

INSPECTION REPORT

Southway Junior School

Burgess Hill

LEA area: West Sussex

Unique reference number: 125941

Headteacher: Mrs Carol Davison

Lead inspector: Mr John Francis

Dates of inspection: 15 to 17 March 2005

Inspection number: 267705

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Junior
School category: Community
Age range of pupils: 7 - 11
Gender of pupils: Mixed
Number on roll: 364

School address: Southway
Burgess Hill
West Sussex

Postcode: RH15 9SU

Telephone number: 01444 233824

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Appropriate authority: The governing body

Name of chair of governors: Mr Tony Bellringer

Date of previous inspection: 1st February 1999

CHARACTERISTICS OF THE SCHOOL

This large junior school in Burgess Hill has 364 pupils on roll in 14 classes, with a similar number of boys and girls. The school has grown by more than 50 pupils since the last inspection. The majority of pupils live in the immediate area, which is a mix of private and local authority housing. The proportion of pupils entitled to a free school meal is below average, but this does not accurately reflect the level of need in parts of the area. Attainment on entry is broadly in line with the level expected for pupils of this age. There are a few pupils from minority ethnic groups, mainly mixed heritage, and two refugees. A small number of pupils have English as an additional language, but only one very recently arrived pupil is at the early stage of learning English. The proportion of pupils identified as having special educational needs is broadly average. These are mainly for moderate learning difficulties or emotional and behavioural difficulties. The number of pupils who have Statements of Special Educational Need is also average.

Most pupils transfer from the nearby infant school. The number of pupils entering or leaving the school at other than the normal starting and finishing times is generally low. A high number of new teachers have been appointed over the last three years, including seven newly qualified teachers.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17976	John Francis	Lead inspector	Art and design Design and technology Physical education Personal, social and health education and citizenship
31754	Charlotte Roberson	Lay inspector	
22398	Lynne Wright	Team inspector	Science Information and communication technology
32226	Teresa Quick	Team inspector	English Music Religious education Special educational needs
32895	Maxine Slade	Team inspector	Mathematics Geography History

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school that provides well for its pupils. Pupils achieve well and standards are high in some subjects. Teaching is consistently good and the headteacher provides very good leadership and management. The school provides good value for money.

The school's main strengths and weaknesses are:

- the headteacher has a clear vision and gives very good direction to the work of the school;
- throughout the school, pupils attain good standards in mathematics and science, but do not achieve highly enough in English;
- teaching is good, and is particularly effective in Years 5 and 6, but marking across the school is not always sharp enough;
- pupils have very good attitudes to work and behave very well. They are very effectively involved in the life of the school;
- there is very good provision for pupils who have special educational needs;
- there is a good partnership with parents.

The school has made overall good progress since the last inspection in 1999. Standards have improved in mathematics, science and English. However, handwriting remains an area for improvement. The overall good teaching has been maintained but with a greater proportion of very good or outstanding teaching seen. Assessment procedures are now good and homework is used more effectively.

STANDARDS ACHIEVED

Overall achievement is **good**. The school is particularly effective in enabling pupils to reach above average levels in mathematics and science.

Results in National Curriculum tests at the end of Year 6 , compared with:	all schools			similar schools
	2002	2003	2004	2004
English	C	C	C	E
mathematics	B	B	B	C
science	A	A	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

Over the past three years, when compared with national figures boys have attained better than girls in the national tests. However, the inspection found no significant difference in the overall standards of their performance in current work or during lessons. Pupils make good progress and achieve well, particularly in mathematics and science where standards have been above the national average. Test results in English have remained average for the last three years and pupils' progress has been much worse than expected. With further changes this year to teaching and learning and the curriculum improvements are now being seen. Pupils are now achieving well and standards by Year 6 are above average but, when compared with mathematics and science, not enough pupils attain the higher levels. Pupils in some of the Year 3 and 4 lessons do not achieve as well as they could in English.

In information and communication technology (ICT) and religious education, pupils attain expected levels. In art and design, design and technology and geography, standards are higher than expected for this age and pupils achieve well.

Those pupils who have special educational needs are very well provided for and achieve well. By Year 6, many attain average standards in mathematics and science. The good provision for higher attaining pupils, including those who have particular gifts or talents, enables them to attain well above average standards in many subjects.

Pupils' personal development is **very good**. They work hard and have very positive attitudes to lessons. They behave very well. Pupils' application and ability to work hard play a significant part in their success. Spiritual, moral, social and cultural development is **good**, with particular strengths in pupils' social and moral development. Attendance is very good.

QUALITY OF EDUCATION

The quality of education is **good**. **Good** teaching and learning is seen in all year groups and plays a big part in the school's success. Lessons are very well planned and teachers cater for the learning needs for the full ability range of pupils.

The curriculum is good. It is broad and balanced and makes good links between subjects so that learning is more relevant and meaningful to pupils. There are good opportunities for pupils to learn musical instruments and take part in sports.

There is a good level of care and support and pupils are very well involved in the life of the school. Good links with local schools contribute well to pupils' personal development.

LEADERSHIP AND MANAGEMENT

The school is **well** led and **very well** managed. The headteacher gives very good leadership and has a very strong commitment to continued school improvement. Senior managers play an effective role in school development. Checking on the quality of teaching is regular and rigorous and contributes to the consistency of the good teaching. Governance is good. The governing body is well organised, hardworking and firmly committed to the school. All statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

These are positive. Parents are pleased with most aspects of the school. They feel that their children are well taught, make good progress and have a good range of learning opportunities. Some parents expressed concerns about behaviour and incidents of bullying, but the inspection found that the school has good systems in place to deal with these, a view shared by pupils. Pupils enjoy their lessons and think they are helped to achieve as much as possible.

IMPROVEMENTS NEEDED

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

- further raise standards and achievement in English, particularly for higher attaining pupils, and improve handwriting and presentation for all pupils;
- improve the quality of marking to give pupils better guidance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, pupils achieve well and reach above average standards in many subjects, but do not yet achieve highly enough in English. Over time, boys have tended to gain better test results than girls, but this is because of the particular groups of pupils rather than aspects of teaching and learning.

Main strengths and weaknesses

- Higher attaining pupils do not achieve enough in English and handwriting is a weakness across the school.
- Pupils achieve well in mathematics and science and attain above average standards.
- Pupils identified as having special educational needs do well.

Commentary

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

Standards in:	School results	National results
English	26.8 (27.4)	26.9 (26.8)
mathematics	28.4 (27.7)	27.0 (26.8)
science	30.7 (30.9)	28.6 (28.6)

There were 79 pupils in the year group. Figures in brackets are for the previous year

1. The results in national tests over the past three years, including the most recent in 2004, have been above average overall. Results are above average in mathematics and particularly good in science, which have been consistently well above the national average. The school is particularly successful in helping pupils to achieve above expected levels in these subjects. Standards in English have been average as not enough pupils attain the higher levels. Taking account of how well the pupils were doing when they joined the school, they have done better than expected in science, as expected in mathematics, but much less well in English. Nevertheless, the overall trend for improvement over time has been above that seen in other schools.
2. The standards in mathematics and science seen in pupils' work and in lessons reflect the standards attained in the tests. The setting of pupils in mathematics by prior attainment and detailed planning in mathematics and science are very effective, enabling pupils to achieve well and attain above average standards. In English, standards are now good at Year 6 but there is room for further improvement across the school, particularly in raising achievement for the higher attainers. The targeting of weaknesses in reading over the previous school year successfully raised standards. This academic year, the whole-school focus on addressing identified weaknesses in writing, with the strong emphasis on writing across all subjects, has improved progress and raised attainment. However, pupils' handwriting is unsatisfactory and for older pupils slows their rate of work, preventing many from achieving as well as they could. In ICT and religious education, pupils achieve the expected standards. ICT and numeracy are used well to support pupils' learning in all subjects of the curriculum, an improvement since the last inspection.

3. Pupils achieve well and attain high standards in the creative subjects of art and design, design and technology and in geography. This is particularly so of geography in Year 5, where some outstanding teaching and learning was seen. Standards in other subjects inspected are in line with those expected nationally.
4. Those pupils who have special educational needs achieve well and many attain average standards in mathematics and science. Higher attaining pupils also do well in these subjects because teachers plan good quality extension work which challenges their thinking.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour and attitudes are **very good**. Other aspects of pupils' personal development, including their social and moral development, are also **very good**. Their spiritual and cultural development is **satisfactory**. Attendance and punctuality are consistently **very good**.

Main strengths and weaknesses

- Personal, moral and social skills are significant strengths, which are being developed strongly throughout the school.
- High expectations for behaviour are very evident and pupils quickly learn the difference between right and wrong.
- Pupils are polite and friendly and really enjoy coming to school.

Commentary

5. Pupils are very eager and enthusiastic learners in many lessons, but especially in Years 5 and 6 where they often demonstrate very high levels of interest. This was particularly evident when they were fully immersed in practical activities in geography and science lessons. Pupils who have special educational needs have a positive attitude to learning. Pupils happily share with each other and with visitors what it is they enjoy most about school and why. For example, they love representing their school in sports tournaments and glow with pride when their efforts are recognised in assemblies. They are very well mannered on the whole and older pupils are very confident and have the ability to listen carefully as well as to express feelings honestly and openly. They work hard and try hard and are very pleased when their efforts and achievements are recognised and praised.
6. The school works hard at managing behaviour and promoting positive attitudes. A small number of pupils do not always find it easy to conform to the high expectations, but incidents of naughtiness and ill discipline are very well managed and often 'nipped in the bud' by the alertness of teachers. Routines are very well established and arrangements to reward good behaviour are very effective. Pupils move around the school very sensibly and, although some play boisterously on the playground, overall, during breaks and dinner, behaviour is good. Pupils have a very good understanding of what is right and what is wrong. They know what is fair and what is not. Relationships are good. Pupils are keen to take responsibility not only for their own learning, but also in helping in school. Procedures were properly followed for the one pupil who was temporarily excluded last year.

7. Pupils are always encouraged to express themselves openly but sensitively to each other and to staff. They are becoming ever more confident in doing this as they progress through the school. Personal development is being very effectively fostered in this way when, for example, timid pupils are identified and then supported. Pupils who find it less easy to make friends or to play harmoniously are being encouraged to manage their own feelings and behaviour for the benefit of all. Pupils' social and moral development are real strengths in the school and have a positive impact on the very good standards of behaviour. Work is being done now to develop further other important aspects such as the cultural and multi-cultural development of pupils.

Attendance

8. Attendance rates so far this school year (almost 96%) are much higher than in most schools nationally and are very similar to the very good figures reported for last year. Attendance is monitored very effectively by administrative staff, who check carefully on pupils' absences. All records are kept up to date and the computer systems are used well to track, record and report data. Holidays are not a significant reason why pupils may be absent. Pupils arrive well on time because they are keen to start the day. As a result, attendance and punctuality are both very good.

Attendance in the latest complete school year

Authorised absence		Unauthorised absence	
School data:	4.2	School data:	0.1
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

<i>Categories used in the Annual School Census</i>	<i>No of pupils on roll</i>	<i>Number of fixed period exclusions</i>	<i>Number of permanent exclusions</i>
White – British	364	1	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Teaching and learning are good overall, with much of it very good and sometimes outstanding. The curriculum is good, providing a good range of interesting experiences, and well planned to give good links between subjects. There is good provision for the care and welfare of pupils and good partnership with parents and the community.

Teaching and learning

Teaching and learning are **good** overall and well supported by good assessment procedures.

Main strengths and weaknesses

- Good lesson planning, particularly in mathematics and science, takes account of the full range of abilities.
- Teachers are good at drawing out pupils' understanding through astute questioning.
- Classes are very well organised and pupils are well supported by knowledgeable learning assistants.
- Assessment of pupils' progress is good, but marking is not evaluative enough.
- Teachers' expectations for handwriting and presentation are not high enough.

Commentary

9. Good, purposeful teaching and learning are found in all year groups, but consistently strong teaching is a regular feature of lessons in Years 5 and 6, where pupils respond very well to teachers' high expectations of both work rate and behaviour. In almost all lessons, pupils and teachers know that the lesson will be productive and conducted in a calm and orderly manner. This creates a good, purposeful working atmosphere. Regular and rigorous monitoring of teaching and learning, plus revisions to the curriculum, have improved the quality since the last inspection. The focus on improving teaching and learning in writing has been particularly successful in raising standards at Years 5 and 6. However, teachers do not put enough emphasis on handwriting and presentation and this slows the progress of some higher attaining pupils in particular.
10. Teaching is confident and teachers have a good understanding of what pupils need to learn. They know their subjects well and are often imaginative in how they teach. For example, Year 5 geography lessons following on a field trip showed outstanding teaching of difficult concepts of erosion and deposition in a local river leading to excellent learning. Teachers' introductions are thorough and detailed, explaining key points and making sure that all pupils understand new ideas. This was, for instance, evident in a science lesson with Year 4 where the teacher made it very clear what pupils had to do, provided a very clear explanation and very good activities to illustrate the functions of the skeleton. Because teachers are confident about what they teach, learning is good and most lessons move on at a good pace. Just occasionally, for example in some English lessons in Years 3 and 4, the pace of lessons is too slow and could be moved along more rapidly. This leads to satisfactory rather than good learning.
11. The teachers' good evaluations of their lessons are used well to inform the next steps in their planning and pupils' learning. Teachers are particularly successful at stretching the higher attaining pupils in mathematics and science and making sure they achieve all that they should. This is not yet as effective in English. Skilful and knowledgeable learning support assistants provide very good support for the class teachers and particularly for the teaching of pupils who have special educational needs. Good planning, plus this support, enables many of these pupils attain average standards in mathematics and science.
12. Teachers share the learning intentions of the lesson with the pupils and pupils are involved effectively in evaluating their own success in achieving these at the end of the lesson. Through regular, detailed assessments, teachers know how well pupils are doing and use this information very well to plan what to do next. However, the quality of teachers' marking is more variable. While it is regular, it is not sufficiently helpful in telling pupils what they need to do to eliminate regular errors or extend their learning.

While good examples are found, particularly in some Year 5 and 6 classes, it is not a consistent feature throughout the school.

Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3 (7.5%)	9 (22.5%)	18 (45%)	10 (25%)	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.

The curriculum

The curriculum is **good**, especially the links made between subjects. There are good opportunities for enrichment. The accommodation is good and resources are satisfactory overall.

Main strengths and weaknesses

- The school adapts the curriculum well to meet the needs and aptitudes of all pupils.
- Good use is made of literacy and numeracy to support learning across the curriculum.
- The provision for pupils who have special educational needs is very good.
- The school provides good opportunities to enrich pupils' learning.
- The organisation for mathematics and the very good science curriculum enable pupils to achieve well in these subjects.

Commentary

13. The curriculum is broad and very balanced and meets statutory requirements. Religious education meets the requirements of the West Sussex Locally Agreed Syllabus. The curriculum is well designed to ensure that all pupils receive experiences that meet their needs. Teachers ensure that the curriculum is relevant and sensitive to the needs of the small number of pupils who have English as an additional language. The school makes very good inclusive provision for pupils who have special educational needs. They have complete equality of opportunity and full access to the National Curriculum. The pupils feel valued and this sense of security gives them confidence to tackle new and challenging tasks and to learn well during lessons.
14. Good emphasis is placed on the use of literacy, numeracy and ICT skills to support other subjects of the curriculum. Pupils enjoy learning and benefit from the cross-curricular links that have been made. ICT is used very well to support learning. The use of data projectors and interactive whiteboards, which engage pupils in their learning, has been well developed in a short period of time. Opportunities for the use of ICT are highlighted well in teachers' planning and are used well to engage pupils' interest or illustrate difficult concepts.
15. The teaching of mathematics in ability sets is very effective. The well-organised groupings ensure that all pupils have the best opportunities for learning. The sharp differentiation in the learning activities that are planned results in good achievement. The science curriculum is very good and the strong emphasis on investigative and experimental work leads to above average achievement. Changes to the way in which literacy skills are taught across all subjects have been successful in improving progress and attainment in writing.
16. Pupils' learning is enhanced well by visits, including residential visits, visitors and attendance at school clubs. The enrichment of the curriculum is good. There are good opportunities for pupils to learn musical instruments and take part in sporting activities.
17. There are sufficient staff to teach the curriculum and the enthusiasm and ideas of the recently qualified teachers make a significant contribution to the school. Well-qualified and effective learning support assistants contribute well to all aspects of school life. The accommodation is good with specialist teaching rooms, extensive grounds for sport and environmental work and a swimming pool. Classrooms are well decorated with examples of pupils' work and other materials to support learning. The school is well maintained.

Care, guidance and support

There are **good** standards of care and welfare and pupils are given **very good** advice, support and guidance. There are **very good** systems to seek and then act on the views of pupils.

Main strengths and weaknesses

- Very good arrangements, consistently used across the school, identify, support and monitor all aspects of pupils' personal development.
- Induction arrangements are very good.
- Very good relationships exist between adults and pupils in school.

- The school council is very well established and the views of pupils are being taken on board in many areas of school life, including the curriculum.
- Good policies together with good involvement of the governing body impact positively on the care and welfare arrangements.

Commentary

18. Pupils' personal development is tracked and monitored well and teachers are now recording quite formally individual progress within personal, social and health education and citizenship. Good systems enable pupils to support each other through peer mediation in, for example, sorting out any class disputes or issues. Informally all adults in the school also work hard and consistently to promote personal development. Relationships between staff and pupils are very good and pupils are confident about turning to an adult when they need help or support. Support for pupils who have special educational needs is good and employs additional strategies to ensure good social interaction between the pupils. Coupled with the well established systems to recognise and reward achievements and the good record keeping for this, and because rewards are much valued by pupils, these aspects of the school are very good.
19. Individual parents spoke very positively about the very sensitive support their children were given when they began school. Arrangements for transfer from the infant school run very smoothly and information shared enables the school to plan well in advance to meet all pupils' needs. Routines and arrangements, coupled with the very good levels of pastoral care within the school, help pupils adjust quickly. Induction is a strength of the school.
20. There is a well-established school council which gives pupils a voice in school issues. The council has been influential in many areas of school life. For example, adjustments to the English curriculum were made after discussion and many alterations to school routines have also been made and equipment purchased with their wishes recognised. Those involved speak very well of its purpose and impact. Fundraising is something they are very good at, either for their school or more usually for charitable causes.
21. Governors' expertise and experience is used well in matters of health and safety and a governor oversees child protection in the school. The headteacher is experienced in supporting children who may be at risk and procedures adhere to those agreed locally. Further training for all staff in child protection is being undertaken shortly. Links with outside agencies are good and advice sought as necessary to support all pupils equally. Policies and practice to guide many areas of pupil welfare are regularly reviewed. Risk assessments are undertaken for all outside visits but not routinely for other activities and routines. Medicines are carefully administered and recorded by office staff who are fully trained in first aid. Pupils on the playground are well supervised by vigilant staff.

Partnership with parents, other schools and the community

There are **good** links with parents and within the community. Partnerships with other schools are also **good**.

Main strengths and weaknesses

- The school works effectively to involve and inform all parents well.
- Parents have, on balance, good views of the school, although some expressed concern over behaviour and bullying.
- Links with other schools and colleges widen the experiences and opportunities for all pupils.
- Community links, including friendships forged in the wider community, are developing well.

Commentary

22. Information for parents is well organised, clear and purposeful. Parents are given a good range of information on a regular basis. The annual report from governors explains clearly why individual governors get involved to support their school and what they have achieved over the year. End of year reports on pupils' progress to parents have a good focus on social development as well as academic progress and the way ahead. Parents' views are sought both formally and informally and taken on board by staff. Complaints and concerns are properly dealt with but very few are ever raised formally with the headteacher. Parental involvement in supporting children with work at home is satisfactory.
23. Although some mixed views were reported to inspectors, overall they are positive. They believe staff expect their children to work hard and that teaching is good, which enables pupils to make good progress. Some reported concerns about misbehaviour and incidents of bullying. Parents and the school recognise that behaviour incidents can be disruptive, but the majority of parents and pupils appreciate the way they are dealt with.
24. Pupils get involved very frequently in joint activities with other schools. These enable pupils to socialise and mix with other children, which has a positive impact on pupils' learning. Links with other schools are good. Arrangements for transfer from the infant school run very smoothly and information shared enables the school to plan well in advance to meet all pupils' needs: induction is a strength of the school. In addition, there are secure links with secondary schools to which pupils move at age 11 and joint project work undertaken. Students from colleges and the university complete placements virtually every term and their contribution to the school is viewed very positively.
25. The school has productive links with the local community as well as the wider community, including some with other countries. Pupils are very active also when they raise funds for local charities within their community. Some community groups and clubs use the school facilities. Businesses from the community in the recent past have generously donated equipment to the school. Overall community links are good and the school has to work at these because it is not sited within a distinct town community itself.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school by the headteacher are **very good**. The leadership provided by key staff is **good**. The school's management procedures are **very effective**. School governance is **good**.

Main strengths and weaknesses

- The headteacher and senior management team give the school a very strong sense of purpose.
- Very effective strategic planning and rigorous evaluation of its effectiveness promote continuous school improvement.
- The governing body supports the school well in its role as critical friend.
- Monitoring of teaching and learning is of high quality.

Commentary

26. The headteacher and senior management team share high expectations and aspirations for the school and work hard to ensure these are met. The senior management team is carefully structured to utilise individual talents and strengths in both pastoral and curriculum terms. Very efficient communication systems enable them to deal appropriately and quickly with arising issues. This ensures that the school functions successfully as a listening and caring community in which every person matters. The leadership of special educational needs is very good, with good links with parents and governors.
27. The headteacher's thoughtful and thorough leadership of curriculum development ensures that all new initiatives are very carefully thought through before implementation. Subject co-ordinators exercise their leadership qualities in accordance with the school's aims and priorities so that they make a good contribution to continuing school development. The headteacher communicates her vision very clearly and makes her high expectations of all staff very clear. She listens to their ideas and welcomes new ones so that the school is continually evolving its approaches to teaching and learning. The headteacher is skilled at building on staff strengths and the school provides good induction and professional development to ensure that her expectations of them are met.
28. School development is supported by a very good quality improvement plan. The school aims to promote high attainment across the curriculum, both academically and in terms of personal development, and remains watchful that it is fulfilling its mission statement that *'Everyone has something special to offer'*. Very good management systems ensure that school priorities are correctly identified and kept to the forefront in all decision making. The school's long-term issues with average standards in English have been examined in detail, resulting in improved attainment in reading last year, which is where the emphasis was placed. The headteacher now has in hand the very rigorous plan for raising attainment in writing, aimed at sustainable whole-school development rather than 'quick fix' solutions. Evidence shows that this is beginning to happen, with good improvements in teaching and learning. Very thorough analysis of how well pupils are doing and the progress they make enables accurate targets to be set for further learning. Rigorous and honest evaluation of this information ensures that school improvement is continuous and effective.
29. The school is well supported in all aspects of its work by the governing body, which is rigorous in ensuring that all statutory requirements are met. Governors have a good understanding of the school's strengths and weaknesses and provide good advice and challenge for the headteacher. However, there is no formal programme of monitoring visits to deepen their level of understanding.

30. Regular, rigorous and accurate monitoring and evaluation of teaching are significant factors in the good teaching seen throughout the school and promote successful learning and good achievement.
31. The school's finances are monitored and managed very well. Day-to-day financial systems and administrative procedures are managed very effectively. The actual amount carried forward, 5 per cent, was less than indicated as fewer children joined the school than forecast and the surplus income had to be paid back.

Financial information for the year April 2003 to March 2004			
Income and expenditure (£)		Balances (£)	
Total income	852,111	Balance from previous year	39,553
Total expenditure	786,093	Balance carried forward to the next	66,018
Expenditure per pupil	2,196		

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

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision for English is **good**.

Main strengths and weaknesses

- Effective assessment and monitoring have clearly identified areas for development.
- Good and often very good teaching has led to good achievement, although marking is more variable.
- Further work is needed to raise the proportion of pupils attaining the higher levels and handwriting remains a weakness.
- There are good links with other subjects.

Commentary

32. Standards at Year 6 are now above average and pupils achieve well. This is an improvement on the last inspection and on the national test results from 2004. Test results also showed boys achieving more highly than girls, though this is not obvious in lessons or pupils' current work. There is scope for further improvement to raise the proportion of pupils attaining at the higher levels to the same level as those seen in mathematics and science. Pupils who have special educational needs achieve well and make good progress towards the targets in their individual education plans.
33. Pupils' communication skills are good. Pupils have very good attitudes to their work and most are enthusiastic learners. They listen carefully to each other and their teachers. Teachers plan good opportunities to develop pupils' use of language and pupils regularly discuss what they are doing in groups or pairs. Older pupils convey their opinions clearly. For example, Year 6 pupils discussed the pros and cons of a situation in preparation for their task of writing a persuasive letter. Pupils' language is extended by careful questioning by teachers and through opportunities to present ideas and observations to the class or the whole school in assemblies.
34. Reading lessons are well planned and organised to ensure key skills are developed effectively. Pupils know and understand the systems and most enjoy reading. There is a good range of well-organised fiction and non-fiction reading books in the classrooms. In Year 6, pupils talk about their books. However, many have a limited range of authors they know and enjoy. Pupils' research skills develop satisfactorily as they use information technology and non-fiction books.
35. The strong focus on writing across all subjects means that a good range of different types of written work is seen in all year groups. By Year 6, pupils write in a wide range of styles: they plan and draft much of their work effectively. Where the teacher has established a clear purpose or audience, such as the letter writing in Year 3 or the persuasive writing seen in Year 6, the quality of work is good. The key vocabulary identified in lessons across all subjects also supports this. Handwriting is more variable and weaknesses in presentation slow the rate of work for some of the older

and higher attaining pupils. Teachers do not always model handwriting of a good standard.

36. Careful planning, effective assessment procedures and rigorous monitoring have improved the quality of teaching and learning. As a result, teaching and learning are now good overall, with examples of very good teaching especially in Year 6. Lessons generally have good pace and are productive but where this pace is not maintained pupils do not sustain interest and only make satisfactory progress. During lessons, teachers assess the pupils' understanding and adjust their teaching accordingly. Teachers mark pupils' work against the learning objective of the lesson and pupils themselves evaluate their own achievement. However, while some marking is good with helpful comments for improvement, not enough focuses on how pupils use language to extend their learning. Very good support by teaching assistants ensures that pupils who have special educational needs achieve well and that they have the basic reading and writing skills to enable them to take part fully in the lessons.
37. The subject is well managed. Good analysis of data and careful tracking of pupils' progress have identified key areas for improvement. As a result of perceptive monitoring, strategies put in place to address identified weaknesses in writing in particular are having a positive impact on pupils' learning. Overall, there has been a good improvement since the last inspection.

Language and literacy across the curriculum

38. This is an improving aspect of the school's work. Opportunities to extend literacy skills in other subjects are good and are part of the focus on further raising standards in English. Good use is made of literacy in the humanities, for example in geography where pupils have plenty of opportunities for discussion. Good examples are also seen when pupils transfer their skills to the work in other subjects such as science where they write up experiments. Literacy skills are also developed well in ICT through word processing.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Sharp differentiation of work and effective use of setting leads to good achievement.
- Effective analysis of data identifies clearly where action is needed to raise standards further.
- Mathematics is used well to support learning across the curriculum.
- Marking needs to be sharper to identify pupils' errors.

Commentary

39. Standards are above average and pupils achieve well. The school is particularly effective in stretching pupils to reach above average levels. Over the past three years boys have attained better results than girls in national tests. However, the inspection found no significant differences in their learning or overall standards in current work or in lessons.

40. The grouping of pupils by prior attainment for some or all of their lessons is a strong factor in the raising of pupils' attainment. In particular, the good match of work to pupils' needs enables higher attaining pupils to achieve well above average standards. There is very good provision for those pupils who have special educational needs. As a result they achieve well and, by Year 6, many attain standards in line with those expected for their age. There has been a good improvement since the last inspection.
41. Teaching and learning are good and build well on pupils' previous experiences to extend their knowledge and understanding. Pupils are very clear as to what they must, should and could know by the end of the lesson. Throughout the lessons class teachers reinforce learning by using well-targeted questions to assess pupils' understanding and to clarify any misconceptions. As a result, pupils apply themselves well and the pace of learning is good. Quick-fire mental maths activities encourage rapid recall of previously learned facts. Well-planned group and individual activities enable all pupils to make good progress during lessons. The summary of learning at the end of the lesson also enables pupils to make their own assessment of how well they have achieved. Assessment overall is good, but marking is less effective and there are few teacher comments made in books to give pupils the guidance they need on how to improve even further.
42. Good subject knowledge and accurate assessments enable the teachers to make suitable adaptations to planning in order to meet the needs of all pupils. Pupils are taught a wide range of mathematical concepts. Teachers make good use of available resources, as seen in Year 3 lessons on position and angles.
43. Subject leadership and management are very good. The subject co-ordinator is very knowledgeable and is very aware of what the school must do to raise standards further. There is very good monitoring and evaluation of attainment and achievement. Very good analysis of end-of-year tests and half-term assessments has a positive impact on planning and enables the co-ordinator to make the necessary changes to sets to support pupils' learning.

Mathematics across the curriculum

44. The use of numeracy across the curriculum is being developed well and is now good, an improvement since the last inspection. This enables pupils to use the skills they already have and reinforce newly learnt skills. For example, in science pupils measure, record and compare data using a range of standard measures and use their knowledge of coordinates in mapping activities in geography. Accurate measuring skills are used very well in design and technology.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The very good science curriculum has a strong emphasis on investigative and experimental work.
- Teachers have high expectations that their pupils will work hard.
- Pupils have very good attitudes to their work in science.
- Subject leadership needs development.

- Marking of pupils' work does not help them to develop their science thinking enough.

Commentary

45. Standards in science, as measured in national tests, are consistently high. Inspection findings confirm that this trend is continuing. Standards of work are currently above average at Year 6 and on target to achieve the same high standards as seen in the last test results. The proportion of pupils attaining the higher Level 5 is well above average. Pupils who have special educational needs often attain at the nationally expected level for their age. Achievement of all groups of pupils is good and for some it is very good. Although the previous inspection found that boys did better in science tests than girls, there is no evidence of different attainment and achievement in lessons or pupils' written work.
46. Teaching and learning are of consistently good quality, enabling pupils to make good progress as they move through the school. Knowledgeable and confident teaching and the very well planned curriculum build successfully on the pupils' previous learning and interests. A particular strength is teachers' knowledge of the investigative process, which they teach in a clearly structured way. This supports pupils' learning well in applying their science knowledge in a range of contexts, which become increasingly abstract as the pupils gain in understanding of higher order science concepts. Teachers' high expectations are signalled in the good pace of lessons, which require the pupils to concentrate hard. Pupils rise very well to the challenges presented by the teaching, which encourage them to try out their own scientific theories and explanations across the curriculum. As a result, pupils are enthusiastic, confident learners with an independent approach to investigations, backed up by very thorough teaching of data collection and interpretation. This enables all pupils, particularly the higher attaining ones, to explore conventional science ideas, and their own, in depth. Teaching assistants give very good support to the less able pupils so that they understand the purpose of lessons, achieve well and very often match the attainment of their peers. All these factors are significant in promoting high standards.
47. Although work is regularly marked and pupils are made aware of how well they have achieved the learning intentions of each lesson, marking does not extend the pupils' science learning or help them to see what they need to do to improve. Teachers accept untidy handwriting, which sometimes spoils the presentation of work in books.
48. Leadership and management of science are satisfactory. The new subject leader has made a sound start in establishing what is going on across the school, but does not have a secure enough grasp on overall standards at the end of Year 6. As science is not a current school priority, the co-ordinator has not had an opportunity to monitor teaching, but her analysis of work scrutiny, in partnership with the headteacher, is thorough and accurate.
49. Improvement since the last inspection is satisfactory. Although standards have risen, subject leadership and management are not yet as strong or well directed as previously.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- Knowledgeable and enthusiastic subject leadership gives strong support to teachers.
- ICT is used well to support learning in other subjects.
- Newly introduced assessment systems do not yet provide reliable evidence of pupils' attainment.

Commentary

50. Standards in ICT are average at the end of Year 6. The subject leader is working hard to bring about improvement in standards through implementation of a well-focused action plan. Standards are above expectations in word processing and graphics, which have been a recent priority for development. The portfolio of pupils' work indicates that standards are rising as they contain work that is above expectations in specific aspects of the learning programme, such as the quality of a wide variety of data display in Year 4. Achievement throughout the school in all areas of the ICT curriculum is satisfactory.
51. Teaching and learning are satisfactory overall. Where the lessons are taught by experienced teachers, teaching is good and pupils learn effectively. The subject leader is a good role model in her own teaching. Teaching and learning are satisfactory elsewhere as teachers gain in knowledge and confidence across the teaching programme. The subject leader provides very good quality lesson plans for all year groups. These help the teachers to support learning through well-structured experiences to promote secure development of ICT skills. Pupils receive good individual attention and are asked suitably challenging questions to help them develop their understanding. This is particularly so for pupils having special educational needs, who receive very good support from teaching assistants and support teachers. Pupils have sufficient opportunity to develop ideas and make things happen, and to apply their learning by reviewing, modifying and evaluating work in progress. There are satisfactory opportunities for them to use and apply a wider range of software such as digital cameras and music programs. These factors help to bring about satisfactory achievement overall and an enthusiastic approach to learning.
52. Leadership and management of ICT are good. The co-ordinator has worked very hard to get things moving in line with the surge nationally in ICT provision. She has a clear grasp of standards and a clear and rigorous agenda for improvement. She is very realistic about the pace of change and provides very good support for teachers, helping them to develop their own ICT skills and to keep pace with new developments. A portfolio of pupils' work is helping her to exemplify and moderate standards, but as yet not all teachers have a clear idea of standards in their class and school priorities do not allow her to monitor and evaluate teaching and learning.
53. Improvement has been satisfactory since the previous inspection. The co-ordinator has worked very hard to ensure that the school is well placed to improve further now that the hardware and computer programs match the rapid upswing in national expectations.

Information and communication technology across the curriculum

54. The use of ICT across the curriculum is good. Classroom and other displays show that ICT skills are reinforced well in other subjects. ICT is also used effectively to support

learning in many areas of the curriculum, including art and design, physical education and music. In two outstanding geography lessons in Year 5 the teacher made excellent use of digital photographs taken on the visit to help pupils recognise and analyse the geographical features seen on the field trip. The learning was of a very high quality as the use of projected photographs brought the experiences vividly to life.

HUMANITIES

55. Only one lesson was seen in **history**, so it is not possible to make an overall judgement about the quality of provision. However, looking at pupils' work, teachers' planning and talking to the subject co-ordinator and pupils, by the end of Year 6 standards are average. The pupils' written work indicates sound knowledge of the periods they study. They understand how artefacts can give important information about how people lived in the past. They are also able to make comparisons between life in Victorian times and life today. Year 3 pupils study a topic on Romans and are able to identify what they already know and what they would like to find out more about. Learning was enhanced by a visit to the school by an actor playing the part of a Roman soldier.
56. History is used well to extend literacy skills. Year 6 pupils study Ancient Egypt and use their skills of writing for information to good effect when making charts about the many aspects of Egyptian life. However, overall, handwriting is unsatisfactory and results in some poorly presented pieces of work.
57. Good curriculum planning ensures an appropriate range of history topics are taught by the end of Year 6. Leadership and management are good. The co-ordinator has a clear understanding of the standards in the subject and what needs to be done to raise standards further. A good assessment portfolio has been developed which is supporting this work.

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- With good teaching and support, pupils achieve well.
- Outdoor visits are used very effectively to enhance learning.
- Some pupils' work is not well presented, with unsatisfactory handwriting.
- ICT is used well to motivate pupils and support learning.

Commentary

58. Pupils make good progress and standards are above average. Higher attaining pupils achieve very well and attain well above average standards. This is an improvement on the standards seen at the last inspection.
59. In two excellent lessons in Year 5, pupils were able to give comprehensive explanations, using technical vocabulary, to discuss geographical features seen on an outdoor visit to Pulborough Brooks. Pupils showed very good attitudes to their learning and were very keen to share their ideas with each other and the class. They showed a very good understanding of the effects of erosion, deposition and flooding around the

River Arun and human interventions to control these. They spoke with enthusiasm about what they had learned on the outdoor visit and how they were applying that knowledge to learning in the classroom.

60. Learning is good and teachers make good use of literacy skills to enhance this. For example, there is a good emphasis given to the use of key words associated with the topic studied. This increases pupils' vocabulary and range of writing. However, work is not always presented as well as it might be, with handwriting often being unsatisfactory for pupils of this age. In Year 6, pupils studying a topic on mountains used their knowledge of the features of persuasive writing to produce a brochure advertising a mountain resort. They were able to discuss the features of mountains and how they impact on the lives of residents and visitors to the region, identify the geological formation of a mountain, the main mountain ranges of the world and the facts relating to climate that are affected by mountains.
61. Teachers use a range of very effective teaching methods. ICT, for example digital photography, was used well to support teaching and learning. Teachers have very good subject knowledge, which results in very good learning for pupils. Teachers manage pupils' behaviour effectively because they have very good relationships with the pupils. Support staff have a very clear understanding of their role in lessons. They are well briefed and support individual and groups of pupils well.
62. There is a knowledgeable and enthusiastic subject co-ordinator who leads and manages the subject well and has a clear understanding of its strengths and weaknesses. There is effective assessment of pupils' achievement, which is collated into a portfolio of assessed work. This enables accurate judgments on standards to be made based on the level descriptors in the National Curriculum.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Attitudes to learning and behaviour are good.
- Marking is not sufficiently helpful.

Commentary

63. Standards by Year 6 are average and achievement is satisfactory for all pupils, including those with special educational needs. Standards are broadly the same as at the time of the last inspection.
64. Pupils have a relatively secure knowledge and understanding of aspects of Christianity. Pupils study other world faiths. Pupils in Year 6 showed interest in acquiring knowledge of the Jewish festival of Purim, but the lesson lost momentum because groups of pupils left the room for a time to take part in other activities. In this lesson, there were good cross-curricular links with design and technology, with pupils making puppets for a Purim puppet show. Good cross-curricular links are made between religious education and literacy, art, drama and design and technology.
65. Teaching and learning are satisfactory. Teachers generally have a secure knowledge of the subject and where teaching is at its best teachers capture the pupils' interest. In

other lessons, teachers encourage discussion but miss opportunities for higher achieving pupils to extend learning or identify issues. As a result, achievement is satisfactory rather than good. There is good support from teaching assistants that enables all pupils to make satisfactory progress. Pupils have good attitudes to learning and listen well to their teachers and the other pupils as much of the work in religious education is done orally. However, as a result there is limited recording in pupils' books; this misses an opportunity for additional extended writing to support English. Overall, the marking of pupils' work, though positive, does not identify what pupils need to do to improve and so support improvements to learning.

66. Teachers are effective in the way in which they promote pupils' social development. For example, effective use of drama to portray the events of Holy Week where pupils worked well together in discussion and in role-play linked to the Easter story supported development of their speaking and listening skills well. However, the use of key religious vocabulary is under-used. The work on other faiths makes a good contribution to pupils' cultural development. Pupils are encouraged to show respect for the beliefs of others.
67. The leadership and management of the subject are satisfactory. The subject leader has a good knowledge and understanding of the needs of the subject, satisfactorily monitors teachers' planning and ensures that the necessary resources are available. There has been little classroom observation to date but this is planned for the summer term. Limited use is made of visits to places of worship in the area and further afield; a visit to a local church is planned for one year group annually. The Church of England vicar is a regular visitor to the school and ministers from different Christian churches take assemblies during the year. Assessment is now satisfactory: an improvement since the last inspection. The subject leader is developing a folio of photographs and levelled work to support teachers with their own moderation of pupils' work.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons in art and design were seen and only one in design and technology and consequently no overall judgements are made on provision. However, scrutiny of teachers' planning, discussion and examples of pupils' work indicate that the school provides a good range of learning experiences in both subjects. Too few lessons were seen in music or physical education to enable judgements to be made about provision or standards.

68. In **art and design**, pupils produce work of above average standard in a range of media. Pupils achieve well and attainment across the school is above national expectations. There are particularly good examples of accurate observational drawings in Years 5 and 6. Across the school, the work of artists has been used effectively as a stimulus for pupils' own artwork. This is also seen where ICT is used to reproduce work in the style of, for example, Matisse. Sketchbooks are used well to record pupils' experiments in portraying movement and experimenting with colour and shape. There are carefully observed sketches of insects and portraits of pupils using pencil and pastel and good examples of watercolour painting. A good range of other media is explored, such as fabric printing in Year 3 and Egyptian basket weaving. The curriculum is well organised to cover a wide range of topics linked well to other subjects such as literacy, history, drama and ICT. The only aspects that are not as well represented are printing and three-dimensional work, for example sculpture.
69. Subject leadership is good and the co-ordinator has done much to improve the coherence of the curriculum and the progressive development of skills. These are

assessed and recorded in a simple but clear way that enables teachers to evaluate pupils' progress as they move through the school. The co-ordinator makes good use of the 'art club' to trial any innovations or changes to the curriculum before they are introduced across the whole school.

70. In **design and technology**, samples of finished work and scrutiny of records indicate that standards are above average by the end of Year 6.
71. Pupils in Year 3 work on monster models that use pneumatics to open and close the jaws. These are very well planned, showing several different elevations of the model, and there are good evaluations of the finished product. In Year 4 pupils make various money containers, design and make a purse and carry out high quality evaluations of their work. In Year 5, pupils' food project on biscuits is carried out to a good standard and, in Year 6, pupils make good quality felt slippers from their own designs and templates. All pupils show good skills in both designing and making and carry out detailed and often very perceptive evaluations.
72. The subject is well led by a knowledgeable co-ordinator. The curriculum is well planned to develop pupils' skills as they move through the school. Assessment and record keeping are simple but suitably detailed to provide information on standards and progress. Monitoring by the co-ordinator is well established and reflected in the standards achieved throughout the school. In both art and design and design and technology, the subject co-ordinators have secure subject knowledge and are given time to monitor the work in their subject, giving first-hand knowledge of standards and quality across the school. Resources in both subjects are at least satisfactory and good in some aspects.
73. Pupils have a weekly **music** lesson taught by their teacher and a new scheme of work ensures that all elements of the curriculum in music are covered. Each year group has the opportunity for public performance. Many pupils learn to play a musical instrument. There are recorder groups throughout the school and they have an impact in music lessons, assemblies and hymn practice. There is also peripatetic teaching of violin and keyboard. Pupils take part in the local music festivals and choirs are organised by the subject leader for specific events. There is a music-making day during the summer term. The music room is a very good resource and there is a good supply of tuned and untuned instruments. Evidence from singing in assemblies and hymn practices indicates that pupils have built up a good range of songs. They sing tunefully with good diction, phrasing and dynamics. The subject gives good support to the pupils' social and cultural development. Standards have been maintained since the last inspection. The subject is well managed and, although teaching has not been monitored, planning is well supported and there are helpful assessment procedures in place.
74. **Physical education** records show that the great majority of Year 6 pupils are able to meet the required standard in swimming. In gymnastics, pupils in Year 6 showed a satisfactory level of physical co-ordination. They were able to develop short sequences, travelling in different ways and on different body parts as they developed sequences of movement with partners or small groups. They worked conscientiously and showed some well thought out movements. However, some of their basic skills, for example jumping and landing, are weaker and they do not naturally show clear starting and finishing positions for their routines.

75. The school enjoys very good facilities. Outdoors there are good hard surface areas, a large field for a range of sports and games and an outdoor swimming pool for summer-term use. The main hall is of sufficient size for whole class lessons and a good range of resources supports pupils' learning in the subject well.
76. The subject co-ordinator has worked hard to provide a wide programme of physical activities that ensures the subject has a high profile throughout the school. The co-ordinator has also provided in-service training and workshops for teachers to improve their confidence and skill, particularly in gymnastics and dance. The curriculum is broad and balanced and well supported by a suitable range of extra-curricular competitive team games and after-school clubs (for some of which a fee is charged). The school takes part in many inter-school competitions, often with a good level of success. Record keeping follows the model of other non-core subjects and provides helpful information on standards and progress.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

77. No lessons were seen in personal, social and health education and citizenship and so no judgement is made on overall provision. There is a detailed programme for personal, social and health education and citizenship aimed at helping pupils to develop a safe and healthy lifestyle, including teaching on drugs awareness and sex education for pupils in Years 5 and 6. Citizenship is also planned into the programme. There is a strong focus on social and moral development and much work has been put into enabling pupils to gain self-confidence. The school has devoted much time to aspects of personal, social and health education and citizenship such as work on relationships, responsibilities and involving pupils in making decisions. Good examples of this can be seen in the work of the school council and their input into school life. Pupils are encouraged to deal with dilemmas and are coached in resolving conflicts. As pupils get older responsibility and expectations increase, which prepare them well for the next stage of their education. By the end of Year 6, the pupils are generally confident, show consideration for others in lessons and listen to others' points of view.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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