

# INSPECTION REPORT

## **HALLATON CHURCH OF ENGLAND PRIMARY SCHOOL**

Hallaton, Market Harborough

LEA area: Leicestershire

Unique reference number: 120176

Interim Headteacher: Mrs D Riley

Lead inspector: Mr C Kessell

Dates of inspection: 7<sup>th</sup> - 9<sup>th</sup> February 2005

Inspection number: 266947

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	71
School address:	Church Gate Hallaton Market Harborough Leicestershire
Postcode:	LE16 8TY
Telephone number:	01858 555629
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Appropriate authority:	The governing body
Name of chair of governors:	Mr John Ravenhill
Date of previous inspection:	November 1998

## CHARACTERISTICS OF THE SCHOOL

Hallaton Church of England Primary School is smaller in size than most other primary schools. It serves the Leicestershire village of Hallaton and neighbouring communities, and a number of pupils are brought to school by mini-bus. The majority of the village accommodation is privately owned. All the pupils come from white ethnic backgrounds. The school has not received any travellers, refugees or asylum seekers. A number of children attend play groups or mother and toddler groups before starting school. The proportion of pupils who are known to be eligible for free school meals is well below average. The number of pupils who either leave or join the school at other than the normal times was slightly above average during the last academic year, with more pupils joining the school than leaving. About 40 per cent of the pupils travel from outside the school's catchment area. Seven per cent of pupils are assessed as having special educational needs; this is below average. Two pupils have statements of special educational need. Ability levels when children enter the school fluctuate significantly from year to year, but are judged to be average overall. Children start full-time education with attainment that is average/above average in relation to that expected for their age. In 2003, the school was presented with a *Schools Achievement Award*, *Investor in People* status and the *Eco Schools Green Flag Award*. During the autumn term 2004, the school was without a substantive headteacher. An interim headteacher has been appointed for the 2005 spring and summer terms.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2069 5	Mr C Kessell	<i>Lead inspector</i>	Mathematics; Science; Information and Communication Technology; Geography; History; Religious Education; English as an Additional Language.
3265 5	Mr J Bostock	<i>Lay inspector</i>	
1870 9	Ms N Bee	<i>Team inspector</i>	English; Art and Design; Design and Technology; Music; Physical Education; Personal, Social and Health Education; Special Education Needs; The Foundation Stage Curriculum.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school** that provides good value for money. Pupils' achievement is good overall. Teaching and learning are good. As a result of very good personal development, the pupils have very positive attitudes to learning and are very well behaved. All teaching and non-teaching staff take good care of pupils. The new interim headteacher provides good leadership. Management of the school is satisfactory.

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

- Standards are above average in English, mathematics and science in Year 6. The majority of pupils at the school make good progress.
- Provision in the Foundation Stage<sup>1</sup> is good; standards are above average and achievement is good.
- The school's culture and provision for personal development ensure that the pupils have very positive attitudes to learning and that standards of behaviour are very high.
- The interim headteacher has brought a sense of purpose to the school; she has high aspirations and a very clear understanding of what needs to be done to continue the school's development.
- The school's links with the local community are very good.
- The quality of teaching and learning is generally good.
- Not enough use is made of assessment data to monitor pupils' progress and set targets.

The school has improved satisfactorily since it was last inspected in November 1998. The majority of key issues have been addressed, although some more effectively than others. Resources for teaching and learning have improved, but there are still some shortcomings. The role of curriculum co-ordinators has been developed, though they have less time to monitor their subjects. Staff have been provided with a number of opportunities to undertake professional development. The quality of information provided for parents is satisfactory overall, but the inspection team agrees with many parents that the school reports are not informative enough.

### STANDARDS ACHIEVED

Care must be exercised in interpreting the data, given the very small number of pupils involved.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A	A	A	A
Mathematics	A	A*	A	A*
Science	A*	A*	A	A

*Key: A\* - Very high A - well above average; B – above average; C – average; D – below average; E – well below average*

<sup>1</sup> The Foundation Stage caters for children from the age of three to the end of the Reception Year. Key Stage 1 represents Years 1 and 2 and is sometimes known as the 'Infants'. Key Stage 2 represents Years 3 to 6 and is often referred to as the 'Juniors'.

*Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Overall, pupils' achievement in the school is good and the majority make good progress.** Children in the Reception class and pupils in Key Stage 2 are currently making better progress than those in Key Stage 1. Because the school has small year groups and the percentage of pupils who leave or join the school is above average, National Curriculum test results vary from year to year. The proportion of pupils with special educational needs (SEN) in different year groups also varies quite significantly.

In the national tests for Year 6 pupils in 2004, standards were well above average in English, mathematics and science. Compared to pupils in other schools with similar standards at the end of Year 2, the pupils achieved very well. Standards in English, mathematics and science are above average for the current Year 6 pupils. In Year 2, which has an above average proportion of pupils with SEN, standards are below average in reading, writing and mathematics. Standards in information and communication technology (ICT) and religious education are at expected levels for pupils in Years 2 and 6. Other subjects of the curriculum were not part of the inspection focus. Children in Reception are on course to exceed expected standards by the time they start Year 1 and have made good progress in relation to their prior attainment.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good overall.** Relationships through the school are very good. The pupils behave very well and have very good attitudes to learning. Attendance and punctuality are good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good.**

**Teaching and learning are good overall**, and they are particularly effective in Reception and in Years 5 and 6. However, variations in the quality of teaching mean that some pupils do not learn as well as they might. Not enough use is made of the available assessment information in planning work for different groups of pupils. Teaching assistants make an appropriate contribution to pupils' learning.

The curriculum provided by the school is satisfactory. It is enriched by out-of-class activities. The school's links with parents are satisfactory. Information provided for parents about their child's standards and progress is not detailed enough. Good care is taken of the pupils by teaching and non-teaching staff.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are satisfactory overall.** The interim headteacher has brought good leadership, stability and a sense of direction. She has identified a number of areas for development to improve the quality of education. The school fulfils its statutory requirements. Governance is satisfactory.

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

The majority of parents are very satisfied with the school. Their main concerns are the quality of information provided about their children's progress and the degree to which their views and suggestions are taken into account by the school and governors. The inspection team shares their concerns. The majority of pupils are keen to come to school and enjoy their learning.

## **IMPROVEMENTS NEEDED**

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

- Raise standards and pupils' achievement in reading, writing and mathematics at the end of Key Stage 1.
- Ensure that the quality of teaching and learning and the use of assessment information are consistent through the school.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils' achievements are good overall. However, small year groups can lead to significant year-on-year variation in standards.

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

- Standards are above average in English, mathematics and science in Year 6.
- The great majority of pupils make good progress.
- Standards are below average in reading, writing and mathematics in Year 2.
- Some pupils in Years 1 and 2 and some with SEN do not make enough progress.

#### **Commentary**

The majority of pupils make good progress and work hard.

1. Children get a good start when they join the school and they achieve well in the Reception class. The current children joined the school with levels of attainment similar to those expected for their age. Most of them are on course to exceed the expected levels by the time they start in Year 1, which represents good progress in relation to their prior attainment. Children achieve well because they are given a curriculum that is accurately matched to their individual needs, and teaching is consistently good.

2. The 2004 national test results for pupils in Year 2 indicated that standards were well above average in reading. Standards in writing and mathematics were very high and were in the top five per cent nationally. When compared to those of similar schools (as defined by the proportion of pupils having free school meals), standards were at the same levels for all three areas of learning. Standards are not so high for the current Year 2 pupils; the fact that a significant proportion of them have SEN is an important factor. However, although the pupils make satisfactory progress overall, some could do better because they need to be challenged more.

3. National test results for pupils in Year 6 in 2004 showed standards in English, mathematics and science to be well above average. When compared to those of similar schools, standards were above average in English and science, and well above average in mathematics. National data also indicated that the pupils achieved very well in relation to their prior attainment. Standards are currently above average in Year 6 for English, mathematics and science.

4. The percentage of pupils identified with SEN is well below average, though the numbers are not evenly distributed and the result is that the overall standards of some age groups are more affected than others. Pupils who have SEN achieve satisfactorily. In Key Stage 1 and in the lower part of Key Stage 2, work is not always well matched to pupils' needs, and when this happens they do not do as well as they could. Where teaching is consistently good, such as in the Reception class, pupils with SEN achieve well. This is because assessment information collected on the children is used well to plan activities to meet the needs of all abilities.

5. National data collected from 2002 to 2004 suggests that the gap in performance between boys and girls is different from the trends found nationally, but the differences can be accounted for by the small year groups and the uneven numbers of boys and girls. Inspection evidence revealed no significant difference in the performance of boys and girls.

6. Standards in religious education and ICT are at expected levels in Years 2 and 6. It was not possible to form a judgement about standards in the other subjects, which were not part of the inspection focus.

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

Pupils' attitudes and behaviour are very good. Their personal development, including their spiritual, moral, social and cultural development, is also very good.

### **Main strengths and weaknesses**

- The very good behaviour of pupils enables teachers to focus on their teaching.
- Pupils' positive attitudes to their work help them to learn well.
- Pupils' relationships are very good, and this supports their focus on learning.
- The school makes very good provision for pupils' personal development.

### **Commentary**

7. Pupils respond well to the school's expectations and encouragement of good behaviour – especially when teaching is challenging. They quickly settle to their work, respect each other's views, work well together and respond enthusiastically in lessons. A few pupils are unable to maintain these standards consistently, but in most classes they are well managed and teachers are able to focus on their work without the distraction of problems of class control. Play is lively and friendly and pupils mix well together. There was no evidence during the inspection of bullying; in fact, pupils were dismissive of the idea. Parents also feel that it is not an issue. There were no exclusions during the last academic year.

8. Pupils with SEN generally respond positively in lessons and behave very well.

9. Pupils' good attendance reflects their enjoyment of school. They work hard, concentrate well and are pleased to be involved in lessons and other activities. They get on with their work with little prompting, co-operate in joint activities, and try new things. An example was in a Year 3 and 4 art lesson, where pupils were enthusiastically printing patterns from stencils they had created. Pupils naturally and easily work in pairs and small groups. As a result of these positive attitudes, they learn well, especially when teaching is stimulating.

### **Attendance in the latest complete reporting year 2003 - 2004 (%)**

<b>Authorised absence</b>		<b>Unauthorised absence</b>	
School data	5.4	School data	0.0
National data	5.1	National data	0.4

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

10. Senior pupils support younger ones quite naturally and unselfconsciously, holding their hands when risks present themselves, being 'buddies' when pupils struggle, and playing together. Pupils respect one another's opinions, property and 'space'. In a school council meeting, they made sure that comments from all year groups were listened to respectfully.

11. The Reception children show very positive attitudes to learning. They enjoy coming to school and develop very good relationships with each other and the adults who help them. Behaviour is very good and personal and social skills are developed very effectively because the adults focus on this area particularly well.

12. The development of pupils' knowledge about spiritual moral, social and cultural issues is a strong feature of the school. Close links with the local church support reinforce spiritual and moral teaching throughout the school's work. Other faiths are also studied, and pupils have visited several of their places of worship. Pupils learn about rules of behaviour, equality, fairness, and politeness. Younger pupils clearly understand what is right and wrong. The school arranges many opportunities for pupils to take responsibilities through 'buddy' and 'monitor' roles, as well as through the school council, all of which show pupils how society work together. Pupils in all years learn social skills from mixing with adults and other pupils during their trips, as well as from their participation in clubs and sporting activities. The integration of the school with the village provides good opportunities to learn about the local community. Pupils take part in music-making days, choral events, and events organised for people in rural communities, as well as trips to the theatre.

13. Currently, pupils' ideas about a multi-cultural society are less well developed, although they learn about other faiths as part of religious education. The school recognises that further work is required. It has initiated contact with inner city schools as part of curriculum work and has also arranged a visit from a school with children of predominantly Muslim faith to learn more about their lives.

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

The school provides a good quality of education for its pupils. Teaching and learning are good. The curriculum is satisfactory. Pupils are well cared for and there are appropriate links with parents. Links with the local community are very good.

### **Teaching and learning**

Teaching and learning are good overall. Assessment procedures, and the use of assessment, are satisfactory.

### **Main strengths and weaknesses**

- Pupils make a good start to school as a result of good teaching and learning in the Reception class.
- High expectations by the teachers in the Year 5 and 6 class result in good and sometimes very good achievement.
- The majority of pupils are keen to learn, and apply themselves well.
- The very good behaviour in the majority of classes helps pupils to learn effectively.
- Despite the good teaching and learning overall, there are some inconsistencies. Some pupils could learn more effectively.
- Assessment information is not well enough used to track pupils' progress and to set targets.

### **Commentary**

14. Most parents are satisfied with the quality of teaching at the school, and the pupils agree that their lessons are interesting and that they have to work hard. Overall, the inspection team agrees with these views, but there is not a consistent picture through the school, and in some areas the teaching and learning could be better. At the pre-inspection

meeting, parents felt that homework provision was inconsistent. The inspection team does not have any evidence to support this view. The homework provided for pupils in the Year 5 and 6 class is useful and constructive.

**Summary of teaching observed during the inspection in 15 lessons**

<b>Excellent</b>	<b>Very good</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>Poor</b>	<b>Very poor</b>
0	2	7	6	0	0	0

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

15. Teaching is good in the Reception class; the two adults work well together and support the children effectively. Lessons are carefully planned and well organised, and adults have high expectations in respect of children listening carefully and behaving well, both inside and outside the classroom. As a result, the children quickly develop positive attitudes to learning and work with great enthusiasm and enjoyment. They concentrate well and work confidently, whether independently, in small groups, or as a class. The children achieve well. The individual profiles that are developed on all children clearly track their progress through the different areas of learning.

16. Despite the pupils' enthusiasm, there are some variations in the quality of teaching which prevent all of the pupils in the school from making good progress. On some occasions, expectations of what pupils are capable of are not high enough. More able pupils are not set sufficiently challenging tasks and teachers too readily accept indifferent presentation by some pupils. On some occasions, more effort needs to be made to ensure that pupils of different ability are given different work. This issue seems to be worse in subjects other than English and mathematics. In subjects other than English and mathematics, not enough effort is made to match tasks to the ability of the pupils.

17. When teaching is consistently effective, for example in the Year 5 and 6 class, teachers always have high expectations. Lessons are conducted briskly and no time is wasted. The teachers show considerable enthusiasm for learning and this rubs off on the pupils. Interactions with the pupils are good, ensuring that lower-attaining pupils are supported well and higher-attaining pupils are challenged effectively. The pupils are well motivated and absorbed in their work; they often achieve very well and make better than expected progress.

18. When teaching is good and activities address the needs of all individuals, for example in the Reception class, pupils with SEN achieve well. However, in the Year 1 and 2 class and in the Year 3 and 4 class, teachers do not consistently use assessment information to good effect when they plan lessons, and pupils are sometimes given activities that are too difficult for them. In addition, the marking of pupils' work rarely refers to the targets on their individual education plans (IEPs) and does not consistently inform the pupils how well they are doing.

19. The school has appropriate assessment procedures, and teachers have a secure understanding of how well pupils are doing in most subjects. The information on individual pupils in English and mathematics is far more developed than in other subjects. In some classes, not enough use is made of assessment information to plan lessons and to track pupils' progress, and marking is not sufficiently analytical to help pupils improve or to take them to the next stages of learning. Some work is not marked at all, and this is unsatisfactory. Teachers do not use assessment information well enough to set for individual pupils' realistic targets based on National Curriculum Levels. The pupils' involvement in target setting and assessing their own work is also inconsistent.

## **The curriculum**

Curriculum provision is satisfactory overall and is enriched by interesting educational visits and visitors invited into school. Activities to support learning outside the school day are good. The provision for SEN is satisfactory. Staffing, accommodation and resources are satisfactory. All statutory requirements are met.

## **Main strengths and weaknesses**

- Pupils are offered a good range of out-of-school activities.
- Many subjects are enhanced by visits out of school and by visitors who are invited into school.
- The provision is good for the children in the Reception class.

## Commentary

20. The school provides a satisfactory curriculum, which includes all subjects of the National Curriculum, religious education, and French in the Year 5 and 6 class. All pupils learn to play the recorder during music lessons and swim at the local swimming pool each week. There are policies for all curriculum areas but these have not been reviewed on a regular basis. Curriculum planning shows that all subjects have clear guidelines for teachers to follow and that mixed aged classes are catered for satisfactorily through a two-year rolling curriculum programme. The majority of parents believe there is a good range of activities which children find enjoyable and interesting. The inspection team agrees with them. The curriculum for the children in the Reception class is good. Activities are well planned, interesting and linked to national guidance. As a result, the youngest children in the school receive a good start to their school life. The provision for the pupils' personal, social and health education (PSHE) is satisfactory.

21. Visitors invited into school provide additional support and enrichment. Physical education is particularly well supported by specialists who come and coach a range of sports such as cricket and outdoor pursuits. All pupils have opportunities to take part in the well-planned visits which enrich most curriculum areas. Religious education was enhanced greatly by a whole school visit to the Central Mosque and Hindu Manir Temple in Leicester. History was brought to life when pupils in Years 1 and 2 visited a local museum. Pupils in Years 5 and 6 have opportunities to take part in a residential visit, which focuses on developing and reinforcing skills and knowledge taught in ICT and geography. Visits such as these promote the pupils' personal and social development as well as their cultural development.

22. The school offers a good range of out-of-school activities and they are well attended. Activities include clubs for art and design, music and physical education. The gardening club has worked hard to develop the school's gardens and, as a result, clearly labelled vegetables and fruits are waiting to grow through the carefully prepared ground. A group of pupils who are learning to play the hand bells performed confidently and expertly during an assembly at the local church.

23. The provision for pupils with SEN is satisfactory in Key Stages 1 and 2. The few pupils who have been identified have satisfactory IEPs, with targets that distinguish what they need to do to improve. However, because these targets are not consistently referred to in lessons or in the marking of work, the pupils' progress against the targets is uneven. These plans are reviewed regularly. Children with SEN in the Reception class are well supported.

24. The number of teaching and support staff is sufficient to meet the demands of the curriculum, and the Reception class is well provided with support staff. The accommodation is satisfactory overall but some teaching areas are cramped. However, there are plans for the development of a new building. All pupils have access to a nearby field for physical education. There is a good selection of books to support the English curriculum, and in most areas resources are satisfactory. There are however, deficiencies which affect learning in some areas. For example, pupils in Years 3 and 4 could not time their own experiments in science because there were no stopwatches. The interim headteacher is aware of the need for subject co-ordinators to review the quantity and quality of resources in all curriculum areas, as there has been no recent audit, and many are stored in different parts of the school. There are plans to develop the outside area further for the Reception children. At present, it is used satisfactorily to reinforce and develop learning during the day.



## **Care, guidance and support**

The school takes good care of the welfare, health and safety of its pupils. It provides pupils with satisfactory support, advice and guidance and takes satisfactory account of their views.

### **Main strengths and weaknesses**

- Pupils feel secure and know that there are adults to care for them.
- The school makes good provision for pupils' care and welfare.
- Health and safety arrangements ensure that pupils and staff are secure.

### **Commentary**

25. Most staff show very caring attitudes towards pupils. They are good role models of consideration and thoughtfulness. In lessons, care is taken to avoid hazards such as paint damage to normal school clothing, or burning when heat is being used in science lessons. Another good example is the care taken when pupils are exposed to possible danger on the road when moving between the buildings. In the playground pupils are encouraged to take care of the safety of others. As a result, pupils feel secure and protected, with an adult to turn to in case of trouble.

26. The school also has good arrangements for the care and welfare of pupils. Healthy food is offered at lunch through carefully constructed menus involving the support of a nutritionist. Participation in sport is strongly encouraged and good use is made of medical services where necessary. The supervision of breaks is well organised. Provision is in place for child protection and for looking after children in public care, although currently there are no pupils involved. Training in the recent amendments to child protection legislation is scheduled for staff and governors, because staffing changes have resulted in a lack of expertise in these areas. Accidents and incidents are handled sensitively and appropriately. Parents and pupils feel satisfied that the school takes good care of the children.

27. Pupils with SEN are well cared for and supported, in particular by the external specialists who come into school.

28. Regular maintenance of equipment and the building results in a safe and pleasant learning environment, both for pupils and for staff. Experienced staff lead trips, and the school carries out risk assessments to support the safety of all involved.

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

Partnership arrangements with parents are satisfactory. Links with the community are very good and links with other schools and colleges are good.

### **Main strengths and weaknesses**

- Wide-ranging links with the community support pupils' learning well.
- Pupils benefit from the school's involvement with other schools.
- The school helps parents to be involved in the development of their children.

### **Commentary**

29. Very close links with the community add value to pupils' personal development as well as to their learning in curriculum subjects. Visitors to the school talk about various subjects, including history and local geology and geographical features. Other visitors provide information about drugs awareness, the police and fire services. Choirs sing at local

events, pupils make frequent visits to the local church, and carol singing and fairs are community events. All these activities result in interesting and helpful learning for pupils.

30. The school is a member of a cluster of other rural primary schools. Curriculum co-ordinators share experience and knowledge in their subjects, and the headteacher's use this forum for discussion about small-school practice. Pupils benefit from curriculum support in science and ICT, as well as in drama and work on poetry, from the main local secondary school which the majority of pupils eventually attend. The school also supports project work for Years 3 and 4. The sports teams and music groups compete regularly with various other local schools.

31. The school has provided support to parents on the teaching of literacy and numeracy and is arranging sessions to give parents an understanding of how interactive white boards will support teaching when they are installed in the near future. A list of the topics studied each term is given to parents for them to support their children's work. Homework is regular and parents are encouraged to help with reading and occasional projects. Parents receive information about the progress of their children at parent consultation evenings, and areas for improvement are discussed. Although school reports are satisfactory overall, they do not provide parents with enough information about the National Curriculum Levels their children are reaching and the progress they are making.

32. Parents feel that the children with SEN in the Reception class are well supported. The inspection team agrees with these comments. In other parts of the school, the support offered to SEN pupils could be better.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are satisfactory overall. The interim headteacher has brought good leadership skills. Governance of the school is satisfactory. Statutory requirements are met.

### **Main strengths and weaknesses**

- The interim headteacher is a good leader. She has brought stability to the school and has a good understanding of what the school does well and what it needs to do to improve.
- Many of the school's processes and procedures are not applied consistently throughout.
- The support given to a graduate trainee teacher has been unsatisfactory.

### **Commentary**

33. In the term prior to the inspection, the school was without a substantive headteacher. This naturally caused concerns amongst the parents and a significant minority disagreed with the statement *the school is well led and managed* when responding to the pre-inspection questionnaire. Despite the best efforts of an acting headteacher, who also had full-time responsibility for a class, the leadership and management of the school suffered during this time. During the inspection, a seconded teacher was in place as an interim headteacher. Although she had been in post for only a few weeks, parents and governors recognised the positive contribution she had already made to the running of the school. The interim head is determined to move the school forward and further develop the quality

of education it provides. Her analysis of where the school is shows a strong insight, and along with her dedication to improvement it is providing the school with the sense of direction which has been missing recently.

34. Although working relationships through the school are good, there are many inconsistencies in practice. Classes tend to operate like separate 'islands', with different planning, marking and expectations. Many of the school policies, processes and procedures are outdated or are not followed consistently. For example, the school marking policy makes the statement *we all mark in the same way*. This is not the case. Although the role of the subject co-ordinator has developed since the previous inspection, particularly in terms of professional development, co-ordinators have not been given time to monitor and evaluate their subjects. The school has a good deal of information about pupils' performance, particularly in the core subjects of English and mathematics, but it is not used well to track their progress. No one has a clear responsibility for the collection and analysis of assessment data.

35. The interim headteacher is overseeing the management of SEN, which is barely satisfactory. There is no system in place to monitor the progress of these pupils in all areas of the curriculum; as a result, they are sometimes given tasks which are too difficult and do not, therefore, achieve as well as they might. For example, there is no monitoring system to show how well these pupils are doing across all curriculum areas. As a result, pupils with SEN are sometimes given activities that are too difficult for them. When this happens, they do not achieve as well as they could.

36. The Foundation Stage is well managed. The unqualified teacher and the learning support assistant manage the day-to-day running of the Foundation Stage effectively. They work well together and have a secure understanding of how young children learn. As a result, the children achieve well.

37. The governance of the school is satisfactory. Governors are supportive and are committed to the school's best interests. They pay very good attention to fulfilling their statutory responsibilities and are actively involved in shaping the direction of the school through the production of the school development plan. They are also fully involved in setting a budget and regularly monitoring school expenditure. Although the budget carry-forward is currently above the recommended level, this sum will finance further development in the accommodation and will create additional space for pupils in Years 1 and 2 who are currently operating in a cramped classroom. Governors understand the need to look for best value in the services purchased by the school, and they are prepared to challenge what they consider to be poor value for money. However, they have not consulted parents for a number of years regarding major decisions or sought their views on aspects of the school, as was pointed out at the pre-inspection meeting.

38. A further issue concerns the unsatisfactory support given to a graduate trainee teacher, who has not been provided with an appropriate induction programme and whose training has not been carefully planned. Her progress in the classroom has not been monitored rigorously enough and too often she has been left isolated. Whilst the school's difficult staffing situation in the autumn term was a major factor, the governors, who are ultimately responsible, must bear some responsibility. They failed to appreciate the challenges facing the school when providing a place for a trainee teacher. As a result, some pupils made less progress than they were capable of. Although there are a number of strengths in the governors' involvement in the development of the school, the effectiveness of the situation has not been monitored and their view that all teaching is currently good is misplaced.

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

<b>Income and expenditure (£)</b>	
Total income	183,041.00
Total expenditure	172,345.00
Expenditure per pupil	2,692.00

<b>Balances (£)</b>	
Balance from previous year	37,870.00
Balance carried forward to the next	48,566.00

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

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

39. Provision for children in the Foundation Stage is good. Teaching is good for the 12 children in Reception, who are taught together in a small group. The current group of Reception children joined the school with average levels of attainment. Induction procedures are sound and enable the children to settle quickly into school. Interesting and exciting activities are well planned to develop learning in all areas of the curriculum, and the two adults who work in the Reception class support the children effectively; as a result, achievement is good. Assessment procedures are good, and they enable the adults to collect information about the children and use this when they plan lessons. This information then feeds into individual profiles which monitor effectively the progress of each child. Learning resources are satisfactory and are used well to support teaching. There are plans to develop further the outdoor area, which is used effectively. Parents feel that the few children who are identified as having SEN are well supported. The inspection team agrees with this view.

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

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

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

- Teaching is very good.
- The children develop very good relationships with the adults who help them and with each other.
- Attitudes to learning and behaviour are very good.
- Achievement is very good.

#### **Commentary**

40. Most children are on course to exceed expected levels by the end of their time in Reception. All children behave very well because the adults expect them to. When presented with activities, or when they decide for themselves what they want to do, the children work sensibly, maturely and happily together. Both adults develop very good relationships with the children and plan interesting activities which suit the children's individual needs. As a result, the children develop very positive attitudes to learning. The children are very enthusiastic and inquisitive, and confidently ask questions to find out more. Children are encouraged to be independent at all times. Adults are good role models and the children watch carefully and follow instructions well. For example, after helping to make pancakes, all children sat down, added the topping of their choice, and tried to roll them up, asking confidently if they needed help. The children have good opportunities to begin to develop an idea of their own cultures and beliefs, and those of others. During the inspection they went to an assembly in the local church and listened to the explanation of why pancakes are eaten on Shrove Tuesday. In addition, they have recently been learning about the Chinese New Year. Most children knew that this is the 'Year of the Rooster' and that they were born in the 'Year of the Rabbit or the Dragon'. Achievement is very good.



## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Speaking and listening skills are developed well in all activities.
- Sometimes opportunities are missed to develop the correct way to form letters.
- Effective support enables all the children to achieve well.
- The children enjoy all activities and work very hard.
- Teaching is good.

### **Commentary**

41. Achievement is good, and most children are on course to exceed the expected levels by the beginning of Year 1. Throughout the day, the children have many opportunities to develop speaking and listening skills. For example, the designated area in the classroom where children can play imaginatively is set out as a 'Cobbler's Shop', and linked to the story of 'The Elves and the Shoemaker'. Children co-operated well as they pretended to be a cobbler. When asked, they explained confidently what they were doing. Both adults value what the children say, and have high expectations that the children will listen carefully to instructions and other information they are given. As a result, most children speak confidently and listen attentively. Teaching is good. Children of all abilities have well-planned opportunities to develop basic writing skills; all of them write their names confidently, and many have a good idea of what a sentence is. Children worked well together as they blended sounds to form three-lettered words. Most children could read and write them, though a few needed help. Handwriting skills are not as well developed as they might be because not enough attention is given to the correct formation of letters. Reading skills are developed effectively and children handle books with confidence and enthusiasm. About two thirds of the children read the texts they are given with expression and great enjoyment, and most begin to recognise familiar words in the simple texts they are given. Lower-attaining children use pictures to guide them as they read, or use the pictures to tell a story. There is a good selection of books to support this area of learning. Reading books and reading diaries are sent home regularly, and parents are able to comment and see for themselves how well their children are doing.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Activities are well planned and promote the vocabulary associated with this area of learning.
- Teaching is good.
- The children respond very positively to lessons and achieve well.

### **Commentary**

42. Most children are on course to exceed the expected levels by the end of Reception. Teaching is consistently good. Adults work hard at developing vocabulary such as 'the

most', 'bigger' and 'smaller'. They ask questions which challenge the children's thinking, such as 'If I doubled four, what would the answer be?' The children rise to such challenges and begin to work out simple problems in their heads. They respond very well to questions, because adults skilfully grade them to suit all abilities. Activities are exciting and challenging, and the children are given good opportunities to see how numbers are used in every day life. For example, after identifying 1p, 2p and 5p coins, the children went on to buy pancakes with different toppings on them at different prices. They interacted politely and confidently with the learning support assistant, who consistently reinforced the different values of the coins. Skilful questioning enabled the children to develop their vocabulary and basic addition skills. All children were keen and eager to explain what they were doing. Previous work clearly indicates that the children have begun to develop a good idea of two-dimensional shapes and are beginning to recognise three-dimensional shapes, using a computer program. The children achieve well because they work amicably together, concentrate very well and listen attentively to instructions from adults.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD, PHYSICAL DEVELOPMENT AND CREATIVE DEVELOPMENT**

43. Although activities to support knowledge and understanding of the world, physical development and creative development are well planned for, there is too little inspection evidence to permit overall judgements for these areas of learning. All children use ICT regularly to develop basic computer skills and reinforce learning in other areas, such as communication, language and literacy and mathematical development. Children have good planned opportunities to use tools such as glue sticks and scissors and to work with a range of materials. A group of children successfully made dragon faces. Teaching was good because the activity was well prepared and resourced. As a result, the children worked well independently.

44. The children's previous work shows that they have good opportunities to develop pictures by using a paint and art program on the computer. They develop simple rhythms and learn to sing songs and play percussion instruments. No physical development sessions were seen during the inspection, but children sang and danced in the playground, as part of a 'Chinese Dragon'. Children swim every week at the local swimming pool and use the school hall for other physical activities.

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

### **ENGLISH**

#### **English**

Provision in English is **good**.

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

- Standards are above average at the end of Year 6.
- Pupils in Years 3 to 6 achieve well.
- Standards are below average at the end of Year 2.
- Most pupils show positive attitudes to the subject.
- Assessment information is not always used well when planning lessons.

## Commentary

45. In Year 6, standards are above average and achievement is good. Standards in speaking and listening are average in Year 2, but in reading and writing they are below average. This is because a high proportion of this small year group of nine pupils has SEN. Achievement for these pupils has been satisfactory. Standards are similar to those reported during the previous inspection at the end of Year 6 but are lower at the end of Year 2. Throughout the school, pupils have good opportunities to develop reading, writing and speaking skills. Most pupils speak clearly and confidently.

46. The quality of teaching differs between the key stages. In Key Stage 2 teaching is good. In a good lesson observed with Year 6 pupils, there were very good relationships between the teacher and the pupils, and the lesson was well organised and planned. The teacher showed good subject knowledge and all her explanations and instructions were very clear. As the pupils looked at different examples of persuasive writing, their editing skills were developed well. In all classes, lessons are interestingly planned and the pupils have good opportunities to develop reading and writing skills. Adults, throughout the school, generally give clear instructions, which enable the pupils to know exactly what is expected of them. In Years 1 and 2, teaching and learning are satisfactory. In the lesson seen in this class, relationships were good and there were good opportunities to speak, but listening skills were not always effectively promoted. All explanations were clear, but not all activities were well matched to the pupils' needs. As a result, a few pupils with SEN found it difficult to complete the work they had been given. Pupils' work is well presented in Years 5 and 6 but is sometimes untidy further down in the school.

47. The quality of marking varies throughout the school. The best examples are not only supportive but clearly show the pupils how well they are doing and what they need to do to get better. Assessment arrangements are satisfactory for reading and writing. Reading records vary in quality. The best ones identify what the pupils need to do to improve. Targets have been identified for writing throughout the school but at present there are none for reading. Literacy targets on the IEPs of pupils with SEN are rarely referred to in lessons or in the marking of pupils' work.

48. The co-ordinator has not been in post long enough for a judgement to be made on her leadership and management. Educational visits to the theatre enrich the English curriculum as well as promoting pupils' spiritual, moral, social and cultural development. The library is currently in the process of development but the school has a good selection of books to support the subject.

## Language and literacy across the curriculum

49. Pupils have opportunities to reinforce and extend their literacy skills in other subjects of the curriculum. In science, for example, Year 6 pupils wrote up very neat and accurate accounts of their investigations into the habitats of woodlice. In other subjects, such as geography, opportunities are missed. Not enough attention is given to the presentation of written work, which varies unacceptably in quality.

## MATHEMATICS

Provision in mathematics is **good**.

## **Main strengths and weaknesses**

- Standards are above average in Year 6.
- In Year 2, standards are below average.
- The great majority of pupils make good progress.
- Despite the good progress overall, some pupils could achieve more if they were challenged more effectively.
- The pupils are enthusiastic about their learning.

## **Commentary**

50. Standards are above average in Year 6, and these pupils are making good, and often very good, progress. The pupils work hard as a result of the high expectations of their class teacher. Standards are below average in Year 2. This represents a decline when compared with the previous year, but with small year groups there can be a considerable year-on-year variation, particularly when a significant proportion of the year group is identified as having SEN. Although these pupils are making satisfactory progress in relation to their prior attainment, higher-attaining pupils in particular are not achieving as well as they might.

51. Pupils' achievement is directly related to the quality of teaching the pupils receive. Where it is consistently good or better, the pupils achieve well. In the Year 1 and 2 class, teaching and learning are satisfactory, so pupils do not always make good progress. The most effective teaching is at the end of Key Stage 2. Lessons are conducted at great pace and the pupils learn rapidly. They are well motivated and attentive, and work hard. This is reflected in the considerable amount of work they have completed during the current academic year. Pupils have a good understanding of what they are doing because the learning intentions are particularly well explained, and language specific to mathematics is constantly referred to as the pupils are asked questions that challenge their understanding. Pupils are encouraged to present their work well, for example by using a sharpened pencil to draw geometric shapes, and their notation is good.

52. In lessons where teaching is less effective, expectations are not so high and the pace is slower. There are times when pupils need to focus more on their work. This could be encouraged by setting targets for the amount of work that should be completed. Not enough attention is given to pupils' presentation of their work, particularly notation, and it is sometimes unsatisfactory. Work is marked regularly but the quality of the marking varies; for the most part, it does not give pupils enough information as to how they might improve their work, and it does not provide any additional challenge.

53. The leadership and management of the subject are satisfactory. The subject co-ordinator has not had enough opportunities to monitor and evaluate the provision in mathematics, particularly in terms of the quality of teaching and learning. The school possesses a range of assessment information on individual pupils, but does not use this information to track their progress rigorously and set targets for individuals. A good feature of the provision is the way in which pupils in Years 5 and 6 involve themselves in their learning by assessing their own progress towards their targets; the assessments are checked by the class teacher. This good practice is not copied elsewhere in the school.

### **Mathematics across the curriculum**

54. Teachers successfully use other subjects of the curriculum to promote the use of mathematics. During the inspection, mathematics was used in science, geography and ICT. Analysis of pupils' work indicated that mathematical investigations are used to give pupils opportunities to work in groups, thus promoting their social development through teamwork.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Standards are above average in Year 6.
- In Year 2, standards are below average.
- Pupils discuss the subject confidently and knowledgeably.
- Not enough consideration is paid to pupils' differing ability levels when tasks are being set.

### **Commentary**

55. The proportion of pupils in Year 2 likely to achieve the expected Level 2 in science is below average. The pupils are making satisfactory progress but a high percentage of the year group has SEN, which limits the way in which some pupils are able to present and record their work. However, many of the pupils are able to describe their recent work accurately, for example giving accurate accounts of the differences between solids and liquids. In Year 6, pupils are working at above average standards; they are achieving well and working hard, and have covered a good range of work during the current academic year.

56. It was not possible during the inspection to see all year groups being taught. However, discussions with pupils and analysis of their work would indicate that at teaching and learning are satisfactory at Key Stage 1 but good in Key Stage 2. Expectations are high, particularly in Years 5 and 6, which ensures that pupils make good and often very good progress. This was well illustrated as a group of Year 5 pupils accurately explained a lesson about change of pitch, the degree of acuteness or graveness of tone in music. They described experimenting with various instruments and were able to identify different factors that changed pitch, for example the surface area on a percussion instrument. Their level of understanding was above average and they showed self-assurance and confidence as they answered questions about their work and shared their own ideas about problem solving. In science lessons, the opportunities that pupils have to work together as they carry out experiments and investigations contribute to their personal development.

57. Despite this positive picture, there are some aspects of teaching that could be undertaken more effectively. Too often, pupils of different ability are given the same work, with the result that some find the work too easy and others have difficulty. The marking of work is too superficial, and comments do not indicate how the work can be improved.

58. The leadership and management of the subject are satisfactory. The co-ordinator does not have enough opportunities to monitor and evaluate the subject through the school. Although all teachers have sufficient information on pupils to judge their levels of knowledge and understanding, this information is not always used to best effect to provide all pupils with suitable levels of work.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

59. As very little ICT teaching was observed during the inspection and only a limited amount of pupils' work was available to analyse, there is not enough evidence to make an overall judgement about the provision in the subject. Discussions with pupils in Years 2 and 6 indicated that their knowledge and understanding are at the levels expected and that they are making satisfactory progress.

60. As a result of good teaching and the pupils' enthusiasm for learning, Year 6 pupils achieved well in a lesson where they were working with spreadsheets. The class teacher provided clear and precise explanations as she introduced the lesson, so that pupils had a good level of understanding. The session was well organised, and the teacher's planning indicated that this aspect of ICT had been developed successfully since the beginning of the term. The pupils were productive and the teacher had a good understanding of their next stage of learning. They worked together successfully, taking turns to input data, and the level of discussion was good.

61. The new interim headteacher has taken over as the subject co-ordinator. It is too early to judge her leadership and management of the subject, although she does have a

good understanding of its strengths and weaknesses. The school does not have a computer suite, so opportunities have to be created in classrooms for pupils to work at developing the required knowledge and understanding and the necessary skills. Some teachers are conscientious in ensuring that pupils have appropriate ICT experiences; others are not.

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

62. During the inspection, only a limited number of lessons were observed where ICT was being used to support learning. However, discussions with the Year 6 pupils indicated that they have used ICT for work in a number of other subjects. They spoke confidently about producing 'PowerPoint' presentations on Islam and using the Internet to carry out research on the Ancient Greeks as part of their work in history. The school recognises that using ICT to support learning across the curriculum is an area for development. New interactive whiteboards have been ordered, and it is envisaged that pupils and teachers will all benefit from this improvement in provision.

## **HUMANITIES**

63. Geography and history were not part of the overall inspection focus. One lesson was observed in both subjects, discussions were held with pupils in Year 2 and 6, and work from both subjects was analysed.

64. The curriculum for both subjects is organised satisfactorily on a two-year rolling programme because of the mixed-age classes found in the school. The Year 6 pupils spoke confidently about the Ancient Greeks, particularly on the Greek gods and heroes. They showed a good understanding of the similarities and differences between the local community and the Norfolk seaside resort of Cromer. Pupils' written work in history contained evidence of their developing research skills, and their geography revealed a growing understanding of physical features and economic activity. Pupils' written work is not as good as their oral work in either subject, indicating that not enough is being done to reinforce their writing skills. The pupils in Year 6 are making at least satisfactory progress.

65. Pupils in Year 2, on the other hand, could not identify any work that they had done in history or geography. It is not clear whether this reflects their below average language skills or their lack of historical or geographical knowledge. However, there was too little evidence to make possible any judgement on standards or the pupils' progress.

66. A good history lesson was observed in the Year 5 and 6 class, as the pupils developed their research skills. The pupils were encouraged to write about food that the Ancient Greeks ate, and to use paragraphs and write in the past tense. The Year 6 pupils in particular read confidently a range of texts and then successfully reproduced the information in their own words. A satisfactory geography lesson was seen in the Year 3 and 4 class. Using information from the Internet, pupils transferred this data to a 'holiday weather sheet'. Although the majority of pupils made satisfactory progress during the session, more effort could have been made to make the work more specific to the different ability groups found in the class.

## **Religious education**

67. No religious education lessons were observed during the inspection, so there is not sufficient evidence to make possible an overall judgement on provision. However, there was an opportunity to discuss the subject with pupils from Years 2 and 6 and to analyse a limited amount of pupils' work.

68. Pupils in Year 2 have an expected level of understanding for their age, and in discussions they showed a secure knowledge of Christianity. They were able to identify the major Christian festivals and explain why Christians celebrate Christmas and Easter. They identified churches as an important place of worship, and successfully linked this information to their own visits to the village church. The pupils have made satisfactory progress. The pupils in Year 6 have further developed their understanding of Christianity and have also acquired a secure knowledge of other major world religions, such as Islam and Hinduism. The Year 6 pupils explained the characteristics of different world religions and showed high levels of respect for other peoples' beliefs and cultures, which they showed through their sensitive descriptions of a visit to an inner-city Leicester school and a mosque. Religious education makes a significant contribution to the pupils' personal development. Written work produced by Year 6 pupils was generally well presented and showed evidence of the pupils' care and effort. For the most part, all pupils tackle the same

tasks, irrespective of the abilities, with the result that the work is too easy for some and too difficult for others.

69. The leadership and management of religious education are satisfactory. Assessment procedures have been in place only since September 2004 and the information produced has yet to be analysed and used. There have been no recent opportunities for the subject manager to monitor and evaluate the strengths and weaknesses of the subject.

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

70. Art and design, design and technology, music and physical education were not a focus for the inspection and there is not enough evidence to report on them fully. One lesson was observed in art and design where Year 3 and 4 pupils successfully printed patterns from stencils that they had previously designed.

71. Satisfactory guidelines for teachers have been developed, using national guidance for all subjects except physical education, where a commercial scheme of work is used. Curriculum planning enables skills, knowledge and understanding to be successfully and progressively taught, year on year, as pupils move through the school. Discussions with pupils, and analysis of school documentation, indicate that planning and schemes of work are followed accurately.

72. Assessment procedures are satisfactory for all subjects with the exception of physical education, where they are being developed. Educational visits and visitors invited into school make a positive contribution to physical education and music.

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

73. The programme for personal, social and health education (PSHE) is satisfactory. The teachers use national guidance to plan lessons which focus on personal development and relationships, as well as some elements of citizenship. No PSHE lessons were observed during the inspection. Visitors such as the school nurse are invited into school to work with the pupils, and topics such as sex education and alcohol and drug misuse are dealt with sensibly. As pupils get older, they take part in a cycling proficiency course, which enables them to keep themselves safe whilst on the roads. The importance of healthy living is dealt with not only in PSHE but also in science and physical education.

## 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	3
How the school's effectiveness has changed since its last inspection	4
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 (ethos)</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	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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