

# INSPECTION REPORT

## **SUDLEY JUNIOR SCHOOL**

Aigburth Road, Liverpool

LEA area: Liverpool

Unique reference number: 104596

Headteacher: Miss M Underwood

Lead inspector: Mrs M Lewis

Dates of inspection: 15<sup>th</sup> to 18<sup>th</sup> September 2003

Inspection number: 260673

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior School
School category:	Community
Age range of pupils:	7-11 years
Gender of pupils:	Mixed
Number on roll:	361
School address:	Aigburth Road Liverpool
Postcode:	L17 6BH
Telephone number:	0151 4272941
Fax number:	0151 4949995
Appropriate authority:	Local Education Authority
Name of chair of governors:	Dr Richard Nutter
Date of previous inspection:	5 <sup>th</sup> October 1998

## CHARACTERISTICS OF THE SCHOOL

Sudley Junior School is a larger than average junior school situated in a suburb of Liverpool. It serves a mixed community which is predominantly one of private housing. It suffers from some theft and vandalism. The school takes pupils from the local area but a significant proportion come from further away. Since the last inspection the school has increased its admission numbers to 90 and now has three classes in each year group. The school is a popular school and is over subscribed with a waiting list for entry. The school population is generally stable but in the current and previous Year 6 classes a significant proportion of pupils joined the school part way through. Two additional mobile classrooms have been erected and came into use last term. Currently building and refurbishment is being undertaken to provide improvements to the staffroom and administrative area. The school has 361 pupils on roll, taught in 12 classes. Pupils are taught in three ability classes for English and mathematics in all year groups and in ability classes for science in Years 5 and 6. The proportion of pupils (12 per cent) identified as having special educational needs is below the national average. Their needs are mostly for learning difficulties. A very small percentage of pupils (0.5 per cent) have a Statement of Special Educational Need. This is also below the national average. A broadly average percentage (18 per cent) of pupils is eligible for free school meals. No pupil is at the early stage of learning English. Almost 16 per cent of pupils come from a wide variety of ethnic minority groups. When pupils start in Year 3, their achievements vary but overall they are above average for their age. The school has been awarded a Schools' Achievement Award by the DfES for the past three years running and a Healthy Schools' Award in 2000 and 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22787	M Lewis	Lead inspector	Science, Information and communication technology
11392	T Heppenstall	Lay inspector	
3942	K Sanderson	Team inspector	Mathematics, Art and design, Design and technology, Music, Physical education, Special educational needs
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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	<b>8</b>
<b>STANDARDS ACHIEVED BY PUPILS</b>	
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>11</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>16</b>
<b>PART C: THE QUALITY OF EDUCATION IN SUBJECTS</b>	<b>18</b>
<b>SUBJECTS IN KEY STAGE TWO</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>25</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **very effective** school that provides a **good** standard of education. Its strong caring ethos results in the very effective personal development of the pupils. The leadership is **very good** and the school is **well managed**. The quality of teaching is **good** with some **very good** teaching and as a result pupils achieve **well**. The school provides **very good** value for money.

The school's main strengths and weaknesses are:

- The school is **very well** led and management of the school is **good**.
- Standards are **above average** in English and mathematics and **well above** average in science.
- Pupils achieve **well** and make **good** progress because of the **good** teaching although skills in information and communication technology (ICT) and mathematical skills are not used widely enough across the curriculum. Teachers spend a lot of time teaching English.
- The programme of extra-curricular activities is very good. This enriches pupils' learning opportunities.
- There is a strong commitment to the inclusion of all the pupils in all aspects of the school's provision. Boys and girls achieve equally well.
- The provision for pupils' spiritual, moral social and cultural development is **very good** and this means that pupils have **very good** attitudes to their lessons and behave **very well** at all times.
- The school has developed **very good** links with secondary schools particularly for ICT.
- Pupils with special educational needs make good progress and perform well in national tests.
- Homework is **very good** and the **good** links with parents results in most parents supporting their children's learning **well** at home.

The improvement since the last inspection is **good**. In the results of statutory tests the school has maintained consistently high standards in English and mathematics and very high standards in science. Standards and the curriculum in ICT are now satisfactory. Pupils' skills in reading have improved. The strengths noted in the last inspection have been maintained and there are further improvements to pupils' attitudes, behaviour and personal development and the curriculum. The school monitors teaching more extensively and now has an effective system for tracking pupils' progress and setting targets.

### STANDARDS ACHIEVED

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

*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.*

The A\* grade shows that standards were in the top five percent of schools nationally.

**Pupils' achievement is good.** They are taught well and they achieve good standards in Years 3 to 6, particularly in English and mathematics and very good standards in science. Many pupils are working at higher levels for their ages in these subjects. Fewer pupils reached the higher levels in tests results in English and mathematics in 2003 than in previous years. However, no national comparatives are yet available. Standards are satisfactory in other subjects. **Pupils' personal qualities, including their spiritual, moral, social and cultural development** are well nurtured.

Staff have a strong commitment to fostering these values. Pupils like school, enjoy challenges, show good positive relationships, enjoyment and a willingness to learn. Behaviour is **very good** in all classes and at break and lunchtimes. Attendance is **good** and punctuality is **very good**.

## QUALITY OF EDUCATION

**The school provides a good quality of education for its pupils.** This is because of the good teaching and support that pupils receive. Pupils with special educational needs are well supported and achieve well. Teachers have good expertise and knowledge of the curriculum especially in English, mathematics and science where they monitor pupils' progress well and plan work carefully to match the different abilities of pupils. This enables good learning to take place in all year groups. Literacy and numeracy skills are given high priority. In mathematics the teaching of oral and mental skills is good but pupils are not given enough opportunity to apply their mathematical skills to investigations and problems. The curriculum needs some fine tuning to give more time to subjects other than English and mathematics. Some lessons, particularly in science are too long and this means that the pace drops. Teachers give good encouragement and praise to pupils which give them the confidence to have a go at challenging work.

The school offers a **satisfactory** curriculum overall with strengths in the main subjects and **very good** provision for extra-curricular activities. Partnership with parents is **good**. Parents feel welcome in the school and support its activities and their children's learning well.

## LEADERSHIP AND MANAGEMENT

**Leadership and management overall are very good.** The school is particularly well led. A strong vision for the school and the maintenance of high standards has resulted in a very orderly and caring community which provides a strong climate for learning. The governors organise their work effectively although the school prospectus has some omissions. They have a good grasp of the school's strengths and areas for development and play a major part in shaping the direction and leading the development of the school.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The vast majority of parents like the school. A significant minority of those who completed the parents' questionnaire would welcome more consultation on their views. Pupils enjoy school and feel they are valued and supported.

## IMPROVEMENTS NEEDED

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

- Ensure that pupils use their skills in ICT more widely across the curriculum.
- Develop the use of pupils' mathematical skills for investigative work and problem solving.
- Review and design the timetable to give more time for subjects other than the main curricular subjects and to ensure the best use of time in lessons.

and to meet statutory requirements:

- Ensure the prospectus contains the full range of information required.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in subjects

Achievement overall is good throughout the school. Standards in English and mathematics are above average and in science they are well above average.

Attainment on entry to the school in Year 3 is **above** that usually found. This is similar to that noted at the time of the last inspection.

#### Main strengths and weaknesses

- Pupils achieve well and standards in English and mathematics are above average and in science they are well above average.
- Standards in ICT have improved since the previous inspection and are now in line with national expectations. Pupils' achievement is satisfactory.
- Standards in religious education are in line with the requirements of the locally agreed syllabus. Pupils make satisfactory progress. This is similar to the standards at the previous inspection.
- Standards are satisfactory in all other subjects of the National Curriculum. This is similar to the previous inspection.

#### *Standards in national tests at the end of Year 6 – average point scores in 2002.\**

Standards in:	School results	National results
English	29.9 (29.3)	27 (27)
mathematics	28.8 (29.2)	26.7 (26.7)
science	31.3 (31.6)	28.3 (28.3)

*There were 90 pupils in the year group. Figures in brackets are for the previous year*

#### Commentary

1. In 2002, in comparison with results nationally, results for pupils in Year 6 were high in English and mathematics and very high in science (they were in the top five per cent of results nationally). When compared with similar schools results were equally favourable. Results have been consistently high over the past four years in all three subjects and standards have been maintained in line with the national trend.
2. In the current Year 6, average attaining pupils and higher attaining pupils reach above average standards in English and mathematics and well above average standards in science. More than half of them are already working within higher than average levels of the national curriculum and are likely to reach the above average Level 5 when they take their tests in the summer of 2004. Most lower attaining pupils including those with special educational needs are likely to reach the level expected for their age. The school's thorough assessments show that pupils are making good gains in their learning.
3. Inspection findings are not as high in English and mathematics as in the previous inspection when, overall the pupils reached standards which were well above the national average. The school has changed since the last inspection in that it has now increased in size so that there are now three classes in each year group. Of the pupils in the current Year 6 cohort a significant proportion (17 per cent) joined the school part way through and did not attend the feeder infant school. This mobility factor also affected the previous Year 6 cohort who sat the tests in 2003. Of this cohort almost 25 per cent joined the school part way through. Although

no national comparisons are yet available for the most recent tests in 2003, the preliminary results indicate that there was a drop in standards in writing and mathematics for that year and fewer pupils reached the higher and average levels in writing and mathematics as in previous years.

4. Pupils' literacy and numeracy skills are good. Literacy skills are used well across other subjects of the curriculum such as history and religious education. Pupils acquire a good understanding of subject specific vocabulary in subjects such as science and geography and use it well in discussion work in these subjects. Standards of reading and independent research skills are above average and have improved since the last inspection. In mathematics pupils do well in working out mental calculations but do not use these enough for solving problems and in investigative work.
5. Compared with the findings at the time of the last inspection standards have risen in ICT and are now satisfactory for pupils in Year 6. Pupils throughout the school are well motivated in lessons in ICT and make good progress although ICT is not used sufficiently across the curriculum. Pupils now arrive in school with above average standards in Year 3 and this is maintained into Year 4. However, pupils in Years 5 and 6 reach satisfactory standards for their age as a result of having had a slower start.
6. In all other subjects where a secure judgement is possible, pupils' knowledge and understanding is in line with national expectations at the age of 11. Judgements in geography are based upon samples of work seen and on discussion with pupils and teachers' planning files.
7. Pupils with special educational needs receive good support and make good progress so that by Year 6 a significant proportion attain at the nationally expected level or above in the main subjects of English, mathematics and science. Pupils identified as gifted and talented pupils benefit from several initiatives such as additional mathematics 'master classes' that ensures they reach the higher levels.
8. The most significant fact about achievement in the school is that teachers provide well matched work within the groups of ability to ensure that pupils make good progress in relation to their prior attainment. As a result of good teaching, careful assessment and tracking of pupils' progress, pupils make rapid progress and achieve well from when they begin in the school.

### **Pupils' attitudes, values and other personal qualities**

The pupils have very good attitudes to their work, they are aware of right and wrong and behave accordingly and they are caring and sensitive. They respond well to the school's good provisions to help them mature. Attendance is good and pupils' punctuality is very good. The provision for pupils' spiritual, moral, social and cultural development is very good overall.

### **Main strengths and weaknesses**

- The pupils like school and have very good attitudes to work.
- The pupils behave very well and they are polite and courteous.
- The pupils are sensitive to the needs of others.
- The pupils mature very well.
- The provision for the spiritual development of pupils is good. Their moral, social and cultural development is very good.
- The school is a very well integrated community.
- The procedures to promote good attendance and punctuality are effective.

## Commentary

9. The pupils settle quickly into their daily routines. They are interested in, and enjoy the challenge of their lessons and they work with sustained concentration. This allows effective learning to take place for all pupils and contributes to the above average standards that are achieved.
10. Behaviour is very good in and out of lessons and no oppressive behaviour was observed in the inspection. This is linked to the strong moral development of the pupils. For example, good behaviour is rewarded and the policy, which is implemented consistently, expects pupils to behave well. There are clear rules relating to behaviour and pupils contribute to their own personal development, demonstrating an understanding of right and wrong.
11. Pupils are sensitive to spiritual matters and to the needs of others. Opportunities for spiritual reflection are planned into the curriculum, for example, in English, and there is a strong spiritual element in assemblies. Collective worship meets statutory requirements. The ease with which new starters make friends, the attentiveness of pupils when their fellows make presentations and the support given to charities are all examples of the way sensitive attitudes are developed.
12. The school promotes well an understanding of different beliefs and cultures, including the pupils' own cultural traditions. Very effective use is made of educational visits out of school and visitors. Theatre groups, Indian dance lessons and Chinese calligraphy are examples of what is provided. A strong community spirit is also promoted effectively and this provides a very good basis for social development.
13. The good behaviour and very good provision for pupils' spiritual, moral, social and cultural development is reflected in the fact that only one exclusion was reported in the previous year.

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	304	1	0
White – Irish	1	0	0
White – any other White background	5	0	0
Mixed – White and Black Caribbean	5	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British – Indian	3	0	0
Asian or Asian British – Pakistani	2	0	0
Asian or Asian British – Bangladeshi	1	0	0
Black or Black British – Caribbean	2	0	0
Black or Black British – African	2	0	0
Black or Black British – any other Black background	14	0	0
Chinese	8	0	0

Any other ethnic group	1	0	0
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The table gives the number of exclusions, which may be different from the number of pupils excluded.

14. The school has thorough and effective procedures to monitor and promote good attendance. The school attendance in the year 2002/2003, was an improvement on the performance shown in the table. Punctuality is very good. The table below shows the attendance figures for the school.

**Attendance in the latest complete reporting year was 94.8% (2001-2002)**

Authorised absence 2001/2002		Unauthorised absence 2001/2002	
School data	5.8%	School data	0.0%
National data	5.4%	National data	0.5%

The table gives the percentage of half days missed through absence for the last reporting year. (2001-2002).

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. The strengths include the overall good quality of teaching which is characterised by high expectations of pupils' behaviour and attitudes to learning.

### Teaching and learning

The quality of teaching and learning is good overall throughout the school. Teaching and learning is always at least satisfactory and almost three quarters is good or very good. Teachers assess pupils' work well and use the results of assessment to inform their planning, and to group pupils. Pupils are taught in different ability groups for English and mathematics throughout the school and in Years 5 and 6 for science. Within these 'set' groups teachers match work closely to pupils' level of ability. In some English lessons there is a lack of balance of teacher and pupils' activity and some lessons in science are too long which reduces their impact on pupils' learning.

### Main strengths and weaknesses

- Teachers are confident and have good expertise and knowledge of the subjects that they teach.
- Relationships between teachers and pupils are good.
- Planning and assessment is effective but teachers do not plan enough opportunities for pupils to use ICT and their mathematical skills across subjects of the curriculum.
- Teachers do not always use time in lessons effectively.
- Specialist teachers, teaching assistants and visitors support and enrich learning.
- Homework is a strength of the teaching and pupils respond well.

### Commentary

15. The strengths in the teaching outweigh the areas for improvement. The headteacher, deputy headteacher and local authority advisors monitor teaching in a planned programme. Subject co-ordinators are given time to monitor the planning in their subjects and pupils' work. The headteacher looks for different and interesting ways to monitor pupils' progress and learning.

### Summary of teaching observed during the inspection in 41 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0 %)	7 (17 %)	23 (56 %)	11 (27 %)	0 (0 %)	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. **Teachers are confident and have good expertise and knowledge of the subjects they teach.** Teachers show a good understanding of the National Strategies in English and mathematics and teach closely to them. They are confident in teaching science and use the established scheme of work well. They make very good use of ICT to introduce lessons confidently and this maintains pupils' attention, enables them to be involved and makes the work more interesting for them. Staff undergo training linked to the school improvement plan and to their individual needs.
17. **Teachers have good relationships with pupils.** They have a high expectation of behaviour and expect pupils to work hard. As a result pupils rise to these very high expectations. This has a significant impact on the good and very good standards that pupils attain. Pupils respond well to teachers questions and are keen to answer and take part in most lessons. Teachers give very good encouragement and praise to pupils which gives them the confidence to have a go and take part in challenging tasks.
18. **Planning and assessment is effective.** Teachers plan lessons effectively. Lessons are well organised and planned with clear learning objectives which are shared with the pupils at the beginning and end of lessons so that pupils know what they are expected to learn. In English and mathematics teachers ensure that activities and independent tasks are carefully matched to pupils of different abilities and this ensures that they build on what they already know and can do, to make progress. In lessons in other subjects where pupils work in mixed ability classes, teachers also ensure that pupils are given tasks matched to their abilities. Pupils with special educational needs are taught well. Teachers work hard to provide appropriate starting points for those who need it. They are supported well by teaching assistants and the special needs co-ordinator who has helped to draw up individual education plans in English and mathematics to support less able pupils. Teachers use resources well and the school has a good stock of separate learning resources to support the teaching of pupils with special educational needs.
19. The teaching of literacy skills is very good and teachers work closely to the National Literacy Strategy. Reading and writing are taught very well and literacy skills are used well across the curriculum. However, pupils have too few opportunities for drama in English lessons and across other subjects of the curriculum. The skills of mathematics are taught well but teachers do not plan enough opportunities for pupils to use their skills in investigative work and for problem solving. A similar picture is evident in ICT where the teaching of skills in ICT lessons is satisfactory. However pupils do not consolidate and use the skills they have learned across different subjects of the curriculum such as mathematics and science.
20. Teachers make good use of assessment in their lessons to group pupils and to match work. Pupils are made aware of what they need to know and learn. Whole school systems in assessment are well established. Teachers gather a wealth of information about pupils' progress through ongoing assessments in lessons, reading tests, as well as statutory and optional tests and science tests at the end of each year. They use this information well to provide targets for pupils in English and mathematics and are able to assess the progress pupils make towards their predicted levels in test results. Results are analysed by the school by gender, ethnicity and mobility. The school has begun to use this information based upon that available to the local education authority to compare how well pupils in the school are doing in comparison with others, including similar schools, local schools and the top 20 per cent of schools nationally.
21. **Teachers do not always use time in lessons effectively.** Teaching in science is good overall but lessons are too long to sustain all pupils' interest throughout. This is because lessons are timetabled in all classes, regardless of pupils' age or ability to last the whole afternoon, although with a break. Consequently, in the second part of the lesson, following the break, lessons lose their impetus, pupils and teachers begin to flag and the pace of the lesson slows towards its end. This was commented upon in the previous report. In English

lessons pupils often sit for too long listening to the teacher and this lack of balance restricts the amount of time the pupils have for independent work.

22. **Specialist teachers, teaching assistants and visitors support and enrich learning.** The school employs a specialist music teacher and this term has begun to take part in a local education authority initiative for the teaching of French. This involves the placement of a French assistant in school. In addition a student is on a placement in ICT. The work of these additional personnel is of high quality and they make a good contribution to pupils' learning and to the development of the teaching in these subjects. Teaching assistants are well qualified, they know the pupils well and integrate well into lessons giving good quality help and support to pupils.
23. **Homework is a strength of the teaching and pupils respond well.** The school applies its homework policy consistently and homework is taken very seriously by teachers, pupils and parents. It is a strength of the teaching and used well to improve pupils' learning. It is marked and commented on usefully. It prepares pupils well for the next stage of their education.

### **The curriculum**

The curriculum offers a broad range and quality of experiences. There is a strong emphasis on English and mathematics and some fine tuning is needed to give more time to other subjects. The school provides a rich and varied programme of extra-curricular activities which supports the teaching and very effectively enriches the learning experiences of the pupils. The quality and range of learning resources is good overall.

### **Main strengths and weaknesses**

- The breadth of curriculum opportunities in English, mathematics, science and religious education is good.
- Visits, visitors and a very wide range of extra-curricular activities enrich and boost curriculum provision.
- The school is inclusive and responds well to the diverse needs of its pupils.
- Opportunities for pupils to acquire skills in literacy are very well supported through other subjects.
- There are insufficient opportunities for pupils to use their skills in ICT and mathematics in other subjects and the timetable is weighted very much in favour of English and mathematics. Some science lessons are too long.
- Insufficient use is made of the outdoor environment as a learning resource.

### **Commentary**

24. The curriculum meets statutory requirement. The school offers a broad range of opportunities overall. The quality and range of opportunities is particularly good in the main subjects of English and mathematics and very good in science and religious education. Provision in all other subjects is satisfactory although pupils have only the minimum amount of time for physical education and geography is currently under review. Some lessons such as science are timetabled for each class on one afternoon each week and this results in a very long lesson when on occasions the pace flags towards the end and pupils do not make as much progress as they could. The National Literacy and National Numeracy Strategies have been adopted very effectively and are a reason why standards are high in these subjects although in some English lessons pupils spend too much time listening to their teachers and pupils do not have enough opportunities for drama within the curriculum. Provision for ICT is satisfactory although wider opportunities for pupils to use their ICT skills in other subjects are not always identified in curriculum planning. Pupils do not have enough opportunities to use their mathematics skills in investigative work and problem solving.

25. There is a very good range of activities provided beyond the classroom and outside school hours. These include sports clubs, drama, arts classes, French, and music provision. All pupils have access to an activity. There is a very wide range of activities provided in the form of visits and visitors to the school. These activities are a real strength of the school and help to ensure that the curriculum is greatly enriched and meets the diverse needs of all its pupils. There are residential visits for pupils in Years 4 and 6 which promote teamwork and support learning.
26. The curriculum is regularly reviewed and updated to take account of new developments. Curriculum plans are in place for all subjects and the school is beginning to make appropriate links between subjects. There is a strong emphasis on the teaching of English through other subjects. This is consistent across the school and is helping to maintain the high standards in the subject reported in the last inspection.
27. Provision for pupils with special educational needs is good and is well co-ordinated by the special educational needs co-ordinator who is experienced and very committed. The arrangements for identifying and assessing pupils with special educational needs are good. As part of this provision the school has identified a range of 'gifted and talented' pupils, and has put in place a number of initiatives, including 'Maths Masterclass', 'Art Masterclass', Judo and Spanish Dance, to give enhanced opportunities.
28. Opportunities to access the curriculum are provided for all pupils regardless of ability, gender or ethnic group. The curriculum is fully inclusive and no pupil is excluded from any part. All pupils are highly valued by the adults in the school and there is very good provision for pupils' personal, social and health education. This contributes to the very good behaviour, self esteem and relationships in the school.
29. The school has good links with its partner secondary schools and prepares pupils well for the next stage in their education through participation in activities such as 'Wise Owls' (in Year 5) and 'Going for Gold' (in Year 6).
30. Overall resources for the curriculum are good with very good resources available in English and mathematics and ICT. There is a stock of separate learning resources to support the work for pupils with special educational needs.
31. Staff are sufficient in number and are deployed appropriately. They are well qualified and suitably experienced to deliver the curriculum. The school has worked hard at developing ways of maximising the effectiveness of the support the co-ordinator for special educational needs offers. Time is now allocated for the co-ordinator to work with teachers, both in and out of the classroom, supporting the specific needs of pupils on the special educational needs register. This makes a good contribution to the achievement of these pupils.
32. Accommodation is safe and generally adequate for the purpose. A new larger library is due to open the week following the inspection and will provide improved learning opportunities for the pupils. Outdoor play areas are limited in space and insufficient use is made of the outdoor environment as a learning resource. Storage areas are well organised and many attractive displays enhance the learning environment for pupils.

### **Care, guidance and support**

The school is a very caring organization and it is safe and secure. There are procedures to provide the pupils with good levels of support. These are enhanced by good relationships and the pupils' confidence in their teachers.

### **Main strengths and weaknesses**

- The school is a very caring organisation.

- The pupils feel very well supported by their teachers.
- There are good arrangements to provide guidance and support.
- The arrangements for the induction of new pupils are good.
- There has been no recent formal whole staff training in child protection.

#### **Main strengths and weaknesses continued**

- No procedures in place to record temporary absence during the course of the school day.
- There is a need to ensure that parents are clear about informing the school when their child is first absent.

#### **Commentary**

33. Arrangements for the welfare of pupils are good overall. There is diligent attention to health and safety issues. However, there is no formal record if a pupil leaves school for a short period during the day and parents may not be clear about the arrangements for contacting the school if their child is absent.
34. Procedures used by the school for child protection satisfy local requirements. The designated teacher has been trained recently. Other staff are aware of their responsibilities but they have not received any formal training.
35. Monitoring and assessment arrangements are good and the pupils like, and have confidence in, their teachers. For instance, all pupils are happy to approach their teachers with any problems and this helps them learn. The school council is well established and has good systems in place for consulting pupils and listening to their views. In addition initiatives, such as 'Wise Owls' and 'Going for Gold', where pupils set personal targets and comment on school life, means that they become fully involved. Overall, the school's capability to provide guidance and support is good.
36. There is very close collaboration with the feeder infants' school. Arrangements to transfer pupils include a good range of visits, lessons taught by junior school staff and meetings for parents. They are improved and extended by a 'buddy' scheme which establishes a supportive relationship for each pupil prior to and after their transfer into Year 3.

#### **Partnership with parents, other schools and the community**

Partnership with parents and the community is **good**. Links with other local schools are **very good**.

#### **Main strengths and weaknesses**

- The vast majority of parents like the school and they support it well.
- Parents make a good contribution to their children's learning, particularly at home.
- Information for parents is good. They would welcome more consultation on their views.
- The school derives significant benefits from its links with other schools and the community.

#### **Commentary**

37. The school is successful in its aim to promote good links with parents. They feel welcome in the school, support its activities and provide financial help through a successful parent/teacher association. Parents also directly support and extend their children's learning well, particularly at home.
38. Regular newsletters, the governors' annual report and the school prospectus provide parents with a wide range of useful information about the school and its activities. A significant minority of parents who completed the questionnaire would welcome more consultation by the school of their views. The pupils' annual progress reports have improved since the previous

inspection but they are still brief and give little information about difficulties and steps for pupils to improve. Information on progress is provided in log books, completed by pupils in Years 5 and 6, which are concerned with personal targets and homework. In addition to written information, parents have many formal and informal opportunities for discussions with teachers.

39. Pupils' learning, their personal development and welfare benefit significantly from links with other schools. For instance, pupils from a nearby school for pupils with special educational needs visit regularly and a local secondary school provides the use of ICT facilities, training for staff and help with master classes in mathematics. Close liaisons with the main receiving secondary and feeder infant schools are maintained and this results in good transfer arrangements.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are very good overall. Governance is good. Leadership is very good. The headteacher provides very good leadership and the leadership of the deputy headteacher is also very good. The co-ordinators of the main subjects lead their subjects well. Management is good overall.

### **Main strengths and weaknesses**

- The very good leadership of the headteacher which motivates teachers and maintains good standards in the school.
- The commitment and expertise of the deputy headteacher and of the co-ordinators particularly in English, mathematics, science, ICT and religious education to maintain and strive for high standards.
- The good understanding that the governing body has of the strengths and development of the school and the whole hearted support and expertise they bring to it.
- The prospectus does not fully comply with DfEE requirements.
- The school has a strong commitment to ensure that all pupils are fully included in all school activities.

### **Commentary**

40. The governing body has a good grasp of the school's strengths and areas for development. It plays a major part in shaping the direction and leading the development of the school with a clear focus on maintaining standards and improving the quality of the provision for the pupils. It challenges and supports staff decisions and policies well, keeping in close touch with the school's work. Performance management procedures are effective and are monitored well. The governing body is very well organised and keeps the school's work and finances under continuous review. It improves its own performance through appropriate developmental activities and training. However, the school prospectus does not include a statement on the school's ethos and values and does not fully meet DfES requirements.
41. Leadership at all levels is very informed, well established, and dedicated to maintaining the highest standards and achievement in all areas of the school's work. The headteacher provides very good leadership and has very good clarity of vision for developing the school further. She is very well supported by the deputy headteacher who took up her appointment around three years ago. The school has successfully tackled the key issues from the previous inspection as well as maintaining high standards and moving forward in other areas. Over the same period the school has responded well to an increase in size to a three form entry and continued to flourish. A thorough review of the curriculum has been ongoing and the provision of additional extra-curricular experiences and opportunities for pupils has added to the many experiences available for them.

42. The school plans strategically for improvement and use its School Improvement Plan (SIP) very effectively for this purpose. Evaluation is embedded in school practice and is accurate. It forms the basis and targets for the appropriate action to be taken. This corporate document (SIP) is written and reviewed by all staff and governors. As a result, everyone at all levels in the school knows what they are working towards and can easily measure their success.
43. The school is organised efficiently and runs very well on a day to day basis. Good management practice exists, for instance, in the procedures for health and safety and the monitoring of pupils' punctuality. All staff are committed to helping pupils of all levels of ability including those with special educational needs and higher attaining pupils. They provide work that is well matched to pupils' capabilities and ensure that all pupils are catered for. Staff set very good examples for pupils and there is a common understanding of expectations within the ethos of the school.
44. All staff are clear about their roles and responsibilities which are effectively distributed and delegated. Staff have ready access to support and guidance from co-ordinators and experienced staff and access to relevant training. Their targets for performance management (PM) are established and these are monitored and reviewed by PM team leaders who have been trained in classroom observations. Other monitoring of teaching is undertaken by the headteacher, deputy headteacher and other agencies such as the local education authority advisors. The school makes a thorough analysis of the end of year test results for pupils in each year group particularly in the core subjects of English, mathematics and science. Pupils' individual progress and achievements, including those of different groups of pupils, are tracked carefully from when they join the school either in Year 3 or part way through.
45. The budget is set in accordance with statutory requirements. Due to increases in the numbers of pupils over recent years the school had a healthy budget surplus of about 12 per cent at the end of the last financial year. The reserves are expected to be reduced to below the recommended level by the end of the current year due to planned spending which is now taking place. This includes additional spending by the school in building improvements, refurbishing two additional classrooms and additional planned spending for ICT resources and the ICT suite. The school maintains the principles of best value.

## Financial information

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)	
Total income	751,061
Total expenditure	747,671
Expenditure per pupil	2,199

Balances (£)	
Balance from previous year	91,000
Balance carried forward to the next	99,909

## **PART C: THE QUALITY OF EDUCATION IN SUBJECTS**

### **SUBJECTS IN KEY STAGE 2**

#### **ENGLISH**

Provision in English is **very good**.

#### **Main strengths and weaknesses**

- The subject is very well led and managed by the subject co-ordinator who has a very clear understanding of how the subject can be further improved.
- Pupil attainment is above national averages. This is largely as a result of the high priority given to English within the school's timetable and the good quality of teaching.
- Pupils' writing skills are developed effectively through other subjects.
- Pupils make very good progress when compared with similar schools.
- There are too few opportunities made for pupils to experience drama within the curriculum.
- Handwriting standards are inconsistent across the school.

#### **Commentary**

46. Pupils' attainment in English is above average when they start at the school. They continue to make good progress in Years 3 to 6 and standards are above average in all year groups. Pupils are taught in classes set by ability for English and this helps to ensure that work is appropriate to the ability and interest of pupils and that standards are maintained.
47. Throughout the school pupils have many opportunities to develop their skills of speaking and listening. Teachers use good levels of subject related and general vocabulary in lessons and expect pupils to respond appropriately. They are encouraged to discuss their own and each other's work. Discussion in lessons is often lively and children articulate answers well. For example in a Year 4 class, pupils were engaged in a lively discussion about 'powerful' words and enjoyed playing with the language and altering meaning as they described settings and characters in the story they were reading. In a Year 6 class pupils were observed rewriting an extract from Macbeth in the style of a modern author. The recent Modern Foreign Language (French) initiative in Year 3 is providing further opportunities to develop pupils' listening skills and is effectively raising pupil confidence in speaking aloud. Opportunities to explore language through drama are limited within lessons, although there is good provision through out of school clubs and activities. However, these opportunities are limited to those pupils who decide to take part.
48. Pupils make good progress in reading and this is an improvement on the last inspection. They read aloud with confidence and are developing a range of strategies to help read unfamiliar words. Pupils read with good expression and recognise that punctuation marks, such as exclamation marks and question marks, add meaning to the text. Pupils have the opportunity to read from a wide range of fiction and non-fiction books and are developing their independent research skills successfully through use of the school library and the Internet. Improvements in pupils' reading skills are largely as a result of local initiatives such as Voluntary Reading Helpers and by making very good use of other volunteer adults in the school. A new reading

scheme provides a wide range of fiction and non-fiction reading books which engage the interests of boys as well as girls.

49. Attainment in writing is above average and many good opportunities are made to write in a variety of different styles in other subjects; for example, when writing reports of visits to a place of worship in a religious education lesson, or in writing poetry about feelings in personal, health and social education. Standards of handwriting, however, are inconsistent across the school since teachers' expectations vary across classes and year groups. Where teachers' expectations are high, pupils demonstrate the ability to write in a neat, cursive style. Standards in spelling are good overall. Pupils learn basic and complex spelling patterns systematically as they progress through the school and have regular opportunities to practise what they have learned. Teachers' marking is generally useful and indicates to pupils what they need to do to improve their work.
50. Pupils with special educational needs are well supported in English lessons. The tasks offered to them are well matched to their individual education plans and support staff and teachers are very effective in providing the help they need in order to learn. These pupils make good progress.
51. Teaching in English is good overall. This is reflected in the progress being made by the pupils. Teachers have good knowledge and understanding of how to teach reading and writing. In very good lessons teachers challenge their pupils and provide interesting and exciting activities which engage the pupils in lively discussion. Where lessons are satisfactory this is largely due to lack of pace and pupils sitting to listen to explanations for too long. This leaves insufficient time for them to develop their skills through independent tasks.
52. The management of English is very good. The co-ordinator is very knowledgeable and enthusiastic about her subject. She has a clear idea of the subject's strengths and areas for development. She monitors the subject regularly and has carried out an audit of resources in order to ensure that they are up to date and relevant to the curriculum. As a result a new reading scheme has recently been purchased and the library is undergoing refurbishment. A very good range of resources supports the teaching of English. These are well organised and accessible to pupils and staff.

### **Language and literacy across the curriculum**

53. High priority is given to the teaching of English and additional time is given to teaching the subject through other subjects.

### **MATHEMATICS**

Provision in mathematics is **good**.

#### **Main strengths and weaknesses**

- Teaching is good overall.
- The management is good and teachers are well supported.
- Attainment is above average.
- The curriculum is well planned with good procedures for assessment of pupils' work and tracking of their progress through the school.
- Too few opportunities for pupils to use and apply their mathematical skills in investigations and solving problems.
- Not enough use of information and communication technology skills in mathematics.

#### **Commentary**

54. The quality of teaching is good throughout the school and as a result pupils make good progress. Pupils with special educational needs are well supported. Teachers have a good knowledge of the subject and use this effectively to give pupils a good grounding in basic skills. Oral and mental introductions to lessons are sharp, lively and purposeful. The subject co-ordinator is experienced and knowledgeable and has been instrumental in refining the planning of the curriculum so that it offers good guidance and support for teachers to plan work for pupils of different abilities. Assessment procedures are thorough. The tracking system for pupils' progress, introduced since the previous inspection, enables the school to identify achievements of pupils from different gender and ethnic groups, the effects of pupil mobility, and the 'falling behind' factor where progress is not as expected.
55. Pupils' attainments are consistently good and the school is keen to raise standards even further. There are plans to monitor the quality of teaching further in order to ensure that the characteristics of the best teaching become central to the school's practice. An appropriate range of work is covered. Teachers are not afraid to challenge pupils in their oral, mental and computational work. However, evidence of pupils having opportunities for challenging investigative work is inconsistent and ICT is not used enough in mathematics. Pupils' achievements are good, teaching is good overall and the subject is well led. Consequently the school is now very well placed to develop an innovative curriculum in mathematics that gives pupils chances to use their acquired mathematical knowledge and understanding in tackling investigations and attempting to solve more challenging problems.

### **Mathematics across the curriculum**

56. Little evidence was seen of mathematics across other subjects of the curriculum although examination of pupils' work showed that some use is made of mathematics in design and technology.

## **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weaknesses**

- Standards are well above the national average and pupils make very good progress.
- Teaching is good and often very good.
- The co-ordinator is very knowledgeable and enthusiastic and as a result the subject is very well led and managed.
- Investigative work is recorded well and pupils develop a good understanding of scientific vocabulary.
- Pupils make little use of ICT to classify and present their findings.
- Some lessons in science are too long and the youngest pupils in particular sometimes flag towards the end.

### **Commentary**

57. Standards are similarly well above average as at the previous inspection. Pupils begin in Year 3 with a good knowledge and understanding of science. They build well on this and by the time they reach the age of 11 they achieve the standards expected of them for their age and a significant proportion of pupils exceed this and reach the higher level (Level 5). All pupils achieve well including the lower attaining pupils and those with special educational needs. Boys and girls and those from ethnic minority backgrounds achieve equally well. Pupils record their work systematically in a variety of charts and graphs although they do not make enough use of ICT to organise, classify and present their findings. Pupils predict what will happen in their investigative work and make informed hypotheses. They develop a good understanding of the need for a fair test when setting up their enquiries and explain how to go about this.

58. The high standards and good achievement are due to the very good leadership and management of the subject by the co-ordinator and the good teaching overall across the school. In the most successful lessons teaching is very good and lively, for instance in a Year 4 lesson when pupils learned through very good demonstrations and explanations how the earth spins on its axis and day and night are formed. Pupils made good progress in their understanding of the earth's tilt and gave good explanations of the earth's orbit and rotation. Teachers have good subject knowledge overall and use this effectively to explain scientific principles, processes and to plan enquiries. In Years 3 and 4 teachers plan work well to ensure that work is matched to the abilities of all groups of pupils in the class. In Years 5 and 6 pupils are grouped by ability across the year group and teachers provide well, within these groupings, for pupils of differing abilities. Where teaching is satisfactory, this is because the lessons are too long and broken up by a recess. As a consequence the teaching loses pace and pupils do not maintain their keenness and interest towards the end of the lessons. Teachers pay particular attention to the development of scientific vocabulary. This was a strength of a lesson seen for a lower attaining group of pupils who were observing and dissecting the parts of a flowering plant. They quickly learned to recognise and label the parts such as stamen, carpel and stigma and to know how the plant made its seeds.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in Information and communication technology is **satisfactory**.

### **Main strengths and weaknesses**

- The teaching is good and teachers make good use of ICT for introducing and developing lessons in subjects across the curriculum.
- The school co-ordinates the subject well and resources are good.
- Links with a local secondary school and the support of a technician benefits the school.
- Pupils do not use ICT enough in other subjects of the curriculum particularly in mathematics and science.

### **Commentary**

59. At the time of the last inspection standards, pupils' progress and teaching were judged to be unsatisfactory. The school has worked hard since then and has improved the provision for ICT in several areas and standards are now satisfactory by the end of Year 6. The teaching is good overall and pupils make satisfactory progress throughout the school. Standards seen during the inspection were above average for those pupils in the Year 3 class who had just joined the school from the infants and average for pupils in Years 4, 5 and 6. National expectations are now much higher than at the time of the last inspection so that these standards represent a good improvement. All pupils achieve satisfactorily including those from minority ethnic groups and those with special educational needs.
60. This improvement is due to the whole school effort that the school has made since the last inspection in:
- training teachers and so increasing their confidence and expertise;
  - providing high quality resources such as interactive smart boards and a well equipped computer suite linked to a network and to the Internet;
  - linking with other schools and using these links well to support teachers and pupils with technical advice and expertise;
  - encouraging parental involvement.
61. The school is currently reviewing the scheme of work in ICT and matching specific programs to it. It uses a variety of programs to teach pupils to control events such as simulations and to exchange information with the use of e-mail within the school. Pupils in Year 6 use digital

cameras and sound effects competently to assemble end of year presentations of their work for others.

### **Information and communication technology across the curriculum**

62. Teachers use ICT very well for introducing many lessons across the curriculum. They display learning objectives, illustrations for discussion from different websites for instance, of artifacts used by the Ancient Egyptians. This helps motivate pupils and makes the lessons interesting. However, pupils have insufficient opportunities to use ICT in mathematics and science.

### **HUMANITIES**

63. It was only possible to observe two lessons of religious education and three lessons of history in Years 4, 5 and 6 during the inspection. There were no lessons of geography timetabled during the inspection. Comments are based on the lessons observed, on examination of pupils' previous work and discussions with pupils and subject co-ordinators.

### **Religious Education**

Provision in religious education is **good** overall.

### **Main strengths and weaknesses**

- The subject co-ordinator leads and manages the subject well and has raised the profile of religious education in the school effectively.
- A wide range of visits and visitors enhance the learning opportunities for the pupils.
- Resources are good.
- The systems for assessing how well pupils are acquiring knowledge and understanding in religious education need further development.

### **Commentary**

64. Standards in attainment in Years 3 to 6 are in line with the locally agreed syllabus for religious education. Pupils achieve well, regardless of their ability or ethnic background. Pupils' knowledge and understanding of other faiths have improved since the last inspection through their study of Judaism, Islam, Sikhism and Buddhism. Opportunities to develop their understanding of other faiths are very effectively provided through a wide range of visitors to the school and visits to places of worship, for example to a Jewish synagogue and a Buddhist temple as well as Christian churches. Good use of a range of different writing styles seen in the pupils' books is contributing to their literacy development.
65. No reliable judgment can be made on teaching. However, in a good lesson observed, imaginative teaching and good use of resources and time provided interest and challenge to pupils who were fully engaged in writing 'rap poetry' about their feelings. A system for assessment is being developed in Year 6. Teachers in these classes know how well their pupils are acquiring knowledge and understanding. This is not always the case in other classes in the school where no formal assessment or recording of progress takes place. The subject co-ordinator leads and manages the subject very effectively. She has a clear understanding of what needs to be done to improve the subject further.

### **Geography and History**

Provision in geography and history is **satisfactory**.

### **Main strengths and weaknesses**

- A good range of writing experiences in history is contributing positively to pupils' literacy development.
- Visits to places and visitors to the school, as well as history themed days, boost learning opportunities for the pupils.
- Artefacts and other resources are used well to engage pupils' interest and deepen their understanding of the past.
- Marking does not always guide pupils on what they need to do to improve.
- Greater use needs to be made of ICT in history and geography.

## Commentary

66. Standards of attainment are satisfactory in both subjects. Opportunities are made for boys and girls and pupils of different ethnic groups to achieve equally. Pupils with special educational needs make satisfactory progress in history and geography.
67. In a discussion on geography, pupils in Year 6 demonstrated satisfactory understanding of places and could compare and contrast different localities with regard to climate and physical features. They understood that the environment is affected by human activity and are beginning to understand why some activities take place where they do, for example, why Liverpool is a port. They recognised features on a map and used geographical language correctly to describe, for example, the water cycle.
68. In history pupils develop a satisfactory understanding of the past. In the lessons seen, teachers made good use of photographs and other resources to extend pupils' learning. Pupils have the opportunity to experience life in past societies through events such as a Viking Day at Croxteth Park for pupils in Year 3 and Victory in Europe day parties in Year 5. Pupils' understanding of their local culture is developed in Year 5 through their local history topic on Liverpool.
69. No reliable judgement can be made on teaching. However, in these lessons the overall quality of teaching was judged to be satisfactory. Where good teaching was observed in a Year 6 class, pupils looked at artefacts to make successful deductions about life in Ancient Egypt. Marking is up to date but does not comment enough on what pupils can do to improve their work. The wide range of extra-curricular activities and field trips offered to pupils supports their learning in history and geography.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

70. Only one lesson was observed in each subject of art and design, design technology and music. Three lessons were observed in physical education but these did not cover all aspects of the subject. The limited evidence indicates that provision in art and design, design technology and music is satisfactory. Some good examples of observational art, and of design and make projects were seen in lessons. Co-ordinators have worked hard to improve the provision in their subjects. At present the school is looking to appoint a new co-ordinator for art and design and design technology now that the previous post holder has left the school. The music co-ordinator provides a good educational direction for staff and pupils together with the specialist music teacher who takes class lessons, and the orchestra and choir. Visiting musicians include 'Travelling Tuba', music from around the world including African, Spanish, Indian and Chinese dance groups. Along with such initiatives as the Choral Summer School, and National Ballet workshop of "The Nutcracker" these extend pupils' musical and cultural experiences very well.

### Physical Education

Provision in physical education is **satisfactory**.

### Main strengths and weaknesses

- Pupils are enthusiastic.
- Teaching is good.
- Only the minimum time is given to physical education.

## Commentary

71. In the lessons observed pupils showed enthusiasm for learning, and were keen both to demonstrate their own skills and to observe others and gain fresh ideas. Teachers provide good opportunities for pupils to gain confidence in performance and to evaluate what they and others do, looking to spread best practice. A full Programme of Study, including dance, gymnastics, athletics and games, is taught, and swimming is provided for each year group. School records indicate that by the time pupils leave at the end of Year 6 around 90 per cent can swim the required distance, with many pupils achieving much more. The school has recently taken steps to increase the average amount of time for lessons each week for each pupil. However, this is still only around the minimum time expected.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

### Personal, social and health education

Provision in personal, social and health education is **very good**.

### Main strengths and weaknesses

- Provision is well planned within the curriculum.
- Learning opportunities are enhanced through a well planned programme of visits out of school and visitors to school.

## Commentary

72. Arrangements for Personal, Social and Health Education (PSHE), including drugs education are very good. A commercial scheme of work is available to teachers and the programme of work is taught partly through other subjects. Sufficient curriculum time is given to the subject. Pupils learn about the importance of maintaining a healthy lifestyle through science and physical education lessons and about friendship and relationships in religious education lessons. They are given opportunities to explore their feelings through poetry and writing for example this was evident when pupils explored their feelings in work about 'Pandora's Box'. Opportunities are made for pupils to discuss school and class rules and take responsibility through the School Council and the 'Buddy' system. The school is working towards the Activemark Award.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
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).*