

# INSPECTION REPORT

## **CANON MAGGS CHURCH OF ENGLAND JUNIOR SCHOOL**

Bedworth, Warwickshire

LEA area: Warwickshire

Unique reference number: 125689

Headteacher: Mr R W Steward

Lead inspector: Mr A Clark

Dates of inspection: 27 – 29 September 2004

Inspection number: 266556

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Junior School
School category:	Voluntary Aided
Age range of pupils:	7 – 11
Gender of pupils:	Mixed
Number on roll:	356
School address:	Derwent Road Bedworth Warwickshire
Postcode:	CV12 8RT
Telephone number:	0247 631 2220
Fax number:	0247 631 2923
Appropriate authority:	Governing body
Name of chair of governors:	Mr G Lucas
Date of previous inspection:	21/06/1999

## **CHARACTERISTICS OF THE SCHOOL**

Canon Maggs Church of England Aided school is in the town of Bedworth, near Nuneaton. There are 356 boys and girls on roll aged between 7 and 11. The school is larger than average. The percentage of pupils eligible for a free school meal is broadly average. The large majority of pupils are from white, British families and a small percentage are from Indian, Black African and Caribbean backgrounds. There are no pupils at an early stage of learning English as an additional language. The percentage of pupils currently identified with special educational needs (21%) is broadly average. It has been above average over the last five years. The pupils' special educational needs are largely specific and moderate learning difficulties and a small percentage with physical and emotional concerns. The percentage of pupils with a statement of special educational needs is also average. The census data from 2003 indicates that the school's immediate catchment area is below average for adults with higher education and from higher social backgrounds. About a third of pupils are from the immediate area with many others choosing to attend the school from further afield. The majority of pupils start school at 7 and leave at 11, fewer than average pupils start or leave at other points of their education. Attainment on entry to the school is below average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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13462	Mrs R Mothersdale	Lay inspector	
28200	Mr P W Stevens	Team inspector	Information and communication technology Geography Music English as an additional language
30559	Mrs J M Taylor	Team inspector	English Art and design Design and technology Special educational needs
30590	Mr P J Tuttle	Team inspector	Mathematics Physical education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school** with significant very good features. The school is led and managed well and the very good leadership of the headteacher has sustained good standards of teaching, learning and subject coordination despite recent staff changes. The pupils achieve well and their attitudes and personal development are very good. The school gives good value for money.

The school's main strengths and weaknesses are:

- Inspirational leadership of the headteacher motivating staff and pupils.
- Pupils achieve very well in English.
- The provision for pupils with special educational needs (SEN) is very well managed.
- There is excellent participation in sport and creative arts.
- Pupils' problem solving skills in mathematics are not good enough.
- The ethos for learning is very good.

The school has improved well since the last inspection. Standards in English have risen well and achievement in all subjects is now good. The attitude of pupils of all abilities to their work is now very good.

### STANDARDS ACHIEVED

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

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Pupils' achievement is good.** It is very good in English. The trend of improvement in standards for the last five years is above the national average. The standards for the current Year 6 pupils are well above national expectations for English and in line with them for mathematics and science. The pupils' ability to solve problems in mathematics is not as good as other aspects of their work. The school is already beginning to make improvements. There is no difference in the achievement of boys and girls. The standards of work seen in geography are well above expectations and above them in information and communication technology, and history. **The pupils' personal development, including spiritual moral, social and cultural, is very good.** The pupils have very good attitudes to school and behave very well. They are enthusiastic about their work and take full advantage of the many opportunities for activities out of school time. Attendance is good and punctuality is very good. The pupils flourish in the school's caring, Christian ethos.

### QUALITY OF EDUCATION

**The quality of education is good. The quality of teaching and learning is good.** The procedures and use of assessment are good. Literacy skills are encouraged very well in all

lessons. The teachers' very high expectations motivate the pupils and the challenge for all abilities including those with special educational needs (SEN) is very good. The teaching assistants are well trained and deployed well to provide effective support. The teachers' use of resources, such as overhead projectors, is not always effective enough. The teachers' marking provides good guidance so that pupils have a clear idea of what they need to do to improve. The use of homework makes a very good contribution to learning. The curriculum is good. Work is very relevant to the pupils and there are good links between subjects. The provision for pupils with SEN is very good. The enrichment of the curriculum is very good and there are excellent opportunities for pupils to participate in sports and the creative arts. The overall accommodation is good and used well. However, some of the classrooms are small. There are satisfactory resources and the quality is generally good. This is a very caring school. The strong Christian ethos is supported by very good procedures to support pupils' welfare and health and safety. The pupils are very involved in the work of the school, particularly through the well-established school council and house system. Good links with parents, very good links with the community, and particularly very good links with other schools contribute well to teachers' professional development and pupils learning well. The quality of information provided for parents is very good.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are both good.** Governance is good and the governing body fulfils its statutory requirements. Very good leadership of the headteacher and deputy headteacher ensure children achieve well and that there is a consistently challenging approach to teaching and learning despite significant staff changes. Subject coordinators make good use of thorough analysis of test data and monitoring of pupils' work to raise standards. The school is very happy.

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

The parents' feel this is a very caring school with good standards. They particularly appreciate the positive guidance and support of the headteacher.

The pupils feel that they are fully involved in the life and work of the school. They like their teachers and find learning fun.

## **IMPROVEMENTS NEEDED**

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

- Improve the pupils' ability to solve mathematical problems.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Pupils' achievement is **good**. Standards in English are above expected levels and they are in line with expectations for mathematics and science.

#### Main strengths and weaknesses

- The trend of improvement to standards over the last five years has been good.
- Pupils of all abilities achieve very well in writing.
- The pupils' problem-solving skills are not as good as other aspects of mathematics. Investigative work in science is good.
- Standards in information and communication technology are above national expectations.

#### Commentary

- 1 Pupils of all abilities achieve well. The rise in standards since the last inspection has been above the national trend for English, mathematics and science and almost a year-on-year improvement. There has been significant improvement overall to the percentage of pupils attaining higher levels in national tests, particularly in English. The test results for Year 6 in 2003, the last period when nationally comparative data was available, were well above average for English and science and above average for mathematics. The more recent results for 2004 show similar standards for English to the previous year and were broadly average for mathematics and science as there were fewer higher attaining pupils. The current Year 6 pupils are exceeding national expectations for English and meeting them for mathematics and science. In all subjects pupils make at least good progress from their attainment when they start the school and very good progress in English. Standards are lower than the previous year because few pupils attained the higher levels at Year 2 and despite good progress, the percentage reaching higher levels was still lower than previously. Standards are as good as and in some cases better than those of pupils in similar schools. There is no significant difference in the attainment or achievement of boys and girls in all three subjects. The pupils from minority ethnic backgrounds achieve as well as their peers.

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

Standards in:	School results	National results
English	29.2 (26.1)	26.8 (27.0)
mathematics	27.9 (27.2)	26.8 (26.7)
science	30.2 (28.8)	28.6 ( 28.3)

*There were 89 pupils in the year group. Figures in brackets are for the previous year*

- 2 Standards of writing are well above national expectations. This is the result of a robust improvement in planning and an increasingly rich and challenging curriculum. Pupils write with imagination and creativity for a wide range of purposes. Their poetry, for example, is often very sensitive and mature in response to thought-provoking stimuli. The pupils are well prepared for writing tasks and teachers make very good use of all



subjects to promote high standards of writing and to reinforce learning in literacy. Handwriting is neat and fluent and spelling is good. Pupils learn to read fluently and expressively by Year 6 and standards are good. Listening skills are good and speaking skills are satisfactory. Pupils of all abilities are challenged well.

- 3 Pupils with SEN achieve well. Progress is measured as part of the school assessment procedures for all pupils and against the targets set in pupils' individual education plans. Individual education plans are reviewed regularly and parents are invited to participate. There are planned links between the targets specified in individual educational plans and lesson planning. Teachers adapt work to match the needs of less able and more able pupils. Teachers liaise closely with learning support staff. Some pupils are withdrawn for basic skills tuition by specialist teachers and learning support assistants but care is taken so that pupils receive their entitlement to the full curriculum.
- 4 Pupils achieve well in mathematics. Their ability to perform mental calculations is often good and the pupils record their mathematics well. The pupils are not as effective at finding the solutions to mathematical problems and this has limited the attainment of some of the most able pupils in particular. The school has identified this issue and has established a rigorous action plan. For example, 'word problems' are regularly used as warm up activities at the start of mathematics lessons. For some pupils their recall of multiplication facts is not good enough to aid their problem solving. Pupils' investigation skills in science are generally well developed, however. Pupils have a good understanding of how to organise and conduct an experiment as a result of regular, practical science lessons throughout the school.
- 5 Standards in information and communication technology are above expected levels and achievement is very good. The pupils use the multi media facilities of computers to make lively presentations and develop good research skills. Their achievement reflects very good leadership and effective use of information and communication technology (ICT) across the curriculum.
- 6 The standards attained in Year 6 in geography are well above average and above average for history. This is because of the good attention paid to the development of pupils' skills in the subjects and a broad curriculum. Several examples of good work in art and design and design and technology were also observed during the inspection. The school identifies pupils with a gift or a talent and offers good provision for their needs through challenging lessons and a broad range of extra-curricular activities. As a result these pupils make good progress.

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

Pupils have **very good** attitudes to school and display **very good** behaviour both in and out of lessons. Overall pupils' spiritual, social, moral and cultural development is **very good** and they respond in a mature fashion to the responsibilities of the school community. Attendance is **good** and punctuality is **very good**.

### **Main strengths and weaknesses**

- The pupils are very happy in their school and are prepared to work hard.
- Social and cultural development are very good because of the many opportunities that the school offers them.

- Pupils' moral development and behaviour are very good because they understand what the school expects of them.
- Pupils' spiritual development is very good and the school values their achievements.

## **Commentary**

- 7 Pupils have a very positive attitude to learning and to their school. They respond very well to the opportunities in school and genuinely enjoy their lessons and activities. Pupils enjoy attending the wide range of clubs and after school activities that are open to them such as the extremely popular dance dub and choir. All groups of children try very hard and persevere in their work which is an improvement since the previous inspection. The attitudes, values and personal qualities of pupils with special educational needs are developed very well. There has been good improvement since the last inspection.
- 8 Pupils' cultural and social development are very good. Vibrant displays on African art adorn the school following a visit from an African artist. Pupils enjoy the social opportunities of residential visits and taking part in a wide range of challenges and fund raising activities for charities. All pupils have responded well to the school's strategies for taking responsibility and are very keen to put themselves forward to be voted by their House Groups as Captain or Vice Captain once they reach Year 6. Pupils are represented as school librarians, monitors and front of house personnel answering the phone during school break times. The lunchtime supervisors provide very clear guidelines on all behavioural, social and moral issues and ensure that lunchtimes are very well organised, safe and fun. All pupils participate in school performances and shows and thoroughly enjoy the opportunity to work as a team towards a common goal. Pupils have a very good awareness of the differences in cultural beliefs and racial perception in their own school and the wider society through visits to places of worship and participation in an Interfaith day. Opportunities to follow through assembly themes are regularly taken in lessons. In a history lesson, Year 5 pupils overwhelmingly appreciated that the upset they felt at not always being able to have what they wanted, conflicted very poorly with the harshness of being required to work as a child in Victorian times just to be able to earn enough to live.
- 9 Around the school, pupils are considerate to each other and friendships and relationships are very good. Pupils understand what is right and what is wrong and follow the school Code of Conduct. Pupils do not consider that bullying is a problem, although a few parents do have concerns in this area. The school has worked hard on strategic behaviour management techniques and addresses perceived behavioural upsets through the learning support team and occasionally a home/school report based on behaviour or work. Overall behaviour is very good although some pupils who have only just come into Year 3 are still adapting to their new school's behaviour management strategies. There has been very little exclusion since the last inspection. The Time Out stop in the playground is very well received by pupils as a way of ensuring that no pupil is ever lonely or vulnerable at break or lunchtimes. Pupils are currently being interviewed for the role of play leaders and will undertake a training programme in play skills to support good behaviour in the playground.

### ***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	339	2	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	1	0	0
Asian or Asian British – Indian	10	0	0
Black or Black British – any other Black background	2	0	0
Chinese	2	0	0

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

- 10 Pupils respond very well to the school's expectations and philosophy to celebrate personal achievements and raise self-esteem. Striking displays of pupils' work adorn walls around the school and wooden plaques celebrate a very wide range of awards that pupils can gain before they leave school. Spiritual development is enhanced by collective acts of worship and assemblies and opportunities in religious education lessons to share the faiths and beliefs of other religions. Pupils particularly like the peace garden and go there to reflect on issues that are bothering them, just to sit and think.

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

Authorised absence		Unauthorised absence	
School data	3.9	School data	0.3
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.*

Levels of attendance are above average. Punctuality is very good to school and to lessons. The school seeks different ways to encourage punctuality and has recently moved the start of registration forward to ensure that pupils are in lessons for the start of the school day.

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

This is **good**. Teaching and learning are **good**. Assessment is **good** and used well. There is a good curriculum and very good enrichment. Accommodation and resources are **good**.

#### **Teaching and learning**

The quality of teaching and learning is **good**.

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

- Motivation and encouragement of pupils through challenge to achieve highly and very good relationships.
- The teaching of pupils with special educational needs is good and teaching assistants play a significant part in supporting their learning.
- Good quality of marking and assessments used well to guide pupils' learning.
- Teachers make good use of homework.

- There are some minor shortcomings in the use of resources.

## Commentary

### **Summary of teaching observed during the inspection in 34 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	9 (26%)	17 (50%)	7 (21%)	0	0	0

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

- 11 There has been good improvement since the last inspection. A significant number of teachers are new to the school and many are working with new age groups. There is a well-established process of Year Group leadership which ensures good consistency in teachers' planning and expectations.
- 12 The teachers' expectations are high and sometimes very high. Pupils of all abilities take increasing pride in writing neatly and fluently and generally show accuracy in their work. The teachers employ a good range of strategies to motivate and encourage pupils. They make good use of role-play and drama to enliven lessons. For example, a Year 4 teacher sparked interesting dialogue through her characterisation of a Tudor child. Pupils undertake dramatic interpretations of stories before tackling writing tasks. The majority of science lessons involve challenging practical investigations which inspire the pupils to further research and learning. Problem solving strategies are becoming an increasing feature of mathematics lessons. The pupils are very encouraged by the motivating teaching style and this contributes to their very good personal development. Teachers treat pupils with respect and manage behaviour well through clear systems of discipline and reward. The headteacher and deputy headteacher establish very good examples of positive teaching styles through specialist lessons and assemblies.
- 13 Teaching of pupils with SEN is good. Teachers are aware of the stated targets on individual education plans and lesson plans include very specific provision for pupils with special educational needs. Pupils with learning difficulties are fully included in all classroom activities by the adaptation of tasks and materials which will enable them to succeed. Some pupils are withdrawn for short periods of basic skills tuition. The role of the support assistant within a lesson is planned and they make a very good contribution to the teaching team. Assessment and tracking procedures of pupils identified as having difficulties in learning are similar to those for all pupils and are very good. They are used well to ascertain the rate and levels of achievements.
- 14 The quality and use of homework are good. Homework is used well to support regular learning of basic skills in several subjects. The homework diaries make a good contribution to the communications with parents. Tasks extend learning in most subjects and promote independent learning and good research skills.
- 15 There are few shortcomings to the quality of teaching. Experienced teachers share their skills effectively with newly qualified staff. The size of some of the classrooms makes it difficult for staff to use audio-visual equipment such as overhead projectors effectively as some pupils cannot see. Occasionally, the resources used, for example in

a science lesson, are unattractive or not suitable for their purpose. There is limited access to whiteboards and other classroom computer systems to enhance further the quality of teaching.

- 16 Assessment is good overall and is an improvement since the previous inspection. The school makes good use of statutory and optional standardised tests in assessing pupils. Assessment procedures are used well to track pupils' progress and attainment. They support the school's setting arrangements for the teaching of literacy and numeracy and identify where intervention and support are needed. The targets set for pupils are very clear and specific and pupils know that their targets are to help them to develop and to improve their learning. Marking is very good and teachers give pointers on how work might be improved as well as rewarding success.

## The curriculum

Curriculum provision is **good**. Enrichment of the curriculum in out of lesson activities is very good. Accommodation is good. Resources to support the curriculum are satisfactory.

## Main strengths and weaknesses

- The curriculum is rich and imaginative and meets the needs of all pupils well.
- The range of extra-curricular activities is very good and enriches pupils' learning extremely well.
- Participation in sport and creative arts is excellent.
- Very good provision is made for pupils who have special educational needs.
- Personal, social and health education is good.
- Lack of space in many classrooms limits the opportunities for practical activities.

## Commentary

- 17 All pupils have a full access to a rich and imaginative curriculum. Planning is securely based on the national guidance in all subjects and teachers adapt their planning well to meet the needs of the pupils. The National Literacy and Numeracy Strategies are securely embedded in the school's curriculum and this is a major reason for the trend of rising standards in English and mathematics. There are good communications with parents who are sent a termly overview of the curriculum planned for their children.
- 18 Provision for special educational needs is very good. There are good links with the local authority special educational needs support service. The school has access to the Educational Psychological Service and to the specialist outreach teams to support pupils with more complex difficulties. Pupils with special educational needs have additional access to information and communication technology within the area designated for special educational needs teaching so that they can practise and develop their ICT skills in addition to developing their basic literacy and numeracy skills.
- 19 The provision for personal, social and health education is good. The school has recently introduced this area of education into the weekly timetable for each class. This supports and builds on the systems already in place that develop pupils' knowledge and understanding of issues such as drugs misuse, sex and health education. Annual visits to the school by the Life Education Caravan are an important part of the provision for all

pupils. Pupils extend their understanding of healthy living and health issues in an interactive way with the support of a specialist health education tutor.

- 20 Provision for the curriculum to be enriched beyond the school day is very good. Teaching staff, parents and outside helpers give freely of their time in this work. The opportunities for pupils to take part in extra-curricular sports activities are excellent. The uptake by pupils is also excellent. Large numbers of pupils keenly take part in football, netball, mini-athletics, tag-rugby, rounders and cross-country running. All pupils take part in the annual school cross-country event and many go on to represent the school in the Warwickshire Primary School Championships. Last year a girl pupil became the Warwickshire Champion. Taking part in all these activities supports the provision of a healthy life-style for the pupils.
- 21 There is a strong commitment by the school to provide very good opportunities for pupils to take part in a rich creative arts curriculum. Participation by pupils in the creative arts is excellent. Many pupils take part in extra-curricular dance. About 100 pupils and teachers were seen practising and perfecting routines during one evening of the inspection. The concentration and application of the pupils are excellent. The involvement of the staff supports findings that very good relationships have been established in the school. The annual whole school theatrical performance attracts many parents and visitors with over 1300 people packing the Civic Theatre over two nights. Every pupil takes part in this excellent event and preparation and performance makes a major contribution to pupils' personal and social development.
- 22 Provision for pupils with SEN is very good. They participate in the same curriculum offered to other pupils. Tasks are adapted when necessary, or additional help is provided to ensure they experience success. All pupils have equal access to extra-curricular activities. The recommendation of the revised Code of Practice for pupils with special educational needs is fully implemented. Pupils with SEN benefit from the high level of care provided by all staff and the very good relationships which exist generally throughout the school.
- 23 The school prepares the pupils well for the next stage of education and there are good links with local secondary schools. Pupils in Year 6 work on transition projects prior to transfer and visiting teachers give good support to pupils to ensure a smooth and comfortable move into secondary education. Pupils have good opportunities to visit their next school and to learn within this new setting.
- 24 Accommodation is good, particularly the outside grounds that are used well for both lessons within the school day and extra-curricular activities after school. The school is extremely clean and well-maintained by the dedicated caretaker and cleaning staff. Classrooms are bright and many interesting displays help to provide a pleasant environment in which the pupils can learn and develop. The size of some classrooms is small and space within many is at a premium. This limits the opportunities for pupils to undertake practical activities in subjects such as art and design, geography and science. The resources to support teaching and learning are satisfactory overall.

## **Care, guidance and support**

The provision for pupils' care, guidance, health and safety is **very good**. Pupils have very good access to well-informed support, advice and guidance. Very good systems are in place to consult and involve pupils on their views. Induction arrangements are good.

### **Main strengths and weaknesses**

- Whole school health and safety procedures are in place and child protection procedures are very clearly defined throughout the school.
- The involvement of pupils through seeking and acting on their views in tutor groups and through the school council are very good.
- The school gives very good support, advice and guidance to pupils because there are very good relationships between pupils and staff.
- Induction opportunities are good and have a significant impact on pupils feeling secure when they move school.

### **Commentary**

- 25 Procedures for health and safety and child protection are very good. On-going health and safety audits of the premises and well-organised provision for risk assessments contribute effectively to pupils' safety on school trips. All staff are aware of the arrangements for child protection and the identity of the designated person for child protection who is the Children's Coordinator and advocate. The school works closely with Warwickshire Area child protection committee and other agencies, such as social services to make sure that any additional support, where necessary, is quickly sourced. Personal care and first aid arrangements for pupils are very well organised. A Life Education Caravan visits the school regularly and pupils are all encouraged to take part in healthy exercise, think about how to stay safe and eat healthy food.
- 26 The pastoral system of class groups is pivotal to the support and guidance of pupils and offers both informal and formal procedures of monitoring and advice. Staff genuinely care about their pupils and offer a secure network of adults to whom to go if they have any worries in school. Personnel, health and social education lessons provide a time when pupils can decide what they want their representatives on the school council to do for them, and this is a very good opportunity for the school to get to know pupils' views. For example, new play equipment, the time out stop in the playground, the provision of mirrors in the toilets and questionnaires on bullying have all been arranged through the school council. Teachers know pupils and their families very well and so, for example, if a pupil does not come to school and there is no obvious or given reason, they will soon follow it up with the pupil's family. Worry boxes are placed prominently around the school so that any pupil who has a secret worry, for example about bullying, can let staff know without compromising themselves.
- 27 Pupils with special educational need are supported well by their teachers and support staff. Pupils with learning difficulties benefit from working alongside their peer group but a few are withdrawn from class to follow programmes of work to develop basic skills in literacy and numeracy. The school assesses and monitors the progress of pupils with special educational needs within the same mechanism for all pupils and through the review of individual education plans.

- 28 Induction arrangements for new pupils are effective. The school works closely with its partner infant schools to ensure the security of pupils of the transition from Year 2 to Year 3.

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

The school has good links with parents. It has very good links to the community, other schools and colleges.

### **Main strengths and weaknesses**

- There are very good links to other schools, colleges and Warwick University to extend pupils' opportunities.
- The school makes very good use of opportunities and skills that exist in the community to enrich pupils' learning and well being.
- Parents and families support the school and there is regular day-to-day contact and consultation with parents. They receive very good information through written annual reports and newsletters.

### **Commentary**

- 29 Imaginative and innovative links to other schools and colleges have been made by the school. This offers pupils an extraordinary range of opportunities to experience different activities and challenges such as the Children's University and Classroom of the Future. A recent bid for Technology status in partnership with a Nicholas Chamberlaine trust secondary school is leading to improved access to information and communication technology resources and skills. Sporting challenges and fixtures with other schools support pupils' social, leisure and fitness development. Transition arrangements are well organised for Year 6 students and involve close liaison with the local secondary school. Close links to infant feeder schools support good induction arrangements for pupils into Year 3. A varied range of work experience placements is offered to students from secondary schools and teacher training establishments.
- 30 Targets for pupils with special educational needs are agreed by the special educational needs co-ordinator and the class teacher and are shared with parents. Targets are specific and measurable. Parents and carers and pupils when appropriate are included in the target setting process. Some targets are designed specifically for parents to pursue at home which reflects the strong home – school partnership. Parents are invited to attend the review of individual education plans and the annual review of statements of special educational need.
- 31 The school is very outward looking in its links with the community. It uses the local civic centre to hold many school productions and recognises this as a very good opportunity to access the heart of the local community. Very good links are established through the Nicholas Chamberlaine's School Foundation to the local church and alms houses. When celebrating Harvest Festival, pupils invite members of the local community into school to share the occasion with them and on Remembrance Day, the school choir traditionally sings time-honoured hymns in the local cemetery as an act of reverence and remembrance.



32 Weekly newsletters home to parents are detailed and helpful. All pupils have a home school diary that is recognised communication tool for homework, messages and information on class activities. Parents are supportive of the school and feel that they can see its positive influence on their children's learning and personal development. Many parents help in class, volunteer for administrative duties and support fund raising. The headteacher meets parents outside of the school on a daily basis and in this way gets to become a familiar figure to children in the infant school next door. A dedicated group of parents run a thriving Parent teacher Association. Parents can now access information about the school through a parent run website and the school actively seeks parental views through regular questionnaires. It has identified the need for more training courses for parents in literacy and numeracy to support their children learning at home.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **good**. The governance is good. The headteacher and deputy headteacher provide a very clear direction for the school. The senior staff provide good support.

### **Main strengths and weaknesses**

- The headteacher motivates, supports and encourages the staff very well.
- Subject coordinators make good use of assessment data to raise standards.
- There is good management of special educational needs.

### **Commentary**

33 The headteacher takes a leading role in establishing a very good ethos for learning. He is supported well by the deputy headteacher and other senior staff. There have been significant recent teaching staff changes and several staff are new to senior posts. The strong guidance and support given means that even subject coordinators who have been in post for a short time are already taking effective action. The headteacher establishes an open and caring ethos through regular contact with parents and pupils from the start of the day and through well-managed and lively acts of worship and lessons. This is supported by a good range of policies and procedures for most aspects of the school's work including performance management and the mentoring of newly qualified staff. There are good procedures in place to manage teachers' workloads and allow subject coordinators time to fulfil their roles.

34 The school makes good use of the analysis of data to promote higher standards in all aspects of its work. There are good procedures in place for tracking pupils' attainment from the time they start school. This is used effectively to identify strengths and weaknesses and take steps to address pupils' needs through booster activities or specific targeting for gifted or talented pupils. Particularly good use is made of in depth analysis of national and other test results to identify areas for improvement. Subject coordinators produce effective action plans which are incorporated effectively into overall school improvement planning. The effective governing body is very aware of the school's strengths and shortcomings as a result of this activity.

35 The recommendations of the most recent Code of Practice for pupils with special educational needs have been fully implemented. The provision for pupils with special

educational needs is managed very well by the special educational needs co-ordinator in conjunction with the learning support manager. The school benefits from a dedicated team of support assistants who provide very good support. The governor with responsibility for the provision for pupils with special educational needs is fully involved in its management.

- 36 Financial management is good. The ethos of the school is significantly enhanced by good use of the grants received from the Nicholas Chamberlaine Trust for extra-curricular activities and additional resources. The income per pupil is below average. The school had a small shortfall in its funding for 2003/4 as a result of accommodation and staffing costs. This situation is being addressed and the school is fully supported in this by the local education authority. The school applies the principles of best value well.

**Financial information for the year April 2003 to March 2004**

Income and expenditure (£)	
Total income	703,524
Total expenditure	739,156
Expenditure per pupil	2,130

Balances (£)	
Balance from previous year	30,351
Balance carried forward to the next	-5,281

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

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

#### **ENGLISH**

The provision for English is **very good**.

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

- Teaching and learning are good. All pupils behave very well and have a very good attitude to learning.
- Standards by the end of Year 6 are well above the national average. Achievement of pupils, including those with special educational needs, is very good.
- There is very good leadership and management of the subject including very good assessment systems that are used well.
- Learning support assistants are deployed well.

#### **Commentary**

- 37 Attainment levels in Year 6 were well above the national average in the last available national test results. Indications at this very early stage in the year suggest that pupils are on line to achieve similar standards. There has been good improvement particularly in writing since the previous inspection. During the past four years the results in the National Curriculum tests for pupils have fluctuated dependent on the cohort of pupils taking the tests. However, they have been maintained at a high level over the past two years.
- 38 Overall the quality of teaching across the school is good with examples of very good and excellent teaching. The good input of teachers and time invested by the well-trained support staff have a significant impact on the progress that pupils make. Lessons are very well planned and take into account the needs of more able pupils and those with special educational needs. The predominantly good teaching, combined with the pupils' very good attitudes and willingness to succeed, ensures that achievement for all pupils, including those with special educational needs, is very good. Marking is of a high quality and consistent. Assessment is used very well to track pupils' progress and to set according to the ability and needs of individual pupils. As a result, support is focused where it will be most effective to raise standards.
- 39 Most pupils are attaining standards in writing and reading that are better than those found in most schools. Skills in speaking and listening are less well developed. Pupils demonstrate good listening skills when responding to the teacher's questions. They do not always have the necessary skills to express their thoughts and ideas imaginatively. They are attentive and respond well in question and answer sessions within lessons.
- 40 Reading is promoted strongly in the school. Pupils demonstrate a keen interest in books and are able to discuss confidently their preferences for certain authors and styles of writing. By the end of Year 5 they have had experience of diverse forms of literature including poetry and drama. The home-school reading diary is a very useful link between teachers and parents. By Year 6 most pupils read fluently and with good

expression that reflects the meaning of the text. There are very few pupils who experience reading problems.

- 41 The high standard of writing shows that the actions initiated by the teachers to improve the quality of writing across all subjects have been successful. In preparation for writing, pupils compare and contrast the characters of the traditional story of Treasure Island with the more contemporary work 'the Hobbit'. They conclude that Hobbits are 'disagreeable and rude'. This discussion prepares them for writing an event from the viewpoint of a different character, for example, Gandolf or Bilbo. This approach to writing is lifting pupils' writing for a range of different audiences to a high level. By Year 6 pupils write in a neat, joined, mature style of which they are proud. Pupils respond positively to the good teaching and work hard. A wide and interesting range of well-organised strategies is used to good effect to support pupils' learning.
- 42 Some pupils require additional support, particularly those with specific learning difficulties or problems associated with speech and communication. Help is often through tasks being adapted to match closely pupils' needs and abilities or very small groups may be withdrawn for the teaching of specialist skills. The targets stated in individual education plans are the focus for additional support. These are shared with parents. Similarly, those pupils who achieve very well are provided with additional or different tasks that challenge them and enable them to achieve higher levels.
- 43 Information and communication technology is used effectively to complement the teaching of English. Pupils skilfully manipulate text to draft their writing; for example, they can modernise a story by substituting more modern descriptive words.
- 44 The subject is led and managed very well. Results of tests are analysed carefully and challenging targets are planned for the next stage of pupils' learning. Pupils are set according to their ability and needs. The systematic monitoring of planning and assessment is very well organised and has been very effective in maintaining standards at their present levels. The subject leader is dedicated to maintaining the current high standards and has clear vision for how to take the subject forward. She closely monitors the subject through the analysis of test results and planning but has not yet had the opportunity to monitor teaching and learning. Members of the senior management team do this. There is close liaison with all members of staff.
- 45 Library provision has recently been developed. The situation of the library does not make it easily accessible for all pupils and does not lend itself to younger pupils studying by themselves. However, it is very well used as a library resource and teaching centre and pupils have the advantage of specialist library skills tuition. There is a fully planned programme of activities to support literacy. There is a wide range of reading material, both fiction and non-fiction. An electronic identification system has been introduced to make the loan of books more efficient.

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

- 46 Throughout the school the pupils' literacy and language skills are constantly being well applied and improved in other subjects. Speaking and listening skills were a focus of a history lesson when pupils discussed the merits of the life of a child in Victorian and times compared this to their own. English, particularly the study of poetry and drama, makes a very good contribution to pupils' social, moral, spiritual and cultural education. Overall, the promotion of language and literacy across the curriculum is very good.

## **MATHEMATICS**

Provision for mathematics is **good**.

### **Main strengths and weaknesses**

- Standards are similar to those expected nationally.
- The achievement of pupils is good as a result of good teaching.
- Pupils' problem solving skills are insufficiently developed.
- Relationships are very good, teachers set very high expectations for pupils who respond with an eagerness to learn.
- Teachers have a good knowledge and understanding of how to teach mathematics.
- Teachers' marking is good. It guides pupils well and as a result they know how to improve.

### **Commentary**

- 47 There has been a trend of increasing standards in mathematics from 1999 to 2003, showing a good improvement since the previous inspection. Present standards continue to be in line with national expectations and achievement is good. The school has identified that pupils' skills in using and applying mathematics are insufficiently developed and inspection findings support this view. The school has an action plan in place, to develop pupils' skills in problem solving, in order to raise standards in this area of the mathematics curriculum.
- 48 One reason for the overall trend in increasing standards has been the successful implementation of the National Numeracy Strategy. There is a consistent approach to teaching mathematics through methods recommended in the strategy. The strategy of setting pupils is also successful as teachers are seen to focus their teaching more closely on the individual needs of the pupils. Pupils who have special educational needs are given very good additional support by the good teaching assistants and as a result these pupils achieve well against the targets set for them.
- 49 Teaching is never less than satisfactory and in the vast majority of lessons it is good or better. A common feature of teaching is the high quality of relationships. Teachers set high standards for behaviour and constantly challenge pupils to achieve their best during each lesson. Pupils respond and delight in rising to all challenges set for them. Prior to the start of all numeracy lessons, pupils are challenged to solve a mathematical word problem; this helps them to settle quickly and to focus their minds. In a very good Year 4 lesson, pupils quickly worked out that they would not have enough money to buy certain goods as they are 15p short. Following this the pupils are very keen to meet the next challenge in their mental starter phase of the lesson. The 'rapid add' strategy is used very effectively by the teacher and results in one more able pupil adding a selection of ten, one and two digit numbers in a very short space of time.
- 50 All teachers show a knowledge and understanding of the concepts they teach. Other features in good and very good lessons are: the use of direct teaching; the careful matching of work that meets the needs of the different groups of pupils; the good use of resources to support teaching and learning; and the marking of pupils' work. In two Year 3 lessons, where learning was good and sometimes very good, teachers made very good use of resources in teaching pupils the names and properties of three - dimensional shapes. As a result of the high standard of teaching, pupils learn well and achieve to a good standard. Pupils are regularly given homework; another feature of

the good provision for mathematics. One notable feature in pupils' mathematics workbooks, particularly from pupils in Year 6, is the very high standard of presentation. Pupils show a real pride in the presentation of their work.

- 51 Occasionally, pupils are seen to struggle and inaccuracies occur as a result of insecure knowledge of multiplication tables and the mathematical language associated with multiplication. In a good Year 6 lesson, pupils successfully partitioned the multiplication of two, two digit numbers using a grid but a few were then inaccurate with simple multiplication. Later, as a result of additional, targeted support by the teacher pupils overcame these problems. However, it is evident that a significant minority of pupils in Year 6 do not have a secure knowledge of their tables and others lack a secure knowledge of the language associated with multiplication. These weaknesses affect pupils' abilities to solve problems.
- 52 Assessment is good and this is an improvement since the previous inspection. The quality of marking is very good. Teachers praise pupils for achievement or guide them carefully to overcome misconceptions. They also suggest good strategies to take pupils to the next stage of learning. The school makes good use of assessment. Optional and statutory standardised tests are used very well throughout the school and from the results teachers track the progress pupils make. It was as a result of these analyses that the school identified problem solving as an area for further development.
- 53 The new mathematics co-ordinator, appointed for the start of the term, gives a good lead to her colleagues. She is working closely with the local authority adviser to gain experience and to train in her new role. The management of mathematics is satisfactory at this stage as the co-ordinator is not monitoring teaching and learning. Plans are in place for this part of the role to be implemented.

### **Mathematics across the curriculum**

- 54 There are some good examples of the use of mathematics to support teaching and learning in other areas of the curriculum. In science, pupils use graphs to good effect in recording data and use their mathematical skills well in measuring temperature scales. Good use of activities planned to improve pupils' measuring skills are seen in design and technology, and in geography graphs of temperature and rainfall are readily interpreted by pupils, showing good data handling skills.

### **SCIENCE**

Provision in science is **good**.

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

- Good investigative work encourages analytical thinking. Pupils are involved in creating and managing their own investigations and experiments.
- The pupils record their findings in a range of interesting ways.
- Good leadership and management leads to good improvement.

#### **Commentary**

- 55 Standards for the current Year 6 pupils are in line with expected levels overall. There has been a good improvement in standards in the last five years and in 2003, the last year comparative data was available, they were well above average. Pupils of all abilities achieve well. There has been a particularly good improvement to the achievement of the most able because of the focus on investigations and the pupils' use of their knowledge and skills. Standards of teaching good and the subject is led and managed well.
- 56 The majority of lessons are based upon practical experiments and pupils are becoming increasingly independent in making decisions about the conduct of them. The curriculum is broad and pupils develop a balanced knowledge of different aspects of the subject. By Year 6, the pupils have a very clear understanding of how to produce a fair test and explain their reasoning well. They understand the need for safety and accuracy. For example, they make certain that in their work on microbes, they only handle mould on food through plastic and dispose of it sensibly. They know that it may be necessary to repeat experiments to ensure reliability. The teaching is good and there is a very strong focus on investigative skills. In the best lessons, the teachers create opportunities for pupils of all abilities to make decisions at every stage of the experiments and to use the knowledge and understanding they have. This is reflected in the enthusiasm for the subject and good grasp of vocabulary most pupils have. The pupils' observational skills are good.
- 57 The pupils are encouraged to use a good range of methods to record their findings. There is a common framework used for pupils to produce written reports which teachers skilfully amend to challenge pupils of different abilities. The pupils are given a good balance between guidance and independence in recording their experiments. By Year 6, pupils use graphs, charts, topic webs and other methods of recording. The teachers encourage pupils to use an appropriate technical vocabulary. The subject makes a good contribution to literacy and mathematics. However, the progress pupils make in handling data through science is not consistent and the more able pupils do not use fine measurements. The school has identified possible weaknesses in the pupils' ability to draw conclusions and make evaluations of their experiments from the analysis of test data. The evidence of work seen on inspection in the pupils' books suggests that the standard is typical for the pupils' age and ability, however.
- 58 The subject is well led and managed. The subject coordinator uses a thorough analysis of a very regular scrutiny of pupils' work and close analysis of test data to develop a robust action plan. This has led to refinements of planning and recording procedures over the last five years. There have been good training opportunities for staff and effective assessment procedures are in place. Teaching is largely monitored through the headteacher but there are plans to develop the coordinator's role further in this.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision for information and communication technology is **good**.

### **Main strengths and weaknesses**

- Strong teaching enables pupils to perform well and achieve very well by the time they leave the school.
- The curriculum is broad, except for too little use of computers for control technology.



- The leadership and management of the subject support both teachers and pupils in continually raising standards.

## **Commentary**

- 59 By the beginning of Year 6, pupils attain above the national average standards. This represents very good achievement since entry to the school. Pupils regularly use CD-ROMS and the Internet to research in subjects such as history, for example, to find out about the Ancient Greeks. They interpret what they read and present their findings in their own words, sometimes word-processing and adding photographs to their text. They set up their own databases and later use the stored information in their science work. Pupils begin to use a program to make presentations using sounds and moving pictures as well as text. Pupils use e-mails to exchange information and set out newspaper articles in columns. Their use of computers to make things happen is not as advanced. Pupils use a program to design mathematical shapes, but have not progressed to making models which work such as of traffic lights which change. In contrast, they make very sophisticated designs for boxes.
- 60 The quality of teaching is good. Teachers prepare pupils for their tasks very thoroughly and carefully explain new computer skills so that pupils learn them quickly. Teachers make frequent use of pupils to help one another, either in pairs or as individuals to a class. However, they do not direct them often enough to speak in detail in order to develop their oral skills. Teachers balance their lessons sensibly, with a mixture of teacher input and opportunity for pupils to work independently using what they learn. This was evident in lessons where pupils learnt how to improve written texts in preparation for work on their own stories. Nevertheless, whilst pupils are at work, teachers and their assistants are very attentive to pupils' needs. This, together with the enthusiasm teachers generate, ensures pupils work hard, collaborate successfully, and learn how to improve. The organisation of pupils into pairs, together with targeting questioning in class discussions, ensures all pupils are included. This particularly benefits pupils with special educational needs.
- 61 The leadership and management of the subject are very good. The previous co-ordinator has helped to establish the current high standards. The new co-ordinator has used his strong knowledge and skills to make a thorough evaluation of the school's provision. This has enabled him to establish excellent plans which are based on a clear vision for the future and very high aspirations, aimed at helping pupils to improve their performance further. These include developing pupils' work on using computers to control, setting up a school web site and increasing the teaching and learning resources. The system for assessing pupils' progress provides valuable information for planning based on knowledge of pupils' needs. The school enjoys a very strong relationship with a local technology college which brings great benefits to pupils' learning.
- 62 There have been good improvements to pupils' attainment since the last inspection. The high standard of teaching has been maintained.

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

- 63 Information and communication technology makes a good contribution to other subjects through its own broad curriculum. Work on healthy diets in science led to mathematical

graphs of the results of a survey. Other examples were using computers to make designs for both art and design and design and technology, and writing stories using information about the Aztecs gained from the Internet.

## HUMANITIES

- 64 Too little evidence was gained during the inspection to make an overall judgement of provision in **geography**. It was not possible to observe any lessons. Nevertheless, pupils' work was scrutinised, a discussion was held with a group of Year 6 pupils, and the co-ordinator was interviewed. The work scrutiny indicated that pupils' attainment by the beginning of Year 6 is well above nationally expected levels. This was confirmed in the discussion. This represents excellent achievement. Pupils have a detailed knowledge of pollution and an awareness of its causes and local and global effects. Their work led to thoughtful poems about what a perfect unpolluted world would be like. Their writing, such as about the rainforests, was very thorough, well illustrated with diagrams and beautifully presented. It made a strong contribution to their literacy skills. As well as having a good knowledge of geographical facts, and the causes and effects of social and natural changes, pupils have the confidence to put forward ideas on how to improve the environment. A high proportion of pupils already have an understanding above national expectations for Year 6 at the beginning of the year. Younger pupils achieve equally well in their work with some extended work in Year 4 about another country and work about landscape which is very advanced for Year 3. The curriculum is broad and the co-ordinator provides very good leadership and management of the subject. Resources are good, and much use is made of the Internet.
- 65 It is not possible to make an overall judgement on provision in **history** as too little teaching was observed. The standards seen by Year 6 are above nationally expected levels. The pupils have a good knowledge of chronology and apply that to the different periods they have studied. They have good research skills, including the use of the Internet and make good use of this in their homework. The pupils have a good understanding of primary and secondary sources and use this knowledge well in their writing about life in Britain from the Thirties. In the lessons seen the teachers made good use of role-play and drama to reinforce learning. Resources are satisfactory.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

In **art and design**, two lessons were observed, a limited amount of pupils' work on display was analysed and conversations were held with pupils. Overall, the quality of teaching observed was good and this confirms the impression gained from display and in sketchbooks. There was insufficient evidence to make an overall judgement on provision.

## Main strengths and weaknesses:

- Good planning and preparation.
- Sketchbooks are used well.
- Opportunities for pupils to use a range of materials.
- Very good management of the lessons.
- Links with literacy to introduce lessons, for example on the work of Degas.

## Commentary

- 66 All pupils participate in the annual artsweek. 'Multicultural Africa' provided opportunities for pupils to experience a wide range of materials and techniques, for example batik and mask making using plaster or clay. Sketchbooks have been introduced throughout the school; both teachers and pupils are using these to increasingly good effect as a means of collecting ideas. The books are regularly marked and the comments guide pupils well to enable them to evaluate and refine their work.
- 67 In **design and technology**, there was insufficient evidence to make an overall judgement on standards and provision. Subject planning is very detailed and comprehensive. It has been meticulously designed to incorporate the requirements of the National Curriculum and to support those teachers who have limited experience and confidence in the subject. It is adapted appropriately to meet the wide range of pupils' needs. Teaching in the lesson observed was effective in helping pupils to develop their design, planning and making skills. Opportunities were provided for pupils to make decisions about materials they wanted to use and to work out solutions to any problems they encountered. As a result of the teachers' expertise and the pupils' positive attitudes to the subject, all achieved soundly and were proud of the progress they had made. Sketchbooks are used well to enable pupils to trial their designs. Information and communication technology makes a valuable contribution to the subject to develop pupils' understanding of fundamental design problems and to produce objects with a more professional finish, for example designs for boxes. The dedication and vision of the co-ordinator is reflected in the good quality of work seen and the enthusiasm of pupils for the subject.
- 68 Too little evidence was gained during the inspection to make an overall judgement of provision in **music**. It was only possible to observe two lessons. Nevertheless, a practical session was held with a group of Year 6 pupils and singing in assembly was assessed. In addition, the co-ordinator was interviewed.
- 69 The pupils showed an average ability to listen and perform. They played rhythms separately and together against a steady pulse. However, they were not confident in improvising. Their knowledge of music was limited. In contrast, the standard of pupils' singing was above average, enabling them to make strong contributions to the school productions. Overall, the evidence suggests that pupils' attainment in Year 6 is in line with national expectations. This represents good achievement since they entered the school. Pupils benefit from very good teaching from a staff member who specialises in the subject and co-ordinates provision well. The lessons involved all pupils well, and included those with special educational needs. They also have wide opportunities to learn an orchestral instrument as part of the school's strong links with the county music staff. Outside teachers give exciting lessons as a basis for providing wider opportunities from Year 4. The dedicated music room, though small, provides a good

environment in which to learn to compose and perform. Resources are good. However, there was no evidence of the use of computer programs.

- 70 There is insufficient evidence to make a judgement about the provision in **physical education** as this subject was only sampled. From an observation of three part lessons, discussions with pupils, the co-ordinator and other staff, standards attained by the end of Year 6 are at least in line with expectations. Pupils really enthuse over taking part in sporting activities during lessons and outside the school day. Many pupils take part in competitive sports at the school and individuals and teams achieve county champion status in a range of events. The majority of pupils are able to swim the minimum distance required by the time they leave school. Physical education makes a major contribution to the personal, health and social development of pupils. The co-ordinator is very active in promoting physical education in the school and is a good leader for his colleagues.

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

The school promotes pupils' personal, social and health education well. There is an effective scheme of work that ensures the coverage of all aspects of social and health education. There are good links with support services such as the school nurse to meet the pupils' needs. The older pupils participate in national and local projects to raise their awareness of drugs issues and sex education. The new subject leader has already made a close evaluation of the school's provision and is planning closer links with religious education and other subjects. The school's overall ethos and many enriching experiences ensure pupils are well prepared for their future.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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