

# INSPECTION REPORT

## **POTT SHRIGLEY CHURCH SCHOOL**

Pott Shrigley, Macclesfield

LEA area: Cheshire

Unique reference number: 111462

Headteacher: Mrs S Milsom

Lead inspector: Mrs D Bell  
Dates of inspection: 9 – 10 December 2003

Inspection number: 262611

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:	Voluntary Aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	20
School address:	Shrigley Road Pott Shrigley Macclesfield
Postcode:	SK10 5RT
Telephone number:	01625 573260
Fax number:	01625 576706
Appropriate authority:	Governing body
Name of chair of governors:	Ms Alex Douglas Kane
Date of previous inspection:	23 June 1998

## CHARACTERISTICS OF THE SCHOOL

Pott Shrigley Church School is a very small voluntary aided primary school with two classes, one for pupils in reception, Year 1 and Year 2, and the other for pupils in Years 3 to 6. Most of its 8 boys and 12 girls come from the nearby village of Bollington. Attainment on entry fluctuates very much from year to year, but is usually around the expectation for the children's ages. There are no pupils in receipt of free school meals, and no pupils for whom English is an additional language. Virtually all pupils are from white British backgrounds. The proportion on the register for special educational needs (20 per cent) is around the national average. The school loses a number of pupils each year to private education, and last year also lost a higher than usual proportion of its pupils due to movement out of the area. The very strong sense of involvement with the church and the community is brought about by parents and grandparents also having attended the school. Extensive building work has taken place in the past four years to improve facilities in many aspects of the school's life and work. The present headteacher is retiring at the end of this term and the new headteacher is working with her to ensure a smooth transition for pupils, staff and parents.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16413	Mrs D Bell	Lead inspector	Foundation Stage English Information and communication technology Art and design Design and technology History Music
11041	Mr M Moore	Lay inspector	
33225	Mrs E Greensides	Team inspector	Special educational needs Mathematics Science Geography Physical education

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## PART A: SUMMARY OF THE REPORT

This very small school in Pott Shrigley in Cheshire was inspected on 9 and 10 December by a team of three inspectors, led by Mrs D Bell.

### OVERALL EVALUATION

**School effectiveness is satisfactory.** The headteacher's good leadership and management ensure that improvement is kept at the forefront of the school's work. The headteacher leads by example and takes a major part in helping Year 6 pupils achieve their potential. Overall, achievement is good. The quality of teaching is satisfactory and the school successfully includes all pupils in all activities. Behaviour is satisfactory and pupils have good attitudes to school. Management systems are effective. The school provides **satisfactory value for money**.

#### The school's main strengths and weaknesses are:

- Pupils achieve well and attain good standards in English and mathematics. However, in science, achievement is unsatisfactory in the juniors and standards are poor in Year 6.
- The quality of teaching is good in the infant class. As a result, reception children and pupils in Years 1 and 2 make good progress.
- Despite the improvements in information and communication technology (ICT), the school does not take account of the pupils' own skills when planning, and it does not provide enough opportunities for pupils to use ICT in other subjects.
- The provision for spiritual and social development is very good. However, the school does not prepare pupils well enough for life in a culturally diverse British society.
- The school supports and guides its pupils well and pays very good attention to their welfare, health and safety.
- The school has good links with parents and very good links with other schools and the community.

There has been good improvement in the key issues identified at the last inspection. The quality of teaching has been maintained and the school's performance in the national tests has improved.

### STANDARDS ACHIEVED

Achievement is good overall. Reception children are well on the way to exceeding the goals expected for the end of the reception year. Standards are above the national expectation in English, mathematics and history in Year 2 and Year 6. All pupils, including those with special educational needs, do equally well. In 2003, the Year 2 pupils' performance placed the school in the top five per cent of all schools and similar schools in reading and mathematics. In writing, it was well above the national average and above that of similar schools. 'Similar schools' at this age means schools with a similar proportion of pupils in receipt of free school meals. The performance of pupils in Year 6 in 2003 can be seen in the table below, noting that the English results placed the school in the top five per cent of similar schools for English:

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

*Key: A\* - very high, top five per cent of schools; 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 trend in the school's results is above the national trend. However, because numbers are so small all comparisons should be treated with caution. The school sets itself challenging targets and works hard to achieve them.

**The provision for spiritual, moral, social and cultural development is good.** Spiritual and social development are very good, and cultural development is satisfactory. Attendance and punctuality are good with the exception of a very small number of pupils whose random attendance brings the school's overall figure to below the national average. Behaviour is satisfactory but overall, attitudes to school and to learning are good. Most pupils are keen to learn and do well. There were no exclusions in the last school year.

### **QUALITY OF EDUCATION**

**The quality of education, including the quality of teaching, is satisfactory.** Teaching is good in the infant class, which includes the reception children, and satisfactory in the juniors. Planning is effective throughout the school. It takes good account of the pupils' different ages and stages of learning in the mixed age classes. It is translated into stimulating and enjoyable learning activities for the infants, which help them to learn effectively through practical work and play. In the juniors, the learning activities do not always follow the good planning; nor do they build well enough on pupils' prior knowledge, skills and understanding. This led to a poor science lesson in which Year 6 pupils learned very little indeed. English and mathematics are taught well throughout the school and teachers promote literacy skills effectively in other subjects. The promotion of mathematical skills, though satisfactory, is not as well-developed. The use of ICT skills in other subjects is appropriately identified in planning, but there is little evidence of it in the pupils' work. The school has adapted national guidance well to maintain satisfactory breadth and balance in the curriculum. All pupils are cared for very well and overall, they receive good support and guidance from the staff. Links with parents are good. The school has very good links with other schools and the community.

### **LEADERSHIP AND MANAGEMENT**

Leadership and management are **good**. The headteacher's good leadership has established a clear educational direction for the work of the school. She supports the staff well through her monitoring of teaching and learning. Management systems provide a secure scaffold for improvement, to which all staff and governors are committed. Governance is good and the governing body supports the school well.

### **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

**Parents and pupils are highly satisfied with the school.** The views of parents and pupils are sought and highly valued. Parents are effectively involved in helping their children to learn and pupils praise highly what the school does for them.

### **IMPROVEMENTS NEEDED**

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

- Accelerate the school development plan priority to improve teaching and learning in science, and focus immediately on doing so in the junior class.
- In ICT, take account of pupils' own knowledge and skills when planning their work and provide more opportunities for them to use ICT in all subjects.
- Use all assessment information more effectively in planning in Years 3 to 6 so that in all subjects, work matches the pupils' individual stages of learning.
- Prepare pupils better for life in a culturally diverse British society.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Overall, pupils achieve well although there are considerable weaknesses in science. Standards are above the national expectation in English, mathematics and history in Year 2 and Year 6. However, in science, the standards seen in the pupils' work were poor. Pupils with special educational needs make good progress.

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

- Children in the Foundation Stage are given a very good start in their education, and overall, achievement is good throughout the school.
- Standards are good in English, mathematics and history in Year 2 and Year 6, but the standards of work seen in science were poor in Year 6.
- The work given to junior pupils does not always build securely enough on what the pupils already know, understand and can do. This limits their progress in lessons.

#### **Commentary**

- 1 In most years, children start school with levels of ability that are typical for their age. They learn quickly because they are taught well. Their progress is effectively tracked, and suitable adjustments are made in the planning, to suit their learning needs. The children currently in reception are well on the way to exceeding the goals expected for the end of the reception year in personal, social and emotional development, in communication, language and literacy, and in mathematical development.
- 2 In English, mathematics and history, good standards of work were seen in Year 2 and Year 6, reflecting the pupils' good achievement in speaking and listening, reading and writing. The anthologies of writing in the junior class are of a high standard, and throughout the school, pupils' poetry writing is very well developed. Achievement is good in mathematics. However, progress in lessons is sometimes hindered by the pupils having to plough through all examples in the workbooks associated with the scheme even when they get page after page correct. Standards and achievement are good in science in Year 2. In Year 6, discussions with pupils revealed satisfactory scientific knowledge and understanding. However, the standard of work in their books, and in the lesson observed, was poor. The Year 6 pupils were working well below their capability in the science lesson, doing the same work as pupils in Years 3 and 4. In ICT, standards are satisfactory in Year 6 and achievement is sound. No ICT was observed in Year 2. In its attempt to ensure that the curriculum is adequately covered at the appropriate level for each year group, the school does not take enough account of the knowledge, skills and understanding the pupils have acquired outside of school. This occasionally leads to some older pupils not making the progress of which they are capable in lessons. The Year 6 pupils' achievement benefits from 'booster' classes taken by the headteacher in the spring term, at which point the pupils are taught as a discrete year group.
- 3 In the national tests in 2003, the Year 2 pupils' performance placed the school in the top five per cent of schools for reading and mathematics. In writing, performance was well above the average for all schools and above that of similar schools. 'Similar schools' in this context means schools that have a similar proportion of pupils eligible for free school meals. The Year 6 pupils' performance was well above the national average in English and science, and above the national average in mathematics. The small numbers of pupils taking the tests each year are too low to extract viable data regarding the attainment of boys and girls, or value added data. However, the pupils' performance was well above that of similar schools in mathematics and science and in the top five per cent of similar schools for English. 'Similar schools' in this context means schools whose pupils attained similarly at the end of Year 2. The trend in the



school's results is above the national trend for pupils in Year 2 and Year 6. However, because numbers are so small, all comparisons should be treated with caution.

- 4 The school carefully analyses all test and assessment data and uses the information to set challenging targets. In 2003, the English target was exceeded, with all pupils achieving at least the expected level, while the school narrowly missed its target for mathematics. The headteacher takes the Year 6 pupils on their own in the spring term each year, so that their work can be more effectively directed to their needs in relation to the national tests.

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

The good provision for spiritual, moral, social and cultural development has been maintained since the last inspection. Attendance and punctuality are good overall. Pupils' behaviour is satisfactory overall but they have good attitudes to school and, at most times, to learning. There were no exclusions in the last school year.

### **Main strengths and weaknesses**

- Behaviour is very good up to and including Year 2 but some pupils in Year 6 lack self discipline. This rubs off on some of the younger pupils in the class who tend to copy them.
- Provision for spiritual development and for social development is very good.
- Although cultural development is satisfactory, the pupils' understanding of the richness and diversity of cultures in Britain today is under-developed.

### **Commentary**

- 5 In the infant class, which includes children in the Foundation Stage, pupils are very interested in their work. They work well together, concentrate effectively on their tasks, and show increasing independence in their work. They respond very well to the clear parameters set for their behaviour, and to the teachers' high expectations of it and of their work. Overall, they show very good attitudes to school and to learning and they behave very well. Pupils in Years 3 to 6 too often find it difficult to work independently despite the teacher making clear that they are expected to do so as she works with different year groups. Sometimes this is because the work is not stimulating enough, as in science. However, at other times it is because the Year 6 pupils want to do their own thing rather than learn what is being taught even when it is relevant. This happened when they were writing reports in English, and also in an ICT lesson.
- 6 The school makes good provision for moral development. Pupils are taught right from wrong. They understand the impact of their actions on others, and the majority show good levels of respect for people and for property. Nevertheless, pupils in Year 6 sometimes choose not to practise what they have been taught, and their behaviour is copied by a minority of the younger pupils in the class. This then slows the pace of learning for all pupils. Pupils in Years 3 to 6 also find difficulty working without the direct supervision of the teacher, and tend to interrupt too often when the teacher is working with another year group or with an individual pupil. No pupil indicated this was the case when asked or in their questionnaires. Pupils report that minor forms of bullying and harassment take place from time to time, but feel that the school dealt with them promptly and effectively. The school's stated procedures and its records confirm this.
- 7 Provision for spiritual and social development is good. Assemblies, narrative writing, work in art and design and in music, and the personal, social and health education programme promote these areas very well. Pupils express their feelings and their responses to the world exceptionally well in poetry. They are successfully encouraged to think beyond themselves and to consider their place in the wider world. They are very well prepared for life in the community through their work with pupils from other schools, and by the wide range of visits and visitors from the world of sport and the arts, and from the local community. The class councils give them the opportunity to contribute to the everyday running of their school. They

are clear about what they like and what they would like to change, and are confident that their views are heard and acted upon.

### **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	19	0	0
Mixed – any other background	1	0	0

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

- 8 The school successfully promotes cultural development through art, music and literature and pupils learn about different times and places in history and geography. It has good policies to promote race equality and cultural diversity and pays good attention to inclusion and equality of opportunity. Pupils with special educational needs are very well integrated into all lessons. They work well alongside other pupils and receive good support from their teachers. However, although the school recognises the need to promote awareness of, and respect for, the richness and diversity of culture in Britain today, it does not do enough about it.
- 9 Attendance and punctuality are good with the exception of a very small number of pupils whose erratic attendance brings the school's overall figure to below the national average. The school receives support from the Education Welfare Officer for them.

### **Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	7.9	School data	0.4
National data	5.4	National data	0.4

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

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a **satisfactory** quality of education for its pupils. This is supported by: satisfactory teaching, a sound curriculum, good support and guidance for the pupils, good links with parents and very good links with other schools and the community.

### **Teaching and learning**

The quality of teaching and learning is **satisfactory** overall. It is **good** up to and including Year 2, and some very good teaching was observed in this age group during the inspection. The overall quality of teaching is similar to that reported at the last inspection.

### **Main strengths and weaknesses**

- The quality of teaching is good in English and mathematics but it is unsatisfactory in science in the junior class.
- Teachers' written planning provides well for pupils of different ages and stages of learning but in the juniors it is not always translated into appropriately challenging learning activities.
- Homework is used effectively to promote learning in all age groups.

- Assessment procedures are good throughout the school. However, the information gained from them is not used consistently well in planning in the junior class and pupils are not always secure about how to improve their work.

## Commentary

### **Summary of teaching observed during the inspection in 8 lessons.**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	1	3	0	1	0

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

- 10 In English and mathematics, teaching is good overall. Some very good teaching was observed in English, history and personal, social and health education in the infant class during the inspection. Although the English and mathematics teaching observed in the juniors was satisfactory, evidence from the quality of the pupils' work, and the good progress they have made over time, especially in writing, shows that overall, English teaching is good. In mathematics in this age group opportunities are sometimes missed to take pupils' learning further, or to extend it with problems and puzzles to widen their experiences. Instead, they work through the mathematics scheme books and get page after page of work correct. Teachers promote language and literacy skills well in all subjects. However, the promotion of mathematical skills is not as well-developed in, for example, science and ICT. Planning shows that good attention is now given to promoting ICT skills in other subjects but as yet there is little evidence of this in the pupils' work.
- 11 Teachers' written planning is good. In both classes, learning objectives are clearly identified and planning takes good account of the pupils' different ages and stages of learning. In the infant class the lesson objectives are shared with the pupils consistently well. As a result the pupils know what they have to do and respond very well to the teachers' high expectations of their learning and behaviour. The planning for this age group, which includes pupils in their reception year, is translated into stimulating and enjoyable activities that make the pupils want to learn. The history lesson observed was a good example of this as all pupils, including those in reception, participated wholeheartedly in role play. In the infants, the teachers use the classroom assistant very well to support reception children in whole class lessons and in group work. In the junior class, what the pupils are expected to learn is not always as clearly explained to them. This sometimes leads to confusion when the pupils are required to work on their own while the teacher is helping others in the class. When this is the case, the constant interruption caused by pupils checking that they are on the right lines slows the pace for others. However, this is not always to do with the quality of teaching but with the pupils' inability to work in a sustained way independently of the teacher when asked to do so. Because of the small numbers in each class, the staff sometimes tend to respond too quickly to the pupils' requests for help rather than encouraging them to find things out for themselves. There are major weaknesses in the teaching of science in the junior class and work is not at all well matched to the pupils' levels of ability. All age groups undertake the same work at the same level, which is well below the capability of the pupils in Year 6.
- 12 In both classes, teachers use a good mix of whole class, group and individual teaching to promote pupils' learning and to ensure that all pupils are fully included in all sessions. One strength is the way in which they frame questions so that all pupils have the opportunity to answer. Another is the way in which they call the whole class together in the middle of a lesson and successfully encourage the pupils to learn from each other. The younger pupils in the junior class responded particularly well to this. They even pointed out that some older pupils had not followed the guidelines given for report writing, namely using appropriately expressive language

to grab the reader's attention. This worked particularly well in English in both classes and resulted in most pupils producing some good quality written work by the end of their lessons.

- 13 Homework is used effectively. It is set regularly, and parents and pupils appreciate the way it helps to consolidate and extend the work they do in class. In both classes, the teachers know their pupils very well and respond to their different learning needs as they circulate during group work. This ensures that pupils identified as having special educational needs receive good support through well constructed individual education plans with clear targets. However, while targets are set for all pupils, the pupils themselves are not as clear about them as they could be, and they are not referred to often enough in marking and assessment. All of the pupils' work is regularly marked but the quality of marking is variable. In some instances it clearly shows the pupils what they need to do to improve. In others, it consists of ticks and encouraging comments, stamps or stickers that give little guidance to pupils. The use of the information gained from analysing data and from the assessment of pupils' work is used effectively in the infant class. In both classes, teachers keep appropriate records of pupils' progress. However, in the juniors, while the information gained is used well to plan work in English, it is not used well enough in mathematics, science or ICT. In mathematics, this is because the scheme books are used too rigidly. In science, the work is too often the same for all age groups and older pupils are not sufficiently challenged by it. In ICT, insufficient account is taken of the pupils' prior learning, most of which has taken place outside of school. These factors contribute to the restlessness and misbehaviour amongst the Year 6 pupils.

## The curriculum

Curricular provision, including the range of activities outside of the normal school day, is **satisfactory**, as are the accommodation and resources available to the school.

## Main strengths and weaknesses

- National guidance is appropriately adapted to meet the needs of this small school.
- Good attention is paid to equality of opportunity and to ensuring that all pupils are fully included in all that the school has to offer.
- The provision for pupils with special educational needs is good.
- The school successfully ensures that the pupils in this very small school have appropriate opportunities to mix with pupils of their own age.

## Commentary

- 14 Curricular planning is satisfactorily based on national guidelines, which are suitably adapted to meet the needs of this small school. The curriculum for the Foundation Stage is adapted very well to meet the needs of the two reception children in the infant class. The effective deployment of the teaching assistant contributes very well to the children's progress in this age group, ensuring that they receive a curriculum suited to their ages and stages of learning. Throughout the school, a suitably strong emphasis is placed on teaching English and mathematics, and on promoting literacy skills in other subjects. Numeracy skills are satisfactorily promoted across the curriculum. Planning includes provision for ICT in other subjects but this is not yet embedded in the school's work. Nevertheless, the curriculum has improved since the last inspection. It is well supported by the governors' strong curricular statement which is very clearly related to the school's aims.
- 15 All pupils have equal access to all learning activities. They are fully included in all aspects of school life and are well prepared for the next stage of their education. The provision for pupils with special educational needs is good. Individual education plans have clear targets for literacy and numeracy and, where relevant, for behaviour. Teachers incorporate these targets well into their lesson plans. The school has identified a small number of pupils as being gifted or talented and on the whole provides suitable work for them. However, this is not always the case in the junior class.

- 16 Pupils' personal, social, health and citizenship education is promoted effectively. A good programme of work covers all aspects of this area of learning. A satisfactory range of after school clubs and the school's good involvement in a wide range of arts projects make a positive contribution to pupils' personal development and to their overall achievement. Very good links with the main secondary school to which Year 6 pupils transfer further enhance provision in the arts. They also include the opportunity for pupils to learn a modern foreign language. The very good links with other small schools ensure that pupils have good opportunities to work alongside others of their own age in a variety of activities in and outside of the normal school day.
- 17 The match of teachers and support staff to the curriculum is satisfactory. The accommodation, which has recently been extended, is adequate for the number of pupils currently in the school. It is suitably enhanced by attractive displays of pupils' work in classrooms and in the entrance hall. The history displays in each classroom are particularly noteworthy. The hall is due for imminent refurbishment. It is shared with the community, and lacks the vibrancy of the classrooms because of the limitations placed upon the school with regard to the display of pupils' work. This detracts from the otherwise good ethos felt in the school. Resources are adequate and are used effectively to support pupils' learning.

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

As at the last inspection, the provision for the care, guidance and support of pupils is **good** and the school attends very well to pupils' welfare, health and safety.

### **Main strengths and weaknesses**

- Procedures for child protection and ensuring pupils' welfare, health and safety are very good.
- Relationships between pupils and adults are very good.
- The school listens carefully to pupils' views as expressed through the class councils.
- The pupils are given good support and guidance, which is based on the monitoring of their work and personal development.

### **Commentary**

- 18 The school pays close attention to pupils' welfare, health and safety. Staff care very well for the pupils and the school provides a happy, caring and safe environment where they learn with confidence. The child protection policy is very detailed and comprehensive. Staff training is up to date and procedures to deal with any possible referrals are firmly in place. Regular health and safety audits are carried out by the local authority and full risk assessment procedures are in place for all activities. Accidents are well recorded and there is an adequate number of staff qualified to deliver first aid should the need arise.
- 19 Overall, pupils receive good personal and academic support from staff. Discussions with pupils confirmed that: they all know whom to go to for support and advice; they feel that staff care for them; and they feel that they receive good help and support from all staff. This has a positive impact on the progress that pupils make and on their overall achievement. Pupils are well supervised at all times. Lunchtimes are pleasant, social occasions where pupils of all ages integrate well and socialise together. The school has a strong ethos of caring and pupils know they are expected to treat each other with respect and work together as a community.
- 20 Pupils with special educational needs, including those with emotional difficulties, receive good levels of support. The school monitors all pupils well and reviews their progress regularly, although the information is not always put to best use in planning work for them. Teachers value the pupils and their work. This contributes effectively to the considerable confidence and self esteem that the pupils display. Induction arrangements are good. They are much appreciated by parents and pupils and help the pupils to settle quickly into a new environment.

The good liaison with local nurseries ensures a smooth transition for the children entering the reception class as is the practice of inviting them to attend school one afternoon per week in the term prior to attending full time. A very useful booklet provides information for new parents. Older children take care of reception children during their first year at school and as a result, children start their school career with confidence.

- 21 The school actively seeks and highly values the pupils' views, and acts on their suggestions. Building on the class councils, the school development plan has, as a priority, the setting up of a school council during this year. The personal, social and health education programme is also used effectively to obtain pupils' views, and staff take the time and trouble to talk to pupils at breaks and lunch times and take their opinions into account. Good opportunities are provided for pupils to help around the school. For example, they operate equipment in assembly and act as monitors for a wide range of tasks. Pupils interviewed confirmed that they are treated fairly and know that their views are valued. They understand and respect the school rules, which they helped to draw up.

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

Links with parents are **good** and links with the community and other schools and colleges are **very good**.

### **Main strengths and weaknesses**

- The school has good links with parents and provides them with a considerable amount of good information about their children's progress and about the school.
- Parents' views are sought, valued and acted upon and the school deals promptly with any complaints or concerns.
- The school has very good links with the community and with other schools and colleges.

### **Commentary**

- 22 There was a high response to the pre-inspection questionnaire and a good attendance at the parents' meeting. Almost all of the responses were positive and parents agreed that any complaints or concerns were dealt with promptly. The inspection team agrees with almost all of the positive comments. However, it found variations in the quality of teaching in each class, leading to a judgement that overall, teaching is satisfactory rather than good.
- 23 The school's links with parents are good and parents contribute well to their children's learning at school and at home. The pupils' homework books are used effectively as a dialogue between home and school, where information on pupils' progress is shared. Parents receive good information about the school and about their children's progress, and a small number help in school in a variety of ways. The well-presented, well-written school brochure and newsletters contain good information for parents about the school's activities and policies. Parents are formally invited into school twice each year to discuss their children's progress, and are given good information in the pupils' annual reports. Parental views are sought through an annual, well-constructed questionnaire and parents are welcomed into school at any time to express their views. The school responds well to the parents' suggestions and complaints. For example, as a result of parental comments, a new water dispenser has been installed, new gates have been fitted and the homework policy has been amended. A flourishing Parent Teacher Association arranges a large number of social activities that raise a considerable amount of money which the school has used wisely to enhance its learning resources.
- 24 The special education needs co-ordinator works very closely with parents of pupils with learning difficulties and parents are invited to attend all reviews of their children's progress towards their targets and to contribute to the target setting process. This shared information ensures that all parties involved are clear as to how the targets can be met.

- 25 The school has very good links with the church and with the community that enhance pupils' personal development and their understanding of what it means to be a good citizen. For example, pupils take an active part in the monthly family services in the local church; they participate fully in all village events; they work with the village community to raise money for charity. The school has very strong partnerships with other schools. Joint in-service training with groups of schools contributes effectively to the teachers' professional development. Joint workshops for pupils contribute effectively to the pupils' overall achievement and give them the opportunity to work alongside others of the same age. Links with parents and the community have improved since the previous inspection.

## **LEADERSHIP AND MANAGEMENT**

The overall quality of leadership and management is **good**. It has been maintained since the last inspection.

### **Main strengths and weaknesses**

- The headteacher leads and manages the school well.
- Governors have a good understanding of their role in strategic planning and in monitoring the work of the school.
- Subject leadership and management are good in English and mathematics but unsatisfactory in science.
- Management systems provide an effective scaffold for school improvement and have good consideration for the workload of teachers in such a small school.

### **Commentary**

- 26 The headteacher has continued to provide clear vision and direction for the work of the school even though her retirement is imminent. Through her perceptive monitoring, she has a very good knowledge of the strengths and weaknesses among the staff and has provided good levels of support to help them improve their teaching. In her part-time teaching role she presents a very good role model for teaching to the rest of the staff. She leads by example and takes a major part in ensuring that Year 6 pupils achieve their potential. The headteacher also knows all pupils very well as individuals. She articulates their progress and achievement very well and identifies clearly the reasons for any under-achievement, including any strengths and weaknesses in the quality of teaching. There is a clear framework for auditing all of the school's work. Together with the staff, the headteacher rigorously monitors performance data on an individual pupil basis and takes action to improve learning and progress as the need arises. This includes separating the Year 6 pupils from the others in the junior class to give them the best possible chance in the national tests.
- 27 The co-ordination roles are appropriately shared amongst the staff of this small school. The staff have a good understanding of their roles and responsibilities in this area. With due consideration for their workload, the school has a well thought out programme for subject development, which is clearly laid down in the school development plan. English and mathematics are well led, managed and monitored and the leadership and management of ICT are satisfactory. Science has not been monitored for some time, and is rightly identified as a priority in the current school development plan. Currently provision is unsatisfactory in Years 3 to 6. The professional development of all staff is given high priority. Courses are carefully selected to match the needs of the school and those of the staff. The priority order is decided as a result of the school's well-structured performance management procedures, which are clearly related to the priorities in the school development plan. Such training has brought about the good improvement in writing since the last inspection, and the good progress seen in ICT. However, the school still has some way to go to ensure that ICT is firmly established as a tool for learning across the curriculum.

- 28 The provision for special educational needs is well led and managed. Pupils are identified early and relevant support is put into place as soon as possible. All statutory requirements are met and funding for special educational needs is used effectively to support the pupils' learning and progress. The special educational needs governor is very knowledgeable and supports the school very effectively in managing provision in this area. She is also keenly aware of the need to stretch the more able pupils and has observed lessons and talked to pupils and parents to gain her very good knowledge of how the school works.
- 29 Governance is good overall. Governors have a good understanding of their roles and responsibilities in monitoring and supporting the work of the school. They have a good understanding of its strengths and areas for development. The new chair of governors is very effectively involved in the life and work of the school. She has set a clear agenda to improve governor involvement further, introducing strategies such as the 'governor of the month' to encourage this. Governors are effectively involved in school development planning and review. The plan itself is comprehensive. It provides good detail for the current year based on the perceptive analysis of the previous year's progress, and has an appropriate outline for the school's work to 2005. It shows clearly the headteacher's and governors' clarity of vision for this small school. It has a realistic number of priorities with appropriate timescales that demonstrate a good understanding of the need to manage the workload of the small number of staff.
- 30 The school's finances are managed efficiently and effectively. Spending follows the priorities laid down in the school development plan. Governors are understandably cautious in their spending as they come to terms with the recent reduction in pupil numbers. The apparently considerable surplus in the school budget is earmarked to: pay back to the local authority the over-funding caused by the drop in pupil numbers; maintain staffing levels in the short term in readiness for the predicted rise in numbers next September; and to contribute to the installation of a lift for disabled access. The proposed installation of a lift exemplifies the school's high commitment to the inclusion of all pupils and all members of the community. Governors work closely with the 'Village Trust', which owns the school building, to obtain best value for all services. Designated funding is used for the correct purposes and all spending is well planned and recorded. Governors have a good understanding of best value in terms of comparing costs and analysing the impact of spending on pupils' achievement.

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

Income and expenditure (£)	
Total income	165136
Total expenditure	164774
Expenditure per pupil	5315

Balances (£)	
Balance from previous year	32551
Balance carried forward to the next	32913



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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

- 31 The Foundation Stage consists of two pupils in their reception year. With such small numbers, attainment on entry fluctuates from year to year. However, it is mostly as expected for the children's ages. Children make good progress and by the end of their reception year, the majority reach the goals expected for their age in all six areas of learning. The children currently in the reception class are on course to exceed the goals for personal and social development, communication, language and literacy, and mathematical development. The school's effective induction procedures, and the good quality information it provides for parents, help the children settle quickly into school routines.
- 32 The Foundation Stage is very well led and managed. The children are well taught by a part-time teacher and the headteacher, supported by a competent classroom assistant. In whole class sessions, they are taught alongside the pupils in Years 1 and 2 and they are withdrawn during group work in language and mathematics sessions. At these times the classroom assistant follows the teacher's perceptive planning very well. The pupils' individual learning needs are met well. The staff have a good understanding of how young children learn and create a caring, secure and attractive environment for them. Assessment procedures are good and children's progress is tracked effectively in all areas of learning. The information is used effectively in planning. Planning is very closely linked to national guidelines, which are suitable adapted to the needs of the school. Visits and visitors enrich the curriculum by providing further learning experiences for the children. The recently improved accommodation ensures that the children have an appropriate area in which to work and play when not involved in whole class sessions. However, even during these times, there are few opportunities for the children to make choices for themselves or to organise their own time. The limited development of independent learning remains with the children as they move through the school. It manifests itself in their reluctance to work without constantly referring to the teacher for guidance. Nevertheless, provision for children of this age is much better than it was at the time of the last inspection.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

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

- Good teaching promotes in the children very good attitudes to work, very good behaviour and good achievement.
- The children have good personal skills. They work and play well together and relate to each other and to older pupils and adults very well.
- The children's ability to organise their time and some of their own work is limited by the lack of opportunities made available to them.

#### **Commentary**

- 33 This area of learning permeates all of the work with the reception children. They settle quickly into the well established routines of the infant class. The happy and secure learning environment ensures that they form good relationships with each other, with older children and with adults. They sit quietly, listen attentively and follow instructions carefully. The quality of teaching is good and the children readily respond to the staff's carefully constructed questions that ensure they are fully involved in whole class sessions as well as in group work. They take turns and they share resources sensibly. The staff know the children very well. They are sensitive to the children's individual needs and foster enjoyment in learning. The children respond by behaving very well and showing very good attitudes to their work. This has a

positive impact on their learning. They achieve well and are on course to exceed the goals expected for the end of the reception year.

## **COMMUNICATION, LANGUAGE AND LITERACY.**

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

### **Main strengths and weaknesses**

- Good teaching effectively promotes all areas of language development.
- Pupils achieve well. They attain good standards in speaking and listening, reading and writing.

### **Commentary**

34 The children read well for their age. Reading skills are promoted effectively in all areas of learning. As a result, the children competently use letter sounds and picture clues in a variety of contexts to help them read words that are new to them. They use these skills well to help them spell words. They recognise and write their names, accurately forming letters that are consistent in size, and they quickly correct errors in presentation, for example, spacing between words. They make very good attempts at writing complete sentences and usually do so accurately. The children have a good range of vocabulary which they use well to communicate with each other and with adults. They express their feelings well in 'circle time' and were not afraid to say that they would not like to have been in a Victorian classroom because it was 'boring' to have to sit still for so long. They are well on course to exceed the goals expected for the end of the reception year.

## **MATHEMATICAL DEVELOPMENT.**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Number skills and mathematical vocabulary are taught well.
- Well-planned practical activities foster good achievement and enjoyment of mathematics.

35 The quality of teaching is good. Well planned practical activities such as sorting and counting objects result in the children achieving well. They are well on the way to exceeding the goals expected for the end of the reception year. The children count reliably to twenty and demonstrate good ability to sort by number, size and colour, and then by different combinations of the three. They have a well developed mathematical vocabulary, showing a good understanding of concepts such as 'large', 'small', 'little', 'middle-sized' and 'big'. They recognise written numerals and write them correctly. The good emphasis on practical activities makes learning enjoyable for them and they respond very well to the well focused questions from the staff. Planning shows that all areas of mathematical development are adequately covered over the year, with good attention to the national guidance for this area of learning.

## **OTHER AREAS OF LEARNING**

36 Work in the remaining three areas of learning (knowledge and understanding of the world, physical development and creative development) is well planned. However, during the inspection, only two sessions were observed: a history lesson, and a short physical development session, both of which took place alongside the pupils in Years 1 and 2. In the history lesson, the reception children participated wholeheartedly in the role play. They followed instructions accurately and in response to the teacher's questioning, showed a good understanding of how Victorian school life differed from their own. In the physical development session, they responded well to music, expressing anger and joy in their movements. Physical dexterity is good.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

#### **English**

Provision is **good**.

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

- Pupils of all levels of ability achieve well. Standards are above the national expectation and the standard of poetry writing is very high.
- Most pupils have a good command of language and use it well in their writing. The range and quality of writing in the junior writing anthologies are impressive.
- The quality of teaching is good and the subject is well led and managed.

#### **Commentary:**

- 37 A well constructed curriculum caters effectively for the needs of all pupils in the two mixed age classes, including those identified as having special educational needs. Pupils throughout the school benefit greatly from the school's very good links with local poets. From an early age, they use creative language exceptionally well to express their hopes and feelings. This contributes very significantly to their personal and spiritual development, and leads to them expressing themselves well in all forms of writing. There has been good improvement in English since the previous inspection.
- 38 In Year 2 and Year 6, standards in speaking, listening, reading and writing are above those expected for the pupils' ages. Confident, articulate youngsters engage easily in conversation using a good range of vocabulary. They explain what they like and dislike about the books they have read, and have a good understanding of character and plot. Most pupils enjoy reading for pleasure. They read widely and are successfully encouraged by their teachers to use books effectively to learn from the styles of different writers, and to find information about a range of topics.
- 39 The compilations of class work in Years 3 to 6 are impressive. They include very well presented, polished pieces of writing that demonstrate a good understanding of the full range of writing, and of the audience the pupils are addressing through their work. Pupils in Year 6 extend their autobiographies very effectively to express their hopes of what they want to do when they are older. They articulate their hopes and dreams very well in writing, showing a very realistic understanding of the difficulties they may face trying to achieve them. In both classes, pupils are effectively taught how to plan, draft and refine their work. As a result, their writing is of a good length and it is well structured, even in the infants. Having checked the pupils' work as they circulate around the class, teachers use interim whole class sessions well to help pupils evaluate their work and learn from each other. Pupils return to work quickly after such sessions, inspired by what they have learned. There is a good mix of whole class, group and individual work in English.
- 40 Pupils in Years 3 to 6 find it difficult to work independently in group or individual sessions and disrupt the teacher too often, slowing learning down for those with whom the teacher is trying to work. At times such behaviour is not dealt with quickly or sternly enough.

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

- 41 Language and literacy skills are promoted well in all subjects. For example, the writing anthologies include some good writing relating to science, music, design and technology, art and design, geography and history. Pupils also use their research skills effectively in these

subjects, finding information from books and via the computer, including using the Internet. They use their ICT skills satisfactorily to write in different styles and to present their work in different ways.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards are good in Year 2 and Year 6 and pupils achieve well in this subject.
- The quality of teaching is good and pupils enjoy mathematics. However, in Years 3 to 6, pupils' progress is sometimes hindered by their having to work systematically through all examples in their workbooks.

### **Commentary**

42 Mathematics is led and managed satisfactorily. The curriculum has been adapted appropriately to meet the needs of this small school. All pupils, including those with special educational needs, enjoy mathematics and work at a good pace in lessons. They are interested in what they are doing and because of their teachers' good planning, they usually work on mathematical themes at their own levels. For example, pupils in Years 3 to 6 explored the properties of odd and even numbers, and pupils in Years 1 and 2 sorted objects according to different criteria. In both classes, the work was pitched at three different levels, which matched the pupils' ages and stages of learning. Pupils are well supported in their learning. Class teachers organise their lessons well and spend productive time with each group in turn while the others work quietly. However, even though pupils achieve well, assessment is not always used as effectively as it could be in planning. For example, pupils in Years 3 to 6 often have to work systematically through the books related to the mathematics scheme and they get page after page of work correct. Opportunities are therefore missed to move their learning on faster, or to consolidate it with problems and puzzles that widen their experiences by requiring them to apply their knowledge and understanding in different situations. Overall, there has been satisfactory improvement since the last inspection.

### **Mathematics across the curriculum**

43 Mathematical skills are successfully promoted in subjects such as history (time lines), and geography (co-ordinates) and science and design and technology (measuring and recording findings). However, there was little evidence of information and communication technology being used to promote mathematical learning, for example, to collate and interpret data.

## **SCIENCE**

Provision in science is **unsatisfactory**.

### **Main strengths and weaknesses**

- Standards are good in Year 2 and pupils achieve well up to this point. However, in Year 6, standards are poor.
- Pupils do not achieve well enough in Years 3 to 6 and the quality of teaching is unsatisfactory in this age group.

### **Commentary**

44 No science lessons were observed in Years 1 and 2. However, work from the pupils' books show that they are successfully taught to record their scientific knowledge and understanding in

a variety of ways. As a result, they label diagrams appropriately, and are beginning to use tables to record their findings. The good focus on investigative work in this age group means that pupils learn to predict, and to understand the value of a fair test, from an early age. The different activities planned within a common theme or topic allows pupils to show what they know and can do, and learning is well matched to the pupils' ability levels.

- 45 A different picture emerges in Years 3 to 6. Pupils in this age group have few opportunities to develop scientific knowledge and understanding through well-focused practical work matched to their levels of ability. Discussions with the pupils revealed that what they know and understand is better than the standards seen in their books, or the activities they were required to undertake in the lesson observed. Pupils in Year 6 were working at levels well below their capability, partly because they were limited by the task, and partly because of the teacher's low expectations of what they could do. Their books show that their learning is further impeded by an over-emphasis on worksheets that require limited recording of scientific activity. However, when they do so, they use their language and literacy skills very well, labelling diagrams and expressing themselves clearly. This was seen in the compilation of writing in the junior class. The development of scientific skills through experiments was not evident in their books or in the lesson observed. Therefore they lack opportunities to explain their findings, use their skills, and apply their considerable personal knowledge. The low level tasks in the lesson observed led to poor behaviour and attitudes, which in turn resulted in a lack of progress and productivity. Little actual learning took place.
- 46 Leadership and management of the subject are unsatisfactory. The school recognises that there are weaknesses in science, and it is a focus for improvement in the school development plan this year. The assessment of pupils' work is thorough and good records are kept of their progress. However, in Years 3 to 6, the information gained is not used constructively in planning, and activities do not build on what pupils already know. There has not been enough improvement in science provision overall.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision is **satisfactory**.

### **Main strengths and weaknesses**

- The curriculum is appropriately planned to meet statutory requirements for each year group but insufficient account is taken of pupils' experiences and expertise gained outside of school.
- Skills are used well for research in other subjects but evidence of any other use of ICT is very limited.
- Inappropriate worksheets and lack of time at the computers hinder learning.

### **Commentary**

- 47 Achievement is satisfactory in Years 3 to 6 and standards are at the national expectation in Year 6. No ICT was observed in Year 2. Pupils in Year 6 use word processing competently and are secure in their understanding of how to access and use the Internet using various search engines. They bring different degrees of expertise to the subject but this is not taken into account well enough in the teacher's planning. The teacher uses her good subject knowledge satisfactorily to demonstrate ICT skills to the pupils. The pupils demonstrated their competency well using the interactive whiteboard. However, too often, the use of inappropriate worksheets prevents pupils from consolidating the skills they have learned. The written and practical responses required do little to enhance learning in ICT because they do not require the pupils to use the computers. The subject is led and managed satisfactorily. Good progress has been made since the last inspection in terms of setting up systems and planning a curriculum that ensures the pupils' continuous progress.

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

- 48 The use of ICT is identified in all subjects and pupils use the Internet competently to research information for a variety of purposes across most subjects. However, ICT is not used well enough in mathematics, for example, to collate and interpret data, or in science to record investigations using, for example, tables. There is still some way to go to before ICT becomes an effective tool for learning.

## **HUMANITIES**

There was no geography being taught this term and it was possible to observe only one history lesson. Therefore work was sampled in both subjects. Evidence was gained from the small amount of written work available, and from discussions with the pupils.

### **Geography**

- 49 Standards are satisfactory in Year 6. There was not enough evidence to make a judgement on standards in Year 2. Pupils in Year 6 have appropriate recall of their previous learning about Buenos Aires, the River Amazon, Australia, a village in India and about different places in England. They name the five continents accurately and know the capital cities of most European countries. They recount well their learning about the water cycle, and the effect of climate on the way people live in different parts of the world. The curriculum, which is based on national guidance, meets statutory requirements.

### **History**

- 50 Only one history lesson was observed, with pupils in the infant class. In it, the quality of teaching was very good. Pupils in Year 2 gained a very good understanding of Victorian school life as a result of the well constructed role play led by the teacher. The captions written by the pupils to accompany the very well displayed range of Victorian artefacts in the infant class 'museum' show that the pupils have a good understanding of what each was used for and of how they differ from what is in their homes at the present day. The pupils also demonstrate good knowledge and understanding of the passing of time, shown in the time lines relating to different events in their own lives and those of their older relatives. The Year 6 pupils have a good knowledge of the history of World War 2. In their writing, which includes diaries, they show very good empathy with the plight of evacuees. They have good recall of their learning about different periods in history and place them in the correct order, showing a sound understanding of chronology. The subject is well led and managed, and the curriculum is taught in a way that excites and motivates the pupils. Pupils achieve well throughout the school and standards are above the national expectation in Year 2 and Year 6. There has been good improvement since the last inspection.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

- 51 No art and design, design and technology or music lessons took place during the inspection. Therefore overall judgements are not being made about these subjects. However, teachers' planning, their timetables, discussions with pupils and a range of pupils' work show that these subjects are covered adequately and statutory requirements are met. The school places strong emphasis on the arts and provides pupils with very good opportunities to work with poets, artists and musicians. Within this work there is good provision to learn about and respond to art and music from different times, places and cultures. This makes a good contribution to the pupils' spiritual, moral, social and cultural development.

### **Physical education**

- 52 Standards were as expected for pupils' ages in the only physical education lesson (dance) observed during the inspection. This was in the infant class, where the pupils responded to music, moving expressively to show feelings of anger and joy. No lessons were observed in the juniors. However, the curriculum is appropriately planned and meets statutory requirements.

### **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

- 53 A good policy and programme of work provides for the continuous development of pupils' awareness of citizenship, healthy and safe lifestyles, personal growth and relationships. Learning is promoted satisfactorily across most areas of the curriculum through specifically planned lessons, which include circle time, and formal and informal ways of seeking pupils' views. These strategies ensure that pupils are effectively involved in the life of the school, and well prepared for life beyond it. The good range of visits provides effective opportunities for pupils in this small school to mix with pupils of their own age in different situations. For example, joining with other schools has enabled arts workshops, participation in sport and in music, and the learning of a modern foreign language.
- 54 Pupils' learning and personal development is further enhanced by the involvement of, for example, visiting sports people, artists, poets and musicians. Personal development and citizenship are promoted very effectively through the school's very good links with the local community, by visits from the emergency services and by fundraising for different charities. The school takes great care to ensure that all pupils are given every opportunity to be fully involved in all activities, and promotes equality of opportunity very well. Although it does not do as much as it could to teach pupils about the range and diversity of culture in contemporary British society, it has good policies to promote race equality and respect for cultural diversity.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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