

INSPECTION REPORT

GORSEWOOD PRIMARY SCHOOL

Runcorn

LEA area: Halton

Unique reference number: 111176

Headteacher: Mrs Lisa McMillan

Lead inspector: Mrs Jennifer Deans

Dates of inspection: 27th – 30th September 2004

Inspection number: 266892

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	148
School address:	Gorsewood Road Murdishaw Runcorn Cheshire
Postcode:	WA7 6ES
Telephone number:	01928 712100
Fax number:	01928 710202
Appropriate authority:	Governing body
Name of chair of governors:	Mr Adrian St Clair
Date of previous inspection:	7th June 1999

CHARACTERISTICS OF THE SCHOOL

The school caters for pupils between the ages of four and eleven. It is situated within a Housing Association estate where many families experience severe social and economic difficulties. Although there is no nursery at the school almost all of the children attend a pre-school playgroup that is located on the same site.

There are 148 pupils on roll, which is below average for this type of school. Children's attainment on entry to the reception class is well below that expected nationally; language and communication skills are especially low. The percentage of pupils eligible for free school meals, 52 per cent, is well above the national average. Only one pupil has a statement of special educational needs; this is well below average. One pupil for whom English is an additional language has just joined the school. A significant number of pupils join and leave the school other than at the usual times.

The school is part of an Education Action Zone (EAZ) and is supported by additional funding from Excellence in Cities (EiC) and the Behaviour Improvement Programme (BIP). It has an Extended Schools Partnership with the neighbouring school. In both 2001 and 2002 the school received an Achievement Award; it has also attained Activemark Gold and the Healthy Schools' Award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17919	Jennifer Deans	Lead inspector	Geography, history, music, English as an additional language
13459	Eva Mills	Lay inspector	
2277	Ken Valentine	Team inspector	Information and communication technology, science, physical education
11762	Pauleen Flannery	Team inspector	Special educational needs, English, art and design, design and technology
33652	Jenny Whittaker	Team inspector	Mathematics, religious education, Foundation Stage

The inspection contractor was:

peakschoolhaus Limited
BPS Business Centre
Brake Lane
Boughton
Newark
Notts
NG22 9HQ

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	27

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very effective school, with very good leadership and very good teaching. The whole-school commitment to the care of them and their families allows all pupils to achieve well. Parents, rightly, have extremely positive views about the education given to their children. The school provides good value for money.

The school's main strengths and weaknesses are:

- High expectations ensure that pupils make very good progress through the school and are enabled to achieve at the highest level.
- The school provides very good care and support for pupils and their families; parents have great confidence and trust in all staff.
- The overall quality of teaching is very good; examples of excellence were seen.
- In spite of the school's good efforts, a small number of pupils do not attend regularly, or are frequently late for lessons.
- Learning is enriched because the school plans a very good range of visits and practical experiences and because different subjects are very effectively linked.
- Many pupils lack confidence in performance; this is particularly seen in their speaking, especially in more formal situations, and in singing.

Good progress has been made since the last inspection. Standards have risen at a higher rate than the national average and teaching has improved. The provision for information and communication technology (ICT) is now good; monitoring of attendance is rigorous.

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	E	E	C
mathematics	C	E	D	B
science	E	E	D	B

*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.*

Achievement overall is very good. Children enter Reception with standards that are well below national expectations of four year olds and with especially weak language and communication skills. In spite of very good progress through the Foundation Stage, attainment remains well below average at the end of the reception year. Pupils continue to make very good progress throughout the school, although, until this year, attainment in rational tests has remained below average. The school's results in English, mathematics and science have risen at a higher rate than the national since 1999. The evidence of this inspection is that improved performance is being sustained; standards attained by eleven year olds in the most recent national tests were impressive, with more than 90 per cent of pupils attaining at national expectations in English and science and 88 per cent in mathematics. Pupils' competence in ICT is satisfactory, except in Year 6 where pupils' below average skills in some aspects reflect the deficiencies noted at the last inspection. Standards in all other subjects are satisfactory but many pupils lack confidence in performance in music.

Provision for pupils' spiritual, moral, social and cultural development is good. Attitudes and behaviour are good. Relationships are very good.

Pupils enjoy their lessons. The school works hard to encourage good attendance and punctuality but attendance rates remain well below those achieved nationally.

QUALITY OF EDUCATION

The overall quality of education provided is very good. Teaching is very good and examples of excellent teaching were observed. Teachers have high expectations of what pupils can do and they plan and prepare lessons accordingly. Teaching assistants give very good support to all pupils but especially enhance the learning of those who have special educational needs. The curriculum is planned so that there are good links between subjects and so that learning is enriched by visits and by enjoyable practical experiences. The school cares for the pupils very well indeed. Support for personal development is good although the children have insufficient opportunities to make decisions and to take responsibility for their own work. The school works very well with parents and with the community and has very successful links with other primary schools.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher provides very strong and focused leadership that has resulted in a whole-team commitment to high aspirations for all pupils. Staff and governors have a good understanding of what the school does well and where it could do better. They plan well to bring about improvements. All statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils enjoy coming to school. Parents hold extremely positive views about the school. They feel very strongly that their children are very well cared for and very well taught and that the school does everything it can to help not only the children but also their families. The inspection team agrees with these views.

IMPROVEMENTS NEEDED

The most important things the school now needs to do are:

- Extend the good strategies used to promote good attendance.
- Improve pupils' confidence in speaking.
- Improve performance in music, especially in singing.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is very good across the school, regardless of gender, ability or special educational needs.

Main strengths and weaknesses

- Standards have risen over the past five years at a faster rate than that of other schools nationally.
- The most recent results in national tests for eleven year olds show a dramatic improvement in attainment in English, mathematics and science.
- In 2004 a significant number of pupils attained the higher level in all three subjects.
- Pupils with special educational needs, including those identified as 'gifted and talented', achieve very well.
- The ICT skills of Year 6 pupils are slightly below expectations in some aspects of the subject, a residual effect of the weaknesses identified at the last inspection.
- A lack of confidence in speaking and listening and in singing means that pupils are underachieving in these areas.

Commentary

1. Attainment of children on entry to the reception class is well below what is expected of four year olds; language, literacy and communication skills are especially weak. The children achieve very well during this first year but are unlikely to reach the goals set for their age in early language, reading, writing and mathematical skills by the time they move to Year 1. In Years 1 and 2 very good progress is maintained, so that by age seven pupils' attainment is nearer to national expectations of this age, though still below it.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	15.0 (13.4)	15.7 (15.8)
Writing	14.2 (12.6)	14.6 (14.4)
Mathematics	16.1 (15.6)	16.3 (16.5)

There were 18 pupils in the year group. Figures in brackets are for the previous year.

2. Results in the national tests for seven year olds in 2003 were in line with the national average in mathematics but below average in reading and writing. However, attainment in all three aspects was well above average when compared with schools with a similar proportion of pupils entitled to free school meals. A similar level of attainment has been maintained in 2004.

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

Standards in:	School results	National tests
English	24.8 (25.5)	26.8 (27.0)
Mathematics	25.9 (25.1)	26.8 (26.7)
Science	27.5 (27.2)	28.6 (28.3)

There were 22 pupils in the year group. Figures in brackets are for the previous year.

3. Results in the national tests for eleven year olds in 2003 were well below national expectations in English and below expectations in mathematics and science. In English, results were in line with the attainment of similar schools; in mathematics and science they were above the average attained by similar schools. The standard individual pupils attained at eleven, when compared with their performance at seven, indicates very good progress from Year 3 to Year 6. However, in 2003, few pupils attained at the higher level. Boys performed slightly better than girls overall.
4. The 2004 national tests for eleven year olds saw a very significant improvement in English, mathematics and science, but especially in English. All pupils targeted to attain at the higher level did so. Once again boys performed better than girls. The 2004 level of attainment is likely to be well above what is expected nationally and represents exceptional achievement. The school's results for eleven year olds have risen at a higher rate than the national since 1999. The work seen during the inspection confirms that pupils make very good progress and that the school is on course to meet its challenging targets for seven and eleven year olds in 2005.
5. The school's procedures for tracking individual progress and for giving pupils the information needed to improve are good. Other key factors in the drive to raise standards are the very good quality of teaching throughout the school and the very good leadership and management of the headteacher and the management team. Boys are achieving very well as a result of planned and well-structured intervention strategies to support their learning; similar improvement plans are now focusing on enhancing the confidence and performance of girls.
6. Pupils with special educational needs achieve very well because work is well matched to their needs and because they are frequently and very effectively supported by teaching assistants. The highest attaining pupils are appropriately challenged and given good opportunities to extend their work both at school and at home. The school is making very appropriate provision for the one pupil for whom English is an additional language who has recently joined the school. This is enabling her to make good progress.
7. Standards in ICT are generally in line with expectations and achievement is good, although Year 6 pupils have not quite caught up with learning missed as a result of the deficiencies noted at the previous inspection. Pupils use their ICT skills well to enhance learning in other subjects. Attainment in religious education is in line with the expectations of the locally agreed syllabus. Standards in history, and art and design are average and pupils achieve well. Achievement is satisfactory in music but pupil performance, especially in singing, lacks confidence and pupil progress in this subject is less marked than in others. This is because pupils do not have sufficient access to specialist music teaching.
8. The encouragement and support for literacy and numeracy skills within other subjects are good in all year groups. However, the development of speaking and listening skills across the curriculum is not tracked as effectively as other aspects and pupils are not always helped to focus on what they need to do to improve. The school has plans to address this; effective implementation will support pupils' confidence and expertise within a range of situations.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour and their attitudes to their work are good. Attendance is unsatisfactory. Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good overall.

Main strengths and weaknesses

- Staff have high expectations of pupils' behaviour so that lessons are calm and orderly.
- Pupils work hard and are keen to do well.
- Although the school works hard to ensure that pupils attend regularly, rates of attendance are unsatisfactory.

- Very good relationships exist throughout the school.
- The school provides insufficient opportunities for pupils to present their work to others or to perform. Therefore, many pupils lack the confidence to do this well.

Commentary

9. Parents agree that their children enjoy coming to school and this view is echoed by the pupils themselves. They work hard, listen well to their teachers and are fully involved in their tasks. This is a result of skilful teaching and high expectations. There is a strong emphasis in the school on praising and rewarding good attitudes and behaviour. Incidents of misbehaviour are handled very effectively by all staff. Parents appreciate the way in which teachers and other adults deal with pupils who have behavioural difficulties and there are few exclusions. The school has maintained the high standards of pupils' conduct, both in and out of lessons, which were noted at the time of the previous inspection.
10. The school works hard to encourage good attendance and punctuality but attendance rates are well below those achieved nationally. In the last few months, the school's efforts to improve attendance and punctuality have been increased and this is beginning to have an effect. An Attendance Support Officer follows up absence rigorously and has introduced some innovative measures to encourage punctuality, but there are still a few families who fail to support their children's education adequately by ensuring regular and prompt attendance. In a few cases this lack of support also extends to pupils who come to school tired and distracted and, therefore, not fully prepared for learning.
11. The school has identified the need to improve pupils' self-esteem; it has appropriate plans to do this. Relationships throughout the school are very good and the importance of caring for each other is stressed. Older pupils carry out tasks as monitors well and some are involved as play leaders. However, there are insufficient opportunities for pupils to make choices about their own learning and to present their work or ideas to an audience. This results in a lack of confidence in many pupils when in situations where this is required.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.9	School data	1.3
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.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
145	3	0
1	0	0
2	0	0

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

12. There were three short-term exclusions during the last reporting year; these involved only two pupils, both boys, and were for behaviour deemed to be totally unacceptable

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. The curriculum is broad, very well balanced and enriched. Teaching is very good and learning is good; examples of excellent teaching were seen. The provision made for pupils' care, health and safety is very good.

Teaching and learning

The overall quality of teaching is very good, enabling pupils to make very good progress through the school. Even so learning is judged to be good, rather than very good, because there are external barriers to learning that restrict the capacity of a minority of pupils to take full advantage of the opportunities provided. Assessment and tracking of pupil progress are good.

Main strengths and weaknesses

- Teachers' planning, preparation and organisation are very good.
- Presentations and activities are highly motivating, with a good degree of creativity and originality.
- Potentially disruptive behaviour is dealt with very effectively and unobtrusively.
- A small number of pupils arrive at school too tired and physically not well prepared to learn.
- Learning assistants make a very good contribution to pupils' learning.
- Information from formal assessments and from marking is effectively used to establish high expectations and to help pupils to improve, although pupils are not yet sufficiently involved in evaluating their own work.
- The assessment of speaking and listening is inconsistent and largely informal. This means that, in this area, pupils do not benefit from well-focused feedback to help them to improve in confidence and in skill.

Commentary

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (6%)	13 (38%)	12 (35%)	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.

13. Teachers in all key stages plan and prepare very thoroughly so that appropriate activities, well matched to individual needs and supported by good quality resources, lead to purposeful learning. Management of pupils and of classroom activities is very good and instances of inappropriate behaviour are sensitively and efficiently dealt with either by the class teacher or by another adult in the classroom.
14. Teachers use a good range of styles to meet different learning needs; imaginative approaches skilfully engage all pupils, even those who find it difficult to concentrate. The presentation of phonic work and mental mathematics as a competition between pupils and teacher ensured that Year 2 found their learning fun, were very keen to do well and remained very focused on the lesson. In a Year 5 history lesson pupils were especially motivated to investigate life in Victorian times, using contemporary sources, because they were encouraged to present their learning as a taped interview for presentation to the rest of the class.
15. Even at this very early stage of the school year, very good relationships and high expectations are evident in all year groups; this results in the vast majority of pupils developing good attitudes and achieving very well. However, a very small minority of pupils arrive at school tired and ill-prepared for learning; these children are unable to achieve well no matter how good the teaching.

16. The school benefits from very able and committed learning assistants who very effectively support all pupils, but especially those with special educational needs. This enables these pupils to join fully in the learning and to make very good progress. The expertise and enthusiasm of an additional specialist teacher, funded through the EAZ, enhance the teaching of ICT so that all staff are becoming confident in its use and learning across the curriculum is enriched.
17. The school has established good marking, assessment and target-setting procedures that effectively enable teachers to help pupils understand what they need to do to improve in most areas. This has not been sufficiently extended to include the structured assessment of speaking and listening and so pupils are slower to develop skills and confidence in this area. As yet teachers do not consistently involve pupils in evaluation of their own work.
18. The high proportion of good, very good and excellent teaching is having a clear impact on pupil achievement and on the standards of work being produced in classes throughout the school. Teaching has improved since the last inspection and this can be seen in the national test results pupils are attaining at the end of Year 6.

The curriculum

The school curriculum is very good and is enriched by very good extra-curricular provision. Accommodation and resources are good.

Main strengths and weaknesses

- The school curriculum is broad and very well balanced; teachers use opportunities to link subjects where relevant.
- The curriculum closely matches the needs of pupils.
- There is much evidence of imaginative and stimulating work undertaken.
- A wide range of extra-curricular activities is provided, including an extremely good selection of out-of-school visits.
- Good use is made of the school buildings and resources.
- The quality of provision for music is satisfactory, but less good than that of other subjects of the curriculum.

Commentary

19. The curriculum is broad and provides for all subjects of the National Curriculum. The quality of arrangements for the teaching of different subjects of the curriculum is good, with best use being made of teachers' individual strengths and expertise. However, provision for music is slightly weaker than that of other subjects and is judged to be only satisfactory.
20. The activities planned for pupils closely match their needs. In lessons observed pupils were given tasks that were both appropriate and challenging. In many cases the organisation of classes made extensive use of teaching assistants in order that a range of stimulating and purposeful activities could be provided to meet the needs of all pupils. Provision for pupils with special educational needs is very good and many make progress above expectations.
21. Displays throughout the school and work in books and folders show evidence of work that is motivating and, in some cases, innovative. The displays of work in art and design, and design and technology are particularly prominent and indicate pupils' participation in activities that are imaginative and challenging. Much of the work results from well-planned first-hand experiences, for example the opportunity to work with a book illustrator at a local gallery. Other work seen during the inspection demonstrated the teaching of material of a local interest that engaged the enthusiastic participation of pupils. A particular example was found in the Year 6 study of 'The

Beatles' Story' which very effectively brought together the teaching of literacy, music and recent history, and also included the use of ICT.

22. The school offers an extensive range of extra-curricular activities. These include a very good selection of visits involving trips as far afield as London and Paris. Pupils have gained much from these visits which have stimulated subsequent work of good quality. Within the school a good range of clubs and activities is provided, some making good use of external funding. Of particular note are music clubs, which strengthen the school's provision for this subject, and a computer club which makes use of recently improved facilities for the teaching of ICT. In all the clubs observed, pupils participated with enthusiasm and benefited from the good quality guidance of teachers.
23. The school accommodation and resources are good. The governing body has successfully overseen efforts to maintain the quality of the school accommodation and to reduce vandalism. The environment is very attractive, well organised and designed to excite pupils' interest in all areas of learning. The displays of pupils' work demonstrate the good standards attained by pupils and provide stimulus for further study. The school is well resourced and staff make good use of resources.

Care, guidance and support

The school has very good procedures in place to ensure the health, safety and welfare of pupils. Very good support, advice and guidance are provided for pupils. The school's measures for taking pupils' views into account are at an early stage of development.

Main strengths and weaknesses

- Pupils quickly develop very good and trusting relationships with staff and know where to find help if they need it.
- The range of support provided for pupils and their families is excellent.
- Pupils are helped to settle into school very well.
- The school does not provide sufficient opportunities for pupils to take responsibility when deciding on their own targets for improvement, or for involving pupils in whole-school decisions.

Commentary

24. The school has maintained the safe, caring environment found at the time of the last inspection and has increased considerably the support systems for both pupils and their families. The school places great emphasis on the welfare of its pupils. Procedures to ensure their health and safety in school and on out-of-school visits are very good. The very good relationships which permeate the school, along with the large amount and high quality of adult support in school, ensure that help is available to pupils when they need it and that they share any worries. Parents feel that their children are looked after well and that the school ensures that their individual needs are met. All adults in the school community make a very good contribution to the pastoral care of pupils. This is a strength of the school.
25. The additional funding recently available has been used very well to provide extra support and advice which extends to any adults connected to the school. The school nurse provides 'drop-in' sessions and advises families on health issues. A counselling service is available for families, and learning mentors work in school to help to break down any barriers to learning.
26. Children joining Reception are helped to settle in well and soon become used to the routines of school. Pupils joining the school in other year groups report that they are made to feel welcome. The school works hard to try to ensure that the transition to secondary school is as smooth as possible.

27. Pupils' written work is marked purposefully and teachers give good guidance on how work can be improved. Individual progress is tracked well. However, pupils are currently not sufficiently involved in reviewing their own targets and taking responsibility for their learning. The School Council provides pupils with the opportunity to help in deciding whole school issues but at this early stage of the year many still lack confidence in sharing their opinions and in decision making. Therefore, at present, the process is too closely directed by an adult.

Partnership with parents, other schools and the community

The school's links with parents and the community are very good. Links with other schools are good.

Main strengths and weaknesses

- Parents hold the school in very high regard and have every confidence in the headteacher and other members of staff.
- The school is committed to creating a genuine partnership between the school, parents and the local community.

Commentary

28. Parents are exceptionally pleased with all aspects of the school. They have very good contact with staff, both formally at consultation evenings and informally at the beginning and end of the school day. Information is shared and any concerns dealt with quickly and effectively. Parents appreciate the open, welcoming atmosphere and are very positive about what the school provides, not only for their children, but also for adults connected to the school. Family Learning sessions give parents the chance to see not only what their children learn but also how they are taught. This is very effective in giving parents the necessary skills to help their children at home. Home visits for parents of children about to join Reception are particularly appreciated and are instrumental in helping children to settle into school well.
29. The school works very hard to forge a partnership with the local community, including very successful links with the adjacent Roman Catholic primary school. The two schools work very closely in the provision of support services funded by the Extended Schools Initiative. These include a very useful link with the local health centre and the 'drop-in' clinic in school where any adult who has a connection with the school can discuss health issues. The counselling service that is available to pupils is also open to parents and other relatives.
30. The vast majority of parents support the school very well and are actively encouraged to be involved in school life. This includes coming into school to help with activities in lessons and other tasks, for example preparing toast for children at breaktime.

LEADERSHIP AND MANAGEMENT

Both leadership and management are very good. Governance is good.

Main strengths and weaknesses

- The headteacher provides a very clear educational direction for the school.
- The headteacher, staff and governors have worked very successfully to ensure that the school is inclusive and that all pupils have the opportunity to do as well as possible.
- Subject leadership is consistently good.
- The school is very efficiently organised and has well-established procedures and systems.
- Effective planning for improvements is leading to successful outcomes.
- Governors know the school and its community well; they are committed to provision of the highest quality.

Commentary

31. The headteacher is very effective. She has a good command of issues of importance to the school and this contributes much to the clarity in the direction she offers. Her very positive manner elicits a good response from all staff and there is very much a sense of teamwork in the whole school community.
32. Governors have a good understanding of the needs of pupils and the challenges faced by some families. They are very supportive of the work of staff and fully committed to activities to bring about improvement. They are determined that every child will be offered every opportunity to succeed.
33. The consistency of provision across the school curriculum reflects the good quality of leadership throughout. Subject co-ordinators have been influential in improving pupils' standards of attainment and many pupils achieve beyond expectations. Arrangements for monitoring pupils' progress in speaking and listening are not at present sufficient to ensure that pupils reach the standard of which they are capable. There are appropriate plans to address this; plans include relevant training for key personnel.
34. The school improvement plan has been formulated as a result of rigorous self-evaluation, including analysis of data from tests and assessments. It provides a well-structured framework for focused whole-school action. Valuable use has been made of partnerships and networks, for example the local EAZ. The leadership of the school has been particularly effective in directing the additional funding to provide the best possible support and intervention where most required. Arrangements for the performance management of all staff are working well and contribute to subsequent good quality professional development.
35. The school notes a barrier to achievement in the local culture of low expectations. In some cases pupils do not arrive at school in the morning in a good state of readiness to learn. An aid to school improvement is found in the availability of external funding sources, particularly through the EAZ, and the good use made by the school of such funds.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	523,471
Total expenditure	473,775
Expenditure per pupil	2,943

Balances (£)	
Balance from previous year	36,535
Balance carried forward to the next	86,231

36. Financial management is good. The headteacher and governors have approached spending decisions wisely, knowing that the numbers on roll are falling and wishing to safeguard the high adult to child ratio that is so necessary to the success of this school. There is sensible forward planning to maintain the benefits that additional funding has brought to the school. For example, a specialist teacher funded through the EAZ is used not only to support the pupils at present in the school, but also to improve staff expertise for the benefit of future pupils.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

37. On entry to Reception most children's attainment is well below that of others of their age, especially in communication, language and literacy. Children achieve very well in all areas of learning, although by the time they leave the reception class standards are still well below those expected. Teaching is consistently very good and occasionally excellent in all areas of learning. Given the very low standards on entry this still represents very good progress. The last inspection noted that children made good progress and in this instance standards have improved.
38. Planning is carefully linked to national guidelines and clearly identifies the level of adult support. Good links are made between each area of learning so that no opportunity is lost to develop children's skills. There is an emphasis on learning through play and very good activities to develop speaking and listening. All staff make observational assessments of children's learning for the Foundation Stage profile. This information is very effectively used to support planning. There is a good balance of adult-led learning and child-initiated activities.

PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Very good relationships are established with both children and their parents and this means children feel secure and confident.

Commentary

39. The majority of children are likely to reach the national goals by the end of Reception and a few will exceed them. The care taken to introduce children to school ensures that they settle quickly and well. There is a happy, caring and inclusive atmosphere. Relationships are very good, both amongst staff and between staff and children. Children are trusted and treated with respect and they in their turn learn to be polite, kind and to listen sensibly to each other. Whole-class teaching sessions are well timed so that children's concentration and interest are maintained. After only a short time in school all children have made rapid progress. They understand routines, are keen to learn, can take care of resources and try to help each other.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Excellent teaching results in children achieving very well in a speaking and listening session.
- All adults focus on developing children's vocabulary and understanding of language in all activities.
- Learning is made relevant and fun.

Commentary

40. Although all children achieve very well, only a minority will reach the national goals by the end of Reception. The organisation of sessions means that children benefit from very well planned

activities and are often taught as a small group. During speaking and listening lessons the teacher has a calm approach, children are expected to listen carefully and they respond well. The nursery nurse was observed skilfully encouraging children in her group to ask each other questions, for example, "Can you put a striped jumper on the clown?" Two parent helpers also provided good support; they were well briefed and understood the purpose of the task. This enabled all children, including those with special educational needs, to make very good progress in their understanding and use of new vocabulary.

41. Teaching is imaginative and this helps children learn that books are a source of fun and enjoyment. The use of well-prepared resources for 'Incy, Wincy Spider' enthralled all children and almost all of them joined in with reading the rhyme. They were keen to work on a good range of interesting follow-up tasks.
42. Reading resources are well organised and of good quality. Most children are at the very early stages of reading. They enjoy quick interactive phonic activities and are beginning to learn the different sounds. When reading, they are beginning to sequence a story and to describe what is happening in the pictures.
43. There is a good range of attractively presented writing resources to encourage children to write for different purposes. Homework books provide opportunities for children to practise skills and work on tasks with their parents.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Activities are very relevant and practical, and include use of the outdoors.

Commentary

44. All children achieve very well and a minority of more able children are likely to reach the national goals by the end of Reception. Very good lively teaching means that children are enthusiastic about counting. During a short whole-class session, the teacher made deliberate mistakes and this encouraged the children to focus on accurate counting and recognition of numbers to 10. Very good opportunities were provided to consolidate and extend this learning when working outdoors with number tiles. The more able, who are working at the expected level for their age, were challenged to identify the next number when several tiles were removed. Staff have a good understanding of children's abilities and make sure that work is matched to individual needs. Work is clearly annotated to indicate the strategies a child has used to solve a problem.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Good links with language and literacy help develop children's communication skills.
- The quality of resources is very good.

Commentary

45. Most children are likely to reach the national goals by the end of Reception. Good planning helps link different aspects of this area of learning together and staff reinforce what has to be learned across a range of interesting activities. Tasks are practical and new topics are carefully

introduced so that children remember them well. There is effective follow-up through a range of reading and writing activities. This helps children make links in their learning and contributes to their good progress.

46. One group of children was seen to develop an understanding of, and respect for, another culture as they listened attentively to an Indian visitor who explained how to wear a sari.
47. Children learned how to use a magnifying glass to observe mini-beasts. Very good teacher questioning enabled them to use talk to help their thinking before drawing and writing about their chosen creature.
48. The improved provision for ICT throughout school means that children are developing good computer skills. They control the mouse well, and can sit a figure of Humpty Dumpty on the wall. Everyday use of technology is encouraged so that children confidently use the till and mobile phones in their play.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Planning for a wide range of activities is good.
- There is a lack of opportunities for outdoor adventurous activities on the school site.

Commentary

49. Most children are likely to reach the national goals by the end of Reception. There are good opportunities for children to develop dexterity by using a range of interesting resources. They concentrated well when threading tiny beads in the jewellery workshop. Children use small tools such as scissors, glue spreaders and paintbrushes with care. The recent use of outdoor space has meant that children can learn, through the use of pedalled toys, how to move in different directions and how to use space safely.
50. The school recognises that the lack of some outdoor equipment and the space to use it means that children do not yet have opportunities to fully experience adventurous or imaginative physical activity outdoors.

CREATIVE DEVELOPMENT

Provision for creative development is **very good**.

Main strengths and weaknesses

- Very good provision is made for developing children's imagination.
- Interesting and exciting resources are used.

Commentary

51. Most children are likely to reach the national goals by the end of the Reception year. Children benefit from a very good range of provision to stimulate spoken language and the imagination. They enjoy playing and talking together in the well-equipped role-play areas such as 'the clothes shop' and 'nursery rhyme cottage'. The class teacher skilfully plays alongside the children to give a model of appropriate vocabulary and tone. Every opportunity is taken to develop number and writing skills by the inclusion of relevant resources such as order forms and a till.

52. The provision of percussion instruments offers good opportunities for children to explore sounds and experience the joy of using a musical instrument in their play. They know loud and soft and understand that they should follow the conductor. There are good opportunities to work with malleable materials and to learn different techniques with brushes, other tools and materials.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision for English is **very good** and has brought about an impressive rise in standards.

Main strengths and weaknesses

- Self-evaluation is rigorous and leads to very good planning, well matched to pupils' learning needs.
- Teaching is very good, especially in Year 2 and Year 6.
- A very positive, caring ethos helps pupils of all ability levels make very good progress.
- Pupils' motivation is sustained by a flexible, stimulating curriculum. This includes interesting cross-curricular work taught in a wide range of styles.
- Further development of speaking and listening is a priority, including accurate and consistent assessment.

Commentary

53. Results in 2004 indicate that, although pupils enter the school with language and literacy skills well below the national average, they make very good progress through the school. The Year 6 pupils had a range of special educational needs; as a result of very good teaching and appropriate additional support all did well and 21 per cent attained at the higher level. Standards of reading and writing observed during the inspection indicate that, by the end of Year 2, attainment will be just below national expectations of seven year olds and that by the end of Year 6 most pupils will attain in line with expectations for eleven year olds. Some will exceed this. Throughout the school most pupils are willing to speak in class and in social settings. They are, however, less confident in formal speaking and listening situations and performance in these instances is below what might be expected for age.
54. Teaching is very good, especially in Year 2 and Year 6. Teachers have good subject knowledge and plan very well for the range of pupils they teach. Pupils are grouped flexibly to maximise their chances of success and staff deployed to use their strengths. This match of teaching to pupils' needs is enhanced by the creative and practical approaches used to engage their interest. For example, in Year 1 pupils were working on the settings of traditional tales through creating their own places for the story of 'Cinderella'. Year 2 work on matching letters and sounds was skilfully delivered through games, which pupils thoroughly enjoyed.
55. There is a good balance between reading and writing and, within a rich range of activity, basic skills are taught very systematically, ensuring pupils develop good phonic knowledge. Examples of extended writing in Year 1 and Year 2 indicate good progress in pupils' understanding of simple sentence structure. By Year 6 writing covers a good range of different styles for different purposes and pupils are on track to attain expected national standards.
56. The school makes very good use of information from assessments to identify strategies for improvement, including the deployment of additional support staff in all year groups. Very careful tracking of individuals is used to make sure that work is well matched to the pupils' stage of development. Inclusion is a particular strength. The staff's strong commitment to valuing all members of the school community has a powerful impact on pupils' capacity to learn. The number of support staff and their contribution to literacy is essential to the pupils'

level of achievement. Working closely with class teachers, learning assistants extend the learning of vulnerable pupils and build their confidence. Pupils with special educational needs are given very good support.

57. Pupils have positive attitudes to learning and enjoy school very much. They are keen to contribute. They enjoy the link between their learning and their experiences outside school.
58. Other factors in success are the very good leadership of the co-ordinator who is committed to continuous improvement. Her skills and knowledge enable the whole team to function well and have a clear direction.
59. The links to parents and other schools in the EAZ are very positive. The school has initiated the development of Family Literacy work that helps parents to offer support to their children at home.
60. The school's improvement plan rightly identifies speaking and listening as a priority. There is a need to extend pupils' confidence in using a wide range of styles and vocabulary, especially in more formal settings such as drama presentations, assemblies and the School Council. Pupils also need to gain more insight into how they can improve their work through improved opportunities to evaluate their own progress.

Language and literacy across the curriculum

61. There is good support for language and literacy in all subjects. This enhances learning and enables pupils to write for a wide range of real purposes. Work in Year 1 fully embraces a philosophy that builds in cross-curricular experiences, for example through art and design, design and technology and structured play. Year 6 work on John Lennon included a trip to Liverpool and linked history, music and literacy work in a way that fascinated the pupils and led to good achievement.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching is consistently good and occasionally very good.
- Pupils' progress is very carefully tracked throughout each year group.
- Pupils are not sufficiently involved in knowing how well they have done or what they need to do to improve.
- Relationships are very good; pupils work with enthusiasm.
- The co-ordinator has a good understanding of the overall strengths and where there is room for improvement.

Commentary

62. At the ages of seven and eleven pupils reach standards that are in line with the nationally expected levels. All pupils, including those with special needs, achieve well. From a low starting point all pupils make very good progress. This represents very good improvement since the last inspection, when mathematics provision in Key Stage 2 was identified as a concern. The Year 6 results in the 2004 national tests show a further significant rise, with a number of pupils attaining at the higher level.
63. Planning and preparation for teaching are thorough and work is well matched to pupils' individual needs; therefore, pupils achieve well. Lessons progress at a good pace and teachers give clear, lively and precise instructions. This helps pupils to acquire new knowledge and to

understand what they are doing. Teachers use a range of interesting approaches so that pupils are keen to join in with activities. Visual resources are well used in oral sessions and this enables all pupils to respond. Teaching in Year 6 is particularly effective. Questioning and feedback are very well used so that pupils can confidently explain and demonstrate a range of calculation strategies to solve a problem. Lessons are challenging and enjoyable.

64. Review sessions at the end of lessons are well organised so that pupils can explain what they have learnt during the lesson. There are, however, missed opportunities to involve pupils in evaluating and assessing their own and others' work. Teaching assistants are well briefed, intervene sensitively and contribute to the good progress pupils make towards their targets.
65. Pupils' attitudes to work and behaviour are good. They co-operate sensibly with each other and concentrate well.
66. Work is regularly marked and includes positive comments on what has been achieved but does not always offer guidance on how to improve. Scrutiny of previous work indicates some over-reliance on worksheets with pupils having too few opportunities to experiment with their own strategies or methods of recording.
67. Leadership and management are good. The subject leader is knowledgeable and enthusiastic and has a secure understanding of the strengths and weaknesses in school. Work with both the local education authority and a linked Beacon school has been effectively followed up to bring about improvements. The analysis of national tests, the regular checks on pupil progress and the dissemination of this information are also important factors in improved standards.

Mathematics across the curriculum

68. The school provides good opportunities to reinforce mathematical skills in other subjects. Work becomes more detailed as pupils progress through school. The younger pupils learn to use mathematical language through using computer programs, such as *Red Riding Hood's Walk*, and also record their findings from surveys on graphs and charts. The older pupils had used instruments for measuring weather conditions in geography and also learned more about angles as part of their study of sculpture in art and design.

SCIENCE

Provision for science is **good**.

Main strengths and weaknesses

- Planned activities are varied and motivating.
- Teachers have good subject knowledge.

Commentary

69. Pupils achieve well in science throughout the school. Most achieve in line with their capabilities and many do better than might be expected. Standards of attainment observed during the inspection were broadly in line with national expectations in all year groups. In lessons observed pupils showed a satisfactory level of knowledge and understanding, and were developing good investigational skills. In a Year 2 lesson on habitats and adaptation, pupils demonstrated good prior knowledge; there was effective questioning by the teacher that allowed pupils to make very good progress in the experiment which followed the introduction of the lesson. Some pupils are hesitant in explaining their work, and speaking and listening skills are often below average.
70. The teaching of science is good. Teachers plan well for lessons and they explain work with clarity. There is an appropriate emphasis on investigative work and a good range of topics is

covered. The quality of work seen in pupils' books provides evidence of good teaching throughout the year. Pupils respond well to the teaching and in all classes observed they demonstrated good attitudes and behaviour. Most pupils showed interest in the subject, particularly when undertaking practical investigations.

71. The quality of leadership and management is good. The subject co-ordinator is well informed and purposeful in planning for improvement. The subject is well organised and there is a good level of commitment to science throughout the school. Standards in science have improved significantly in recent years, with the provisional 2004 results showing pupils' standards to be at least in line with the national average. The provision for science and the standards attained by pupils show good improvement since the time of the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- There has been a significant improvement in provision for the subject.
- Very good use has been made of support from the EAZ.

Commentary

72. Pupils achieve well. Most pupils observed during the inspection were able to undertake the tasks set and made good progress. They are attaining standards broadly in line with national expectations in Years 2 to 5. In the case of Year 6 pupils some gaps in experience remain because of previous weaknesses in the school's provision. This has resulted in standards that are slightly below the national expectation in some aspects of the subject, particularly in respect of keyboard skills, modelling, and the use of data loggers. However, the school is working hard to remove such gaps and standards of attainment are improving.
73. Teaching observed during the inspection was good and greatly enhanced by a specialist teacher funded through the EAZ. School staff demonstrate increasing confidence and expertise in the subject, and this is likely to lead to further improvement in pupils' achievements. Pupils show great interest in the work provided and generally remain on task in lessons. They have good attitudes and behaviour and work at a good pace.
74. The leadership and management of the subject are good. The improvements in the provision for the subject have been considerable and have required a very good level of organisation. The quality of provision and pupils' standards of attainment have shown very good improvement since the time of the last inspection.

Information and communication technology across the curriculum

75. The use of ICT across the curriculum is satisfactory. Some good examples were observed during the inspection and displays give evidence of a commitment to the use of the subject to support other areas of the curriculum. This remains an area for ongoing staff development.

HUMANITIES

76. Only one geography lesson was seen during the inspection, so it is not possible to report on the quality of provision or teaching. Evidence from this lesson and from samples of pupils' work suggests that standards in **geography** are in line with expectations of seven and eleven year olds nationally. This is the same as at the last inspection. Pupils make good progress in mapping skills and know something of localities other than their own. A strong feature of the teaching is the use of ICT to support learning, for example in the Year 6 study of rivers.

HISTORY

Provision is **good**.

Main strengths and weaknesses

- A very good range of visits enriches good curriculum provision.
- Teachers plan very interesting activities that encourage real enjoyment of the subject.

Commentary

77. Standards in history are in line with expectations nationally. Pupils gain knowledge about different times and are developing a detailed understanding of the similarities and differences between 'then' and 'now'. Year 5 pupils used relevant sources to prepare an interview for a child working in a mill in Victorian times. They used evidence gained from a visit to a Victorian museum and from contemporary texts to ensure that their work accurately reflected the life of the child. Pupils have a positive attitude to the subject and are confident in answering questions and offering ideas; they show empathy with the lives of people in different periods of history.
78. All teachers plan opportunities and activities that make pupils want to know more and to enjoy the subject. In Year 1, the provision of a role-play area representing a castle, complete with battlements, portcullis and arrow slits, enabled the younger children to learn something of life in the Middle Ages in a way that was both fascinating and fun.
79. Leadership of the subject is good and history is presented through a very rich and varied curriculum. In the lessons seen, the teaching of history also served to enhance the development of pupils' literacy skills. Provision in history is better than at the last inspection although standards remain at a similar level.

RELIGIOUS EDUCATION

Provision is **good**.

Main strengths and weaknesses

- Learning is made very relevant through a range of appropriate visits.

Commentary

80. Standards are in line with the locally agreed syllabus and all pupils, including those with special educational needs, make good progress. This was also the case at the last inspection.
81. In addition to learning about Christianity pupils are developing an understanding of aspects and customs of other religions. Learning is made very relevant by visits to local places of worship of differing faiths and pupils learn about Judaism, Islam and Hinduism.
82. Pupils have good attitudes to the subject and enjoy lessons. They are well behaved and respectful when talking about their work and experiences. Work is well recorded and good links are made with other subjects. Present Year 2 pupils described a 'pretend wedding' they took part in when they were in Year 1. They know weddings are special occasions.
83. Pupils in Year 2 have a good knowledge of Bible stories and confidently retold the story of Joseph, relating this to their own feelings of jealousy. By the time pupils are in Year 6 they readily answer questions in class and show good understanding when doing so. During a Year 6 lesson, pupils thought carefully about worship and explained what this means to a Christian. The co-ordinator has good subject knowledge and leads the subject well.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

84. Only one physical education lesson was observed. No lesson in design and technology was seen. It is not possible, therefore, to report provision or the quality of teaching in either subject. Evidence on display indicates that the design process is well taught in design and technology and is pitched appropriately to pupils' ages and interests. In Years 3 and 4, pupils designed and machine-sewed a range of cloth bags for different purposes. Some were intricately decorated and showed a good level of attainment. Year 5 pupils' models of bridges also indicated work of a satisfactory standard and the larger models, produced by pupils working together, were good.

This work also included good instructional writing linked to the design process and an interesting project on famous bridges from around the world. The role of a teaching assistant assigned to support this area of the curriculum is an important element in helping raise standards, and the subject also clearly plays a positive role in extending technical vocabulary and non-fiction writing.

85. In the **physical** education lesson observed standards were satisfactory. The school enhances provision in the subject through its links with sporting clubs, for example, the Widnes Vikings rugby league team, and through a range of extra-curricular activities.

ART AND DESIGN

Provision in art and design is **good**.

Main strengths and weaknesses

- A rich and interesting range of activities broadens pupils' cultural knowledge and extends opportunities for creativity.

Commentary

86. Art remains a strong feature, as at the last inspection. Teaching is good and this ensures that pupils achieve well. Standards are in line with national expectations at seven and eleven. Art is systematically developed through an interesting range of opportunities and first hand experiences. The positive beginning in Reception, in which creativity is sensitively extended, is well developed in later years. Classroom displays indicate sound progress as pupils develop their observational skills and their control of a range of media. For example, by Year 3, an interesting project was based on the original artwork for 'The Tin Forest'. This had been displayed at a local library which pupils had visited. The outcome was a good range of sculptural artefacts using 'junk' materials to create metallic-effect plants and animals. The work indicated good imaginative use of potentially difficult materials.
87. Year 5 sculpture work included interesting accounts of the work of Auguste Rodin, Henry Moore and Barbara Hepworth, as well as abstract models created in rag and plaster, and larger cardboard figures. Well-presented photographic accounts help celebrate and reinforce the work pupils have undertaken. In the one art lesson observed, in Year 6, a visit to the Liverpool Tate had helped arouse pupils' interest in the techniques of the Cubists. They were working hard to create interpretations of cubist techniques in their own portraits. Teaching was good, with pupils encouraged to refine and develop their ideas to improve their work.
88. Art extends the pupils' research skills and develops their cultural awareness very effectively, adding to their enjoyment of the curriculum and knowledge of other eras and cultures. It also plays a strong role in supporting language development, especially for younger pupils.

MUSIC

Provision for music is **satisfactory**.

Main strengths and weaknesses

- Visiting specialist teachers improve provision.
- The majority of pupils lack confidence in performance.

Commentary

89. Standards are generally satisfactory, the same as at the previous inspection. Year 1 pupils understand that their bodies and voices can be used as instruments and are developing an appropriate language to describe this.
90. Throughout the school opportunities are provided to listen to and to appreciate a range of music, to develop understanding of rhythm and dynamics, to sing, and to create simple compositions using a good range of percussion instruments. Year 3 pupils enjoyed composing additional verses to a well-known song, using different instruments to create sounds made by animals. Although all took part in performance for the rest of the class, the majority lacked confidence and so did not perform well. This lack of confidence is also a feature of the singing in key stage assemblies.
91. The subject co-ordinator is not a specialist musician but has provided staff with an appropriate scheme of work to ensure that the curriculum is covered. Her own teaching is good. However, the lack of music specialism throughout the school means that pupils do not have sufficient opportunity to achieve at a high level. Specialist visitors to the school offer pupils opportunities to extend their learning through extra-curricular sessions. This enables those who attend to improve their musical skills and provides additional opportunities for performance.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

92. Little direct teaching was observed but it is very evident from displays and from lessons observed in all subjects that the school places great importance on this aspect of pupils' development. There is a good emphasis on taking responsibility for others and in celebrating achievement throughout school. Pupils are beginning to explain their ideas and feelings clearly and all pupils listen politely to each other. There were some very good examples of work in Year 2 that demonstrated how pupils explore their own emotions and learn how adults can help them if they have problems.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	4
Pupils' achievement	2

Pupils' attitudes, values and other personal qualities (Ethos)	2
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	2
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	5
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3

The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
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).