

INSPECTION REPORT

ST JOHN'S C OF E (VA) PRIMARY SCHOOL

Clifton, Brighouse

LEA area: Calderdale

Unique reference number: 107571

Headteacher: Mrs S Garbutt

Lead inspector: Mr J R Francis

Dates of inspection: 14th - 16th June 2005

Inspection number: 267821

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 -11
Gender of pupils:	Mixed
Number on roll:	214
School address:	Towngate Clifton Brighouse West Yorkshire
Postcode:	HD6 4HP
Telephone number:	(01484) 713 036
Fax number:	(01484) 722 201
Appropriate authority:	The governing body
Name of chair of governors:	Mrs D Spivey
Date of previous inspection:	19 th April 1999

CHARACTERISTICS OF THE SCHOOL

This broadly average-sized Church of England Voluntary Aided primary school has 214 pupils in seven classes, including 29 Reception-aged children. There are slightly more girls (112) than boys (101). The school serves the parish and surrounding area. The proportion of pupils receiving free school meals is well below the national average. There are few pupils from minority ethnic groups and none at the early stages of learning English. There are few pupils who have special educational needs, although the proportion with statements of special need is above average. Attainment on entry is above what is normally expected for children of this age. Few pupils enter or leave the school at other times than those normally found.

The school has Beacon School status and many other awards, including the Basic Quality Skills Mark (2005); Active Mark (2005); Investors in People (2004); NAACE¹ Mark (2003); Healthy Schools (2003); School Achievement Award (2003); Charter Mark (2000) and ICT Special Schools trust (2004).

Religious education and collective worship were subject to a separate inspection by the diocese.

¹ National Association of Advisors for Computers in Education.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17976	Mr J R Francis	Lead inspector	Science Art and design Design and technology Foundation Stage Personal, social and health education
13450	Mrs J Madden	Lay inspector	
27777	Mr R Greenall	Team inspector	English Geography History
32493	Mr D Porritt	Team inspector	Mathematics Information and communication technology Music Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **outstanding** school that gives very good value for money. It enables all pupils to achieve very highly, so that attainment is far above the expected standards. The curriculum is excellent. The headteacher provides exceptional educational direction to the school.

The school's main strengths and weaknesses are:

- There is a relentless focus on high achievement throughout the school.
- The high proportion of very good and excellent teaching leads to first rate achievement.
- Assessment and its use in planning and recording pupils' progress is exceptionally good, although some marking could be sharper.
- Pupils' attitudes and behaviour are excellent and they are involved very effectively in the life of the school.
- There are very strong links with the community and excellent links with parents, although reports could provide more detail on achievement in foundation subjects².
- The governing body provides very good support for and guidance to the work of the school.

The school has made very good progress since the last inspection in 1999. Standards have improved, particularly so in English, as has the achievement of higher-attaining pupils. The quality of learning, attainment and resources in information and communication technology (ICT) has improved significantly. Since the last inspection the school has achieved Beacon Status³ and staff have worked extensively with other schools to share their expertise.

STANDARDS ACHIEVED

Overall, pupils achieve **exceptionally well**. Right across the school, standards in reading, writing, mathematics and science are very high, as are standards in ICT. Attainment in geography is well above the expected level and standards are above average in art and design and technology.⁴ Higher-attaining pupils and those who have special educational needs achieve exceptionally well because the work is very carefully matched to their needs and expectations are high.

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

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

The school has a good record of attaining well-above-average results in national tests. In mathematics at Year 6, test results for the last two years have been consistently in the top five per cent of schools and in English and science they have been well above average. The school is particularly effective in enabling pupils to attain above-average levels in national tests. The inspection confirms the very high standards indicated by the test results.

² These are the subjects other than English, mathematics and science.

³ Beacon Status is given to a school recognised as providing high quality, collaborative support to other schools in the area and more widely.

⁴ No judgements were made on standards in history, music and physical education.

Children enter the school with attainment above the levels normally found for this age and make good progress through the Reception class. Most are currently working at levels more commonly seen towards the end of Year 1.

Pupils' personal development, including their spiritual, moral, social and cultural development, is **excellent**. Pupils' excellent behaviour and attitudes to school play a significant part in their success. Attendance is well above average.

QUALITY OF EDUCATION

The school provides an **exceptionally good** quality of education. Teaching and learning are **very good**, with two thirds of the teaching being very good or excellent. Planning is clearly focused on meeting the individual needs of pupils. Excellent curriculum organisation skilfully brings all subjects together. Many pupils take advantage of the wide range of opportunities for music and sport. Systems to track pupils' progress through the school are excellent and have had a positive impact on further raising standards. Marking is not always at the same high standard across all subjects and does not reflect the high quality of the oral feedback given to pupils.

The school makes excellent provision for the care and welfare of the pupils and for their involvement in its work. Its partnership with parents is excellent. Links with the community are very good and there are excellent links with other schools, which contribute significantly to pupils' personal development and the curriculum.

LEADERSHIP AND MANAGEMENT

Leadership and management are **excellent**. Because of the headteacher's outstanding vision and drive, the leadership of the school at all levels is very good and management is excellent. Very good leadership by all staff with responsibilities has led to the improvements to the curriculum and assessment. There is a strong commitment to continued improvement. Governance is very good; governors are very knowledgeable and involved in all aspects of the school's development.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think very highly of the school and find it very approachable. They feel their children are well taught, make good progress and have a good range of learning opportunities. Pupils are very positive about school; they find it an interesting and an exciting place to learn.

IMPROVEMENTS NEEDED

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

- Improve the consistency and constructiveness of marking across all subjects.
- Report pupils' achievements in foundation subjects more clearly.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve exceptionally well and attain very high standards in many subjects.

Main strengths and weaknesses

- The excellent cross-curricular planning is a key factor in pupils' outstanding achievement and the very high attainment.
- A large proportion of pupils achieve high levels in English, mathematics and science.
- Pupils identified as having special educational needs do well; most achieve average results.

Commentary

1. The school has been very successful in helping pupils to attain high standards. The most recent tests in 2005 show results at the end of Year 2 are well above average in writing and mathematics and very high in reading. At Year 6, test results in English, mathematics and science have improved since the last inspection. As a result, standards have improved at a faster rate than schools nationally. There has been very little difference in the performance over time between boys and girls; neither is there in current work.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	18.4 (17.9)	15.8 (15.7)
writing	16.9 (16.8)	14.6 (14.6)
mathematics	18.2 (17.8)	16.2 (16.3)

There were 29 pupils in the year group. Figures in brackets are for the previous year.

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

Standards in:	School results	National results
English	30.0 (29.1)	26.9 (26.8)
mathematics	30.8 (30.9)	27.0 (26.8)
science	31.0 (30.5)	28.6 (28.6)

There were 30 pupils in the year group. Figures in brackets are for the previous year.

2. Children in the Reception Year achieve well and make good progress. All are in line to attain the expected levels⁵ in all the areas of learning by the time they move into Year 1 and most are already working well above this, with almost two-thirds working at a level more usually seen at the end of Year 1.
3. High quality planning makes very effective links between all subjects and enhances pupils' learning by using as many of their skills as possible. Current standards at Year 2 are very high in reading, writing, mathematics and science. Pupils continue to achieve very highly as they

⁵ These are in the areas of learning in personal, social and emotional development, communication, language and literacy, mathematical, physical, creative development and knowledge and understanding of the world that children are expected to achieve by the time they go into Year 1.

move through the school and by Year 6, attainment is very high in English, mathematics and science. Standards in geography and ICT are well above the expected levels at Year 6. This is a significant improvement in ICT since the last inspection where standards were below average. Attainment in art and design and design and technology is above the levels normally found and pupils achieve well. There was not enough evidence to make judgments about standards in other subjects.

4. Work is very well matched to pupils' prior attainment. Pupils who have special educational needs achieve very highly and make excellent progress against the targets in their individual education plans. Pupils identified as being more able are very well supported across a range of subjects and interests and achieve exceptionally well. The proportion of pupils at Year 6 attaining the higher levels is far above that normally found; in mathematics, for example, well over twice the national average for 2004.

Pupils' attitudes, values and other personal qualities

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

Main strengths and weaknesses

- Pupils have a very strong desire to learn, and they involve themselves fully in all of their work and activities.
- Pupils respect and achieve the school's very high expectations of their conduct, responsibility and personal development.
- Learners form excellent relationships with adults and each other, and proudly contribute to the exceptional harmony, calm order and caring ethos of the school community.

Commentary

5. Pupils develop and maintain an excellent work ethic and a desire to achieve their best. They share a sense of pride and purpose, and they learn to set high standards for themselves and others. Because work is well organised, interesting, interactive and demanding, pupils readily engage with it and enjoy the process of learning. Almost all pupils eagerly participate in the wealth of extra-curricular activities that extend their interests, skills and enjoyment after school. Because the school is extremely good at removing barriers to learning, pupils who have special educational needs make remarkable progress in personal and social awareness as well as in other learning. As a result, they grow in confidence and self-esteem and learn to play a stronger part in school life.
6. Expectations of pupils' behaviour are very high and all staff set the tone and standards with remarkable consistency and effect. Pupils share and respect these standards because they appreciate the calm orderliness and absence of threat that they bring. Inappropriate behaviour is always challenged, but in invariably positive ways, and pupils' own 'peer pressure' reinforces the school's clear values. Parents approve strongly of the school's moral stance and of its handling of any instance of potential harassment. There have been no exclusions over several years.
7. The school has a strong Christian ethos. Pupils thrive in a culture that prizes every individual and values every effort. Most show maturity beyond their years in their self-awareness and control, and in their respect for the feelings, values and beliefs of others. In lessons they strive to support each other and take pride in each other's achievements. They take their social responsibilities very seriously and carry them out with exemplary thoroughness, for example, when they support younger pupils as playground 'befrienders'. The school council has very high status and its democratic procedures ensure that as many pupils as possible learn what it means to represent others. It is actively involved in making important decisions about school

life and is proud of the contribution it makes. Both within and beyond the school council, many pupils engage in enterprising activities that contribute to the community and to charitable causes.

8. All these qualities and activities reflect the school's excellent provision for the spiritual, moral and social aspects of their personal development. Provision for cultural development is very good. Pupils gain a very strong appreciation of their local and wider British culture through a rich programme of visits, coupled with the contributions made by many visitors. The wide reach of the curriculum in subjects such as religious education, art, music and geography extends pupils' cultural horizons beyond Europe. To reinforce pupils' understanding of non-Western cultures and of the multi-cultural nature of British society, the school organises very good opportunities for pupils to work with people from other faiths and cultures.
9. Attendance and punctuality are very good, as at the time of the last inspection. Parents strongly support the school's rigorous approach to maintaining this high standard – a standard that reflects both parents' and pupils' appreciation of the school.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	2.7	School data	0.0
National data	5.1	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is outstanding. Teaching overall is very good. The curriculum is excellent and provides an extensive range of experiences and opportunities for enrichment.

Teaching and learning

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

Main strengths and weaknesses

- Exceptionally high expectations challenge all pupils to improve further.
- Exciting and imaginative teaching captures pupils' interest.
- Excellent questioning skills draw out pupils' understanding.
- Teaching assistants are closely and very actively involved in enhancing pupils' learning.
- Assessment is exceptionally good but written comments in some subjects do not reflect the high quality seen elsewhere.

Commentary

10. Lessons across all classes are very productive and conducted at a brisk pace. Pupils benefit greatly from the way lessons are organised to involve them actively in their own learning. The pupils regularly work in pairs or small groups to great effect. For example, in a Year 6 science lesson pupils took responsibility for tasks within their group and checked on each other's understanding. Pupils' excellent social skills are a significant contributor to this, which further enhances their learning. Teachers' classroom management skills and organisation are very good and teaching assistants are important partners in lessons, supporting pupils to achieve their best. Pupils who have special educational needs are exceptionally well supported by the adults in the class.
11. There were several examples of outstanding teaching seen during the inspection. All of these had common features. Complex ideas were explained very effectively, for example, using ICT,

and teachers' detailed, penetrating questions challenged pupils' thinking. Teachers also provided the opportunity for pupils to try a range of approaches to find their most effective way of learning.

12. Teachers' consistent and accurate use of technical vocabulary reflects their very good subject knowledge. Questions are very well targeted to individual pupils based on the teachers' knowledge of their attainment and are clearly aimed at drawing out pupils' understanding of the work. They are used very effectively to extend pupils' learning. Good use is made of technology to support pupils' learning across all subjects, particularly the extensive use of the excellent ICT opportunities available.
13. Excellent assessment procedures across all subjects monitor pupils' progress and the work planned is exceptionally well matched to their needs. Teachers constantly strive to stretch the higher-attaining pupils and take their learning further. The results of this can be seen in the high numbers of pupils attaining at the higher levels in all subjects throughout the school. The termly assessment weeks enable all co-ordinators to assess standards of attainment across the school. An innovative approach enables all co-ordinators to spend a day during this week working with a mixed class of pupils from every age group to evaluate their work and progress. The marking of pupils' work is very good and contributes well to pupils' progress but written comments do not always reflect the high quality oral feedback observed in lessons. Pupils are involved in setting their own targets and much of the marking shows how they are progressing towards these.

Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3	12	8	1	0	0	0

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

The curriculum

The quality of learning, the range of opportunities and the enrichment for the pupils is excellent. Accommodation is good and the use of resources for learning is very good.

Main strengths and weaknesses

- An excellent, innovative curriculum provides pupils with a rich variety of high quality learning opportunities.
- Arrangements for equality of opportunity and inclusion are excellent.
- Creative use of ICT makes an excellent impact on learning across the curriculum.
- Teaching assistants make an outstanding contribution to learning and raising standards.

Commentary

14. The breadth and depth of high quality, worthwhile learning opportunities cater for the interests, aptitudes and particular needs of the pupils exceptionally well. The curriculum is extremely well planned and designed in an imaginative way so as to promote high achievement. The excellent use of assessment data enables the school to rapidly customise planning and meet any needs that emerge from the detailed analysis. The school is continually seeking to further develop the curriculum through innovation and in the way it uses national strategies. Many visitors to the school, visits and residential trips enrich the curriculum. There is a rich and varied programme of additional activities for all pupils and a very high level of take-up by pupils who enjoy taking part in sports, the arts and ICT clubs.

15. The school has provided exceptionally well for the pupils who have special educational needs. Great attention is given to their learning targets. The school adapts the curriculum very effectively for these pupils. Any potential barriers to learning are overcome through the school's innovative use of time, resources and staff expertise.
16. The continual use of ICT to support all areas of the curriculum and the sophisticated way in which staff incorporate a variety of technologies into their teaching are of very high quality. Pupils in Year 6 made very good use of hand-held computers during a science investigation. This was part of a unit of work in preparation for transfer to secondary school. It was done in partnership with the local secondary school and reflects the high quality preparation the school makes for this event.
17. Excellent use is made of the very good range of resources. Recent improvements to the library are already making a positive impact on learning. Outdoor areas are safe, well presented and very well maintained, including a very good environmental area. Upgrading of the outdoor provision for children in the Reception class is a significant improvement since the last inspection.
18. Staff are deployed very well and add their considerable expertise to the development of the school. Teaching assistants make a first-rate contribution to the learning in the school. They are well qualified and take on many responsibilities. They are seen by their colleagues as experts in specific areas of special educational needs and have high levels of knowledge and skill in working with these pupils.

Care, guidance and support

The school provides excellent care, guidance and support for its pupils and involves pupils very well through seeking, valuing and acting on their views.

Main strengths and weaknesses

- The whole school has the highest regard for the best interests of pupils in safeguarding their welfare and protecting them from harm.
- All staff are acutely aware of pupils' academic and personal needs.
- The induction of pupils into the school and their move to the secondary phase are happy and supportive experiences.
- Pupils know the school values their ideas and opinions, which are thoughtful and sometimes challenging.

Commentary

19. There has been substantial improvement in this area since the last inspection. The school is immaculately clean and beautifully presented, reflecting the scrupulous care taken in the monitoring and review of pupils' health, safety and protection. All staff and the nominated governors are involved in the maintenance of these systems. The school has received the Healthy School Award and is working hard on providing healthy meals and snacks for pupils.
20. The excellent relationships that exist in the school underpin learning in the classroom so that pupils are confident in an environment where they are challenged and supported. Through their relationships and monitoring of progress, staff use this knowledge to ensure each pupil has focused advice and guidance. Support is targeted and effective. It is also notable that pupils receive high quality support from each other.
21. The consistent and measured start to pupils' life at the school ensures they settle well. The majority have regular contact with staff before starting in the Reception through visits to the classroom, attending school lunches and visits by members of staff to the local Nursery. The well-managed entry ensures children are happy and calm in their new environment. Those

pupils entering the school at other times during the year are provided for very well and receive a guide to each class written by the pupils. Pupils making the transition to the feeder secondary school undertake a wide range of activities with their peers in other schools before making the move. Many of these utilise the enterprise skills base of their new school and include a video and website which answer many of the more pressing problems on pupils' minds.

22. The school has wide-ranging processes for seeking pupils' views, including the school and class councils, circle discussion times and the Healthy School Committee. Pupils are able to impact on school life through the suggestions brought forward, some of which keep resurfacing if the results are not to their liking. There is also involvement in their own learning through the discussion of targets and self-assessment built into lessons.

Partnership with parents, other schools and the community

Links with parents and other schools are excellent and those with the community are very good.

Main strengths and weaknesses

- Parents are fully and effectively involved with their child's education and the life of the school.
- High quality communication keeps parents well informed about school life but reports could provide more detailed information on achievement in the foundation subjects.
- The school has an impressive range of formal and informal links with partner schools and the main secondary school attended by pupils.
- The wider community and locality are very well used to extend the curriculum and provide positive learning experiences for pupils.

Commentary

23. Since the last inspection there has been further improvement in the school's work with parents and other schools so that these areas are now excellent.
24. The school liaises very closely with parents, who work in full partnership to enhance the learning of their children and improve the provision made by the school. Parents receive very positive help and guidance when their children first enter school. Contact with parents is regular and positive through meetings, regular open days, curriculum letters, newsletters and the very informative web site. Annual reports are very detailed for the core subjects of English, mathematics and science and give parents a clear indication of their children's attainment and achievement. For other subjects, this is less detailed and the assessment information available in school is not used to inform parents of pupils' levels of achievement.
25. Many parents attend the workshops provided by the school on literacy, numeracy and ICT. Those parents whose children have special educational needs are equally well informed and receive 'transition booklets' to enhance support from year to year. These ensure continuity of practice. Parents share their skills with pupils and a register of these skills and interests helps the school to enhance the curriculum. Consultation with parents is targeted; for example, the School Travel Plan, which help the school to make more informed judgements. The parental support for homework positively reinforces learning.
26. As a result of the school's Beacon status it shares best practice in many areas, for example, leadership, management, learning and school improvement, putting much time and effort into these partnerships. Staff also supports trainee teachers from universities, pupils on work placements, and mentor, newly qualified teachers. In return the school forms positive, close working relationships, which helps pupils' learning, and other opportunities through joint initiatives, especially the Year 6 curriculum, as well as sporting opportunities.

27. Contact with teaching students and newly qualified teachers helps the school keep up to date with recent initiatives. Partnership with the main feeder school, designated a Business and Enterprise College, is especially beneficial for pupils and staff. Enterprise skills are being built into the curriculum through the partnership with other primary schools that, in conjunction with the ICT liaison teacher, have developed and piloted teaching and learning materials.
28. The school is well served by positive links in the local community, including the Nursery and the out-of-school club on the same site. There are close and positive ties with the church; the vicar is a regular visitor to the school, taking assemblies, and the school uses the church for celebrations and to enhance the curriculum. The many local visits as well as those farther afield give pupils memorable learning opportunities as well as increasing their knowledge of the rich heritage available to them in the area.

LEADERSHIP AND MANAGEMENT

The school is very well led and management is excellent. Governance is very good.

Main strengths and weaknesses

- The headteacher provides exceptional leadership and direction to the work of the school.
- Very good subject leadership has been a key factor in the continuing improvements.
- There is a very strong commitment to inclusion at all levels.
- There is a very good programme of review and development and effective long-term strategic planning.
- The governing body has a very good involvement in monitoring, evaluating and setting the direction for the school.

Commentary

29. The headteacher has created a very strong team approach and a high level of confidence right across the school. The outstanding relationships are key factors in the school's success. The school has an extremely positive ethos, and a very strong commitment to providing the best education possible for pupils of all ages and abilities. The excellent climate of self-improvement is a critical factor in the school's ability to achieve and maintain high standards.
30. All staff have key roles in monitoring the school's work and in identifying priorities for development. Well-thought-out long-term strategic planning is reflected in a high quality school development plan. The school has well-developed systems that support 'workforce reform' and provide support and professional development time for all teachers. Systems for performance management and opportunities for continuing professional development are very effective. The school has benefited from its Beacon status. Subject leaders are given the time, funding and support to enable them to carry out their roles and are highly effective in the way in which they develop, maintain and share good practice so that there is continuous improvement. A rigorous process of monitoring and evaluation identifies relative strengths and weaknesses and highlights areas for whole-school development, for example, assessment and recording and the evaluation of pupils' learning styles. The excellent provision for special educational needs is the result of highly effective teamwork and first-rate leadership and management. All aspects of provision are thoroughly monitored so that all needs are met.
31. The governing body ensures that all statutory requirements are met. Governors are well informed about the school's strengths and weaknesses and a good number of governors come into school to support the school and gain a first-hand view of its work. The committee structure within the governing body is very effective, and enables the governors to use their individual and collective expertise well.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	691,182	Balance from previous year	42,361
Total expenditure	683,285	Balance carried forward to the next year	56,257
Expenditure per pupil	2,922		

32. The school's finances are managed very effectively. The school has benefited from additional income generated through its Beacon status and the work of its senior teachers within the LEA. The current surplus built up through these additional funds and diligence in achieving best value is targeted at further improvements to the facilities of the school, including alterations to the building and outdoor areas.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision is very good and all children achieve highly. The teaching is good overall and the very good procedures for tracking and assessing children's progress ensure that the work is well planned to match their individual needs. All children are in line to reach the expected standard in the six areas of learning by the time they move into Year 1, with three quarters exceeding this. Children's personal development, attitudes and behaviour are exceptionally good.

Leadership and management are very good. The overall quality of provision and resources, particularly outdoors, has improved since the last inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children's independence grows rapidly.
- The caring atmosphere enables children to establish very good relationships.

Commentary

33. Strong relationships are quickly established between staff, children and families. Daily routines give children a clear understanding of what is expected of them. Children enter the sessions happily and confidently. They co-operate well with each other in group activities and work independently without adult support when necessary.
34. Teaching is very good. The teacher and classroom assistant create an air of harmony that promotes children's personal and social development very well. Children have very good attitudes towards their work and behave exceptionally well. The children are eager to attempt all the activities provided and show great interest in what they are doing. They are learning to concentrate on an activity to finish it. Children are encouraged and rewarded with praise for their efforts. They are helped to maintain concentration by the interesting range of activities on offer. As a result, children have very good attitudes to their work, are able to sit quietly and work independently and are already achieving well above the expected standards.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Very good opportunities are created to develop the children's language skills.
- Reading and writing skills are taught systematically and very well.
- The children's speaking and listening skills are very good.

Commentary

35. Very good teaching and support from teaching assistants provide many opportunities for children to develop their spoken language. All children recognise and write their name. They write simple sentences with capital letters and full stops and use a range of prompts to help them tackle the spelling of unknown words. The children have access to a good range of books, which stimulate interest and enjoyment of the written word. Well-thought-out practical activities enable children to make very good progress in this area of learning.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Good use of practical apparatus helps to develop number language.
- Good questioning checks on and extends children's learning.

Commentary

36. The good teaching, together with the wide range of interesting tasks, ensures that the learning is very good and children make good progress. The teaching of oral and mental mathematics is very good and uses a wide range of approaches that gain the children's interest. Through the use of attractive visual aids, such as the interactive whiteboard, the teacher helps children develop early addition and subtraction skills. Good questions enable the teacher to make accurate assessment of the children's understanding and extend their learning even further. Children count confidently in 1s and 2s to 30 and identify numbers to 20. This is above the level normally expected for children of this age.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- A good range of interesting and exciting activities enhances children's learning.

Commentary

37. Good teaching and well-thought-out activities enable children to make good progress in this area of learning. Learning is very well matched to the needs of the children because the activities are practical and linked very well to other areas of learning; for example, children record the development of butterflies kept in the classroom using digital photography. Regular use of ICT gives children early experiences in the use of computers and they develop other technology skills. Children learn about the suitability of materials for specific purposes such as waterproofing in their investigations. A wide range of construction toys encourages children to plan and build a range of structures for a particular purpose.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- Children move with good control and co-ordination.
- Handwriting skills are good.

Commentary

38. Teaching is good and provides many opportunities to develop physical skills. Children demonstrated very good control and accuracy in a PE lesson when they were throwing quoits. They understand the reasons for warming up before physical exercise and know the changes that take place to their heart rate when they exercise. The children can put on and take off their own shoes, clothes, coats and aprons. They are given many opportunities to use a range of brushes, scissors, paper, boxes and glue to make and decorate models. They have developed good handwriting skills through the good teaching and many opportunities to use a range of writing materials. The improved outdoor provision since the last inspection gives further opportunities to develop aspects of physical development, for example, through the use of large toys and play equipment.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- The children benefit from a wide range of well-planned activities.

Commentary

39. The good teaching and well-thought-out practical activities enable children to make good progress in this area of learning. Children are given the opportunity to experiment with different materials such as fabric, clay, dough and sand.
40. The role-play area is changed regularly and used very well to stimulate and develop children's imagination. Most children have good skills of cutting, gluing, drawing and applying paint. They are given many opportunities to practise their skills as they are encouraged to choose activities in play situations. Children paint freely and confidently using their imagination and experiences. The well-presented displays of children's own work result in children feeling staff value their efforts. The children regularly take part in planned music-making sessions with adults and are building up a good repertoire of favourite songs and rhymes.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **excellent**.

Main strengths and weaknesses

- Across the school, pupils achieve exceptionally well, particularly in reading.
- Very good teaching and learning consistently promote very high achievement.
- Pupils' excellent attitudes to learning strongly support their achievement.
- Very good leadership and outstanding management drive ever-improving provision and higher standards.

Commentary

41. Standards in both Year 2 and Year 6 are high in writing and spoken English, and very high in reading. Standards at the end of Year 6 are far higher than when the school was last inspected and represent outstanding achievement. Girls and boys of different ages and capabilities, not least those who have special educational needs and those who are gifted in English, consistently achieve very well in relation to their ability and prior attainment. This is exceptional, and it reflects highly effective provision. This is enhanced by the very strong

teamwork of teachers and support staff, by pupils' excellent work ethic, and by the school's constant effort to do even better.

42. In speaking and listening, pupils achieve very well and standards are high by the time they leave. This important and very well planned feature of the school's work ensures that pupils' skills in spoken English keep pace with the rising demands of the school's excellent English curriculum. Pupils' excellent attitudes to learning are seen in their eager, relevant and thoughtful responses to questions, and their readiness to explain ideas fully. Whether talking in small groups or with the full class, they express their thoughts about texts lucidly, and work co-operatively to reach agreements and raise each other's understandings. This is raising the quality of learning generally because all teachers consistently value, engage and challenge these skills. They promote the formal skills of presentation and debate as effectively as the informal skills of discussion with 'talk partners'. During the inspection, pupils from Year 6 won the semi-final round of a debating competition for Calderdale schools.
43. Very effective provision for promoting basic technical skills leads to well-above-average standards in handwriting, punctuation and spelling. Pupils learn to set exacting standards for themselves in the accuracy and presentation of their work. By Year 6 these standards are often exemplary. Pupils who find literacy very difficult have made great strides to overcome their difficulties. Tasks are interesting and often excitingly creative, and they challenge different abilities very well, including pupils who are gifted writers. Pupils respond very well, and many write with imaginative effect and increasingly see themselves as authors. Sharp individual targets and much good oral feedback from teachers inform pupils' understanding of how they can improve. However, both teachers and pupils miss opportunities to strengthen this understanding by adding written comments about which features meet the success criteria for the task and which fall short.
44. Teachers, support staff and parents work very well together to develop pupils' reading skills. Very good resources, approaches and routines, including homework, ensure that pupils develop strong attitudes and secure basic skills, and move on at their best rate of learning towards a habit of reading frequently and with rising enjoyment, variety and success. The very good library and general book stock develop and satisfy an appetite for reading in every class so that pupils learn about books and how to use them for pleasure and for learning. By Year 6, most pupils use the library and information books very skilfully to support their wider learning, and they sharpen their response to fiction by 'reading between the lines'. Pupils with statements of special educational need achieve as well as other pupils even when they do not reach the level expected for this age. The more able pupils sense different styles and levels of meaning and explain how specific phrases influence their response.
45. Teaching and learning are very good overall. Apart from one outstanding lesson, this quality was consistent during the inspection. Teaching has many strengths. Lively, interactive methods engage pupils directly and actively in their own learning so that they develop collaborative and independent learning skills. Teachers use excellent assessment information very carefully to match work, resources and expectations to all the different needs and talents, so that each pupil has the right balance of challenge and support. Planning is done extremely well to ensure that speaking, listening, reading and writing support each other, and are strengthened in doing so. The brisk pace of lessons, the rich variety of resources and roles, and the visually compelling use of interactive whiteboards all make lessons stimulating and learning fun.
46. The successful drive for ever-higher standards stems from the vision of the headteacher and the subject leader. It is informed by rigorous systems for monitoring provision, for assessing and tracking progress, and for setting targets. It is supported by an ethos that values, supports and challenges every pupil; by focused and stimulating teaching; by work that matches what different pupils can do, and by interesting opportunities for pupils to talk, read and write to learn in other subjects.

Language and literacy across the curriculum

47. English is used very well to support the whole curriculum. Strong links with learning in other subjects often feature in English lessons, whilst very good planning creates many opportunities for pupils to stretch their reading and speaking skills in subjects such as science and geography.

MATHEMATICS

Provision in mathematics is **excellent**.

Main strengths and weaknesses

- Standards have improved and are consistently very high across the school.
- Subject leadership is very good and management is excellent.
- The analysis and use of data are excellent but marking could be more informative.

Commentary

48. Pupils' achievements are very high. The school is particularly effective in enabling pupils to attain above-average levels. Examples of learning specified for pupils in Year 7 are evident in the work of Year 6 pupils, and some examples of work normally seen in Year 3 are evident in Year 2. Opportunities to stretch these higher-attaining pupils throughout the school are maximized through very effective teaching. The level of challenge is extremely well matched to all learners, whatever their capability. Opportunities for independence, for example, by deciding how to tackle number problems, are enthusiastically taken up by the pupils who understand that much is expected from them. Their teachers continually and relentlessly set high expectations for learning. Everyone is expected to do very well, to put as much into learning as they can, and because this happens, everyone achieves at their best.
49. Pupils' work is well presented and accurate. The levels of computation and mental calculation are excellent. This is particularly well illustrated in Year 6. The pupils have very rapid recall of tables facts and calculate quickly and accurately when asked questions orally. The progress of pupils in lessons is excellent. The school clearly and rightly places much emphasis on pupils discussing their learning together. As a result, the pupils have extremely positive attitudes and are keen to learn. They listen extremely attentively and engage very well with the dynamic and focused teaching, which is fast paced and academically challenging. Pupils demonstrate a keen attitude towards difficult tasks. They pose their own problems to one another and work diligently to solve them. Marking is consistent and good but written feedback to children does not yet match the quality of the excellent oral feedback that teachers give.
50. Excellent assessment identifies pupils right across the ability range who would benefit from further support. This enables the teachers to identify and meet the challenge of gifted and talented pupils and those who have special educational needs. Support for pupils who have special educational needs is excellent and they achieve very well. Teaching assistants contribute extremely well to this. They are directed very well by the teachers and often work independently with skill and a very good understanding of the needs of the pupils.
51. The teachers have a very good level of subject knowledge and their use of assessment data in informing day-to-day teaching is most impressive. Teachers talk about the criteria for gaining higher levels in maths and pupils have a good grasp of what they need to do to

improve as well as the individual targets they are working on. This demonstrates the excellent customization of the curriculum to stretch all pupils. There is an excellent level of monitoring planning and analysing pupils' work, with the specific goal of raising the quality and impact of teaching still further.

52. The subject co-ordinator demonstrates a high level of personal skill and knowledge. The co-ordinator has managed very successful, well-received workshops, involving staff, to share the school's teaching methods with parents. The consistency of approach taken across the school enables all pupils to develop very good skills.

Mathematics across the curriculum

53. The use of ICT in maths is impressive because it is used wisely and appropriately. Measuring skills are used very well in design and technology (DT) when planning projects. In science, pupils measure, record and compare data and in geography they use co-ordinates in mapping activities.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Enthusiastic and stimulating teaching captures pupils' interest.
- Investigative approaches encourage all pupils to contribute and achieve very highly.
- Regular and effective monitoring and analysis of data clearly identifies areas for further development.
- The unnecessary use of some worksheets limits the quality of the marking.

Commentary

54. Pupils achieve exceptionally well and standards are very high at both Year 2 and Year 6. Well-thought-out topics and exciting, investigative approaches enable pupils of all abilities to do very well. Pupils understand what is expected of them both in work and behaviour and what they will learn. There has been a good improvement to the provision since the last inspection and standards at the end of Year 2 and Year 6 have risen; there has been a good increase in the proportion of pupils attaining the higher levels.
55. Very confident teaching and effective use of investigative approaches further pupils' knowledge and understanding. Teachers' very good subject knowledge and detailed planning constantly extend pupils' learning. Management of classes is excellent and pupils' response is exceptionally good. Pupils enjoy finding things out for themselves and apply themselves well to their work. Year 2 pupils examine flowering plants, accurately name the key parts and explain how they support its growth. Year 6 pupils work very well together to plan their investigation and use accurate scientific terminology and high quality ICT for their data collection. Homework is used well to support learning and there are excellent links with neighbouring secondary schools.
56. Subject leadership is very good. The co-ordinator monitors with great attention to detail and is alert to any areas she feels need further improvement. There is accurate information on standards and pupils' progress. Excellent assessment procedures quickly spot any potential areas of underachievement and this information is used well to modify teachers' planning. All of these contribute to the continuing rise in standards, particularly at the higher levels. There are rigorous procedures to check provision and the quality of teaching and learning. However, not all the worksheets seen were of high enough quality and some further work is needed in evaluating these to enable pupils in Years 1 and 2 to extend and improve their skills in recording.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **excellent**.

Main strengths and weaknesses

- Inspirational leadership and excellent management lead to excellent learning by pupils.
- Outstanding progress has been made since the time of the last inspection.
- ICT is used exceptionally well in other subjects and planning for ICT in other subjects is excellent.

Commentary

57. The subject is exceptionally well led and this has made a huge impact on the progress since the time of the last inspection, when ICT was judged to be unsatisfactory. Standards have improved markedly and are well above average; achievement is excellent.
58. Teachers have grown in confidence since the time of the last inspection and have very well developed ICT skills. The subject leader has undertaken very effective staff training to ensure that teachers can get the best from the ICT equipment in school. The use of the interactive whiteboards in lessons is very good because it is always used to make the most impact upon learning. Teachers use them to show animations, play motivational mathematical games, display objective and success criteria, display photos and show examples of pupils' work well.
59. Teaching is very good. Teachers' planning provides clear and relevant learning objectives. There is a good structure and a logical progression of skills built in. The planning involves content that is relevant to learning in other subjects exceptionally well. Many first-class examples of ICT being used in other subjects such as mathematics, literacy and science were seen during the inspection.
60. From the earliest stages pupils are taught very good habits in ICT. They take turns and work co-operatively, sharing ideas and equipment very ably. The pupils demonstrate very good keyboard and menu skills. Touch-typing skills are taught very early on for young children so that they can make the most of learning while using the computer. Pupils use a wide range of very well chosen software independently, with considerable skill and an awareness of what the software is designed to do. They bring a good deal of expertise and familiarity from home, but this is built upon very well in school.
61. Pupils were extremely confident in showing the wide range of tasks they have completed during the inspection. There was particularly effective work in Year 5 using multi-media presentation and in Year 6 collecting, recording and analysing data from sites around the school.
62. The school has an appropriately equipped ICT room as well as computers in classrooms. However, the ICT room is small, heats up very quickly and would benefit from improved ventilation. The room is always in use; much is made of lunchtime and after-school time with an excellent use of a very skilled teaching assistant who takes various computer clubs. A most impressive feature of the subject is the sophisticated evaluation that takes place when new technologies arrive; software is trialled and pupils are involved and their views are considered. Much thought has been given to what is best to promote learning. If ICT will improve learning, it is invested in and used extremely well.

63. The additional funds the school receives through its Beacon status are used very effectively to disseminate best practice. The first-class links with a local secondary school, which has the Business and Enterprise specialist school status, are evident in the school's development of ICT.

Information and communication technology across the curriculum

64. This is a school that makes a very conscious effort to harness the best aspects of technology and ensures that it is used to make a positive contribution to teaching and learning. Teachers are confident and skilful in using interactive whiteboards, computers and monitoring and measuring equipment to promote interest and increase their effectiveness. Groups of pupils use the interactive whiteboards very well, for example, in mathematics, which promotes discussion. During a science lesson, teachers and pupils worked very effectively with the local secondary school using a range of ICT equipment to collect data for use in science lessons next term after the transfer to Year 7. The regular use of ICT is also to be seen in geography, history, art and design and design and technology.

HUMANITIES

Geography

Provision in geography is **very good**.

Main strengths and weaknesses

- Standards are high, and pupils achieve very well.
- Visits out of school and links with other subjects contribute strongly to pupils' achievement.
- Assessment procedures are very good.

Commentary

65. Achievement is very good across the school. Pupils in Years 2 and 6 attain standards well above those typically expected for their age. At an early stage of their study of Chembakolli, most pupils in Year 2 show a good grasp of how to compare weather patterns in India with those they know in Yorkshire. They understand differences in temperature and rainfall, and are beginning to read symbols accurately on a weather map. They also understand the typical language of a weather forecast, and many are able to write their own for a normal day in Clifton or Chembakolli, using phrases such as *'patchy rain and fresh winds from the north'*. In Year 6, pupils show very good knowledge and understanding of the likely impact of a proposed hotel development on an unspoiled coastal strip. They readily assume the roles of various interested parties in order to interpret the issues from different standpoints. Their very good skills in spoken English and their recent practical 'field studies' in the Llandudno area significantly raise the quality of their learning, as do their excellent attitudes to their work and to each other.
66. Teaching and learning are very good. Lessons are highly interactive, practical, demanding and brisk. They are strongly focused on new learning, which they build in very clear and well-sequenced stages. As a result, pupils are actively engaged in investigation and in working together to achieve clear and interesting expectations. Teachers make very thoughtful use of their unusually good assessment information to match work to what their different pupils can do and enjoy. They also make imaginative and very effective use of links with other subjects so that pupils' wider learning boosts their new learning in geography. The uses of pupils' very good skills in language and literacy, ICT and mathematics contribute very significantly in this respect.
67. Leadership and management are good. The co-ordinator monitors provision and standards well. She uses a good range of assessment procedures to evaluate pupils' progress. For

example, she regularly interviews a sample of pupils about the work they have done. She does much to promote a curriculum that is rich in variety, interest, practical activity and first-hand experience of different locations, but she also ensures that it meets all requirements and enables all pupils to do as well as they can.

68. As work in **history** was sampled and only one lesson seen, no firm overall judgements can be made on provisions or standards. However, the limited evidence collected indicates that pupils' learning opportunities and achievement match those found in geography, and that history is led and managed equally well. The quality of teaching and learning in the lesson seen was very good. The teacher's very lively approach, high expectations and rich variety of methods and resources excited all pupils in Year 4, and engaged them fully in extending their knowledge and understanding of the culture and achievements of the Aztecs. In the process, they also extended their skills in using pictures and texts as evidence from which they could find things out independently.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

69. No lessons in design and technology or music were observed during the inspection, and only one lesson in art and design and PE. Therefore, no overall judgements are made on provision. However, scrutiny of teachers' planning and pupils' work, including displays, indicate that the school provides a very good range of learning experiences in these subjects and pupils achieve-above average standards.
70. In **art and design**, 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 and Mondrian. A good range of other techniques is explored, such as fabric printing. The curriculum is well organised to cover a wide range of topics linked well to other subjects such as literacy and history. The work on display shows very good links to pupils' cultural development, with well-executed examples of artwork styles from all around the world, for example, well-produced clay masks linked to a topic on Aztecs. Some classes use sketchbooks well to record pupils' experiments in portraying movement and experimenting with colour and shape but this is not yet a consistent feature throughout the school.
71. Subject leadership is very good and the co-ordinator has improved the coherence of the curriculum and the development of skills. Pupils are assessed regularly and standards are recorded clearly in a way that enables teachers to evaluate their progress as they move through the school.
72. In **design and technology**, samples of finished work and scrutiny of records indicate that standards are above average by the end of Year 6. The teachers' planning and pupils' previous work show that the curriculum is suitably planned to cover all aspects. Pupils develop a good understanding of how to plan and execute their designs and to think about how these could be improved. Good work on designs for different types of slippers or fairground rides in Year 6 illustrate this. The models of fairground rides driven by electric motors and pulleys provide a good link to science. These are well planned showing several different elevations of the model and there are good evaluations of the finished product. Pupils show good skills in both designing and making and carry out detailed and often very perceptive evaluations. ICT is also used to record this work. However, for the older, higher-attaining pupils more could be expected in the use of measurement and scale.
73. 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 is regular and record keeping is 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 co-ordinators have secure

subject knowledge and have time to monitor the work in their subject, giving first-hand knowledge of standards and quality across the school. Resources in both subjects are good.

74. No **music** lessons were seen during the inspection but music was very evident in the life of the school. The effective use of a specialist teacher has a positive impact on standards. Children sing well in assembly/collective worship. The singing is tuneful and has maturity of tone. Everyone is included, everyone fully participates and as a result, music is valued highly.
75. The school has a very good orchestra. In one session seen, pupils played very well. They have a very well developed ear for music and know when they are playing out of tune or out of time, correcting themselves successfully. They easily listen to a tune and copy it, rhythmically and melodically. They play appropriately challenging pieces with confidence and quickly respond to the conductor's directions to improve their playing. While the actual musical standard of the instrumentalists is very good, the attitudes and level of enthusiasm is excellent. When the children were asked to volunteer to bring their instruments during the inspection for an impromptu mini concert, 31 enthusiastically did. They were well prepared to play their recently learned pieces.
76. Only one **physical education** (PE) lesson was seen in the inspection and so no overall judgement is made on provision. The recent achievement of the 'Active Mark' is an indication that the opportunities for children to learn in PE lessons and through sport are very good. The management of PE is very good. The subject co-ordinator has a very clear vision of where he wants to take PE: maximum participation and high achievement by all. Recent professional development followed an audit of staff skills and was effective in developing confidence for teachers in gymnastics. Very good links exist with the LEA advisory service who assist in moving the subject forward. The school enters many tournaments and pupils benefit from these opportunities. They have a mature attitude to sport and competition. They understand the importance of taking part, of doing the best for the team and of being pleased for others if they are not the winners. Some specialist teaching takes place which, coupled with the excellent school-wide assessment work, gives the co-ordinator a detailed understanding of the impact that teaching makes on learning. Action planning for improvement is very good, supporting the school aims extremely well.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

77. No lessons were seen in this and so no judgement is made about overall provision. However, there are many examples of good work to be seen in the evidence retained by the school. The school's whole ethos is built around developing pupils' social and moral skills. A very well structured scheme of work ensures that there is a strong emphasis on pupils' personal development. Pupils' personal and social development is particularly impressive. Teachers are very skilled in promoting it through their teaching. It is developed very well through work across all subjects, as well as in specific lessons when pupils explore and talk about relevant issues. Pupils extend their understanding of a healthy lifestyle through the Healthy Schools Initiative and work in science and PE.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	1
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2

Overall standards achieved	1
Pupils' achievement	1

Pupils' attitudes, values and other personal qualities	1
Attendance	2
Attitudes	1
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	1

The quality of education provided by the school	1
The quality of teaching	2
How well pupils learn	2
The quality of assessment	1
How well the curriculum meets pupils' needs	1
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	3
Pupils' care, welfare, health and safety	1
Support, advice and guidance for pupils	1
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	2
The school's links with other schools and colleges	1

The leadership and management of the school	1
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	1

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