

INSPECTION REPORT

SALTERGATE JUNIOR SCHOOL

Harrogate

LEA area: North Yorkshire

Unique reference number: 121463

Headteacher: Mr Chris Taylor

Lead inspector: Mrs Kay Charlton

Dates of inspection: 14-16 March 2005

Inspection number: 267623

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:	Community
Age range of pupils:	7-11
Gender of pupils:	Mixed
Number on roll:	238
School address:	Newby Crescent Harrogate
Postcode:	HG3 2TT
Telephone number:	01423 506866
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Keith Wadd
Date of previous inspection:	7-11 June 1999

CHARACTERISTICS OF THE SCHOOL

Saltergate Junior School, situated on the northern outskirts of Harrogate, serves a socially mixed area of private housing, and also local authority and housing association properties. The majority of pupils transfer from the Infant School which is on the same site. Virtually all pupils are of white British origin and none speak English as an additional language. Currently, there are 238 pupils on roll. The percentage of pupils eligible for free school meals is broadly average. The overall percentage of pupils identified as having special educational needs is also average although there is a higher proportion of pupils in 'the school action plus category' than is usually seen. Many of these pupils have social, emotional and behavioural difficulties. There are four statements of special educational need. Attainment on entry to the school is wide ranging and varies from one year to another but overall it is average. There are two classes for each year group and in Years 5 and 6, pupils work in ability sets (top, middle and lower) for English and mathematics.

The current headteacher was appointed shortly after the last inspection. The school received an achievement award in 2003. It has also gained the Local Education Authority Quality Mark for its work with pupils with special educational needs.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1718	Kay Charlton	Lead inspector	English Information and communication technology Physical education Special educational needs
9572	Kitty Anderson	Lay inspector	
19226	Steve Flood	Team inspector	Science Art and design Design technology Geography
1516	Mike Warman	Team inspector	Mathematics History Music Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school. It has a number of very good features. Standards in Year 6 are above average and pupils have made good progress since starting in Year 3. The quality of teaching and learning is good, and overall leadership and management are very good. The school is very inclusive of all pupils and gives good value for money.

The school's main strengths and weaknesses are:

- Pupils achieve well.
- Staff work together very effectively as a team and teaching is good.
- There is a very good range of opportunities to enrich the curriculum.
- It is a very caring school and pupils' personal development is very good.
- There is a strong commitment to ensuring every pupil has the chance to succeed.
- The leadership of the school is very effective and provides a clear vision for future development.
- Pupils' achievements in mathematics are good overall but there are situations where they can do better.
- The school does not always communicate its successes effectively to parents.

Improvement since the last inspection in 1999 has been very good. Standards have risen significantly in recent years. All the key issues from the last inspection have been addressed with notable improvements having taken place in the quality of teaching, assessment, the curriculum, the support and guidance provided for pupils, and in the leadership and management of the school. The arrangements for homework are much improved as is the school's provision in information and communication technology. A rigorous system of self evaluation has been implemented and this has played an important part in helping to move the school forward.

STANDARDS ACHIEVED

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

Overall, pupils achieve well. The 2004 results show that standards in English and science were well above the national average whilst those in mathematics were above average. This represents good achievement for this cohort of pupils in English and science and satisfactory achievement in mathematics. Since that time the school has concentrated its efforts on ensuring improvement in mathematics and the inspection found that this is having a very positive effect. Standards in the current Year 6 are above average in all three subjects with pupils having made good progress since starting the school. However, pupils' achievements in mathematics are still not as consistent as in English and science and there are situations where they can do more.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. The school has a consistent approach to behaviour management and overall pupils' behaviour is good. A small minority of pupils in the school find self-discipline difficult but their behaviour is managed very well so that the learning of others is not affected. Pupils have very positive attitudes to school and talk very enthusiastically about all it has to offer. Relationships are good and pupils develop a high level of respect for each others' views and good levels of maturity

by the time they leave. Attendance rates are well above average and pupils come to school on time.

QUALITY OF EDUCATION

The overall quality of education is good. Teaching is good and this leads to good quality of learning. Nearly all of the teaching is good or better and none is unsatisfactory. Teachers have secure knowledge of their subjects. Work is planned thoroughly and, in the main, it is matched to the pupils' levels of understanding so that they are able to learn effectively. Teachers are keen and enthusiastic, and make learning fun. A wide range of strategies is used to help those pupils with special educational needs so that these pupils achieve as well as their peers. Teaching assistants play an important part in supporting the work of individual pupils or groups. Although the teaching of mathematics is good overall there is some inconsistency of practice and pupils' learning can be extended further, notably in the middle ability groups.

The curriculum is very good and enriched by a wide range of interesting activities. Provision for pupils' care and support is very good. Pupils are very well supported in their personal development and they receive a good level of guidance. There is a good partnership with parents, other schools and the community. The information for parents is generally good. Reports to parents are very good but, in general, there is too little information to help parents appreciate how effective the school is.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are very good. The headteacher is a very effective leader with high aspirations for the school. He is strongly supported by a team of committed staff. Governance is good and all statutory requirements are met. Particularly good use is made of information gained from monitoring to target resources to those areas where improvements are needed. Subject co-ordination is very effective and the management of the school budget is very good. These are notable improvements since the last inspection.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents indicate that this is a good school. They recognise the improvements made in recent years. A few parents are not happy about the school's management of pupils' behaviour but the inspection found that behaviour is good overall. Pupils are proud of their school.

IMPROVEMENTS NEEDED

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

- Ensure consistency in the teaching of mathematics.
- Communicate its successes more effectively, particularly to reassure parents about the effectiveness of its behaviour management policy.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Overall, pupils make good progress and achieve well. Standards in the current Year 6 are above average.

Main strengths and weaknesses

- Pupils achieve well in English and science.
- Even though pupils' achievements in mathematics are good there are occasions when they can do still more.
- Pupils achieve well in information and communication technology.
- Pupils' good achievements in religious education make a strong contribution to their personal development.
- Pupils with special educational needs are very well supported so that they achieve well.

Commentary

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	29.1 (26.7)	26.9 (26.8)
Mathematics	28.3 (27.9)	27.0 (26.8)
Science	30.5 (29.9)	28.6 (28.6)

There were 55 pupils in the year group. Figures in brackets are for the previous year

1. Taken overall, since the time of the last inspection, the school's results have shown a trend of improvement that is better than the national trend. There has been significant improvement in the last four years from the overall below average results attained in the 2001 national tests to those attained in 2004. The targets set for 2005 are high and the school is well placed to meet them.
2. In English, pupils achieve well. By Year 6, standards are above those usually seen. Pupils develop skills in speaking and listening well and older pupils are usually articulate and use English very confidently. They listen very well to each other and are keen to express their ideas and opinions. They recognise the importance of showing others that their views are appreciated. Pupils achieve particularly well in reading. There is a very systematic approach to the teaching of reading through the school and pupils receive a lot of individual attention, especially those who have identified special educational needs. As a result, by Year 6 virtually all pupils are accurate and fluent readers who express opinions about books and authors in a very knowledgeable way. Pupils of all ages use reference texts very well to support their learning across the curriculum. Pupils' achievements in writing are good. They write for a range of purposes and they develop very interesting ideas, for example when Year 3 pupils wrote instructions about how to embalm an Egyptian mummy. Pupils are keen to write and many examples of good work are displayed around the school.
3. In mathematics, pupils achieve well overall and standards are above average in the present Year 6. In the last year there has been focussed improvement in the subject, particularly to ensure that the most able pupils are fully challenged in their learning and this is having a very positive effect. There are occasions, however, notably in the middle groups in Years 3, 4 and 5, where some of the pupils complete the work set in lessons too easily and in these situations pupils can be extended further. Throughout the school most pupils show confidence in working

out problems and most are able to give quick responses in mental agility sessions. Pupils say that they enjoy mathematics and the work in their books is generally of a high quality for their age.

4. In science, pupils achieve well. The strong emphasis given to investigative science has a particularly positive impact on pupils' learning. There is a consistent approach to teaching science through the school and this has a very positive effect on pupils' achievements.
5. In religious education, pupils show good understanding of a range of different religions. Pupils' attainment in Year 6 is above the expectations of the Locally Agreed Syllabus. The sensitive way in which pupils are encouraged to reflect and also discuss issues of a personal nature makes a significant contribution to their overall development.
6. Standards in information and communication technology have improved significantly since the last inspection and are now above those expected in Years 3 and 4. Pupils in these year groups have benefited from the fully systematic approach to teaching this subject throughout their school career. In Years 5 and 6, standards are in line with those expected for pupils of this age. Pupils' achievements in all year groups are good in relation to their prior attainment.
7. The school provides a very inclusive learning environment, particularly for pupils who find it difficult to manage their own behaviour, and is determined to give all a chance to succeed. Throughout all age groups pupils with special educational needs receive a high level of support, achieve the targets set out in their individual plans and overall, make good progress. More able pupils are suitably catered for and achieve in line with their abilities. The achievement of pupils in the middle ability groups is generally good but this is not always the case in mathematics. Even though there are some differences in the achievement of girls and boys over time these are not significantly different to the national trend.

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes to learning and their behaviour is good. Pupils' spiritual, moral, social and cultural development is very good. Overall, the school has maintained the positive picture noted at the time of the last inspection.

Main strengths and weaknesses

- There is a calm, working atmosphere in which good standards of behaviour are expected and achieved.
- Relationships throughout the school are good.
- Pupils develop very good personal skills and their understanding of right and wrong underpins the work of the school.
- Attendance and punctuality are very good.
- There is a small minority of pupils with identified behavioural needs whom the staff manage very well.

Commentary

8. Attitudes to learning are very good. Pupils are keen to learn and their behaviour is good because they enjoy their work. There is a shared sense of pride and purpose that creates a very positive ethos in school. The vast majority of pupils show enthusiasm for school and are keen to take advantage of the many opportunities it offers, for example the extra-curricular activities, in which considerable numbers of pupils take part. Staff are consistent in their implementation of the school's behaviour policy and they have high expectations of all. Behaviour during playtime, lessons and around the school is good overall. The vast majority of the pupils are very well behaved, polite, courteous, and respond well to the caring ethos of the school. There is a small minority with identified behavioural needs whom the staff manage very well, so that the learning of others is not affected. These pupils make good improvements in

managing their own behaviour during their time in the school. All pupils are aware of the rewards and sanctions that the school has in place and respect the reasons for them. No incidents of bullying were seen during the inspection and suitable procedures are in place to deal with any incidents should they occur. Pupils are open and friendly with visitors and on their own initiative offer assistance, either by showing them around or explaining something about their work. They are considerate towards each other and play co-operatively and relationships are good.

9. Pupils' personal development is very good and they develop good levels of maturity by the time they leave. They are encouraged to take responsibility for their own actions and are given opportunities to exercise wider responsibility, for example, by serving on the school council and by taking on classroom responsibilities. Pupils are keen to play a full part in the life of the school and, because of the way the school council is run, most have acted as a representative by the time they leave. The school council takes its responsibilities very seriously and has a noticeable impact on school life. Older pupils are given a number of opportunities to consider the needs of younger children, such as when they act as 'play leaders' for pupils in the infant school and when they organise clubs for younger pupils in their own school. Very good opportunities are provided through personal, social and health education and 'circle time' for pupils to explore feelings, relationships and responsibilities. Older pupils talk with insight about their responsibilities towards others in both the school and the wider community.

10. Pupils' spiritual development is promoted very well, for example during moments of quiet reflection and through consideration of the wonders of the world. Pupils write their own prayers and show reverence when they read these out to the rest of the class, as was seen in the Year 3 classes. 'Ethos statements', for example about the importance of caring for others and forgiveness, are displayed around the school and these very effectively form the basis of reflection for everyone in the school for a week at a time. The school's clear guidelines, known as 'The Saltergate Code', and the good role models presented by staff, help to develop pupils' understanding of right and wrong. Pupils learn to discuss their opinions and concerns with others very effectively. Through adults' use of praise and encouragement they gain in confidence, self-esteem and learn how to manage their own behaviour even if they find this difficult. They learn to appreciate the importance of having rules and the need to respect them. Very good opportunities are provided to develop social and collaborative skills both inside and outside the normal school day through, for example, participation in the many after school clubs and sporting activities. School visits, in particular the residential visits, enhance pupils' social skills very well. Pupils gain good understanding of their own culture through various curriculum areas, visits and visitors to the school, and they very effectively learn about the diversity of cultures that exist in Britain today.

Attendance

Attendance is very good and well above the national average. Parents are supportive of the school's approach to maintaining this high standard. Pupils arrive at school on time.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.8	School data	0.2
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.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	238	7	1

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

There were seven fixed period exclusions and one permanent exclusion during the last reporting period. These involved two pupils. This is a high rate of exclusion, but it is clear that they were carefully considered and effective for all pupils concerned. All procedures were followed. There are no permanent exclusions in the current reporting year and a reduced rate of fixed period exclusions.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is good. Teaching, learning and assessment are good. The curriculum is very good as are the schools' arrangements for the care and support of the pupils. A good level of guidance is given to pupils.

Teaching and learning

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

Main strengths and weaknesses

- Staff work together well and form a strong team.
- There is consistency of approach in managing pupils' behaviour and this works very effectively.
- The teaching of English, science, information and communication technology and religious education is good with high proportion of very good teaching.
- Teaching of mathematics is good overall but there is some inconsistency in practice.
- Staff ensure pupils of different backgrounds and abilities are included and have a chance to succeed.
- The arrangements for homework are much improved since the previous inspection.

Commentary

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0 %)	11 (35%)	18 (56%)	3 (9%)	0 (0%)	0 (0%)	0 (0%)

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

11. The overall quality of teaching is good. All teaching is at least satisfactory. The great majority is good or very good. This is a significant improvement since the last inspection, when there was twelve percent of unsatisfactory or poor teaching and there was noticeably less good or very good teaching.
12. Staff, including the support staff, make up a strong team. Good use is made of their individual strengths and all work with a real sense of enthusiasm. Teachers have secure knowledge of their subjects and they plan lessons thoroughly, making good links between subjects. Overall, they ensure that the needs of pupils of different abilities and backgrounds are met and that

learning is both challenging and fun. Particularly good support is given to pupils who have been identified as having special educational needs and also to more able pupils.

13. A key feature of the teaching throughout the school is the way in which staff manage pupils' behaviour, particularly the small number of pupils who find self-discipline difficult. Very good strategies are used and a calm and consistent approach throughout results in a good working atmosphere for all.
14. The teaching of English is good overall, with much that is very good. Teachers have good understanding of the most effective ways to teach speaking and listening, reading and writing. They draw pupils' attention to particular words and often ask the pupils for explanations of their meaning. Good use is made of a wide range of techniques, such as 'talk partners' and this gives pupils confidence in expressing their ideas. Throughout the school, adults support pupils both on an individual and group basis and this works well. Staff make it clear to pupils which strategies they should employ to improve their skills, for example when decoding unfamiliar words. As a result of this very systematic approach pupils make noticeable gains in their understanding. The teaching of writing is good. Teachers plan conscientiously to develop pupils' skills, they set clear objectives for the lesson and model writing effectively. Feedback and reviews are usually very helpful in drawing pupils' attention to the ways in which they might improve their work.
15. Teaching and learning in science, information and communication technology, and religious education are good and often very good. The high focus given to practical work and to the development of pupils' skills in scientific investigation is particularly effective and helps teachers capture and sustain pupils' interest. There is systematic teaching of skills in using information and communication technology and pupils are effectively encouraged to use these skills in other areas of the curriculum. The teaching of religious education is well supported by the open approach that staff have to discussions, especially when talking about very personal issues.
16. The quality of teaching in mathematics is good. However, there is less very good teaching and less consistency of practice than in other subjects. Good use is made of the national numeracy strategy as a basis for the work. Lessons start off with oral and mental 'starters' that are conducted at a quick pace and pupils rise to meet this challenge, for example in a top set lesson in Year 6 where pupils solved complex problems involving fractions. Teachers set time limits for activities and these help to instil a sense of urgency. Feedback is often targeted well and this increases pupils' determination to succeed. Recent work on ensuring the most able pupils are challenged is having a very positive effect and very good learning was seen in the top sets in Years 5 and 6, where there was a very high degree of challenge and pace for all. There are occasions, however, when the learning of the pupils in the middle ability groups could be further improved when pupils complete set tasks too easily and extension work is not given at a sufficiently early stage of the lesson.
17. Different types of homework, such as reading, learning tables and also some extended projects, are set and these suitably reinforce pupils' learning in school. The school's arrangements for homework are much improved since the last inspection and are now good.
18. Assessment is good and noticeably improved since the previous inspection. In lessons, staff usually use their knowledge of individual pupils' levels of understanding well to match work to pupils' levels of understanding. However, this is not always the case in mathematics. Staff use assessment information well to track pupils' progress over time. The results of termly assessments are used to set targets and measure pupils' progress towards them. Books are marked carefully. Particularly in English and mathematics, they contain very helpful comments that show pupils how well they have achieved and where they might improve. This is not as evident in science. Pupils with special educational needs have very clear individual education plans which set out the steps they need to take to improve.

The curriculum

The overall quality of the curriculum is very good and is supported by many very good opportunities for enrichment. Resources and accommodation is good.

Main strengths and weaknesses

- Many interesting and exciting learning opportunities help to make learning fun for all.
- The curriculum is enriched very well.
- The provision for pupils with special educational needs is very good.
- The quality of the accommodation is good.

Commentary

19. The overall quality of the curriculum is very good. Many interesting and enjoyable learning opportunities are provided that cater for the interests and needs of pupils. Pupils of different backgrounds and abilities are included very effectively and as a result are well-prepared for the next stages of their education. All statutory requirements are met and many very good cross-curricular links enliven projects for the pupils. In particular, art and design, and design technology are used very effectively to both enrich and enhance pupils' learning. In discussion, pupils indicate that activities such as making their own rationing and identity cards when studying the Second World War, helped make this project come to life. A very well thought out personal, social and health education programme engages pupils very well and makes a strong contribution to the overall provision.
20. The curriculum is further enriched by many very good extra-curricular experiences. On many occasions experts from the wider community visit to enrich pupils' learning. Parents contribute to craft, sewing, computer and football clubs and almost half of the school participate in additional musical experiences, notably the choir, orchestra and recorder club. Older pupils enjoy French conversation sessions provided by a trainee teacher. There is a very strong tradition of drama and theatrical productions in the school and the drama club is particularly well attended. All pupils, in discussion, talked with high levels of enthusiasm about drama projects and were very proud of their performances at Harrogate Theatre. They also were very enthusiastic about coaching provided by Leeds United Football Club and their visit to the Yorkshire County Cricket Club. The school organises a wide range of visits. A residential trip to the Lake District not only increases pupils' understanding of mountains but also has a strong team building element. All of these experiences make a very strong contribution to pupils' personal development and their very good attitudes to school.
21. The provision for pupils with special educational needs is very good. A good range of strategies, linked to targets in pupils' individual education plans, is used to ensure pupils' needs are met. Teachers and teaching assistants plan together to ensure that support is closely linked to the class learning objectives and as a result pupils' achievement is good. A number of teaching assistants have undertaken training in working with pupils with special educational needs and offer expertise in a range of areas including behavioural and emotional difficulties. A family link worker is also used very well to support the programme.
22. The quality of the accommodation is good. Staff work hard to create a stimulating and welcoming environment that successfully celebrates pupils' achievements. The school has appropriately reviewed access for disabled persons and has identified the need to resolve an issue with stairs as part of its longer term development. Resources are good. Those in information and communication technology are much improved since the last inspection. The school grounds are well maintained and are used to support some science topics. The school plans to develop these opportunities to support investigational activities. There are good levels of staffing and these are used effectively.
23. Overall, there has been very good improvement since the previous inspection.

Care, guidance and support

The provision for pupils' care and support is very good. Guidance is good.

Main strengths and weaknesses

- The provision for the care and welfare of pupils is very good.
- The involvement of pupils in the day-to-day running of the school is very good.
- Guidance given to pupils based on monitoring is good.

Commentary

24. The provision for the care and welfare of pupils is very good. The school's procedures for child protection are in line with those expected and all staff have received training. The school makes very good use of the expertise of local social workers and a link family worker is employed to ensure pupils are well cared for. High levels of inclusion are achieved through the range of flexible strategies used to support vulnerable pupils and those with special educational needs. Pupils have access to a trusted adult as needed. Teaching assistants are trained in a range of specialisms and are particularly good at supporting the small number of pupils with behavioural difficulties. All staff have undertaken First Aid training and procedures are in place should an accident occur. The school and grounds are well supervised by adults at all times and rotas of supervision and procedures are well established. Risk assessments are regularly undertaken and acted upon. Personal, social and health education and citizenship, and religious education lessons provide pupils with many opportunities to explore and discuss personal issues. In discussion, pupils say that they value these opportunities and are enthusiastic about the positive effect of these sessions in promoting good relationships and attitudes.
25. The involvement of pupils in the day-to-day running of the school is very good. Pupils feel they have a voice. A well established school council is run in such a way that many pupils have the opportunity to participate. Recently the council recommended that pupils walk informally from the school yard at the end of breaks rather than 'line up'. This recommendation was accepted by all pupils and, as a result, they respect the need to walk quietly and calmly off the yard and lessons start promptly.
26. Guidance given to pupils based on monitoring is good. A very detailed tracking system allows the school to check on the progress of different groups of pupils. This good tracking system is used very well to identify pupils in need of support or extra challenge. It is beginning to be used more and more with pupils in order to engage them in the evaluation of their own learning. This is increasingly effective in English and mathematics. Gifted and talented pupils' progress is monitored effectively and also that of pupils with special educational needs. The school monitors pupils' personal development very well. There are good systems in place for monitoring incidents of bullying, racism and other forms of harassment. In discussion, pupils report that bullying at the school is rare and that it is dealt with effectively. The school's links with its main feeder school are good and it is working hard to extend these further. It ensures a smooth induction for pupils when they enter in Year 3.
27. Overall, this represents a very good level of improvement since the last inspection when this aspect was judged to be only satisfactory.

Partnership with parents, other schools and the community

The school has established good links with its parents and other schools, and very good links with the community.

Main strengths and weaknesses

- The school takes every opportunity to consult parents.
- Parents provide good support.
- Reports are very good.
- There is too little information that communicates the school's successes.
- There is close liaison with other primary schools and very good links with the community.

Commentary

28. The school has established good links with its parents. Those who deliver and collect their children to and from school have good opportunities to express views, exchange information and voice any concerns. In addition, the school seeks parents' views through surveys and meetings and then informs them about actions taken to resolve any issues raised. Even so, a minority of parents feel that their suggestions are not heard particularly about the way the school implements its policy for behaviour. The newly created post of link worker is beginning to have a positive impact. In a very short time she has set up workshops, for example in literacy, numeracy and craft, to help parents to learn more about their child's work and also to gain further insight into school life.
29. The prospectus, newsletters and pupil reports, provide parents with good information overall both about what is going on in school, and about their own child's progress. Pupil reports are very good. They have been revised and are now particularly readable and informative. Parents are given regular information about the topics each class will be studying although further guidance about ways they can help their children with these would be beneficial. Open evenings offer parents the chance to discuss their child's work. Special meetings are held when necessary, for example at the start of Year 6, to inform parents about end of year national tests. All pupils use a homework book or diary and so all parents know what is expected and are able to play a part in their own child's education. However, relatively little information is communicated about the overall effectiveness of the school and not all parents feel full confidence in the school; in particular about its approach to behaviour management. This was very apparent at the parents' meeting and also in the return of the parents' questionnaire.
30. Parents make a positive contribution to the school. A number provide very valuable support in class, others help with after-school clubs, whilst more help with outside visits. The Friends Association is active in organising fundraising and social events. Examples include a Summer Fayre, a fundraising tuck shop and also a disco. Proceeds are used to benefit pupils.
31. The school plays its part in the local community very well. It is available for use by a number of clubs such as 'Rainbows' and 'Kids Club' and provides work experience placements for teacher training colleges. Pupils also take part in community events such as the family concerts. Very good use is made of the community to promote learning. A very wide range of visitors in and visits out of school is used to enhance the provision. Examples include the police who help to deliver aspects of the personal, social and health education and citizenship programme and also sit on the governing body. Visits are made to the old peoples' homes in the area. Recently children greatly enjoyed a visit to Eden Camp and Year 6 pupils speak with enthusiasm about their residential trip. All these experiences effectively increase pupils' knowledge of both the local and wider community and help them appreciate their responsibilities within each.
32. Links with other primary schools are well established and provide good opportunities for head teachers from local schools to meet together on a regular basis. This gives them the chance to exchange views and share ideas. There are close and increasing links with the infant school which shares the same campus. Pupils transfer to a number of different secondary schools, which are all situated some distance away, and, understandably, transition arrangements are limited. Pupils do go on a pre-visit and teachers from the secondary schools come to speak to Year 6 before transfer. In addition, staff meet together to exchange relevant information.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management provided by the headteacher, key staff and the governing body is very good. The leadership and management of the headteacher, key staff are very good. Governance is good.

Main strengths and weaknesses

- The headteacher is a very effective leader.
- The governing body is effective and works actively to shape the future of the school.
- Governors are clear about the school strengths and weaknesses but only in an informal way.
- The school has a very high commitment to the inclusion of all and to ensuring that every pupil has a chance to succeed.
- Leadership of key staff is much improved and now very good.

Commentary

33. Significant improvement has taken place in the overall quality of leadership and management from the time of the last inspection when it was judged to be satisfactory.
34. The headteacher is a particularly effective leader. He has led the school forward with determination since his appointment. He has been very successful in improving leadership and management throughout the school and in raising standards, particularly in the core subjects. He has a very clear view of how the school must continue to develop. He is particularly effective as a team leader in expecting and enabling colleagues to take part in and achieve the school's aims. All members of the school team have a clear view of their role in future developments and are committed to continuing improvement. The headteacher's very effective leadership is evident in the support and development of subject leaders and other key staff. Their roles have been strengthened as staff have developed their confidence and skills, and there is a very clear understanding of the strengths and areas for improvement in all areas based on information collected in a range of different ways.
35. The headteacher and governing body have a shared vision for the school and a clear understanding of how the school should develop and grow. They have a strong commitment to the inclusion of all pupils and they are determined that 'every pupil should have a chance to succeed'. Governors feel well informed by the headteacher and other key staff and are actively involved in all aspects of the school's work. The governing body has developed an effective committee structure that enables the main committee to concentrate on major decisions. It focuses clearly on school improvement and complements the school's own monitoring and evaluation systems. Governors are effectively involved in setting the school's agenda through its improvement plan, and progress towards meeting the priorities in the plan is monitored regularly. Governors are clear about the school's strengths and weaknesses but, taken overall, their systems for checking on the performance of the school are too informal and they are in the process of refining them. Performance management procedures are closely monitored by the governing body, who carry out their statutory duties effectively. Governors take their responsibilities very seriously and are successful. They work closely with the headteacher, and are able to both challenge and support within a climate of mutual respect and trust. There is full compliance with all statutory requirements and this is an important improvement since the last inspection.
36. The quality of management is very good. The headteacher has introduced very effective systems to analyse the school's current position and to plan for improvement. Rigorous use of assessment data forms an important part. Subject leaders and other key staff are closely involved in monitoring and evaluating the standards within their subject or area of work. The performance management of staff is well established, clearly linked to the school improvement plan and has had a significant impact in bringing about improvements in the school. Staff have

been very well managed and a team has been created that has many strengths which are deployed effectively in matching the schools' needs. Financial planning is much improved since the last inspection. The budget is now managed very well in line with the school improvement plan and the headteacher and governors are careful in applying the principles of best value.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	574,212
Total expenditure	585,010
Expenditure per pupil	2,544

Balances (£)	
Balance from previous year	51,125
Balance carried forward to the next	40,327

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well and attain above average standards by Year 6.
- Pupils achieve particularly well in reading.
- The quality of teaching and learning is good.
- Leadership is very good and has highlighted the need to engage pupils more in the evaluation of their own and each others' work.

Commentary

37. Pupils throughout the school enjoy reading. They achieve particularly well and attain high standards as a result of the very systematic approaches through the school and the high level of individual attention given to pupils. Teachers and support staff are consistent in the ways they use different strategies to help pupils with their reading. By Year 6, many pupils show good levels of comprehension, and appreciate the underlying ideas and subtleties in the text. They refer to what they consider to be successful use of writing techniques by the author, for example when building up the distinctive features of a particular character. They can explain clearly why they like certain books, giving informed reasons for their choice. They often refer to key features of the text or relevant phrases to support their views, as when one pupil referred to a humorous section in his book. Pupils use a library, indexes, glossaries and contents pages successfully to find information from books. They use their research skills effectively to support their work in other subjects of the curriculum.
38. By Year 6, pupils' skills in speaking and listening, and writing are above those expected with good improvement through the school. Pupils learn to listen actively and attentively. 'Circle-time', which is organised as part of the personal, social and health education programme plays an important part in helping to develop pupils' skills since they need to listen very carefully at this time to others' points of view. Pupils' writing is of a good standard. They develop clear understanding that writing needs to be organised in different ways depending on its purpose, for example when writing poetry or a play script. Their writing is logical and often shows original ideas which capture the interest of the reader. A particularly good example was when an older pupil wrote a love poem and used the death of Princess Diana as the context. Pupils are beginning to be very discerning in evaluating both their own and each others' work in order to improve the overall quality. This is playing an important part in the school's efforts to raise standards particularly in writing.
39. Teaching and learning are good and often very good. Teachers plan thoroughly and at the start of lessons ensure the pupils are fully aware of the expected learning outcomes. They make good use of a wide range of techniques, such as 'talk partners', to help pupils gain confidence in spoken language and to add extra interest to lessons. As a result pupils are motivated and try hard. They respond particularly well to the expectations which are made of them in the very good lessons where they are expected to be very discerning in assessing their own work. In all lessons, teachers and support staff work together closely to help ensure that work is well matched to pupils' levels of understanding. Throughout the school, relationships are good and staff make consistent use of the school's behaviour policy to ensure that lessons proceed in a calm and orderly manner. Marking is good with some important points raised to help pupils improve. Homework is used effectively to support pupils' learning.

40. Leadership and management of English are very good. The co-ordinator, is very knowledgeable in the subject. Along with senior staff she undertakes careful monitoring to identify strengths and weaknesses in the subject so that attention can be focused on achieving improvement and this has worked well. A good example of this is the way in which focussed development has taken place in writing in recent years. An action plan in place to engage pupils more in the evaluation of their own and each others' work. There is good use made of information and communication technology to support pupils' learning in English.

Language and literacy across the curriculum

41. The national literacy strategy has been implemented and adapted successfully to suit the school situation. Pupils use their skills of speaking and listening, reading and writing well in other subjects such as science and religious education. Work is effectively matched to pupils' needs.

MATHEMATICS

The provision for mathematics is **good**.

Main strengths and weaknesses

- Standards are now above average in Year 6 even though too few pupils achieved the higher levels in the national tests in 2004.
- Overall, pupils are well taught and make good progress.
- There are situations where pupils in the middle ability groups can do better.
- The subject is very well led.
- Good use is made of assessment to modify the curriculum, to track individual pupils' progress and to set targets.

Commentary

42. Standards in the current Year 6 are above average, and pupils are on course to achieve good results in the 2005 national tests. Focussed improvement has taken place following the 2004 national test results and this has had a positive effect, especially in the work set for the most able pupils. Nevertheless, there is still some inconsistency of practice in the work undertaken with the middle groups, particularly in Years 3, 4 and 5 and in these pupils can do even better. Throughout the school, pupils enjoy mathematics and are keen to be successful, this can be seen in the enthusiastic way they join in the 'quick fire' mental agility sessions. Standards have improved significantly since 2001 when they were below average.
43. The quality of teaching is good. Teachers have a secure mathematical knowledge and they plan thoroughly drawing on the guidance in the national numeracy strategy. They establish a good working atmosphere in class and lessons proceed smoothly, often with a sense of fun. Throughout the school, pupils learn effectively because they are taught to understand mathematical concepts and ideas, rather than just learning mechanical processes that get a correct answer without full understanding. They are also taught the strategies that will help them to solve problems and they make use of a good number of different resources in their learning. Where the teaching is very good staff set a particularly high expectation and take great care to set work that challenges the pupils' thinking to the limit. In the top set in Year 6 pupils' learning was particularly successful because of the high level of challenge in the activities and also because the teacher was very skilful in the way she encouraged pupils to explain their 'working out' of complicated problems involving percentages. In all lessons, pupils with special educational needs receive a good level of individual help, are fully included in lessons, and make consistently good progress. The setting arrangements in Years 5 and 6 ensure that pupils who have a particular talent for mathematics are supported well and provided with work that makes them think. In this way they achieve highly. However, this is not the case in all lessons. There are occasions, notably in the middle groups in Years 3, 4 and 5, where

some of the pupils complete the work set too easily and in these lessons pupils can be extended further. All teachers use homework well, not only to reinforce work done in the classroom but also to move pupils' learning on.

44. The subject is very well led. School and national tests results are analysed carefully and changes to practice are made where necessary. A particularly good example is in the way the school has responded to the outcomes of the 2004 national tests. Pupils' progress is tracked carefully year by year, and targets are set that are realistic as well as challenging. Overall, good use is made of assessment by staff. Resources are good and used well. The coordinator has a clear action plan to take the subject forward.

Mathematics across the curriculum

45. Pupils make good use of their numeracy skills in other subjects, for example, they measure accurately in science and design and technology, and show good understanding of the sequence of historic events on a chronological time line. A very good example of cross-curricular numeracy was seen in Year 6 science work when pupils recorded the varied swings of different pendulums in graphs.

SCIENCE

Provision in science is **good**.

- Standards by Year 6 are above average and pupils' achievements are good.
- The quality of teaching is good.
- There is a strong focus on investigative work.
- Marking does not always give clear information particularly about improvement.
- The leadership of the subject is very good.

Commentary

46. Pupils in Year 6 are in line to achieve above average standards by the end of the year as a result of the good teaching, the high quality of investigative work and staff's insistence on the correct use of technical vocabulary. The pupils are reaching good standards in their knowledge and understanding of the subject and also in their practical work. Pupils of different abilities achieve well, including those with special educational needs.
47. Teaching is good. A high proportion is very good. Teachers have good subject knowledge which helps them to explain scientific concepts effectively to pupils. Throughout the school, teachers share clear lesson objectives with pupils at the beginning of lessons and this helps pupils to focus their thinking and recall previous, relevant learning. Teachers provide many good opportunities for pupils to carry out scientific investigations. A good example was seen in a Year 6 lesson, where the skills of scientific enquiry were very well taught during an investigation of magnetic forces. Pupils were encouraged to raise questions about magnetism and through skilful questioning the teacher drew out their ideas. This resulted in good progress in their understanding of how to control variables. Pupils work very well together and are enthusiastic about the subject. Teachers use information and communication technology effectively in lessons and make good links with other subjects. For example, in the pupils' books a good link is evident with mathematics because data is recorded in a variety of ways. Marking is undertaken regularly but it does not always make it sufficiently clear to pupils how well they are doing and how they might improve in future.
48. Leadership and management of the subject are very good. Teachers follow a scheme based on key concepts that has been developed within the school by the headteacher, who is well qualified in the subject. This ensures concepts are taught systematically with a strong emphasis on investigational skills. The subject co-ordinator has a good knowledge of standards throughout the school through analysing reports, and sampling books and test data. A

programme of professional development has further developed the knowledge and confidence of the teachers. Resources are good and stored effectively in centrally held science boxes so that they are easily accessible. Some use is made of the school grounds to support work in science but overall they are underused, particularly for investigative activities.

49. Improvement since the last inspection is very good in terms of standards attained, pupils' achievement and the quality of teaching. Further appropriate developments are clearly set out in the science action plan.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards have risen noticeably since the previous inspection.
- Pupils make good progress and achieve well.
- Resources are good and they are used well.
- Leadership is very good.
- Occasionally, a large screen or an equivalent device is needed to teach the whole class at once in the computer suite.

Commentary

50. Significant improvement has been made since the previous inspection. The programme of training to update staff's skills and address any areas of uncertainty has contributed significantly to the development of the subject. Teachers' planning is thorough and clear improvements have been made in the use of information and communication technology across the curriculum. The school is not complacent and continues to review practice to ensure best use of the new resources and staff expertise. The enthusiasm and commitment from governors and all staff drive ongoing improvement in the subject.
51. Standards by Year 6 are in line with those expected nationally and much improved from the below average standards seen in the last inspection. By Year 6, pupils use information and communication technology very competently. For example, they present information using a multi-media package, exchange information and ideas with others, by making use of e-mail and the internet. They learn to model events and also to interpret data that has been collected through sensing devices. In Years 3 and 4, standards are above those usually seen. Pupils in these year groups have benefited from a systematic approach to teaching of this subject throughout their school career. As a result they are very confident to solve problems and 'have a go' on their own without reference to adults. Some particularly good work was seen in Year 3 when pupils used a simulation program to decide the key characteristics of a flying duck and when they used the internet to find out information about the Egyptians. Throughout the school pupils talk knowledgeably about the use of information and communication technology in everyday life. Pupils are very enthusiastic about using information and communication technology and work very well either individually or in pairs. They behave very well and usually show very good levels of concentration.
52. The quality of teaching is good and often very good, particularly in Year 3. Staff are confident in the subject and plan well for the regularly timetabled information and communication technology lessons. Pupils learn well because they are given clear instructions and plenty of opportunities to experiment, practise and learn from their mistakes. They also learn quickly because tasks are interesting and teachers' own positive approaches and interesting ideas catch their attention, for example when creating pictures in the style of Paul Klee in Year 5. Teaching assistants support the quality of teaching well. There is a clear system of assessment in the subject and pupils' progress is tracked effectively. Particularly good use is made by staff of the large screens in classrooms often to draw pupils' attention to the ways in which they might

improve their work. Occasionally, something similar is needed in the suite to enhance pupils' learning.

53. The subject is very well led and managed with significant improvements over time. The co-ordinator provides a very good role model to staff in her own teaching and also provides very good support to any colleagues who are less sure. Resources are much improved and are good overall. They are used to good effect. There is a clear policy concerning safe use of the internet. There are good arrangements for monitoring the subject and the co-ordinator is clear about future improvements.

Information and communication technology across the curriculum

54. Information and communication technology skills are taught with relevant links to other subjects. Staff use information and communication technology in all areas of the curriculum. Planning across the curriculum is thorough and a range of equipment is used effectively to promote pupils' learning in many subjects

HUMANITIES

55. No **geography** or **history** lessons were seen during the inspection so it is not possible to make overall judgements on the provision, standards or the quality of teaching. A scrutiny of pupils' work and discussions with them show that an emphasis on developing pupils' practical understanding of geography and history supports their learning very well.
56. In Year 6, pupils show good knowledge and skills in geography. They identify oceans, continents and capitals, name the points of the compass and have built up a range of mapping skills. A 'mountains' project, linked to a Lakeland residential visit, adds to the pupils' knowledge of their own country and they talk knowledgeably about this. Pupils also have "pen-pal" links with pupils in Vietnam and talk with enthusiasm about their understanding of that part of the world. E-mail is used effectively by all pupils when communicating with their "pen pals". The headteacher is over-seeing co-ordination of the subject on a short term basis and this situation is satisfactory.
57. Year 6 pupils show a good knowledge of the work they have covered in history, for example about the lives of people in Tudor Times. Pupils were particularly keen to talk about the visits they have made that helped to bring learning to life. A scrutiny of books shows a suitable range of historical topics and also detailed research has been undertaken by pupils. A clear progression of skills and understanding is evident in written work, with appropriate vocabulary used, as well as evidence of pupils understanding of chronology. The subject is very well led with a clear programme based on national guidance that is adapted effectively to suit the school's needs.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Standards are above expected levels in Year 6.
- Pupils have very positive attitudes towards religious education.
- The level of resources, including the use of information and communication technology, is good.

Commentary

58. Standards in Year 6 are above expected levels and pupils of all abilities achieve well. Pupils have a lively interest in religious education and enjoy expressing their own ideas and beliefs. They are open-minded and non-judgemental, and readily discuss a variety of views about matters of faith. They show a good understanding of the principal facts of Christianity and other major religions, including the importance of Easter and the Resurrection. Pupils' work and discussions with them show a good recall of earlier learning about Sikhism, Islam and the Jewish religion.
59. As only two lessons were observed during the week of inspection, it is not possible to give an overall judgement on the quality of teaching. However, one lesson was good and the other was very good. Pupils made good progress in both these lessons because teachers had good subject knowledge and caught pupils' interest through the use of well chosen resources. Teachers made good links between the beliefs of the particular faith being studied and the present day life of the pupils. Both lessons contained very good opportunities for pupils to talk to their partners and then discuss their ideas and feelings with the class in a very open way. They did this very well sharing ideas and listening to others with respect. In both classes they showed a good understanding of the significance of Easter. In the very good lesson the teacher used humour particularly effectively and sensitively to help the pupils understand the key messages of the Easter story.
60. The subject is very well led. The co-ordinator ensures that the subject has a high profile in the school. She has a good understanding of the quality of the provision from monitoring teachers' planning and pupils' work. Resources are good, and effective use is made of a range of visits to local places of worship and visitors to talk to the pupils about the different religions. Information and communication technology is used well to support pupils' learning for example, they make 'virtual tours' of different places of worship when visits cannot be arranged.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

61. In the following subjects no judgement can be made about overall provision since no lessons were observed. A scrutiny of planning and pupils' work took place, and also discussions with staff and pupils.
62. In **art and design, and in design and technology**, teacher's planning and pupils' work shows that pupils have many opportunities to develop their ideas by using a wide range of materials for a variety of purposes. A project on the Second World War features many examples of good work in which pupils have expressed their responses to the Blitz. In a project on the Tudors pupils have created very effective life-sized portraits of the main characters of that era. This work shows good use of colour and texture as well as understanding of the human form. Pupils' paintings, inspired by the work of David Hockney, show good understanding of line, shape, colour and pattern. In these, pupils have experimented successfully with water washes over the top of the initial pencil sketches. Other work designing chairs shows an appropriate choice of materials from a range of re-cycled ones and this work is also of good quality. A recent 'milliners' project was both innovative and enriching. In this, pupils designed, made and evaluated a range of hats and then enjoyed celebrating the outcomes of their work at a fashion parade. A needlecraft club is run by two teachers' and pupils attending the club produce tapestries of a high standard.
63. These subjects are very well led by an enthusiastic co-ordinator and there has been significant improvement since the previous inspection. Currently the school is moving towards a silver Artsmark award in partnership with a neighbouring school.
64. From the planning seen and discussions with staff and pupils it is evident that the school provides a wide ranging **music** curriculum. From the small amount of singing observed it is obvious that pupils enjoy this aspect of music and do it very well. Pupils have very good opportunities to learn an instrument, take part in the school choir and play in the orchestra. The

subject is very well led by an enthusiastic and talented co-ordinator who has developed the music curriculum very well since the last inspection.

65. In **physical education**, there is good coverage of all areas of activity. Pupils have opportunities to participate in a full range of physical activities, including gymnastics, games, swimming, dance and athletics and also outdoor and adventurous activities. Teachers' planning shows that national curriculum requirements are met. Pupils dress appropriately for lessons. Facilities for the subject are good overall and the school makes good use of them. A good range of equipment and apparatus purchased for the playground provides pupils with opportunities to be physically active at playtimes and lunchtimes. Teachers' plans have been monitored, resources have been audited and there is a suitable subject policy and scheme of work. There is a temporary co-ordinator at present and this situation is satisfactory in the short term. A good range of out-of- school activities, such as football and netball contribute to pupils' enjoyment of the subject.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

66. No overall judgement of the quality of teaching and learning, and overall provision is possible because only two very short lessons were seen during the inspection. Pupils' personal development is a very high priority within the school. Much of the work undertaken takes place incidentally throughout the school day and pupils are given a wide range of opportunities to discuss ideas, feelings and matters of importance within a context of trust and mutual respect. As a result, they develop increasing levels of maturity. By Year 6, they are articulate, and discussions with them about their work indicated that they hold firm personal views, and also respected those of others with different opinions. Throughout the school, pupils are made fully aware of social and moral issues appropriate to their ages and levels of understanding, and are actively encouraged to develop a healthy lifestyle. The school council provides a good forum for pupils to take part in and witness democracy at first hand. The programme is very well supported by visits out of school and by visitors, such as health professionals, who come to school to give the pupils advice.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
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	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	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).