieve well.
- The quality of teaching is variable and only satisfactory overall.
- There is insufficient monitoring of teaching and learning to promote consistently high standards.
- Pupils' skills in investigative work are underdeveloped.

Commentary

66. Results in the end of Year 6 national tests were average in 2003 and achievement was satisfactory, in line with pupils' prior attainment. Results were in line with national averages overall over recent years but increased and then dipped in 2003. The standards attained by pupils currently in Year 6 are average, representing satisfactory achievement. For example, pupils' understanding of physical and chemical changes and of different methods of separating mixtures are in line with national expectations.
67. Overall, standards at the end of Year 8 are also in line with expectations, for example, in pupils' understanding of the particulate model of matter and of the reflection of light in a plane mirror. However, pupils' investigative skills are underdeveloped throughout the school.
68. Teaching is satisfactory overall and results in satisfactory achievement across the school. There is a significant amount of good teaching where starter activities are used well, there is good use of modelling and there is a variety of activity, including some good teacher demonstrations. In a Year 6 lesson, for example, the teacher cooked a 'breakfast' of egg on toast to illustrate non-reversible changes. Some good uses of ICT were seen where pupils in Year 6 revised their understanding of forces using very good software. Teacher explanation is clear, questioning is used to check and probe pupils' understanding. Relationships are very good and pupils are ready to both answer and ask questions. There is a good emphasis on literacy, with teachers supporting the development of pupils' literacy skills as well as scientific knowledge and understanding. Teaching is only satisfactory overall for a number of reasons. Assessment information and procedures are not used to ensure consistently high expectations in all lessons. Schemes of work have been revised to reflect national guidelines but at present are insufficiently detailed to provide guidance for all teachers and promote consistently good teaching. As a result, some lessons lack real challenge. Some teacher input is too lengthy,

instructions are not always clear and there is a loss in pace for part of the lesson. There is insufficient emphasis on good quality investigative work throughout the school. Investigations are too closed, with too little opportunity for pupils to choose the variables they investigate and to plan their own experiments. Skills in drawing and interpreting graphs are not developed fully enough. Whilst some good uses were seen of ICT, its use is restricted by a lack of resources. There is not enough independent work. Work is marked regularly but there is variation in the depth of comments. There are no year-by-year targets for pupils in Years 7 and 8.

69. Leadership and management are both satisfactory in the light of significant improvements in the quality of teaching. Improvement since the last inspection is satisfactory. Schemes of work have been revised but do not ensure consistently good progression from earlier work. The National Strategy for science is having a positive impact but is not yet fully, or consistently, implemented. There is insufficient monitoring of teaching and learning and there are not enough opportunities for peer observation in order to share good practice.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards of attainment at the end of Year 8 are good.
- Pupils' progress is good and they achieve well.
- Teaching is very good and enthusiastic.
- Teachers monitor pupils' work well and this fosters high quality work.

Commentary

70. Pupils' standards of attainment at the end of Year 6 are at least satisfactory, and at the end of Year 8 standards are good and are above national expectations. There is a varying and wide range of pupils' prior experience that they gain from their different lower schools, but by the end Year 8 every pupil has built well on their foundation. Progress as the pupils move through the school is good and pupils achieve well.
71. Every pupil learns about word processing, desktop publishing, databases, spreadsheets, control, presentation and other programmes, in a planned manner in an ICT lesson every week. By the end of their time at the school, most pupils can manipulate text, using a simulation, work out what is likely to happen, present their findings using graphics and writing, and portray their ideas interestingly and informatively to other people. In Year 8, for example, pupils produced a report for other pupils recommending what mobile phone tariff to use depending on their usage.
72. The quality of teaching is good and on occasions excellent. Teaching programmes are well planned and use appropriate and challenging materials, well matched to pupils' prior attainment. Lessons are enthusiastically taught, with a crisp pace and appropriate challenge. Teachers constantly monitor the work of pupils and support them very effectively. Learning is good in ICT lessons and pupils gain very good experience of using computers and they build on their previously gained experience and knowledge, acquiring and consolidating their skills. However, the improved specialist ICT room gets hot and pupils also have to move to see the teachers' presentations on the new computer projector system, and this reduces the effectiveness of the teaching. Lower-attaining pupils, through good teaching and some appropriately modified materials suited to their ability, generally make good progress towards the targets set for them. Pupils who hold statements of special educational need make good progress because their learning support assistants and teachers work to provide good and effective support. Gifted pupils often are able to extend their learning appropriately because the teachers know how to give them extra challenges.

73. Pupils' response to ICT in the school is very positive. They are extremely well motivated and co-operative. They demonstrate confidence in their work and enjoy using computers for a range of activities both in and out of lessons. The school's facilities are available throughout the day and after school and enable children who do not have a home computer to have access to a high quality provision which they use effectively. Some pupils use their home computers for schoolwork and the school encourages this.
74. The co-ordination and management of ICT are good and plans are established to further include ICT in other subjects. There has been a significant improvement in both provision for ICT and the quality and range of work produced by the pupils since the last inspection.

Information and communication technology across the curriculum

75. Pupils use their ICT skills in a good range of subjects, consolidating the knowledge, skills and understanding gained in their ICT lessons and developing their work to a high standard. Some more peripheral equipment is needed, like computer-linked keyboards in music. The school has good plans for further development.
76. Accommodation and resources are of a high quality and there is a good supply of machines, some based directly in classrooms, and there is a trolley containing 16 laptops with radio links so that ICT can be used in nearly every room in the school. ICT is now used more effectively as a tool for learning than at the last inspection, but more still needs to be done. The school is planning to extend the use of ICT so that it is used more regularly in every subject, as required by the National Curriculum.

HUMANITIES

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Good quality teaching interests and motivates pupils.
- Pupils are encouraged to take an active part in learning.
- The department uses good quality resources well to support learning.
- There is insufficient focus on the individual needs of pupils.
- Departmental management and administration are too informal.

Commentary

77. Attainment in geography at the end of Years 6 and 8 matches national averages and maintains the position noted in the previous inspection. Standards of attainment in lessons are above expectations and pupils often reach above average standards in formal assessments taken at the end of topics studied. Overall standards seen in exercise books do not generally reflect levels of attainment seen in lessons. Knowledge is less detailed and is often only descriptive, lacking explanation, but mapwork by Year 5 pupils is above average and better than that found in the work of older pupils in other schools.
78. Pupils make satisfactory progress as they move through the school and pupils achieve satisfactorily. Pupils with special educational needs often make similar progress to others in lessons where support from colleagues or from teachers is effective.
79. The quality of teaching and learning is good and a strength of the department. Lessons are planned well and there is a strong focus on the involvement of pupils. Each lesson has a variety of tasks that motivate and interest pupils who respond very well to simulation exercises

and enthusiastically collect data when working in the field. Good use is made of a wide variety of resources, including video presentations and real life situations to increase knowledge and understanding, and to teach the techniques and skills of geographical enquiry. Time is used well. Homework regularly extends work done in lessons. Marking is consistent and points to ways in which achievement could be improved. The effective grouping of pupils in lessons supports pupils with special educational needs and, although teachers give additional support, insufficient attention is given to providing tasks and resources that match individual needs, or provide increased challenge for higher-attaining pupils. Overall, because the quality of teaching is good and pupils are well motivated, the quality of learning is good. Pupils work very well together. They concentrate well on the task in hand, learning by sharing and discussing information and responding enthusiastically to questions that enhance their knowledge.

80. The leadership and management of the department is satisfactory. Formal assessment is linked effectively to National Curriculum levels. Schemes of work guide teaching and learning and there is a measure of evaluation and development planning. Links with the upper school are good. Departmental accommodation and other displays around the school help to promote an effective climate for learning. Field activities are organised well for each year group, though the local environment offers few opportunities for a variety of studies. However, there is an element of informality about departmental administration that reduces the effectiveness of assessment, does not capitalise on the contribution teaching can make to the wider aspects of pupils' development and is not sufficiently evaluative when planning for the future.
81. Since the previous inspection standards have been maintained, a subject leader is in place, assessment has improved and teaching is now consistently good. Access to equipment is more limited and ICT is less evident than previously because the department does not possess its own dedicated computer.

History

Provision in history is **very good**.

Main strengths and weaknesses

- The subject is very well led and managed.
- The quality of teaching is good.
- Pupils are actively involved in lessons.
- There is insufficient focus on providing specifically for the individual needs of some pupils.

Commentary

82. Although there has been a slight decline recently, levels of attainment in history match national averages at the end of Year 6 and, although still in line with national expectations overall, are marginally higher in Year 8. Overall, there has been an improvement in the attainment of boys and of higher-attaining pupils but there is evidence of some underachievement by middle-attaining girls. With support, pupils with special educational needs often make as much progress as their peers but their attainment is not always as good as it could be.
83. Pupils' achievement is good. In lessons, most pupils exhibit good knowledge and understanding of the historical events that they study and make very good progress in the techniques of using and interpreting historical source materials. They question the validity of some sources well and are able to understand and comment on different interpretations of historical events effectively. Though they use a variety of written styles well to explain and describe events and themes, work in exercise books is less detailed and does not always reflect the good progress achieved in lessons.

84. The quality of teaching is good and the climate for learning established in the department promotes good progress overall. Lessons are very well planned and aims are clear. There is an attention to detail, a focus on historical vocabulary and on the contribution the subject makes to the wider aspects of pupils' development, including literacy, numeracy and citizenship. Very effective use of resources promotes good learning and much imaginative use is made of the interactive whiteboard and other ICT to create interest and motivate pupils. Lessons are well timed, relationships are good and there is a clear element of enjoyment in the classroom. Good teaching leads to good learning that is further enhanced because pupils concentrate well, are fully involved in learning and work well together in groups or pairs. Lesson organisation and additional support from teachers go some way to address the needs of pupils with special educational needs and to provide challenge for higher-attaining pupils but tasks and resources specifically directed to catering for individual needs are not always a feature in lessons.
85. The department is very well led and managed. The leader knows its strengths and weaknesses well and has a vision for the future. Monitoring and assessment are very sound, data is very well analysed and effective evaluation of the work of the department leads to development planning of good quality. Schemes of work are comprehensive. Links with feeder and upper schools are good. Living history days enhance understanding and good resources for learning contribute well to standards and progress. History lives in the main teaching area through good displays and models that all contribute to an improving profile for history in the school.
86. Progress since the last inspection has been very good. Effective teaching, leadership and management, the quality and use of assessment and the increased use of ICT, issues raised in the previous report, have all been successfully addressed.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Standards achieved are above the expectations of the Locally Agreed Syllabus.
- Teaching, documentation and schemes of work are good.
- Most lessons have strong content drawn from world religions.
- Some changes in teaching practice would strengthen pupils' learning.
- Progress on the issues brought up at the last inspection has been very good.

Commentary

87. Standards at the end of Year 6 are above the standards indicated in the Locally Agreed Syllabus though the standards of some pupils are below this level. Pupils have a sound working knowledge and understanding of many world religions. Most can use specialist religious language in a meaningful way and understand the importance of many religious concepts and practices, such as symbols and festivals. Their written skills are mostly good, as are their listening skills. They participate well in group activities.
88. Standards in Year 8 are generally above the standards indicated in the Locally Agreed Syllabus. Most pupils can talk about many world religions in a meaningful way and they can make intelligent reference to their beliefs and teachings. These include Christianity, Sikhism and Islam. Pupils process information effectively about these religions and write about them in an extended way. Their listening skills are good as are their social skills.
89. There is no significant difference between the attainment of boys and girls. The progress of pupils who have special educational needs and of those who have English as an additional language is good on account of the provision made for them in the classes. The lower and

higher-attaining pupils are also progressing well through the provision of differentiated work. Overall, the demands made on the pupils in lessons is good and so the achievement of the majority is also good.

90. Teaching and learning are good. All lessons are prepared well and the objectives for learning are clear both to the teachers and the pupils themselves. A good range of methods and activities are used to put across the subject content. Occasionally, in a small minority of lessons, the content drawn from world religions is not extensive. This is the exception rather than the rule, however, as the majority of lessons have strong content drawn from a wide range of world religions. Teaching is good in showing pupils how they might both learn from religions as well as learn about them. Pupils behave well and show an interest in their work, but sometimes teaching is insufficiently firm in keeping some pupils focused on their work. On occasions, some activities do not make the best use of the time available as they have not been planned to maximise learning. Teaching makes a good contribution to pupils' standards of literacy and listening skills. It also makes a good contribution to their spiritual, moral, social and cultural development. Effective use is made of ICT in some lesson activities. An active assessment policy is in place and homework is set.
91. Leadership and management are good. Staffing is much better than at the last inspection and is good. Monitoring of teaching would further strengthen teaching. There is now a good range of documentation based on the locally Agreed Syllabus. Overall, progress since the last inspection has been very good on staffing, teaching and standards. The accommodation is good and resources are very good.

TECHNOLOGY

Design and technology

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

Main strengths and weaknesses

- Pupils have a wide range of experiences and are taught by enthusiastic and effective teachers in specialist accommodation.
- Achievement is good and standards in Year 8 are above expectations.
- Pupils' making skills are good, but their designing and planning skills are not developed well enough in a structured manner.

Commentary

92. Standards of attainment at the end of Year 8 are broadly good, being above the national expectations for much of the programmes of study of the National Curriculum. In all years, every pupil has experience of food, textiles, graphics and resistant materials together with a developing study of other areas of the National Curriculum, including control when using computers. Standards are just above the national expectations at the end of Year 6.
93. Pupils' making skills are good and they have good design ideas. However, their design skills are not as well developed as they could be because some of the project work is made with only part of the design completed and pupils do not record their thinking before and during manufacture. Their evaluation skills are being developed well and some effective peer evaluation is being used. The school covers the requirements of the National Curriculum. When considering pupils' attainment at entry, their achievement is good.
94. The quality of teaching is good and this enables good learning. In a food lesson, teaching was excellent because all pupils were fully engaged on the task; they had designed their product at home, brought in the correct ingredients and were sympathetically helped by their teacher and the technician to make individual products of the highest quality. All the teaching programmes

are well organised and the National Curriculum programmes of study are followed in full. Pupils watch their specialist teachers demonstrate with interest because of their expertise. Teachers are enthusiasts, sharing their enthusiasm with their pupils. Almost all lessons are taught with pace and vigour. Teachers set high standards for behaviour and attention. This is managed with a firm but friendly approach, with tasks that interest the pupils and consistently high expectations. Overall, lower-attaining pupils and pupils with special educational needs, through enthusiastic teaching, good support and tasks matched to their ability, make satisfactory progress towards the targets set for them. Gifted pupils are able to extend their learning by producing more complex tasks.

95. Pupils like design and technology and look forward to their lessons. They co-operate with each other and their teacher so that everyone makes good progress and their motivation is high. They are confident in their teachers. There are clear rules set out for them to follow to ensure their safe and hygienic working and these they follow willingly. This gives them confidence to carry out their work quickly and effectively.
96. Arrangements for recording pupils' design and technology achievements are good and help them to identify how to get better. Some lessons are hurried because of time constraints and a review of lesson planning needs to be made to ensure that learning, rather than making, is maximised.
97. The leadership and management of design and technology are good and there have been improvements in the standard of attainment since the last inspection. In consequence, good progress has been made.

VISUAL AND PERFORMING ARTS

Art and design

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

Main strengths and weaknesses

- Teaching in Years 7 and 8 is good.
- Specialist accommodation is very good and there is a good range of learning resources.
- ICT is used effectively to support teaching.
- Pace is insufficiently demanding in some lessons.
- The absence of homework slows progress.
- Pupils could be better informed of their levels of attainment.

Commentary

98. By the end of Year 6, pupils reach standards that are generally in line with national expectations. A good feature of pupils' work in Year 6 is their enthusiastic, generally hardworking approach to the manipulation of a range of two- and three-dimensional media, inspired by ancient cultures and contemporary artists. Observational drawing skills and different approaches to the use of composition and colour, including the use of ICT, are being developed effectively. In Year 8, standards remain in line with expectations. Work is on a larger scale, reflects exploration in a wide variety of media and expands pupils' knowledge and understanding of other cultures and famous artists. There is more emphasis on the development of observation and recording skills, as well as on tonal work in paint, but there is insufficient specialist expertise available at this stage. These factors inhibit progress and a rise in standards in Years 7 and 8. Pupils with special educational needs generally make satisfactory progress in all years as the result of appropriate teaching strategies and levels of support. Pupils who have been identified as gifted and talented are not given sufficient scope to develop their talent.

99. Overall, the quality of teaching and learning is satisfactory. It is often good in Years 7 and 8. Teachers are enthusiastic, thorough in their planning and hardworking. Work is regularly marked with grades and helpful comments. The review sheet, incorporating pupils' views and targets for improvement, is a good feature of assessment. Pupils in all years could be better informed of their levels of attainment and the National Curriculum level descriptors. Pupils are given frequent opportunities to use their literacy skills in art. More can be done to assist this development in the ways in which written work is corrected. End of lesson reviews could be far more effective in assessing learning outcomes and raising expectations. The majority of pupils behave well. They respond with interest and enthusiasm. There is no homework programme to extend classroom practice and improve specialist skills.
100. Leadership is satisfactory. Art is led by an enthusiastic and experienced teacher who took over the role two years ago. There is a good team spirit within the department. Management is satisfactory. Schemes of work are in place for all years and now need to reflect all aspects relating to pupils' development. Art is currently taught by six teachers, all of whom have responsibilities in other departments. There are plans to improve this situation significantly in September, thus enabling the monitoring and evaluation of teaching and learning to be more rigorous and effective in raising standards. Improvement since the last inspection is satisfactory. An attractive and well-ordered learning environment has been created using the spacious specialist accommodation available. The good displays in the art room and entrance hall make a good contribution to the school ethos.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Well-established routines and varied activities in lessons ensure pupils have good attitudes to music and achieve well.
- Very good use of assessment information focuses teachers' attention on the pupils' individual learning needs well.
- A wide range of extra-curricular activities extends pupils' learning.
- Very out-dated keyboards limit the use of ICT in music lessons.

Commentary

101. Standards in Year 6 match expectations. In Year 8 they are above expectations. Pupils' achievement is good throughout the school because teaching is good. A good variety of activities in lessons creates coherent links between the skills of composing, performing and listening, engaging the pupils' interest very well. Good attitudes are consolidated by the very good routines established in lessons and make for good pupil management and constructive relationships. Pupils collaborate well in pairs and groups in practical activities. Lesson planning is good, although the timing of activities within lessons is inconsistent. Some lessons do not have well-formed conclusions. Techniques in developing vocal technique, verifying pupils' responses to music and ensuring listening is always an active experience are under-developed, limiting the speed at which pupils acquire new musical skills. Irregular homework limits the continuity of learning between lessons and in-depth research into the interesting topics covered in class, as does the poorly balanced selection of books in the library.
102. Careful assessment enables teachers to identify pupils needing support and to take action to help them. Pupils with special educational needs and talented pupils are supported well and achieve well. Pupils know how well they are doing and are given good comment on how to improve. However, the lack of learning support assistants in music classes holds back some pupils with special educational needs, especially when writing is required. There is no significant difference in the achievement of boys or girls.

103. The department is well led and the management of the subject is very good. The schemes of work are well planned to ensure continuity, progression, breadth and balance in the pupils' learning. Lessons promote understanding of music from around the world well. Liaison with the Bedfordshire music services and local musical groups extends opportunities effectively. The use in class of the instruments of the local samba school inspires and motivates pupils. Pupils may also join specialist classes after school. Choral and instrumental ensembles are well attended. Pupils perform regularly in the school and the wider community. The subject makes a very good contribution to pupils' personal development, especially in social and cultural aspects. The priorities of the department reflect those of the school well. Support for literacy and numeracy is good, but the use of ICT in music is under-developed. While teachers create and use computer-generated accompaniments for enlivening singing, the very out-dated keyboards limit the pupils' use of computers to develop interesting textures in their compositions.
104. Since the previous inspection the subject has made good progress. However, the lack of practice rooms in close proximity to the main teaching room limits the involvement of the instrumental teachers in the work of the department. In group work in class, sound cannot be dispersed, and this occasionally results in distractingly loud volume levels.

PHYSICAL EDUCATION

Physical education

Provision in physical education is **very good**.

Main strengths and weaknesses

- Good quality teaching promotes a positive response from eager pupils.
- Very good facilities make a positive impact upon the quality of learning.
- Arrangements to assess and record pupils' achievements are not consistent.
- Independent learning is encouraged.
- A very good range of well-attended after-school and lunchtime activities enriches pupils' experiences.

Commentary

105. Physical education has a high profile in the school. The standards noted at the previous inspection have been maintained and developed. The curriculum is good and eager pupils take full advantage of all that the school offers. The very good range of after-school activities and the positive team work of teachers ensure that pupils are actively engaged in many sports.
106. Pupils' attainment in Year 6 is in line with national expectations and attainment in Year 8 is above them. All pupils, including those with learning difficulties, achieve well and make good progress.
107. All pupils warm up before each lesson with a range of exercises designed to stretch muscles and to keep out the cold in outside activities. In one lesson in the gymnasium, boys conducted their own vigorous warm up led by a pupil who has already gained national recognition as a karate champion. The department maintains a list of similarly gifted and talented pupils. Pupils are aware of the effects of physical exercise and, for example, are encouraged to compare heart and perspiration rates before and after exertion.
108. Pupils in Year 5 show a good understanding of the basic skills of rugby and practise them with gritty determination. Pupils in Year 6 learned how to block and slide tackle in football, after a very good demonstration by the teacher. Pupils in Year 7 worked in small groups to create a game that uses invasive techniques and submitted their game to the class for critical

appraisal. Pupils in Year 8, in only the second lesson, demonstrated good skills on the trampoline and confidently tackled each new challenge. The attainment of these pupils was above that usually found. All pupils understand and play by the rules of the game.

109. Overall, the quality of teaching is good and it has several very good features. Teachers are enthusiastic and want the best for their pupils. In several lessons pupils are inspired by their teachers to give their best by the good quality demonstrations, for example, in rugby or on the trampoline. Pupils are given enough freedom to be creative in their games play and to learn from their own mistakes. The balance between creativity and control is well measured. The relationships between pupils and teachers are firmly based upon mutual respect. Management is firm but friendly and consequently pupils enjoy their lessons. Although teachers are aware of what pupils know, understand and can do, there is a need for more consistent assessment, so that the development of skills can be more carefully recorded.
110. The department is well led and managed by a teacher whose enthusiasm provides good motivation to all who teach physical education. Teachers work very well together and in doing so provide a good example to the pupils. Teachers often work side by side and therefore learn good practice from others but there is also the need for more systematic monitoring and evaluation of teaching. The facilities for physical education are very good and include a well maintained gymnasium and a spacious outdoor area. The facilities are used well and this makes a good impact on the quality of learning. The range of after-school activities is exemplary and many pupils take part. The school has representative teams in soccer and netball and takes a full part in all local leagues. The subject contributes well to the personal development of pupils as it encourages both independence and team play.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

All pupils follow a course in personal, social and health education which also incorporates formal elements of citizenship. The full programme is organised well and the school meets its statutory requirement to teach drugs education and relationships education. Only citizenship was inspected in detail. In the other lessons sampled, pupils demonstrated a growing understanding of relationships, with one another and with adults. Teaching is good and pupils are given good opportunities to express their feelings and to learn how to respect others, which prepares them well for later stages of education.

Citizenship

Provision in citizenship is **very good**.

Main strengths and weaknesses

- Pupils have very good opportunities to participate in decision-making processes in the school.
- Pupils have a well above average understanding of systems of governance at a local level.
- Strong relationships in the classroom provide a secure environment for pupils to share their opinions.
- Assessment enables pupils to understand their developing understanding well.
- Teaching is confident and effective.

Commentary

111. There are no national norms against which pupils' attainment and experiences can be measured in this subject. Observation of lessons, evidence taken from pupils' files and discussion with a representative group of pupils indicate that pupils' attainment is above average in Year 6 and well above average in Year 8.

112. Pupils achieve very well throughout the school because of the wide range of opportunities available to them. In Year 6, pupils were introduced to the formal language of citizenship, such as democracy and citizen, through an imaginative scenario about survival as part of a group stranded on a desert island. Most pupils were perceptive in understanding the immediate and longer term difficulties they might face in such a situation, of how this might impact on developing relationships over time and lead to the need for formal systems of organisation within the society. Pupils show a very high level of understanding of school governance and management, as an introduction to developing their understanding of local government; they identify a number of ways in which they have an input into decision making and have a strong sense of how they can influence decisions. Pupils in Year 7 readily participated in a lesson investigating the issue of bullying. They were keen to offer their views about the reasons why some people adopt aggressive behaviour and were taken through a good range of activities to develop their own strategies to become assertive rather than passive in social and home contexts.
113. By Year 8, pupils have a very good awareness of the different activities and experiences which go towards developing their understanding of citizenship. Pupils can identify elements of citizenship as they appear in other subjects, but generally their attention is not drawn specifically to these by teachers. Pupils' understanding is gained mainly through reflection when they complete their 'Citizenship Challenge' proforma which charts their developing range of experiences and knowledge.
114. Teaching and learning are good overall, with some very good teaching. Most of the teaching is by a team which has developed an expertise in the subject, but is also shared with other teachers who are confident in this area. Lessons are planned well using materials prepared and developed by the specialist team. Where lessons are taught by form tutors, they adapt the basic structure well to meet their own style and the needs of the group. Teaching involves a good range of activities which build well on pupils' own experiences. Learning is taken forward at a fast pace so that pupils retain concentration and interest and achieve very well within the given time. Good classroom control and very good relationships enable pupils to express and test their opinions within a secure environment where they know that their views will be valued.
115. In addition to the formal curriculum, there are very good opportunities for pupils to participate in decision-making and to develop their own skills. Pupils of all ages play an active role in the school council, taking part in elections and gaining direct experience of participation and responsible action. Pupils involved as 'student researchers' gain additional experience themselves but others are aware that work is based on researching the opinions of the wider school community in a formal and systematic way, for example, through structured questionnaires and that this, in turn, can be used to bring about change which represents their views and ideas.
116. The leadership and management of the subject are very good. The enthusiastic leadership has resulted in a good whole school appreciation of the wide range of activities which make up pupils' understanding of citizenship. As part of this awareness raising, effective planning included an audit of existing contributions from other subjects before a decision was taken on the aspects to be taught discretely. The scheme of work includes a range of assessment approaches, including self and peer assessment and testing for factually based information, which enables pupils to chart their own achievements and understanding of the issues studied. Citizenship is still a developing initiative in the school and a very good start has been made in its introduction and development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

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

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
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	1
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	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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