

INSPECTION REPORT

SIDMOUTH PRIMARY SCHOOL

Kingston-upon-Hull

LEA area: Kingston-upon-Hull

Unique reference number: 117816

Headteacher: Mrs H N Wright

Lead inspector: Mr P Gadsby

Dates of inspection: 2 - 4 February 2004

Inspection number: 260698

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	203
School address:	Sidmouth Street Hull
Postcode	HU5 2JY
Telephone number:	01482 441 152
Fax number:	01482 444 081
Appropriate authority:	Governing body
Name of chair of governors:	Mr K Grainger
Date of previous inspection:	15 October 1998

CHARACTERISTICS OF THE SCHOOL

This is an average sized community primary school near the centre of Kingston-upon-Hull. It has 203 pupils with 36 in its maintained nursery class. About 27 per cent of its pupils are eligible for free school meals, which is above average. About 20 per cent of pupils have special educational needs, which is average. The proportion of pupils for whom English is an additional language, 15 per cent, is high. These pupils come from a range of ethnic heritages, including refugees, and the movement of pupils in and out of the school is increasing. Attainment of children on entry to the school is below average. The school, housed in a large grade II listed building, serves a densely populated urban area, which contains pockets of severe social and economic deprivation.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
5281	P Gadsby	Lead inspector	Areas of learning in the Foundation Stage Science English as an additional language
19419	S Boyle	Lay inspector	
20380	N Pinkney	Team inspector	English History Geography Religious education
4350	C Whittington	Team inspector	Mathematics Information and communication technology Art and design Design and technology Music Physical education Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school. Good teaching leads to all pupils achieving well and maintaining satisfactory standards over time. Attitudes of pupils are very good and their personal development is good. The headteacher and senior staff lead the school very well. The school is well governed. The overall effectiveness of the school has improved since its previous inspection. It gives good value for money.

The school's main strengths and weaknesses are:

- Good teaching leads to pupils achieving well; they are all fully included in school life
- Very good leadership and good management are focused on raising achievement
- The school has very good links with the local community
- Pupils' attitudes, and relationships throughout the school, are good
- There is very good provision for scientific enquiry in Years 3 to 6
- Opportunities in other subjects, to develop key skills in writing and information and communication technology (ICT), are insufficiently planned
- The school's sharp focus on literacy and numeracy allows insufficient time for the humanities and the arts

The school is very well led by a hard-working, committed headteacher, who over several years has been dedicated to achieving the best possible education for its pupils. She is supported well by an effective deputy and a good governing body. The school has high expectations of its pupils, in the way they work and behave, and they respond well to them. Teaching is good throughout the school and is particularly strong in the nursery and reception classes and Years 5 and 6. This leads to pupils achieving well, especially in mathematics and science. The school is aware of the need to raise standards further in English, and has targets for improvement in place, with successful strategies for reaching them. There has been good improvement in pupils' skills in ICT since the school's previous inspection. The appropriate focus, in recent years, on raising standards in basic skills has led to the emphasis on other subjects, including the arts and humanities, being reduced.

STANDARDS ACHIEVED

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

Pupils achieve well and attain satisfactory standards. They enter the school with attainment which on the whole is below average, although within a wide spread. They make good progress through the school. National test results for seven-year-olds, in 2003, showed standards in mathematics above the national average, in reading at the average and in writing below average. The school's test results for 11-year-olds, in 2003, were average in English, above average in mathematics and well above average in science, a marked improvement over the results in 2002. When these results are compared with those of schools where the standards of seven-year-olds were similar, English was average, mathematics above average and science well above average. Standards seen in science and mathematics, during the inspection, were good. In English, ICT, and all other subjects where judgements could be made, they were satisfactory. Children in the nursery and reception classes make good progress. Some will achieve the nationally agreed Early Learning

Goals, although the majority will not. Pupils with special educational needs (SEN), those for whom English is an additional language (EAL) and more able pupils achieve well.

The school has high expectations of pupils' behaviour and it fosters positive attitudes. Relationships throughout the school are very good, which has a positive effect on learning. **The spiritual, moral, social and cultural development of pupils is good.** Pupils are encouraged to take responsibility and this supports their social and moral development, which is very good. Spiritual development of pupils is good and their cultural development satisfactory. Attendance is satisfactory.

QUALITY OF EDUCATION

The overall quality of education provided by the school is good. Teaching is good. A fifth of the lessons seen were very good; two were excellent. As a result, pupils make good progress in their learning and achieve well.

The curriculum is broadly based and meets statutory requirements. It is enriched by good extra-curricular activities and very good community links. There has been a sharp focus on English and mathematics, which has had some effect in limiting provision in other subjects.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school is good overall. The leadership of the headteacher, who has served the school well for many years, is very good, and she manages the school well. Governors are well informed and supportive. They know the school well and are aware of its strengths and priorities for improvement, contributing to its strategic direction. The headteacher is well supported by an able deputy and the management role of subject leaders is clearly defined and developing well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils are positive about the school, are happy in it and feel well supported. Parents are supportive of the school and its work. A few feel that the school does not communicate with them sufficiently about the progress their children make. The inspection findings indicate that the school does a great deal to consult with and support parents.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is to review the balance and organisation of its curriculum to:

- Plan more effectively the ways in which pupils apply and develop writing and ICT in other subjects
- Strengthen the focus on the arts and humanities.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

All pupils are achieving well. Standards are **good** in mathematics and science and **satisfactory** in all other subjects where secure judgements are possible. There has been good improvement in information and communication technology (ICT).

Main strengths and weaknesses

- Pupils make good progress in mathematics and science and reach above average standards, although standards in investigative mathematics are too low
- Pupils make good progress in information and communication technology
- There are very good standards in investigative science
- Pupils' speaking skills are below average

Commentary

1. When children enter the school their attainment is below average, most markedly in their language and communication skills and their personal and social development. Within this overall pattern, there is a wide range, with a small number of high-attaining children and many whose attainment is very low. By the end of the reception year, while some are likely to achieve the nationally agreed Early Learning Goals, most will not and standards remain below average overall, although this represents at least satisfactory achievement, given the starting point of many of the children.
2. The results of the 2003 national assessments for seven-year-olds show that standards were above the national average in mathematics, average in reading and below average in writing. When compared with similar schools, defined in terms of pupils' eligibility for free school meals, standards were well above average for reading and mathematics and above average for writing. The proportion of pupils achieving higher levels in the national tests, when compared with similar schools, was well above average in writing, and in the top five percent for reading and mathematics. The overall picture is balanced by a significant number of pupils attaining at lower levels, a continuing reflection of the wide range of attainment of children when they enter the school.

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

Standards in:	School results	National results
English	27.4 (24.7)	27.5 (27.7)
Mathematics	27.6 (25.5)	27.5 (27.6)
Science	30.0 (27.7)	29.3 (29.1)

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

3. The results of the national tests for 11-year-olds show that in English they were in line with the national average, in mathematics they were above it and in science they were well above it. This shows a significant improvement from the school's results in 2002. When compared with schools with a similar proportion of pupils eligible for free school meals, the 2003 results were well above average in the three subjects tested. In 2003, the results of the Year 6 tests, for English, mathematics and science taken together, represented a level of progress from Year 2 that was above average when compared with schools starting from a similar attainment base. The school's results for pupils achieving the higher levels in the tests, in all three subjects, were above the national average and well above the average for similar schools.

4. The pattern of the school's performance overall, within inevitable year on year variations due to differences in the size and nature of groups, is that over time all pupils achieve well. The need to challenge and raise the attainment of more able pupils was an issue in the school's previous inspection. This has been fully addressed. The school sets itself realistic but robustly challenging targets for attainment and generally reaches them. English is the weakest area. The school recognises this and is focused on raising standards, especially in speaking and writing.
5. Pupils' skills in numeracy are good; the issue to improve pupils' mental arithmetic skills has been fully addressed through the school's implementation of the National Strategy for teaching Numeracy. Investigative mathematics is the weakest element in the school's provision. Skills in literacy are satisfactory but handicapped by speaking skills, which are below average overall, an issue being addressed by the "Talk Project" the school is undertaking. Skills in ICT are now satisfactory, with good achievement, a significant improvement on the previous inspection when progress and standards were found to be unsatisfactory.
6. Pupils with special educational needs and those for whom English is an additional language are well supported and achieve well as they make good progress towards their individual learning targets. Overall, boys and girls achieve equally well. Pupils with special talents or gifts are carefully identified and their progress is monitored. They are now achieving well in response to high levels of challenge and expectation in the school. The school has identified those pupils who are gifted and talented, and suitably challenging work is set for them.

Pupils' attitudes, values and other personal qualities

These are **good** throughout the school, with pupils' attitudes to work and relationships at all levels being **very good**. The spiritual, moral, social and cultural development of pupils is **good** overall. Attendance is **satisfactory**.

Main strengths and weaknesses

- The school has high expectations of behaviour and attitudes; pupils respond well to this and are confident and positive
- Social and moral development are very good
- Occasionally, the behaviour of a very small minority of pupils sometimes slows the pace of learning in lessons

Commentary

7. Attendance is satisfactory. The school promotes it well and has good monitoring procedures. Most pupils arrive punctually and behave well in lessons and around the school.
8. The very good relationships seen help those pupils with special educational needs and those for whom English is an additional language to gain in self-esteem and make good progress in their learning. Pupils are free from harassment, and any incidents of potential bullying are dealt with speedily and effectively. In a very few lessons observed, teachers had to spend too much time managing the behaviour of a small minority of pupils. Although their behaviour was always under control, time was deflected from the main focus of the lessons and, as a result, the pace of learning slowed.
9. Provision for pupils' spiritual development is good. In the whole-school assemblies, time is given for prayer and reflection. When singing takes place in assemblies, it adds an important dimension to the atmosphere of the occasion. The school seeks to deal sensitively with the range of religious faiths of its pupils, and tries to take opportunities for pupils to share their spiritual beliefs with each other. Extending this would add to their spiritual development. Collective worship meets statutory requirements. Pupils are encouraged to think deeply about

issues and to show concern for themselves and others. In lessons, pupils' ideas are valued and their self-esteem is developed.

10. Provision for pupils' moral development is very good. They are taught right from wrong, as themes such as keeping promises are focused on in assemblies. There is a strong moral code evident in all areas of school life. Pupils are aware of this; it is reflected in the existence of very good relationships. Adults in the school, through the ways in which they behave, provide strong role models.
11. Provision for pupils' social development is very good. The school has high expectations in this regard and pupils respond well. They discuss issues openly and sensibly with each other in opportunities such as "circle time", specifically created by teachers for this purpose. This is seen particularly well in lessons when ideas from the "Talk Project" which the school is undertaking are used. Pupils work with talk partners and larger groups in a very mature and sensible way. The school council and the way in which older pupils help younger ones at lunch and other times, through the JAMs – just ask me – system, contributes to the very good relationships which the school promotes.
12. Provision for pupils' cultural development is satisfactory. Lessons in religious education introduce pupils to the range of world faiths, and there are occasions when this is celebrated by utilising the range of faiths represented in the school. Opportunities to fully realise the potential within the school for promoting a rich, multicultural ethos could be extended even further. Work in art, music, history and geography contributes to pupils' cultural development, but sometimes there is not enough time given to these subjects to fully exploit their potential for this.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education provided by the school is **good**. Teaching throughout the school is good. The very good and excellent teaching, found in a fifth of lessons, occurs mainly in Years 5 and 6. The curriculum is enriched by good extra-curricular activities and some very good community links and is satisfactory overall. Opportunities for the development and application of skills of writing and ICT through other subjects are too limited. The recent emphasis on speaking and listening, through the Talk Project, is beginning to raise standards in all areas.

Teaching and Learning

Teaching is **good**. Pupils respond well to it and make good progress throughout the school. They reach at least satisfactory standards and achieve well.

Main strengths and weaknesses

- Teachers have high expectations of how pupils should work and behave, to which pupils respond
- Very good relationships between staff and pupils in well-planned and focused lessons leads to good learning
- Teachers' subject knowledge is secure, particularly in mathematics and science, where pupils achieve well
- Skills in writing and ICT are not developed well enough in other subjects

Commentary

13. It is because teaching is good that pupils make good progress in their learning and achieve well. Teachers establish good relationships with pupils and have high expectations of how they should work and behave. As a result, there is a secure and relaxed context within most lessons, and good teaching and learning takes place. Good teaching in the Foundation Stage classes gives children a good start to their education.

14. Lessons are well planned and, when necessary, they take account of the range of attainment in classes, and are pitched at different levels. This is well supported by targeted, focused questioning, which helps all pupils to learn whilst challenging the thinking and extending the understanding of the most able. Opportunities to develop and use the skills and knowledge pupils learn in literacy and ICT lessons are not always fully exploited in other subjects, because they are not explicitly and systematically planned for. In a very few lessons observed, the pace of learning was slowed because teachers had to spend too much time controlling the inattentive behaviour of a small number of pupils. The school's very clear behaviour policy was consistently applied in these lessons, but teaching and learning was affected.
15. The teaching of pupils with special educational needs is effective. Pupils are helped to succeed through appropriately set work and good levels of support. Most of their individual education plans (IEPs) are detailed and specific, with clear and achievable targets for improvement. In some cases, details are too broad and there is no link with the individual pupils' class subject targets. The special educational needs co-ordinator (SENCO) is aware of this and has plans for relevant staff training. Most targets are agreed with pupils and, where possible, their parents, so that everyone knows what must be done to improve. Pupils' progress is assessed carefully and this is used to set the next targets.
16. Assessment of pupils' progress is good in English, mathematics, science and ICT. It is less well developed in other subjects. However, teachers do know their pupils well and they make satisfactory progress in their learning in these subjects. Pupils' work is marked regularly and positively, seen at its best in English. The extent to which it focuses on what pupils should do to improve is inconsistent.

Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (5%)	6 (15%)	24 (60%)	8 (20%)	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.

How well does the curriculum meet pupils' needs?

The overall quality of the curriculum throughout the school is **satisfactory**. Opportunities for curriculum enrichment through the range of extra-curricular activities are **very good**, with a very good range of visitors to enrich the curriculum. Overall the accommodation and range and quality of resources are **satisfactory**.

Main strengths and weaknesses

- Not enough time is given to art and creativity, and the humanities, to raise standards and as a means of further strengthening the pupils' cultural development
- Good provision is made for pupils with special educational needs and those who may be gifted or talented
- There are too few opportunities for the development of key skills in writing and ICT across the curriculum
- There are too few opportunities for pupils to undertake investigational mathematics and solve problems

Commentary

17. The school's curriculum is broadly based on the nationally recommended schemes. Curriculum provision for children under five (Foundation Stage) is good. The curriculum meets all statutory requirements, including the provision for sex and drugs education and

complies with the Locally Agreed Syllabus for religious education. All pupils are fully included in all aspects of the curriculum. The quality and range of learning opportunities provided is satisfactory. The National Literacy and Numeracy Strategies are used effectively to teach English and mathematics. The school does not provide enough opportunities for writing across the curriculum, or to develop investigations in mathematics. Standards in information and communication technology have risen considerably since the previous inspection (a previous key issue), although its use within all subjects is still underdeveloped.

18. Although the school's curriculum is broadly based and all subjects are covered, insufficient time and attention is given to some, the result of a perfectly reasonable focus on raising standards in English and mathematics. Literacy and ICT are not used systematically in other subjects. Pupils' cultural development is not sufficiently addressed through the range of subjects, or the multicultural dimension which is a significant feature of the school.
19. Provision for personal, social, health and citizenship education in the school is very good. The subject is timetabled and all pupils benefit from specific lessons. The school is highly inclusive in all its aspects and teachers have positive strategies that develop children's pride, initiative and responsibilities. A School Council meets regularly, encouraging pupils' sense of responsibility and adding much to their social development.
20. The curriculum is very well enriched by the sporting and other activities provided for the pupils. There is a good range of visits (including residential) and many different visitors are used effectively to enhance the curriculum and provide a wide range of learning opportunities. All pupils benefit from these.
21. The quantity and quality of resources are generally satisfactory, and these are used appropriately. The grade II listed status of the school building does cause problems, with cost and management time, but it has been developed sensitively to enhance curriculum provision. The need to improve outdoor provision for children in the Foundation Stage is acknowledged in the early years development plan. The teachers and learning support staff in all parts of the school are experienced and work effectively, as a team, to support pupils' learning and contribute well to their good achievement over time.

Care, guidance and support

Provision for the care, welfare, health and safety of pupils is **good**. Support, advice and guidance based on monitoring is **good**. The school effectively seeks, values and acts on pupils' views well.

Main strengths and weaknesses

- Midday supervisory staff have a professional approach to their role
- There are effective mechanisms for seeking pupils' views
- Induction arrangements are good

Commentary

22. All staff are committed to the care, welfare and health and safety for pupils. Appropriate risk assessments are in place, and a number of staff have had first aid training. Child protection procedures are well understood, although it is now some time since staff updated their training.
23. Pupils feel well supported. They are clear about their targets for learning, and are confident that teachers will help them with their work. Monitoring for behaviour and attendance is good. Induction arrangements are well thought out. Induction for children starting in the nursery is well matched to individual children's needs, and the move to the reception class is managed seamlessly. This is because staff in the Foundation Unit work so closely together and introduce children gradually to the new arrangements. A particular feature for pupils moving

on to the school is the booklet made for them by the Year 2 pupils. Pupils joining the school at other times are well supported. They are paired with a “buddy” who keeps a close eye on his or her particular charge.

24. Relationships are very good between staff and pupils with special educational needs. This helps to ensure that they make good progress. Levels of support within classrooms are effective, with pupils generally helped to achieve.
25. The school actively seeks pupils’ views through the school council, and the JAMs (Just Ask Me), pupils who work alongside staff at playtimes. They are well trained, take their responsibility seriously and are used effectively to monitor what happens in the playground. For example, the JAMs reported that the buddy stop was not being used well, and suggested a way to make it work, which the school intends to implement.
26. Midday supervisory staff demonstrate great commitment to their work. They meet as a group weekly, to discuss policy, and have attended a good number of courses to support them in their work. The senior midday supervisor has led colleagues in compiling a comprehensive handbook, which covers everything from managing behaviour to skipping games.

The school’s partnership with parents and the community

The school has established a **good** partnership with parents. Links with other schools and colleges are **good**. The school has developed **very good** links with the community.

Main strengths and weaknesses

- There are very good community initiatives
- There is a good range of courses for parents
- The school listens to the needs of parents

Commentary

27. The school has tried a number of initiatives to involve parents more in its work. The various classes for parents meet with varying success; for example, the EAL class is attracting several parents who enjoy the sessions and are clearly gaining a great deal. Other workshops for parents such as the SAT’s booster, which told parents how they could help, was poorly attended although very much appreciated by those who went. The school consults parents on an annual basis about their satisfaction with the school. The school listens to parents and acts appropriately. For example, changes were made to the home-school agreement following consultation, and the suggestions box came about because parents had asked for one. Parents are invited to discuss the targets set for their children with special educational needs, although not all wish to be involved.
28. The school is sensitive to the needs of parents who have English as an additional language and provides interpreters on the very rare occasions that they are needed.
29. Some parents felt that the school does not consult them sufficiently about the progress their children make. However, there are many channels of communication open to parents. Senior staff are in the playground and available to talk to parents at the start and end of the day, and governors are always around. Staff in the Foundation Unit talk to parents on a daily basis and, if the need arises, will phone parents, for example to reassure them that a child has settled. The school holds three parent teacher evenings a year, and this is more than many schools. The information in pupils’ annual reports is satisfactory overall, but they do vary in quality, with the best being clear about what pupils have achieved and the progress they have made. Very nearly all parents say that they would go to the school with a concern.

30. Links with the community have been, and continue to be, developed very well. A wide range of visitors into the school makes a very good contribution to the school's curriculum provision and pupils' achievement. Good use is made of spare capacity to provide after-school, breakfast and holiday provision. The building is being adapted to enable the provision to be extended to offer care for younger children. Through other links, there is a weekly family nurturing service, and the health visitor, in response to a need identified by parents, runs a drop-in service. The school benefits from the support given by local traders and organisations.
31. The school works very well with a local college to provide courses for parents. The courses frequently have crèche facilities to enable as many parents as possible to attend. The school works well with other primary school in a variety of ways, including sharing expertise and joint in-service training.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school is **good**. The leadership of the head and senior staff is **very good**. The quality of management is **good**. The quality of governance of the school is **good**.

Main strengths and weaknesses

- The headteacher provides the school with very good leadership
- The senior management team is very effective
- The governing body knows the school well and plays a significant role in its development
- Subject leaders have limited time to monitor teaching in their areas

Commentary

32. The leadership of the school is very good. The headteacher is very experienced and has given the school several years of dedicated and clear leadership. She maintains a very clear vision of the role of the school in the local community. She has a very strong commitment to the pupils, all members of staff and to parents. She is determined to provide the best quality of education possible. In all her work, she is supported by a very capable deputy headteacher. Together with other members of the senior management team, they regularly analyse and review all aspects of the work of the school, and ensure that new initiatives are properly introduced and effectively monitored to assess their impact. The Talk Project was introduced to address the recognition that the low language skills of many pupils were limiting their progress. The project is now enthusiastically used as a teaching tool across the curriculum range, and is beginning to prove its worth.
33. Management of the school is good. As a result of this strong commitment and clear leadership, the school has maintained sound standards of attainment in all areas of the curriculum in spite of the relatively high mobility of pupils in the area and the regular influx of pupils from other countries, often with English language limitations. Everyone in the school is dedicated to ensuring that all pupils benefit fully from the full range of learning opportunities, and there is a marked harmony between all ethnic groups. All staff recognise the importance of high standards.
34. Other than as part of the school's performance management arrangements, there is a limited amount of direct monitoring of teaching and learning due to limitations of time. Where there is performance data, this is comprehensively analysed and used to check the progress of different groups of pupils and to set targets and subject leaders get some chance to monitor pupils' work.
35. The role of subject leaders has been clearly defined and their role in shaping curriculum development and drawing up the school improvement plan is progressing well. Their monitoring of teaching and learning in subject areas is, as yet, restricted by limitations of time.

Performance management is effective in identifying professional needs and aspirations of all staff. Induction procedures for new staff are good and the school benefits greatly from its involvement in the graduate teacher training programme.

36. The leadership and management of provision for pupils with special educational needs is effective. The co-ordinator is committed and well organised, and has appropriate plans for further development.
37. The governing body supports the school well. The governors have a very clear understanding of the strengths and weaknesses of the school, and have very close relationships with the headteacher and senior management team. There are designated governor links with all subject and aspect areas of the school, and governors are regular visitors to the school to observe at first hand aspects of its life and work. Governors very effectively carry out the role of critical friend to the school. The school's budget is well managed and the finance committee of the governing body ensures that the school's resources are used to best effect and to the full benefit of the pupils.

Financial information for the year April 2001 to March 2002

Income and expenditure (£)	
Total income	722,667
Total expenditure	692,719
Expenditure per pupil	2,474

Balances (£)	
Balance from previous year	9,868
Balance carried forward to the next	25,381

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**.

Main strengths and weaknesses

- Good teaching by all staff enables children to achieve well
- There are good relationships throughout the Foundation Stage, which supports learning
- The curriculum is well planned and there is a balance between adult-directed and child-selected activities
- There is good assessment of the progress children are making in their learning
- The relatively small area for outdoor provision sometimes limits the children's experiences

Commentary

38. The current admission arrangements into the nursery class, where children are admitted after their third birthday, and into the reception class, where there are three intakes per year, mean that the organisation of the Foundation Stage has to be flexible. Since September, the school is piloting a much more integrated, unit structure for the whole Foundation Stage. Staff cope very well with this. Careful assessment arrangements mean that the progress of individual children is monitored well.
39. Children enter the nursery with a very wide range of knowledge and skills. For many, however, their attainment is low. A majority exhibit low levels of attainment, particularly in communication and language skills, and in their personal and social development. Overall, their attainment on entry is below average. The well-planned and organised provision in the nursery helps them to make good progress and achieve well, although, by the time they transfer to the reception class, standards remain below average. Good progress, as a result of good teaching, continues. A significant minority are on track to achieve the Early Learning Goals in the areas of learning by the end of reception, although the majority will not.
40. Teachers, nursery nurses and teaching assistants work well together and are forming a strong team. Good systems are in place for children to move into the reception class, with a "breakthrough" group from the nursery working alongside the reception class in the afternoons. The school is now working to develop the quality of transition from Reception into Year 1. Parents and carers are welcome and the school strives to establish good relationships with them. The area designated for outdoor activities is rather small. This sometimes limits the extent to which planned experiences can be fully implemented. The good level of provision found in the last inspection has been maintained.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are provided with good opportunities to select their own activities, organise themselves and develop independence
- Good opportunities are provided for children to experience and understand different cultures

Commentary

41. Most of the children enter the nursery with below average personal and social skills. Staff are very careful in the ways in which they gradually raise the self-confidence and self-esteem of

the children. As a result, even the most diffident and withdrawn slowly begin to become independent and to form secure relationships with adults and with each other. By the time they are in the reception class, the majority can play co-operatively, negotiating and taking turns. A group of children in the role-play area, currently a toy repair workshop, worked very well as they mended a range of broken toys. Some children are on target to achieve the Early Learning Goals by the end of reception. The majority are not, despite the good progress they make, as their initial attainment was low.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Good teaching and careful assessment contribute to children achieving well

Commentary

42. Children's attainment, overall, when they enter the nursery class is low. For some it is not, but very many have significant difficulties with their speech and language, which is very underdeveloped. There are also some children for whom English is not their home language, who are at an early stage of learning it. They are well supported. Staff put a high priority on developing children's speaking and listening through all of the activities planned, with adults giving them good examples of language patterns and structures. Good opportunities for developing communication skills are provided in the role-play areas and in the book areas. In the nursery class children are beginning to become familiar with books and to enjoy them, reinforced by story sessions. By the time children are in the reception class, some are independent readers of simple sentences within the progressively organised reading scheme. Opportunities for writing are provided and some children in the reception class are beginning to write captions and simple sentences independently. They can use a pencil properly to form letters correctly. A minority of children are on track to achieve the Early Learning Goals by the end of reception, but all are making at least good progress.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- There is very good focused teaching of mathematics
- Children make very good progress in learning

Commentary

43. Very good teaching by all staff in the nursery class gives children a very good start to their mathematical learning. Brisk, focused teacher input, based upon mental calculation with practical demonstrations and concrete examples, is followed up in small group activities, which may be structured independent learning or activities guided by adult staff. They join in number games and rhymes and use contexts such as snack time to reinforce learning. In working with water, sand and construction materials, children are beginning to use the language of comparison. They recognise and name simple shapes and are aware of patterns.
44. This good beginning is built upon very effectively in the reception class. Again, very good teaching enables children to extend their knowledge and understanding of numbers. Nearly all can count reliably up to and beyond ten and many can count beyond this; and in 10s to 100, and backwards, for example from 12 to zero. Children made sets of different bears according to whether or not they wore clothes and most could establish their own criteria for sorting.

They recognise and construct patterns using a variety of materials, recognise and name many regular plane shapes and use the language of comparison well, for example as they sort the bears by different criteria. A majority of children are on target to achieve the Early Learning Goals by the end of reception.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The local neighbourhood is used well to enhance children's learning
- Children are given good opportunities to learn about other cultures
- The outdoor area limits the potential for some learning experiences

Commentary

45. Many opportunities are created for children to investigate materials and use a range of tools and equipment. For example, they cut, folded and glued as they made simple jack-in-the-boxes in the nursery class and showed increasing sophistication and dexterity as they built with a wide range of construction sets. Children in reception class did really excellent work mending toys in the role-play toy repair shop. In information and communication technology (ICT) pupils in the nursery can use the mouse to access and carry out simple programs like dressing and undressing teddy bears. They can control the language master as they listen to recorded tapes. Children in reception class make good use of the photocopier and the "roamer" as they learn control technology. During walks in the adjacent allotments, children make good progress in their learning about the changing seasons, the weather, local buildings and people. In the classroom, they study melting and freezing, floating and sinking and growing things in practical, hands-on ways. They learn much about life and its processes from the visits of mothers and babies. There are good opportunities created for children to become aware of cultures other than their own; for example, nursery children studied the Chinese New Year, and reception class children were visited by the Asian family of a classmate, dressed in ceremonial clothes, as the festival of Eid was explained. The smallish size of the outdoor area does limit its potential for learning experiences across the range of the curriculum.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Good achievement in using tools, materials and equipment
- Outdoor facilities are limited

Commentary

46. A wide and varied range of activities give children plenty of chance to use fine motor skills as they draw, paint, write, model, use construction kits, cut a variety of materials with scissors and so on. They show increasing control and dexterity. In the hall, during their physical education lesson, reception children used apparatus confidently. Most moved with good control and co-ordination as they travelled round the balancing and climbing equipment. The large outdoor equipment is not located close to the Foundation Stage classes, so its use is not always easy to organise. Many of the children are on track to achieve the Early Learning Goals by the end of the reception year.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Lots of activities are planned to give the children opportunity to work creatively
- Children achieve well

Commentary

47. Teaching is good in both nursery and reception classes. Plenty of work allows the children to experiment with different materials and become familiar with a range of textures, tools, forms and shapes. For example, nursery children created winter collages with a range of materials; children in the reception class wove with different textiles and other materials. In both classes the structured role-play areas make a significant contribution to developing imagination. Children in reception class work well towards the achievement of the Early Learning Goals for music as they sang and used a wide range of instruments as they responded to the good, confident, teaching in their music lesson. However, many children will not achieve the Early Learning Goals because of their lower levels of achievement in communication and language and in personal and social development.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

The provision for English is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good
 - Pupils achieve well through the school
 - The assessment of pupils' progress and subject performance is good
 - Pupils' speaking skills are below average
 - The systematic development of pupils' writing skills in other subject areas is not effectively co-ordinated
48. The standards of pupils in Year 2 and Year 6 are average. Pupils enter the school with below average standards and they achieve well overall. Higher-attaining pupils in both years do particularly well and reach standards above the expected levels for their ages. However, many pupils do need additional support to achieve the expected levels of attainment. By the end of Year 6 boys and girls are broadly achieving as well as each other. There is a regular influx of pupils into the school who have English as an additional language. These pupils settle in very well, receive regular assessments and support as required to enable them to fully access all areas the curriculum. Over time they also achieve well.
49. Standards of speaking and listening are below average throughout the school. The vocabulary of many pupils is very limited and they are slow to acquire fluency in expressing themselves clearly and concisely. This impacts considerably on the quality of their written work. The Talk Project has been effectively used to include strategies such as talk partners, hot-seating and group discussions with a chair person in an attempt to extend opportunities for the development of speaking skills. Pupils enjoy these activities and are beginning to benefit from them.
50. Reading standards are overall good. The school has a well-developed and comprehensive reading scheme and parents regularly hear children read at home. Reading records are well maintained and pupils in Years 1 and 2 develop satisfactory reading skills. Regular reading is

further encouraged in Years 3 to 6 and many pupils become competent independent readers, with a wide variety of reading habits, although few indicate a preference for non-fiction books. Library skills are, however, not as well advanced. The school's library resources are fragmented and pupils' skills in seeking information are rather limited, although they are increasingly using the Internet to research information.

51. Writing standards are generally satisfactory. Handwriting is well taught and pupils rapidly acquire sound skills in forming and positioning letters. By Year 2 most pupils' writing is clearly legible and neatly presented. Much emphasis has been placed on developing pupils' written work and this is reflected in its improved quality since the previous inspection. Pupils in Year 2 use writing frames to produce their own versions of "Jack and the Beanstalk". They produce 'wanted' posters for "The Missing Troll" and put direct speech into speech bubbles in cartoons. Pupils in Year 6 regularly draft and redraft their work effectively to produce work of a satisfactory standard. Higher-achieving pupils have produced quite mature arguments for and against developing a play area and cycle track on the nearby allotments. Pupils structure their work accurately but many pupils have problems with spelling of even quite common words.
52. The quality of teaching is good and has improved since the previous inspection. Teachers are very effectively delivering the National Literacy Strategy. Lessons are well planned, with a variety of activities and using strategies to develop speaking and listening. Pupils in Year 2 enjoy hot-seating activities, such as questioning characters in the story of Cinderella about their views of the story. Pupils in the Year 5/6 class debated the difference between myths and fables and studied various myths from North and South American cultures. Teacher assistants give very good support to pupils with special educational needs, enabling them to make at least satisfactory progress. Pupils' work is well marked and detailed guidance is given for improvement, linked to their individual short-term writing targets.
53. The subject is well led and managed. The literacy leader has a very clear overview of the subject and regularly analyses assessment data to identify areas that require attention. Procedures for monitoring pupils' progress through the school are good and individual short-term targets for pupils are regularly set and reviewed.

Language and literacy across the curriculum

54. Opportunities are provided in other subject areas for pupils to develop written work, such as explaining upthrust in science and producing newspaper pages recording events from World War II. However, there is no clear and consistent strategy to ensure that literacy skills are regularly employed to fully support and develop the work done in literacy lessons, and pupils' written work in other subjects features very sparsely in displays around the school.

MATHEMATICS

Provision for mathematics is **good**. All key issues from the previous inspection have been addressed successfully.

Main strengths and weaknesses

- The overall quality of teaching is good and, as a result, achievement is good
- Good provision is made for the more able pupils, so that all achieve well
- The pupils' very positive attitudes to learning help to ensure that good progress is made
- Individual targets are set so that all pupils know what they must do to improve
- There is too little evidence of open-ended, investigative mathematics, where pupils are encouraged to think for themselves and apply their mathematical knowledge

Commentary

55. Standards in mathematics at the end of Year 2 are in line with the national average and above at the end of Year 6. Pupils in Year 6 who are capable of achieving higher levels do especially well. The test results in 2003 showed the standards of seven-year-old pupils to be in line with the national average and those of 11 to be above average. There are no significant differences between the achievement of boys and girls, those with special educational needs or pupils from different ethnic backgrounds. All achieve well within their different ability levels. Pupils enjoy mathematics and participate in lessons enthusiastically, which helps their learning.
56. At the time of the last inspection, mathematics was found to have a number of weaknesses. These included a lack of challenge for the more able, some pupils' behaviour problems, pupils' mental arithmetic skills and a lack of progress in some lessons. All these weaknesses have been addressed and, in some cases, they are now strengths.
57. The standard of teaching is generally good, with many lessons being very good. In most lessons observed, all pupils were given work that was planned effectively to ensure good and often very good progress in their learning. Some lessons are imaginative and exciting. During a lesson in Year 3, for example, where pupils were investigating patterns, there was a genuine appreciation of mathematics and no opportunity for learning was missed. This was because the teacher used a variety of methods, had high expectations and valued the different strategies the pupils found. As a result, all were confident learners.
58. The overall quality of assessment is good. Individual targets are set which ensure that all pupils know what they must do to improve. These are ticked off when achieved and regularly updated.
59. Pupils' attitudes are generally good. Because of the high quality of teaching, they are interested in the subject and try hard. They co-operate and work constructively together, sharing ideas and learning from each other.
60. There are numeracy displays in all classrooms, but opportunities to value the pupils' work and use it to reinforce learning are sometimes missed. A lot of displays are the work of the teachers rather than balancing this with work done by pupils.
61. The numeracy strategy is used effectively in all classes, and this has raised the standards of mental arithmetic, which were a weakness during the last inspection. All areas of the mathematics curriculum are covered. Although pupils are encouraged to solve problems, there is less evidence that they put their mathematical understanding to practical use through open-ended investigations. Overall, within mathematics lessons and pupils' work there is not enough investigative mathematics, where pupils are responsible for selecting and organising their own mathematical enquiries.
62. The subject leader is effective and is aware of the strengths and areas for development within the subject.

Mathematics across the curriculum

63. Numeracy has been developed well in other subjects. In science, for example, pupils use a variety of graphs to present information; in music they count the beats as they compose. Data handling skills are well developed in ICT and pupils use their measuring skills in design and technology.

SCIENCE

Provision in science is **good**, with very good provision for investigative science in Years 3 to 6.

Main strengths and weaknesses

- By the time they leave the school, pupils' attainment is above average
- The school very effectively develops pupils' skills of scientific investigation, their understanding of scientific method and how they record experimental work, especially for older pupils
- The quality of teaching is very good in Years 3 to 6, the reason for the good attainment
- There is effective leadership and management of the subject
- Pupils have very good attitudes towards their work
- Teachers too often expect pupils in Years 1 and 2 to record their work on photocopied worksheets

Commentary

64. Pupils develop a good understanding of science as they move through the school. By the end of Year 2, standards are satisfactory. By the time they reach the end of Year 6, pupils achieve standards above those expected nationally. In their knowledge and understanding of scientific method and investigative work, they are well above average. This represents satisfactory improvement since the school's previous inspection. Achievement and progress are good because teachers, especially those in Years 3 to 6, have very good subject knowledge and high expectations of what pupils will achieve. This is particularly evident in the way pupils are expected to undertake investigations independently, to make and test predictions and draw conclusions. Pupils respond well to the opportunities they are given to work collaboratively and to discuss their ideas with a talk partner.
65. It is good teaching, particularly in Years 3 to 6, which leads to pupils being enthusiastic about their work and achieving well. Pupils work hard and enjoy science because they are interested. Lessons are well planned and well explained. Through focused questioning, teachers make sure that all pupils understand what they have to do and what they are expected to learn. Resources are used very well to support pupils' independent work. Pupils' use of skills they have learned in mathematics, such as measuring, calculation and the use of graphs, is planned carefully into lessons. In Years 1 and 2, pupils' learning is limited because they are expected, too often, to record their work only briefly on photocopied worksheets. Few opportunities are given for them to expand on their understanding of scientific methodology. The progress that pupils make is assessed and recorded, although marking of work does not always indicate clearly what needs to be done for them to improve.

Example of outstanding practice

In an extremely well-planned and well-explained lesson, Year 6 pupils worked with their "talk partners" to carry out an investigation into the effect of adding weights to the stretch of elastic bands.

They showed excellent knowledge and understanding of how to design and plan an investigation and to formulate a hypothesis. In response to very high challenge and clear expectations of the teacher, they worked with enormous concentration as they carried out the investigation, measuring carefully and recording accurately in tables they had constructed. The excellent deployment of high quality resources, including stands, allowed them to work independently. At every stage they were prepared to discuss ideas and issues with their partners in a very mature way, their thinking challenged and extended by the task. They were then able to record their findings in line graphs, which were used as the basis for a whole-class discussion of the findings and any inconsistencies in them. This enabled them to further develop and secure their understanding of a fair test and the nature and purpose of the independent variable.

66. Science is well supported and managed by an enthusiastic and knowledgeable subject leader. He ensures that teachers are effectively guided and supported, largely through informal methods. A clear programme of work is in place and resources are sufficient. He monitors planning, performance data and occasionally teaching. He is yet to analyse pupils' work, which is necessary in order to support teaching in Years 1 and 2 more effectively.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology is **good**. The key issue from the previous inspection has been addressed successfully.

Main strengths and weaknesses

- Good use is made of the ICT suite
- Assessment of pupils' progress is simple and effective
- More use should be made of ICT within the classrooms

Commentary

67. At the time of the last inspection, ICT was found to be unsatisfactory. In order to improve, the school had to organise pupils' time on computers more effectively, to extend the good practice currently in place for moderating other subjects, and to clearly identify the information technology skills to be covered in each year group and across subjects. All these have been successfully addressed. Standards in ICT are now above the national expectations within Year 2 and in line within Year 6. This represents good improvement. Each pupil's progress is carefully assessed using a comprehensive checklist of the skills and understanding they have mastered.
68. The ICT suite is used effectively to ensure that all pupils gain a good knowledge of the subject. The quality of teaching is generally good. Lessons are specific, and most pupils achieve well. Pupils' attitudes are very positive and all try hard. Teachers and other adult helpers provide good support. There is an interactive whiteboard in the ICT suite for teachers to demonstrate to a whole class what they want pupils to do. This is used very effectively, and pupils listen to instructions and put into practice what they have been shown.

ICT across the curriculum

69. There are examples of ICT within other areas of the curriculum, but not enough to enable pupils' knowledge and skills to be further developed and fully used. In mathematics and science, for example, pupils use a variety of graphs to present information. Pupils create patterns and pictures in art. There is less evidence, however, of word-processing in literacy lessons, and computers in classrooms are generally underused. The work pupils do in their computer files is, however, improving this.

HUMANITIES

70. Too few lessons were observed to make secure judgements about the quality of provision in the humanities.

Geography

71. Only one lesson was observed during the inspection. Pupils in Year 3 displayed sound understanding of the major cultural and social conditions between their own environment and that of an Indian village. They worked collaboratively to make valid comparisons between their own school and the village school.
72. Leadership of the subject is satisfactory. The scheme of work is soundly based on the proposals of the Qualifications and Curriculum Authority and displays good progression in the development of geographical skills. Procedures for assessment are largely informal, based on monitoring of pupils' work. The curriculum is enriched by visits to the Humber Bridge Park, Bridlington and Robin Hood's Bay. Pupils also derive much from a European Day in which they learn songs and stories from a variety of European countries and sample some of the foods from those countries.

History

73. It was only possible to observe one lesson in history during the inspection. Pupils in the mixed Year 5/6 class accurately recalled work from previous lessons about Henry VIII and then used an Internet site to conduct a virtual dialogue with Henry about aspects of his life and reign. This was generally a successful exercise but several pupils experienced difficulty in posing questions accurately enough to produce a response.
74. Leadership of the subject is satisfactory. The scheme of work is well planned and is enriched by a number of visits to local museums such as Eden Camp and the Whaling Museum. Pupils particularly enjoyed a visit from a Tudor group who visited the school in period costume, produced samples of Tudor food and performed a mock firing of a cannon. Resources are satisfactory and the school makes good use of the museum for the loan of artefacts to stimulate interest in the various periods studied. Pupils use the Internet well to produce newspaper front pages containing stories, recipes and advertisements from World War II.

Religious education

75. Provision in religious education is **satisfactory**. Although only one lesson of religious education was observed during the inspection, analysis of pupils' work and discussion with them took place. Pupils in the Year 5/6 class responded very positively to a couple from the local church, who gave a lively and entertaining version of Moses and his leading of the Israelites from bondage in Egypt. The pupils enthusiastically participated in the words and actions to summarise the story and were spellbound watching an animated cartoon of the crossing of the Red Sea. They recalled clearly work from the previous lessons and were able to talk about people and events in the stories of Abraham and Joseph, for example.
76. Leadership of the subject is satisfactory. The scheme of work is based on the Locally Agreed Syllabus and gives a good balance of a range of religious faiths. The school has a good range of artefacts from the various faiths and supplements these by loans. There are good links with the local churches, but no visits organised for pupils to other places of worship, such as the synagogue, mosque or Sikh temple.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Too few lessons were seen during the inspection to make a judgement on standards of achievement. No lessons were seen in design and technology and only one in physical education.

Main strengths and weaknesses

- Not enough time is given to enable further improvement in the provision of these subjects and for them to contribute to pupils' cultural development
- There is not enough opportunity for the arts and technology to be developed through planned and explicit links with other subjects
- Music is taught with enthusiasm and pupils respond well to this
- Pupils are eager learners, enjoying all of these more practical subjects
- The various co-ordinators are effective

Commentary

77. Some opportunities are taken to use the arts as a means of enriching the curriculum and contributing to the cultural development of pupils, for example the study of the works of David Hockney by pupils from Year 6. On the whole, there is little evidence of displays being used to enhance the interior environment of the school and stimulate cultural awareness. There are a few signs of the wide range of multicultural experiences increasingly available within the school community.

78. The two music lessons observed were good. In one in Years 5/6, pupils began to appreciate how music can be used to describe mood, recording and playing their own compositions connected with space. All the pupils participated eagerly and everyone appreciated each other's efforts. Pupils sing in the school assemblies with enthusiasm.
79. The various co-ordinators are keen and lead their subjects satisfactorily, offering relevant help and support to staff. They collect photographs and other evidence to record what the pupils can do. There is good enrichment of the curriculum through a wide range of extra-curricular activities, by visits and visitors.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education was sampled.

80. The caring school ethos supports pupils' personal development and the teachers' use of Circle Time provides good opportunities to share feelings and to discuss different topics. The sessions helped pupils to build confidence and to have respect for themselves and each other. For example, in a good lesson seen for pupils in Year 4, they spoke confidently when discussing the needs and feelings of family members. As pupils get older, teachers give them increasing responsibility, preparing them very well for the next stage of their education. By the end of Year 6, the pupils are confident and independent individuals, able to justify their choices in, for example, planning a playground.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
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	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
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	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	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
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).