

INSPECTION REPORT

**BILSDALE, MIDCABLE, CHOP GATE C OF E
VOLUNTARY CONTROLLED PRIMARY SCHOOL**

Chop Gate, Cleveland

LEA area: North Yorkshire

Unique reference number: 121480

Headteacher: Mrs L C Wood

Lead inspector: Mr D Hardman

Dates of inspection: 13th – 14th September 2004

Inspection number: 266425

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 Controlled
Age range of pupils: 4 – 11
Gender of pupils: Mixed
Number on roll: 18

School address: Chop Gate
Middlesbrough
Cleveland

Postcode: TS9 7JL

Telephone number: 01642 778202

Fax number: N/A

Appropriate authority: The governing body

Name of chair of governors: Mrs J Allison

Date of previous inspection: June 1999

CHARACTERISTICS OF THE SCHOOL

Bilsdale, Midcable, Chop Gate C E Voluntary Controlled Primary School is much smaller than the average school, with 18 pupils on roll including 3 children in the Foundation Stage. There is a broad social mix in the school and the full range of ability is represented. With so few children starting school each year, it is not possible to make secure judgements on their overall attainment on entry. There are very few pupils from minority ethnic groups or who speak English as an additional language. There are very few pupils eligible for free school meals, which is below the national average. Seven per cent of pupils have been identified as having special educational needs, this is below the national average and none have statements of special educational need, which is below the national average. Recently a significant proportion of pupils have joined the school other than at the normal entry times. The school is part of the first confederation of two schools within North Yorkshire. The school is confederated with Carlton and Faceby C E School, which is approximately six miles away.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1779 4	Mr D Hardman	Lead inspector	Mathematics
			Science
			Information and communication technology
			History
			Geography
			Physical education
			Foundation Stage
			English as an additional language
9652	Mr C Herbert	Lay inspector	
1263 1	Mrs M McLean	Team inspector	English
			Religious education
			Art and design
			Design and technology
			Music
			Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very effective school with many excellent qualities. With very few pupils in each year group judgments about pupils' attainment are not given because it would identify individuals, the focus of the inspection is pupils' achievements. In Year 6, pupils' achievements are very good in English, mathematics and science. Their achievements are good in information and communication technology (ICT). The headteacher provides excellent leadership and clear direction for the work of the school. The potential barrier to improvement of small, fluctuating numbers in each year group is overcome well. Staff value all pupils equally as individuals, whatever their needs, and work very hard to make sure they get the best from their time in school. Despite the high cost of educating each pupil, often found in very small schools, the school provides very good value for money.

The school's main strengths and weaknesses are:

- Teaching and learning are very good. As a result, pupils achieve very well in English, mathematics and science.
- In religious education, assessment is not used well enough to match the work to pupils' abilities.
- Leadership and management by the headteacher are excellent.
- Provision for pupils' spiritual, moral, social and cultural development is excellent.
- There is an excellent ethos in the school, which leads to a caring family atmosphere and pupils' excellent attitudes and behaviour.
- Inclusion is excellent because of the way the staff seek pupils' views and involve them in all aspects of school life.
- There are excellent links with parents and the community, which enhance the education of all pupils.

Improvement since the last inspection is very good. Leadership and management have ensured that the full curriculum is taught to pupils for ICT and their achievements have improved significantly. The quality of the teaching of spellings has improved, as a result, pupils' skills have improved. Parents are now very well informed of their child's progress both in written reports and during regular discussions with teachers. The "open door" policy of the school means that parents frequently talk to staff and, at the meeting with parents before the inspection, they spoke very highly of the school's links with both parents and the community.

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	A*	A*	A*
mathematics	B	A*	A*	A
science	A	A*	A	C

Key: A - very high; 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' achievements by Year 6 are very good, especially in English, mathematics and science. There are very few pupils taking the tests each year and so the results can vary widely year on year, they therefore need to be treated with caution. Compared to all schools

the table shows that the National Curriculum test results in 2003 were very high in English and mathematics, in the top 5 per cent in the country, and well above average in science. Trends in results over time are above the national trend. Currently, in Years 2 and 6, pupils' achievements are good in ICT. In religious education, pupils' achievement is not as high as in English, mathematics and science, because assessments in the subject are not used well enough to match work to pupils' individual abilities. In Year 2, pupils achieve very well in speaking and listening, reading, writing, mathematics and science. Overall, children's achievements in the Foundation Stage are good in personal, social and emotional development, communication, language and literacy and mathematical development. The other areas of learning were only sampled during the inspection and so an overall judgement about children's achievements is not possible.

Pupils' personal development, including their spiritual, moral, social and cultural development, is excellent. Pupils' attitudes and behaviour are **excellent**, their relationships with others are also excellent. Attendance is consistently very high in the school.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. Teaching is very good, as a result pupils' learning is very good and their skills, knowledge and understanding improve as they move through the school. The teaching for children in the Foundation Stage is very good, which is a major factor in their achievements. Pupils with special educational needs are very well supported by very good teaching that provides challenging activities. As a result, these pupils make very good progress throughout the school. The assessment of pupils' attainment and progress in English, mathematics, science and ICT is very good and the results of these assessments are used well to tailor work for pupils of different ability. However, assessment is not as effective in religious education and the school has plans to improve it in the near future. Excellent use is made of opportunities to enrich the broad curriculum with visitors, educational visits and by using the links with other schools to enhance learning, especially with the partner school in the confederation. The provision for care, guidance and support is excellent. The partnership with parents and the community is also excellent.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The leadership provided by the headteacher is excellent and a major factor in the quality of teamwork in the school. The management of the school is very good and the monitoring of teaching and learning by the headteacher is bringing about improvement and so raising standards. The governance of the school is very good and governors fulfil their statutory duties very well. The school uses funds designated for particular purposes well and the governors and the headteacher keep a close eye on spending to ensure the school gets the best value possible for all initiatives.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the work of the school and the opportunities they have to talk to staff. Pupils speak very highly of their school and they are keen to attend. Pupils explain how they enjoy their work and comment very favourably on the activities they undertake.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- use the assessment of pupils' achievements in religious education to match work to pupils' individual needs.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

There are very few pupils in each year group at the school and judgements on attainment would identify individuals, therefore the report focuses on pupils' achievements. Pupils' achievements in Years 2 and 6 are very good in English, mathematics and science. They are good in ICT and satisfactory in religious education. Pupils' achievements have improved since the last inspection. Children's achievements in the Foundation Stage are good in personal, social and emotional development, communication, language and literacy and mathematical development.

Main strengths and weaknesses

- Children in the Foundation Stage are given a very good start to their education.
- Teaching and learning are very good. As a result, pupils achieve very well in English, mathematics and science.
- Pupils with special educational needs achieve very well and build very effectively on their previous experiences.

Commentary

1 Although it is very early in the term, children's achievements in the present Foundation Stage are already good in communication, language and literacy, mathematical development and personal, social and emotional development. In the Foundation Stage, the teacher organises support assistants very well and they work very well together to ensure that all children have very good opportunities to develop their skills. All children benefit from very good teaching because of the excellent relationships. For example, they co-operate very well in the activities they undertake in all areas of learning and this improves their confidence and skills, especially in language and communication.

2 The tables in this section for National Curriculum test results are not shown for Years 2 and 6 because there were only two pupils in Year 2 and three in Year 6 taking the tests in 2003 and in 2004 there were no pupils in Year 6. Trends over time are above the national trend. In the present Year 2, pupils' achievements are very good in speaking and listening, reading, writing, mathematics and science. Pupils' achievements are improving because teaching is very good and the National Literacy and Numeracy Strategies are very well implemented. This represents very good achievement for this group of pupils from when they first entered the school. Although year groups vary quite considerably because of the very low numbers and their very differing starting points, the school makes very good use of the analysis of pupils' performance in National Curriculum tests and optional tests and this has resulted in the setting of realistic targets to focus on improving the weaker areas of pupils' knowledge and skills.

3 Currently, by Year 6, pupils' achievements are very good in English, mathematics and science. In these subjects, teaching is consistently very good because staff are very good at identifying what is and is not working, building on the strengths and remedying the weaknesses. The school's efforts, since the last inspection, to raise pupils' achievements in spelling have been very successful and pupils are achieving very well. Pupils' achievements are good in ICT, this is a significant improvement since the last inspection. Pupils are keen to use the computers and their skills improve, especially in word processing, using the Internet for research and in supporting work in English, mathematics and science. In religious education, pupils' achievement is satisfactory, but not as good as in some other subjects. This is because teachers do not plan carefully enough to match activities to the individual needs of

pupils or to challenge more able pupils sufficiently well. Pupils' work was sampled in other subjects of the National Curriculum but there was insufficient information to make firm judgements about standards or achievement.

4 Pupils with special educational needs make very good progress and achieve very well, set against their individual learning targets. The quality of individual education plans is very good. They enable pupils to progress in small, well defined stages. Teachers plan very well for pupils with special educational needs and, as a result, they attain standards that represent very good achievement in relation to their abilities. The school makes very good use of assessment information to identify pupils' needs at an early stage in their learning and for target setting in their individual education plans. It is a similar picture for pupils who are gifted and talented, as their skills are assessed and suitable work is provided to challenge and extend them. Parents' comments show that they feel their children achieve very well and make very good progress. The inspection team supports this, for example, pupils use their language, literacy and numeracy skills very well in other subjects.

Pupils' attitudes, values and other personal qualities

The provision for pupils' personal development, including their spiritual, moral, social and cultural development, is excellent and this is reflected in their exemplary behaviour and excellent attitudes to learning. Attendance is very high and pupils arrive promptly at school.

Main strengths and weaknesses

- The school provides an excellent ethos for pupils' personal development.
- The behaviour and attitudes of pupils are exemplary and their confidence and independence are important features in their desire to learn and take on responsibilities.
- The school promotes excellent "family" relationships.

Commentary

5 The school has very high expectations for pupils of all abilities to achieve their potential and this provides exceptionally well for their personal development. Pupils of various ages and abilities are taught together and this means they quickly learn how to form excellent relationships when working and playing together. They develop an understanding of their responsibilities to themselves and to each other. Parents commented very positively on opportunities for older pupils to take responsibility for caring for younger children and pupils.

6 The provision for pupils' social and moral development is excellent. Pupils' exceptionally positive attitudes towards school and learning reflect the extremely high expectations of teachers. Pupils arrive promptly each day eager to join in all the activities offered to them by the school. Children in the Foundation Stage have only been in the school for one week, but they already leave their parents or carers readily and settle quickly to activities each day. Teachers are excellent examples for the standards of behaviour they expect from pupils and this results in the exemplary behaviour seen during the inspection. Pupils understand the importance of certain rules and they work together to make sure everyone is safe and happy.

7 Provision for spiritual development is excellent. This is an improvement since the last inspection. Opportunities for pupils to develop spiritual awareness are seen through many aspects of their work in school. Pupils are taught the importance of human rights including their rights as children. As a result, they have a sympathetic understanding of the plight of

those less fortunate than themselves. Pupils are given responsibilities, for example, they were invited to decide how to spend money allocated for playground equipment. Their contributions were valued and this reflects the school's ethos of a family where everyone has a role to play. From starting school, children are taught that their ideas and opinions are important.

8 The headteacher is strongly committed to raising pupils' cultural and multi-cultural awareness and understanding. This is a great improvement since the last inspection. There have been visits from people of different cultures, pupils learn about the religions of Judaism and Islam as well as Christianity and they have been on an exchange visit to a large multi-cultural school. Pupils and parents are very supportive of the school and comment very favourably on the wide range of activities provided for them.

Attendance

Pupils' attendance is excellent.

Attendance in the latest complete reporting year (97.3%)

Authorised absence	
School data	2.7
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

Exclusions

There were no exclusions last year.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
Mixed – any other mixed background

No of pupils on roll
17
1

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. There is very good provision for pupils in English, mathematics and science. Provision for ICT is good. Provision for religious education is satisfactory. There is also very good provision for pupils' personal development. Links with parents and the community are excellent.

Teaching and learning

The quality of teaching is very good. This has a very positive impact on the quality of pupils' learning which is also very good. Teachers know their pupils very well and provide a wide range of activities to meet their needs. The assessment of pupils' attainment and progress is very good. The quality of teaching has improved since the last inspection.

Main strengths and weaknesses

- Assessment information is generally used very well to tailor the work for different attaining pupils, including those with special educational needs and those who are gifted and talented. However, assessment is not used well enough to match work to pupils' individual needs in religious education.
- The quality of teaching for children in the Foundation Stage is very good.
- Teachers have very high expectations of pupils.
- Lessons are interesting for pupils. As a result, they enjoy coming to school and try very hard in their work.

Commentary

9 Teachers regularly use a range of assessments, including statutory and optional National Curriculum tests. The information available from these tests is used very well to identify pupils' weaknesses and to guide teachers' planning, for example, by setting targets in

lessons to improve pupils' achievements. As a result, pupils gain very good information on how well they are achieving and what they must do next to improve. Assessment arrangements also promote the learning of pupils with special educational needs and the gifted and talented because their needs are recognised and work is set at a suitably challenging level to ensure that their skills are developed and extended. However, assessment is not used well enough to match work to pupils' individual needs in religious education, as a result, pupils' achievements are not as high as in English, mathematics and science.

10 Teaching is very good. The headteacher and key staff have undertaken a programme of observing colleagues' teaching and the discussions on successful practice help to ensure that all pupils learn effectively. The discussions with colleagues in the partner school make a very good contribution to the quality of teaching throughout the school. The National Literacy and Numeracy Strategies are used very well. As a result, pupils read accurately, find information quickly and use ways of calculating totals quickly in their heads. Teachers have very high expectations of pupils and expect them to work hard and achieve their best. For example, in a mathematics lesson for pupils in Year 6, the teacher set challenging tasks and pupils worked very diligently to complete them in a given time. Pupils respond very well to the challenges and, in discussions, comment very favourably on their enjoyment of lessons and on how well they think they are improving.

Summary of teaching observed during the inspection in 10 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	8	1	1	0	0	0

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

11 The quality of teaching for children in the Foundation Stage is very good. The teacher is very confident and the planning takes very good account of children's individual needs and includes valuable daily opportunities for imaginative play. The children's learning is supported by thoroughly prepared, practical activities and experiences that are wide ranging and interesting. This motivates children to learn very well. Staff use resources very well and bring excellent enthusiasm, skill and understanding to children's learning. Every opportunity is taken to develop spoken language, literacy and numeracy skills by careful questioning and vocabulary development. There is a very good balance between direct teaching and opportunities for structured play activities. All adults are very good examples for children to follow because they treat everyone with care, courtesy and respect. The use of support staff is very good and makes a significant contribution to children's learning because of the many opportunities provided for children to discuss their ideas.

12 The teaching of basic skills is very good and teachers make lessons interesting, which results in pupils being attentive and eager to answer questions. Teachers' planning ensures that pupils' literacy and numeracy skills develop very effectively. They do this by using the recommendations of the literacy and numeracy strategies and plan lessons that are challenging and interesting. For example, in an English lesson for pupils in the class containing Year 6 pupils, they were challenged well to use their knowledge to describe and evaluate the style of the writer. The pace of lessons is very good and pupils have excellent relationships with teachers and adults in the classroom, which means that pupils are very keen to please teachers and do well.

13 Teachers know and manage their pupils very well and provide very good support for different activities. The excellent relationships between staff and pupils create a secure

climate in which to learn. The school has an established system to encourage pupils to read and learn spellings at home and this has a very positive effect on their learning. The school ensures that all pupils, whatever their abilities, are included in all activities, which makes a very positive contribution to their learning. The quality of teaching for pupils with special educational needs is very good because teachers plan activities very well and ensure these are closely matched to pupils' needs.

The curriculum

The school provides a very good range of learning opportunities that cater for pupils' individual needs very well. Extra curricular activities and additional support inside and outside the school day are excellent. The curriculum has improved since the last inspection. The accommodation and resources are good and allow the curriculum to be taught effectively.

Main strengths and weaknesses

- The curriculum is enriched exceptionally well with strong community links, extra curricular clubs, visits and visitors and the subject expertise of teachers in the confederation.
- The curriculum provides very good personal, social and health education.
- The curriculum is very inclusive and meets the very varied learning needs of the pupils, regardless of gender or ability.

Commentary

14 Despite being a very small school with few teachers, pupils have many opportunities to join a range of clubs after school. They are very involved in a variety of community projects and members of the community come into school, for example, to talk to pupils about their experiences during the Second World War. Although accommodation for indoor physical education is restricted, pupils regularly use the local village hall for some lessons. Teachers with specific expertise in subjects such as art and design and design and technology use their knowledge to teach pupils from both schools in the confederation when they meet together one afternoon a week. Pupils also benefit from the expertise of a visiting music teacher on the same day.

15 The curriculum provides very good personal, social and health education. This enables pupils to make informed, sensible choices about their lifestyle. This starts in the Foundation Stage when children are expected to be caring towards each other and to form good relationships. Older pupils are taught about the misuse of drugs and about sex and relationships. This programme contributes very well to pupils' awareness of their role as good citizens because they are taught about the importance of human rights. In addition, the school implements well the clear and effective policy on racial harmony.

16 Teachers ensure that the curriculum is very inclusive because their planning for the differing abilities and wide age range of pupils in both classes is very good. This is an improvement since the last inspection because teachers clearly identify what pupils of differing abilities will learn. This is reflected in pupils' very good achievements. Teachers know individual pupils very well, and use this information to plan activities that are matched very well to their individual needs. The curriculum intentions are shared with the pupils so they know what they are expected to learn and pupils check how well they have completed tasks at the end of lessons. Parents commented on how well the school helps them to support pupils' learning at home.

17 Pupils are prepared well for the next stage in education. Transfer from the Foundation Stage to Year 1 is smooth because the present organisation of the school includes a class covering reception and Year 1 and 2 pupils. There is very close liaison with teachers from the secondary school who regularly teach pupils in English, mathematics, science and ICT which makes a very positive contribution to pupils' transfer to secondary education. The unique situation of the confederation school significantly benefits the curriculum offered to pupils. This gives pupils wider opportunities to work with other pupils and experience a wider range of teaching styles.

18 Accommodation and resources for the Foundation Stage are good and used very well to provide interesting and lively learning activities, such as water play, exploring the environment and role-play in many situations. Resources for other subjects are very good and

their effective use has a positive effect on both teaching and learning. For example, computers are used well for research and to support other subjects such as art and design. The accommodation overall is satisfactory. It is well organised, scrupulously clean and well maintained. The number of staff is adequate to meet the needs of the curriculum.

Care, guidance and support

Provision for care, guidance and support is excellent and has been improved since the last inspection. The school offers its pupils a very caring and supportive environment where all are valued and respected. There are excellent procedures for child protection, health and safety. There are excellent procedures to seek pupils' opinions and the school values these.

Main strengths and weaknesses

- Staff know pupils very well and take excellent care of them.
- Excellent support and guidance for older pupils helps them be aware of their strengths, weaknesses and what they need to do to improve.
- The excellent procedures to seek pupils' views means that pupils' self esteem is very high.

Commentary

19 Teachers develop excellent relationships with pupils based on trust and respect so that they provide very effective care and support for all pupils. Governors have established excellent procedures to ensure pupils' health, safety and protection and the school makes very good arrangements to care for pupils with special educational needs. Excellent links with parents enable information to be shared when problems arise and staff work hard to provide personal support for individual pupils.

20 Induction procedures are comprehensive, well thought out and contribute to pupils' very positive attitudes towards school. Parents of reception children are invited into the classroom in the mornings to aid settling in. Staff provide excellent care and there are very good procedures to introduce children gradually so that they quickly settle down in the school. Teachers know their pupils very well and provide excellent support and guidance. They ensure that pupils begin the lesson by understanding what is to be taught and use time at the end of lessons for pupils to explain how well they think they have done.

21 The headteacher is committed to consulting pupils as a means of raising self-esteem and as an early introduction to the democratic process. This is done using questionnaires and formal discussions. Pupils are encouraged to make suggestions for, and participate in, school improvements and they feel that their views are listened to. This makes a significant contribution to their understanding of the responsibilities of citizenship. Parents are very supportive of the school and the growing links with their partners in the confederation.

Partnership with parents, other schools and the community

The school has developed excellent links with parents and the community. The links with other schools and colleges are very good. There are very good opportunities for pupils and parents to be involved in the work of the school. These aspects have improved since the last inspection.

Main strengths and weaknesses

- Parents feel welcome in school and are very pleased with the education it provides.
- The wide variety of links with the community makes a very good contribution to the curriculum and pupils' personal development.
- Links with the confederated school and other schools in the area extend opportunities for pupils' learning and sporting activities very well.

Commentary

22 The school plays an important part in the life of the village and has built strong links with parents and the wider community. Parents are made very welcome in school and feel they can approach staff at the beginning and end of the school day with information or queries about their child. They are very pleased with all aspects of the school and particularly value the role it plays in the community. The school actively seeks parents' views through discussions and questionnaires

and is prepared to act on them. In addition, parents are invited to curriculum meetings and receive very good information on topics to be covered in lessons.

23 A very good range of information is provided for parents through the school prospectus, regular newsletters and annual reports on their children's achievements. These annual reports provide information both about what pupils have done and about how well they are achieving. The information to parents has improved significantly since the last inspection when it was identified as an area to improve. Many parents are very involved in the school and help in a variety of ways. They make an important contribution with several extra curricular clubs, provide transport for sports meetings, run popular social and fund-raising events and accompany pupils on visits out of school.

24 Links with the village and the wider community are extensive. Pupils benefit from a wide range of opportunities such as participation in the Harvest Festival Service, members of the community working with pupils in school, for example, hearing readers or giving talks on their experiences. All these initiatives add significant interest and technical experience to the curriculum. There is a very good range of productive links with other schools, particularly the confederated partner school, which increases the variety of opportunities open to pupils to engage in a variety of projects. For example, on Thursday afternoon the schools meet at Carlton and pupils enjoy mixing with new friends, experiencing specialist music teaching and enjoying an art and design lesson taken by two teachers.

25 There is a very good range of productive links with other schools that increase the variety of opportunities open to pupils to engage in sporting activities and, for example, music and cultural projects. Very good links with the secondary school support transfer from Year 6 and their staff teach English, mathematics and science to pupils to further enhance the curriculum. The regular use of lap top computers taught by a specialist widens the ICT curriculum for all pupils.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are very good. Leadership by the headteacher is excellent and by staff very good. The governance of the school by the governing body is very good. The leadership and management of the school have improved since the last inspection. The potential barrier to improvement of fluctuating numbers in each year group is overcome very well and pupils' achievements are not adversely affected.

Main strengths and weaknesses

- All staff share the headteacher's clear commitment to inclusion.
- The governors know the school very well; they support and challenge the school very effectively.
- There has been very good progress since the last inspection, particularly in raising pupils' achievements in spelling and ICT.

Commentary

26 The headteacher and staff of both schools in the confederation meet regularly to discuss common issues and oversee work in the different aspects and subjects of the schools. This approach has meant that both schools have made a very good start to the first initiative of its kind in the local education authority. The assessment of each pupil's knowledge, skills and understanding is used very well to plan the next step in their learning, especially in English, mathematics and science. This process has been instrumental in improving pupils' achievements. However, this is not yet the case in religious education as the co-ordinator is waiting for the publication of the revised Agreed Syllabus and arrangements have been made for religious education to be prioritised for improvement. The leader of the Foundation Stage provides a very clear vision and sense of purpose with a series of well planned activities that

interest and motivate children and lead to good acquisition of skills, knowledge and understanding. The provision for pupils with special educational needs is very well managed by the school's special educational needs co-ordinator who ensures the school responds appropriately to pupils' needs, advises colleagues and checks on provision. As a result, teaching for these pupils is very effective and they build successfully on their previous knowledge, skills and understanding. The provision for pupils who are gifted or talented is well managed by the headteacher and staff who ensure the school responds appropriately to pupils' needs by providing work that is challenging. The result of all these initiatives is shown in the way that inclusion is a very important element of the work in the school.

27 This school knows where it is going and how it will get there. For example, the headteacher's excellent leadership has ensured that any difficulties are identified and dealt with as they arise. This is shown in the way the partnership between the schools in the confederation is flourishing. For example, the headteacher has been the driving force in the establishment of joint staff meetings, which has resulted in the shared responsibilities for the leadership of subjects and providing many opportunities for pupils at both schools to benefit from a very wide range of joint activities. The promotion of pupils' personal development, as well as a commitment to making learning relevant and interesting, is fundamental to the headteacher's vision for the school. The whole school community shares this inclusive ethos, which creates a warm, family atmosphere in school. The effective professional development of all staff is well managed and is closely linked to the school's priorities. The headteacher and subject co-ordinators monitor their colleagues' teaching, especially in English, mathematics, science and ICT, check lesson plans and scrutinise samples of pupils' work. As a result, pupils' achievements in spelling and ICT have improved significantly since the last inspection.

28 The governing body is very involved in improving pupils' achievements and providing constructive criticism of the work of the school. Governors have kept a close eye on the extent to which the key issues arising from the last report have been addressed. They have a clear idea of pupils' achievements in English, mathematics and science. There is written monitoring information on the budget that governors discuss to ensure that expenditure is closely monitored. As a result, they ensure that the school gets good value for money.

29 The governing body is very committed to providing a successful service for the school and this is demonstrated clearly by the governors' arrangements to appoint individual governors to be regular visitors to each class in the school when they see how pupils are developing. Governors follow pupils' progress in subjects and report back to their colleagues after visits and this ensures all governors understand how effectively the curriculum is covered. The governor who oversees the provision for special educational needs in the school works very closely with the co-ordinator and is very well informed in this aspect of school life. In addition, the governors have been very supportive of the many initiatives that have followed the formation of the confederation, such as joint staff meetings and teachers from both schools sharing responsibilities for curriculum areas. The headteacher provides regular, clear reports on the progress of all aspects of school life which, coupled with their own monitoring, ensure that governors are kept up to date with all initiatives the school undertakes. The high carry over figure, shown below, from the previous year came from new funds allocated to the school late in the financial year to help establish the new confederation. These have been used wisely to maintain teaching staff and to employ support staff who play an important role in the education of pupils. Despite the high cost of educating each pupil, commonly found in very small schools, the school provides very good value for money.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	£122,304
Total expenditure	£117,081
Expenditure per pupil	£6,504

Balances (£)	
Balance from previous year	£10,403
Balance carried forward to the next	£15,626

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 **very good**

Main strengths and weaknesses

- Relationships are excellent, which leads to very good attitudes and behaviour.
- Very good teaching raises children's self-esteem.
- Children understand routines and this enables them to grow in confidence and become independent.
- Adults' very good questioning skills promote children's understanding well.

Commentary

30 There was insufficient evidence to make firm judgements for the provision for **creative development, knowledge and understanding of the world** and **physical development**. However, it is clear that children have daily opportunities to develop their skills when they draw, paint, make models and sing or listen to music. They mix paints and use colours to create colourful pictures. Children are regularly taught ICT skills on the computer. They enjoy learning and are very enthusiastic about doing their own work on computers. Children practise using the mouse to answer simple questions shown on the screen and use headphones to listen to stories. Children understand different habitats, for example, the seaside and they explain how they have to travel to get there. In their role play, one child was particularly enthusiastic as the "train driver" taking them on a visit. There are regular planned lessons that promote gymnastics, dance and games skills. For example, in a session in the village hall, when warming up children used the space well and knew they had to avoid bumping into others. They work co-operatively in groups when passing and catching a ball.

31 In **personal, social and emotional development** teaching and learning are very good and children achieve well in this aspect of their education. The excellent relationships between all the adults working with children set an excellent example. Consequently, children learn to take turns and share resources. The staff work very well together to maintain consistently very high expectations of children. All adults give very good encouragement to children which means that children readily join in activities. For example, in a short session of imaginative play children talked in the "Travel Agents" about going on holiday and one paid for the holiday just arranged. Behaviour is very good in a range of situations. Children know the routines and keep to them; they behave very sensibly and become more independent. For example, children enter in the morning, hang up their coats and choose activities from around the room confidently and independently. Children of all abilities respond very well and find their work enjoyable because it is pitched at the correct level to provide interesting challenges. Examples of children's previous work shows a very good range of activities that promote their personal development, for example, they visit the local church, show respect for other faiths and know the story of Noah's Ark and the meaning of the rainbow as God's promise to mankind.

32 Although it is very early in the term, children are achieving well in **communication, language and literacy**, because teaching and learning are very good. Skills in literacy and language are developed systematically through carefully planned activities. Children are encouraged to become aware of the importance of the skills of reading and writing through

very well planned focused activities. For example, in a lesson using a story as the focus, children recognise the names of some animals and fruits and they make a good effort to colour and cut out different fruits to put in their basket. Through these activities, children quickly learn that writing has meaning and they learn to recognise the starting letters of words. Children are given many opportunities to develop speaking and listening skills through purposeful and imaginative play, such as the “Travel Agents” and through responding to stories and repeating rhymes. There are plenty of opportunities for children to share books throughout the day. They enjoy looking at the attractive books in the classroom. They learn how to handle books correctly, for example, turning pages from right to left. Children enjoy listening to their teachers reading to them and they quickly remember repeating words or phrases. All children are encouraged to take books home to share with their families.

33 Children achieve well in their **mathematical development**. Many mathematical activities are of a practical nature and, together with the good resources, support children’s learning well. This is because of the strong emphasis placed on developing not only number skills but also the use of opportunities in other areas of learning to promote and develop mathematical links. Adults stress mathematical language right from the start so that children use this when they talk about their ideas. For example, in a lesson developing their number skills children selected the correct number of model animals as the teacher asked them questions. When children were sorting the animals into different fields on the carpet, the teacher encouraged children to use correct language, such as large or small. This idea of grouping was reinforced when children were taught to use the language of “more than” or “less than” when talking about how many animals were in each field. Good links are made with literacy when children sing number rhymes and they learn to count up to and count back from a given number.

34 The teaching area is made very attractive with displays of children’s work. Very good use is made of the secure outdoor area attached to the school and children enjoy sand and water play. This enables the teacher to make sure that children receive an appropriate curriculum and that they benefit from the use of the very good resources. The co-ordinator has a very good understanding of the learning needs of children of this age. She works very well with support staff and parent helpers to prioritise developments and check on the quality of teaching and learning for all the children.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**

Main strengths and weaknesses

- Pupils’ achieve very well because teaching and learning are very good.
- Teachers plan a very good range of drama activities.
- Leadership and management of the subject are very good.
- Teachers regularly check pupils’ progress and make sure that pupils are challenged very well.
- Teachers plan very well to promote pupils’ language skills in other subjects.

Commentary

35 Pupils' achievements have improved since the last inspection. Pupils achieve very well in speaking and listening, sometimes from a low starting point on entry to the school. This is because teachers encourage these skills through questioning pupils about their work and pupils are encouraged to discuss their work with each other. Pupils are expected to be attentive to teachers and each other and teachers plan a very good range of drama activities, such as role-play and "hot-seating" activities. In one class, children and pupils role-played part of the story *Handa's Surprise*, and in the other class pupils prepared a role-play activity linked to their history topic "World War II". In the play, one pupil used dramatic expression very effectively to create the character of a gruff, angry villager. By the time they are in Year 6, pupils talk maturely; this was evident in discussions with pupils about their work.

36 Leadership and management of the subject are very good. Teachers work closely together and, as a result, pupils make good progress as they move through the school. The quality of teaching and learning is regularly checked by the co-ordinator and the key issue from the last inspection, to improve spelling, has been dealt with very thoroughly.

37 Pupils enjoy the quiet, daily reading sessions. Many pupils are supported very well in their reading at home, as part of their homework. In Year 6, pupils are confident readers. Those pupils heard reading aloud, read very expressively and fluently. Pupils achieve very well because teachers regularly check their progress and make sure that pupils are challenged very well in line with their differing abilities.

38 Pupils achieve very well in writing and spelling is a particular strength now. Pupils know how to use “word” books and dictionaries. Older pupils confidently use dictionaries to find the meaning of words such as “prescription” using alphabetical order to the fourth letter. As they move through the school, pupils use an increasing range of punctuation and varied vocabulary, to make their writing lively. This is the result of teachers’ very effective planning to meet the individual needs of pupils. Pupils are taught to join letters before Year 3 and, as a result, by Year 6 handwriting is joined, fluent and legible. All pupils take care with the presentation of their written work.

Language and literacy across the curriculum

39 Teachers plan very well to promote pupils’ language skills in other subjects and pupils use their writing skills well in subjects such as history and geography. Pupils are given very good opportunities to extend their speaking and listening skills when discussing how children would feel when being evacuated from a city during World War II. Pupils’ independent research skills are encouraged and they regularly use reference books or find information on the Internet.

MATHEMATICS

Provision in mathematics is **very good**

Main strengths and weaknesses

- Teaching and learning are very good because teachers know individual pupils very well and ensure that suitable work is planned to meet their different needs.
- There is very good emphasis on the teaching of basic number skills.
- Teachers have very high expectations of pupils, as a result, pupils have excellent attitudes to the subject.
- The co-ordinator ensures that information from assessments is used very well to guide teachers’ planning.

Commentary

40 Pupils’ achievement has improved in Year 6 since the last inspection. The quality of teaching and learning is very good throughout the school. There are no significant differences in the achievements of girls and boys currently in the school. Pupils with special educational needs and those that are gifted or talented make very good progress in lessons. Pupils achieve very well because they work hard, the teaching is very good and lessons are very well planned. For example, teachers plan suitable activities for the full ability range in each class by setting work at different levels. This ensures pupils understand what they are doing, they build effectively on what they have learnt before and so achieve very well. Higher attaining pupils achieve very well because teachers set different tasks for them at suitably challenging levels. New learning targets are shared with pupils so that they are aware of what they are supposed to know and do by the end of the lesson. Teachers are knowledgeable and enthusiastic which

motivates pupils. Pupils are encouraged to use the correct mathematical terms and to focus on the tasks set.

41 Pupils in Year 1 build on the positive start they have in the Foundation Stage through a range of practically based activities. They learn to count, add and subtract with increasing accuracy. There is very good emphasis on the teaching of basic number skills. For example, in Year 2, pupils use tally charts when tossing coins to record how many heads and tails are shown in a given number of throws. They explain clearly how they can make a graph of the results. In a very good lesson in Year 6, pupils worked accurately with decimals when solving problems relating to the cost of various trips on a ferry. Pupils create graphs from information they have gathered and interpret the data correctly. Pupils tackle problems which involve fractions and use the knowledge well when converting fractions to decimals and percentages.

42 Pupils' very good achievements are the result of very good teaching throughout the school and the very effective leadership and management in the subject. For example, staff in the two confederated schools work closely together and frequently discuss pupils' progress. The co-ordinator has undertaken scrutiny of pupils' work as well as checking on teaching and learning. The information gained has been used to guide future school developments. Guidance for teachers is explicit and easy to follow. As a result, they use assessment very effectively to set targets for pupils. Pupils know how well they are achieving and what they must do next to improve further. This is an improvement since the last inspection. In addition, the analysis of test results is accurate and used well to find out which areas of mathematics need improving. Lower attaining pupils, including those with special educational needs, receive good support from the class teachers and support assistants.

Mathematics across the curriculum

43 Mathematics is used very well in a variety of ways across the curriculum and this enables pupils to make progress in other subjects. For example, pupils measure and record temperatures in science and collect data in a variety of subjects. There are sufficient opportunities and a good range of mathematical programs for pupils to use ICT to further enhance their skills. For example, in a very good Year 6 session, a pupil used a program to enhance skills solving equations where letters were substituted for numbers.

SCIENCE

Provision in science is **very good**

Main strengths and weaknesses

- Teachers have a very good knowledge of the subject.
- There is a clear focus on investigation and experimentation during lessons.
- The science co-ordinator knows the strengths of the subject very well.

Commentary

44 Pupils' achievements are very good in science and have been improved since the last inspection. All pupils, including those with special educational needs, achieve very well and improve their knowledge, skills and understanding of scientific processes, because teaching is very good and pupils are very keen to learn. Teachers have very good knowledge of the subject content and have clear targets for lessons that are shared with pupils. This ensures that pupils learn new ideas securely and have a clear focus for their learning. In a very good lesson for pupils in the younger

class, there was very good pace and the teacher used practical examples to emphasise the different sounds musical instruments make. There were skilful and challenging questions asked that reinforced pupils' learning very well as they discussed the way each one had to be played to create a sound.

45 A further strength of the teaching is that work in science is practical and involves pupils in challenging experimental work. Teachers provide opportunities for pupils to make accurate measurements, to record data in graphs and tables and then to interpret data and draw conclusions. For example, in displays of pupils' work, their descriptions showed that pupils understood changes taking place when they made crispy cakes using melted chocolate. In further experimental work, they completed a graph to show the speed at which ice melts. The emphasis on using key vocabulary is consistent throughout the school. Teachers ensure that pupils improve their literacy and numeracy skills well by encouraging the use of correct scientific language and by recording the progress of experiments accurately before making tally charts, graphs and pie charts to show their results. For example, for pupils now in Year 6 their previous work shows accurate use of diagrams and labels to show electrical circuits and how the switch is connected so that a bulb can be switched on and off. Excellent relationships between staff and pupils make a very positive contribution to the pupils' excellent attitudes to the subject. As a result, pupils feel confident when offering suggestions and answering questions in class.

46 The science co-ordinator provides very good leadership and management. A full audit of resources has been completed and new equipment bought to ensure pupils have sufficient for their experimental work. The checking of teaching and learning makes sure that teaching and the work carried out in science is very effective, as a result, pupils achieve very well when improving their knowledge, skills and understanding of the subject. This is an improvement since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- There are very good resources for ICT.
- All staff have very high expectations of pupils, as a result pupils' attitudes and relationships are excellent.
- Pupils are provided with good opportunities to develop their confidence in using computers to find information on the Internet and to support their work in other subjects.

Commentary

47 Due to timetabling arrangements, no teaching of ICT was observed in Years 1 and 2. Although there is insufficient evidence to make a secure judgement of teaching and learning in these year groups, the scrutiny of pupils' past work and evidence from displays show that pupils' achievements are good. Pupils' folders for ICT show they use the computer to word process their work both when writing sentences for their stories and when typing instructions to make a sandwich. In Year 6, pupils' achievements are good. This is a significant improvement since the last inspection when ICT was a key issue. The school has access to very good resources, which they use well. Teaching and learning are good and many pupils use computers confidently. This has a significant impact on pupils' achievements. Teachers

expect the best from pupils, this means that when sharing their ideas with others, pupils show excellent attitudes to each other and to staff.

48 Pupils are provided with many good opportunities to develop their confidence in using computers to find information on the Internet and to support their work in other subjects. In Year 6, pupils use computers to create multi-media presentations. They confidently show how they use the facilities of the program to make the pages of their slide show appear from different directions. They use sounds and pictures to enliven their written work on life in school. This work shows how pupils' language skills are effectively used in ICT. Pupils' attitudes are excellent and they talk enthusiastically about using the computers. For example, pupils regularly spend their own time during the lunch break working on their own topics kept in folders on the computer. In other subjects, there is good use of ICT to enhance pupils' work. For example, pupils in Year 3/4 used the computer to create the Bilsdale News, combining text and graphics to produce an interesting newsheet. Pupils, especially in Year 6, use the Internet confidently to research information on their history and geography topics. Discussions with pupils in Year 2 show the good use of computers to enhance their mathematical studies when collecting data and producing a graph of the results. Older pupils are confident using ICT and explain how to enlarge an imported picture and to move it around the screen to improve the visual effect of their work.

49 The leadership and management of the subject are very good because there is clear guidance for the subject that teachers follow and a well developed improvement plan. This plan shows the detailed, continuing improvement intended and the appropriate training for staff as new initiatives are started. In addition, the co-ordinator ensures that all teachers use computers in many lessons which enhance teaching and pupils' understanding of the use of ICT considerably.

Information and communication technology across the curriculum

50 The school is making good progress in developing the use of ICT across the curriculum. Discussions with pupils across the school show they understand how computers can help them in many aspects of their school life, for example, creating graphs in mathematics, using the e-mail facility to improve their language work and recording the results of experiments in science. There are areas of very good practice in the school, for example, pupils in Year 6 use spreadsheets confidently to display collected data as graphs and pie charts.

HUMANITIES

51 Work was sampled in **geography** and **history**, with two lessons seen in geography and none in history. As a result, there is insufficient evidence to make secure judgements of teaching, learning and pupils' achievement. In geography in Year 2, pupils make good use of the local environment to carry out detailed work. In discussions, they compare where they live with a contrasting locality, for example, the seaside. They use maps to find the nearest place on the coast and discuss how they could get there from Bilsdale. Pupils study their own area and create graphs using ICT on their methods of transport to school. In Year 6, pupils use information well about their own locality and complete grid references for places in Britain. Pupils made a good link between geography and their cultural studies when they identified countries in the European Union. They linked their studies of water to investigative work in science when they recorded local weather patterns, used tally charts to record the use of water in their daily lives and entered the information into computers to produce graphs of their results.

52 In history, pupils in Year 2 know the story of the Great Fire of London, when it began and why it spread so quickly. They use ICT effectively for research into the lives of Samuel Pepys and Sir Christopher Wren. Pupils' work in the older class is mounted in an attractive display showing that pupils understand life in Victorian times and compare it to their own lives. Pupils develop their use of the Internet when they research information on Ancient Greece. They write clear accurate accounts of important events of the time, for example, the Battle of Marathon. History and geography make a positive contribution to social, cultural and moral development by raising pupils' awareness of other cultures and societies.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**

Main strengths and weaknesses

- Assessment is not used well enough to match work to pupils' individual needs.
- The curriculum is planned well so that pupils make progressive gains in their knowledge about the faiths taught.
- Pupils use their information retrieval skills well to support their learning.

Commentary

53 Pupils' achievement is satisfactory, but not as good as in some other subjects. This is because teachers do not plan carefully enough to match activities to the individual needs of pupils or to challenge more able pupils sufficiently well. Sometimes all the pupils in a class do the same activity and, occasionally, older pupils spend time colouring in worksheets. Teachers do not always have a clear enough picture of what pupils know, understand and can do.

54 Teaching is satisfactory with good elements. For example, the curriculum is planned well, pupils are regularly taught religious education and they know the key Christian festivals and those in Judaism, as well as Chinese New Year and the Hindu festival of Diwali. ICT is used well to support their learning. For example, some pupils used a program to reproduce a painting of a palm for their work about Palm Sunday. There are well planned visits, and on a visit to the local church, younger pupils described and named parts of the Church. More able pupils use their information retrieval skills well to support their learning and there is good challenge in the work, for example, when asked to research information about Jewish rituals and prayer clothing. Where appropriate, links are made with other subjects. For example, older pupils used their knowledge of Islamic designs to create their own silk screen prints.

55 Leadership and management are satisfactory although the co-ordinator leads the subject well in her class. For example, pupils' work is varied and marking of pupils' work is good with clear explanations of what pupils did. However, checking the quality of teaching and learning across the school is not yet rigorous enough. Assessment is not used well enough to match work more closely to pupils' individual needs. These factors explain why pupils do not achieve as well as they do in some other subjects. The co-ordinator is waiting for the publication of the revised Agreed Syllabus and arrangements have been made for religious education to be prioritised for improvement.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

56 No lessons were seen in **art and design, design and technology, physical education and music**. It is not therefore possible to make firm judgements about provision in these subjects. This is because these subjects are taught through the confederation when pupils from the two schools come together on one afternoon a week. The subject expertise of teachers is used on these occasions and a music specialist comes on that afternoon and teaches all the pupils. Inspectors spoke to co-ordinators about their work, examined teachers' planning and spoke to pupils about what they had learned in the subjects.

57 There were some good examples of younger pupils using clay to make models in **art and design**. They moulded the clay carefully to produce features on faces. These pupils also worked with clay to recreate models using their imagination from hearing the story "The Tiger Who Came To Tea". Older pupils cut out and paint good tile patterns in the style of William Morris.

58 There was photographic evidence of pupils making chocolate brownies in **design and technology**. The younger pupils used tools carefully to make wood sculptures such as a car, tractor and flowers. For example, one pupil recorded drilling a hole then using a piece of doweling for a car aerial. Resources are good and classrooms have a good variety of tools. Older pupils use tools carefully and select a range of materials to make examples of fairground rides.

59 Pupils sing well in assemblies, but there was no other evidence of **music** during the inspection.

60 In **physical education**, it is evident that all strands of the subject are regularly taught. In a session in the village hall, the whole school joined in a variety of physical activities at levels appropriate for their ages. During the warm up session pupils worked hard to improve their physical control as they moved from one movement to the next. Pupils know the requirements

of a warm up and in the short session, they improved their ball control when completing passing and catching exercises. In discussions with Year 2 and Year 6 pupils, they showed they are aware of the effects of exercise on their bodies. Pupils benefit from the extra curricular activities. For example, a large number stayed in the hall to play table tennis. They received very good coaching from visiting experts and thoroughly enjoyed the session.

61 Often the expertise of the co-ordinators, from both schools in the confederation, is used very well to take other classes for their subject. In addition, at staff meetings of the confederation, co-ordinators review the curriculum, teachers' planning and pupils' work to ensure that the full curriculum is taught.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

62 **Personal, social and health education** is an integral part of the curriculum and teachers make use of every opportunity to promote the positive values of the school. In assemblies, the themes help pupils to develop confidence to express themselves on issues that affect them, such as how to make others happy or how others may feel. Pupils are given time to reflect and consider issues during lessons and collective worship. During lessons and break times older pupils take responsibility; for instance they look after younger ones, tidy classrooms and put away chairs after lunch. At lunchtimes, pupils socialise well and chat happily to each other. The very high expectations of staff in all lessons and their example to pupils are what lead to the excellent relationships in school. Sex education is provided in the science curriculum and the school policy guides staff well in their approach to the subject. Pupils develop a sense of **citizenship** through a variety of approaches. They receive teaching and visits from a number of people who assist with pupils' learning about a range of aspects that help them to grow and develop towards being good citizens. For example, they are consulted on different aspects of school life, take part in community activities and regularly raise money to support charities.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	1
Attendance	1
Attitudes	1
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	1
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	3
Pupils' care, welfare, health and safety	1
Support, advice and guidance for pupils	1
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	1
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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