

INSPECTION REPORT

THE HERMITAGE JUNIOR SCHOOL

Woking, Surrey

LEA area: Surrey

Unique reference number: 125022

Headteacher: Mr L Thompson

Lead inspector: Mr A Fullwood

Dates of inspection: 11 – 13 October 2004

Inspection number: 268062

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 to 11 years
Gender of pupils:	Mixed
Number on roll:	296
School address:	Oakwood Road St John's Woking Surrey
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs C Prescott
Date of previous inspection:	17 May 1999

CHARACTERISTICS OF THE SCHOOL

The school is situated in Woking in Surrey. The vast majority of pupils transfer from the attached infant school. Their attainment on entry to the school is broad but above average, overall. There are 298 pupils on roll, taught in 10 mixed-age group classes, and the school is bigger than an average primary school. Currently, there are more boys than girls (164 and 132 respectively). The socio-economic indicators for the area served by the school are above average. There are 268 pupils of white ethnic origin and 28 from a range of other ethnic backgrounds. Twelve pupils have English as a second language but none are at an early stage in the acquisition of English. Seventy-one pupils, 24 per cent, have a wide range of special educational needs, above the national average. This includes five pupils with formal Statements of Special Educational Needs. The school gained the Investors in People Award in 2002 and the Football Association Charter Mark in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21184	Mr A Fullwood	Lead inspector	Science Religious education Physical education Personal, social and health education
14347	Mrs J Lindsay	Lay inspector	
22831	Mr C Lewis	Team inspector	Special educational needs Mathematics Information and communication technology Design and technology Geography
22685	Mrs N Moss	Team inspector	English as an additional language English Art and design History Music

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The Hermitage Junior is an effective and improving school that provides a good education for all its pupils. Teaching and learning are good and pupils achieve satisfactorily. Leadership and management are good. The school provides good value for money.

The school's main strengths and weaknesses are:

- Standards in English, mathematics and science, at the end of Year 6, are above expectations.
- Insufficient use is made of information and communication technology across the curriculum and the computer suite is underused.
- The school does not meet statutory requirements for teaching pupils to swim.
- Across the school, teaching is good.
- Pupils' attitudes are very good and they behave well.
- The school is effective in promoting pupils' personal development and in providing good support, advice and guidance to its pupils.
- The leadership and management of the school are good.
- The very positive partnership established with parents has a good impact on pupils' learning.

Improvement since the last inspection is satisfactory, overall. After an unsettling period of staff change over a few years, the school has in recent times made good progress in addressing the issues for improvement identified at the time of the last inspection. Good progress has been made in establishing effective assessment and tracking procedures and using this information to meet the needs of all pupils, particularly the more able. All lessons have clear learning objectives that are shared with pupils and evaluated at the end of each lesson. However, more work still needs to be done in making good use of pupils' ICT skills across the curriculum. The good standards in English, mathematics and science, noted at the time of the last inspection, have been maintained. The school has developed its self-evaluation procedures well through regular monitoring of teaching and learning. The school is well placed to improve further.

STANDARDS ACHIEVED

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

Pupils' achievement is satisfactory. The results of national tests in 2003 were the lowest the school had achieved in many years. The school did not achieve its targets for either English or mathematics and some pupils were felt to have underachieved. The results of national tests in 2004 show great improvement and are similar to the good standards achieved prior to 2003. Targets for English were achieved but fell slightly short in mathematics. Standards in the current Year 6 are above expected levels in English, mathematics and science. Standards in information and communication technology (ICT) and religious education are at expected levels. There was insufficient evidence to make a secure judgement about standards in other subjects. Pupils with special educational needs achieve well in relation to the targets set in their individual education plans

and receive good support from teachers and teaching assistants. Pupils from ethnic minority backgrounds achieve satisfactorily in relation to their capabilities.

Overall, pupils' attitudes to school are very good and their behaviour is good. Pupils' attendance is very good and their punctuality for the start of school is good. **Pupils' personal qualities are good, as is their spiritual, moral, social and cultural development.**

QUALITY OF EDUCATION

The school provides a good education. The quality of teaching and learning are good, overall. The teaching of English is good, overall, and often very good. The teaching of pupils with special educational needs is good. Teachers make good use of assessment information to plan appropriate work to match the needs of pupils of all abilities, including the more able. They successfully encourage and engage the pupils. Homework is used well to support pupils' learning.

The curriculum is satisfactory and there are good opportunities for curriculum enrichment through clubs, activities, visits and visitors to the school. However, insufficient use is made of pupils' ICT skills across the curriculum. Staffing levels and learning resources are satisfactory and meet the demands of the National Curriculum for pupils of this age. The accommodation is good. The school has very good links with parents and good links with the community and other schools. The school provides good care, guidance and support for all its pupils.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good. The governance of the school is good and governors meet all of their statutory requirements except the requirement of the National Curriculum with regard to swimming. However, provision for swimming will be in place by the summer, 2005. The headteacher and deputy headteacher provide good leadership and a clear educational direction for the work of the school and are ably assisted by senior managers and staff, who work well as a team. Subject co-ordinators carry out their responsibilities well. The financial management of the school is good, and best value principles are applied very effectively.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views of the school are very positive. Parents are very supportive of the school and feel it is doing a good job. Pupils' views of the school are also very positive. They feel supported well by teachers and teaching assistants, enjoy coming to school and are proud of their school.

IMPROVEMENTS NEEDED

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

- Make better use of the ICT suite and of pupils' ICT skills across the curriculum.

and, to meet statutory requirements:

- Ensure that the demands of the National Curriculum are met with regard to the swimming aspect of physical education.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Achievement is satisfactory throughout the school. Standards are above national expectations in English, mathematics, and science.

Main strengths and weaknesses

- Standards are improving in English, mathematics and science.
- Insufficient use is made of pupils' ICT skills across the curriculum.
- Pupils with special educational needs achieve well.

Commentary

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

Standards in:	School results	National results
English	29.2 (26.8)	26.9 (26.8)
mathematics	28.6 (27.5)	27.0 (26.8)
science	30.4 (29.5)	28.6 (28.6)

There were 75 pupils in the year group. Figures in brackets are for the previous year.

1. The results of 2004 national tests in English at the end of Year 6 were well above average in comparison with all schools nationally and above average in comparison with schools where pupils achieved similarly at the end of Year 2. The school surpassed its targets for the percentage of pupils who would reach Level 4 or above and the higher Level 5. Inspection evidence indicates that the attainment of the current group of Year 6 pupils is on track to be above national expectations in all aspects of English due to good teaching, and improvements to the better use and availability of assessment information and in providing pupils with more opportunities for extended writing. However, sometimes pupils are not expected to write to the length of which they are capable. At present, pupils' achievement, in relation to their attainment when they enter the school, is satisfactory. However, good leadership and management have successfully addressed the weakness in pupils' writing skills through a strong, whole-school focus on developing writing across the curriculum. As a result, standards are rapidly improving. There is no significant difference between the achievement of boys and girls. Pupils with special educational needs achieve well in relation to the targets in their individual education plans. Overall, standards in English have been maintained since the last inspection.
2. The results of the 2004 national tests in mathematics at the end of Year 6 were well above average in comparison with all schools and average in comparison with similar schools. The school achieved the targets it set for itself. Standards since the last inspection have varied from year to year but improved significantly in 2004. Inspection evidence indicates that standards in the current Year 6 are on track to be above expectations and that these pupils are achieving satisfactorily in relation to their attainment on entry to the school and in relation to their capabilities. Good leadership and management have led to improvements in teaching which, generally, is of good quality. The use of grouping pupils by ability and better use of assessment information is providing appropriate challenge, tailored to the needs of pupils of different abilities, including the more able and those with special educational needs. Standards are improving throughout the school and indications are that the present Year 5 will

attain standards well above national expectations. Pupils' mathematical skills are promoted satisfactorily across the curriculum. These findings are similar to those of the previous inspection.

3. The results of 2004 national tests in science at the end of Year 6 were well above average in comparison with all schools and above average in comparison with similar schools. Inspection evidence indicates that standards in the current Year 6 are above national expectations and that pupils are achieving satisfactorily in relation to their attainment on entry to the school. Many pupils who attained the expected level at the end of Year 2 achieve well. The good quality of leadership and management of the subject contributes well to the standards pupils achieve. The greater emphasis given to the development of pupils' investigative skills is having a positive effect on standards and pupils' understanding of scientific concepts. Standards have been maintained since the last inspection.
4. Standards in information and communication technology (ICT) are in line with national expectations and have been maintained since the last inspection. Standards in some aspects of word-processing are above expectations. Teaching observed during the inspection was good, but the computer suite is underused and there are insufficient opportunities for pupils to apply their ICT skills across the curriculum. The school is aware of these weaknesses and the headteacher and newly appointed co-ordinator have ambitious plans to improve this situation.
5. Standards of attainment in religious education at the end of Year 6 are in line with the expectations of the Locally Agreed Syllabus, as they were at the time of the last inspection. Pupils achieve satisfactorily. It was not possible to make overall judgements about standards in other subjects where work was only sampled.
6. Pupils with a variety of special educational needs achieve well. Due to the good level and quality of support, pupils make good progress towards their individual learning targets. Pupils with a special educational need are identified at an early stage and receive good support. As a result, they achieve well in terms of the targets contained in their individual education plans. Pupils from ethnic minority backgrounds achieve satisfactorily in relation to their capabilities.

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes to learning. They behave well and form very good relationships with one another and with staff. Pupils' spiritual, moral, social and cultural development is good. Attendance levels are very good and punctuality to school is good. These findings are similar to the previous inspection.

Main strengths and weaknesses

- The school stimulates in pupils a keen desire to learn.
- Behaviour is good.
- Relationships are very good throughout the whole school community.
- Pupils' spiritual, moral, social and cultural development is promoted well.
- The school has very low levels of unauthorised absence.

Commentary

7. Lessons are interesting and pupils display very good attitudes to learning and concentrate well. They enjoy coming to school and are confident, taking an active part in classroom discussions. They participate well in all the activities of the school. This includes more able pupils and those with special educational needs. All pupils, including those from ethnic minority backgrounds, are integrated well into the life of the school.

8. All staff have high expectations of pupils' behaviour. As a result, pupils listen attentively and work well, both independently and when working in groups. Pupils respond well to opportunities to show initiative and to take responsibility, as when carrying out their own scientific investigations or acting as class representatives on the school council. At break times they play together well and move around the school in an orderly manner. Parents are very positive about this aspect of the school's work. Consistent use of the school's rewards and sanctions means that pupils know exactly what is expected of them and they are duly praised for their good behaviour. No evidence of bullying, racism or any forms of harassment were observed during the inspection.

9. Pupils' personal qualities are developed well and staff set high expectations for their social and moral development. Teachers set good role models in showing good manners, politeness and respect to the pupils. Care for others is fundamental to the ethos of the school. All pupils in the school are taught to have a very clear understanding of the difference between right and wrong and to take responsibility for their own actions. Pupils' cultural development is also good. They are given many opportunities to explore a range of cultures through the curriculum. Spiritual development is good, and through assemblies, 'Circle Time' discussions and religious education lessons pupils gain an understanding of the importance of reflection and a deeper exploration of feelings and respect for others from different backgrounds and faiths.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.1	School data	0.1
National data	5.4	National data	0.4

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

10. The school has further improved attendance levels from the already very good statistics recorded at the time of the last inspection. This has been achieved through the careful monitoring of attendance and punctuality. Some parents remove their children for holidays during term-time, despite this being discouraged. However, overall, parents make a good effort to ensure that their children attend regularly and on time.

Exclusions

There were no exclusions in the last reporting year. The school works hard to support pupils with emotional and behavioural difficulties and to ensure they are supported well.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. Teaching and learning are good, overall. The curriculum is satisfactory and is enriched by a variety of extra-curricular activities. Levels of staffing and learning resources are satisfactory and the accommodation is good. Links with parents are very good and links with the community and other schools are good. Pupils' care, guidance and support are good.

Teaching and learning

Teaching and learning are good. The quality of assessment of pupils' work is good.

Main strengths and weaknesses

- The encouragement and engagement of pupils are good.
- Work is matched well to the needs of different groups of pupils.
- Good use is made of assessment information to challenge pupils and to track their progress and attainment.
- Good use is made of homework to support learning.
- The teaching of pupils with special educational needs is good.

Commentary

Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	7 (18%)	22 (55%)	10 (25%)	1 (3%)	0 (0%)	0 (0%)

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

11. Overall, the quality of teaching is good.
12. Teachers make good use of praise in encouraging pupils and this has a good impact on their learning and the progress they make. There are very good relationships between teachers and pupils and, combined with the interesting learning opportunities provided, this ensures that pupils apply themselves well to their work. There is a consistent insistence on high standards of behaviour from all teachers and learning assistants and pupils respond accordingly, being polite and respectful to each other and to adults. This has a good impact in ensuring that pupils are keen to take advantage of the learning opportunities available to them. They enjoy coming to school and are proud to be part of it.
13. Over the last two years the school has made good progress in establishing effective procedures for assessing the attainment of pupils and closely tracking their achievement. This was a weakness at the time of the last inspection. Good use is made of assessment information to match work closely to the individual needs of all pupils. Grouping by ability is used in mathematics and some literacy lessons to ensure that different ability groups are challenged successfully and that the needs of the more able and those with special educational needs are met. This is having a positive impact on pupils' achievement, as witnessed by the improving standards in English and mathematics across the school. Teachers make regular ongoing assessments of how well pupils have coped with their work and this is used to identify those who found the work too easy or who are in need of additional support and advice.
14. At the beginning of lessons teachers consistently share with pupils what it is they are expected to learn and at the end of each session they evaluate with pupils how well they have achieved these objectives. Teachers' marking shows how well these objectives have been met, so that pupils know how successful they are and what it is they need to do to improve their work. This was a weakness noted at the time of the last inspection. Homework is used well to consolidate and extend pupils' learning at home.
15. In English, teaching and learning is good overall and often very good. Lessons are structured effectively and engage pupils very well. Particular strengths are teachers' good knowledge of the subject, the methods they use to encourage and involve pupils and the good use they make of assessment information to match work closely to pupils' individual needs. Good use is made of cross-curricular links between English and history and geography to provide opportunities to reinforce literacy skills and to practise different styles of writing. Pupils' ICT skills are used satisfactorily.

16. In mathematics, teaching and learning are good and pupils achieve well as a result. The pace of mental arithmetic sessions is brisk and teachers' questioning is effective in ensuring that pupils of all abilities are appropriately challenged and are able to explain how they arrived at their answers. Lessons are planned thoroughly. Grouping by ability ensures that all pupils are challenged well by the work set and that the smaller groups of lower-attaining pupils and those with special educational needs are given effective support by teachers and teaching assistants. In the one lesson where teaching was unsatisfactory the teacher did not make clear her expectations of pupils' work and behaviour and, as a result, they made only limited progress.
17. In science, the quality of teaching and learning is good. Teachers have a secure knowledge and understanding of the curriculum, plan lessons thoroughly and use questioning well to make pupils think for themselves. Good opportunities are provided for pupils to organise and plan their own investigations. These characteristics have a good impact on pupils' learning and the progress they make. They also ensure that pupils develop a very good attitude to their learning, enjoy the subject and are keen to do well.
18. The teaching and learning in ICT lessons observed during the inspection was good. However, the computer suite is underused and insufficient use is made of pupils' ICT skills across the curriculum. This results in pupils making satisfactory rather than good progress. There was insufficient evidence to make a secure judgement about the quality of teaching and learning in other curriculum subjects, except in religious education where it was satisfactory.
19. Teaching and learning for pupils with special educational needs is good and they achieve well as a result. Pupils are supported well by teaching assistants who work well with class teachers and provide good support for pupils, monitoring pupils' progress and providing an effective blend of help and challenge. Support for pupils with Statements of Special Educational Needs is frequently very good. Pupils from ethnic minority backgrounds are catered for well and given effective support to achieve the standards of which they are capable.

The curriculum

The breadth of curricular opportunities provided by the school is satisfactory and there is a good range of opportunities provided for enrichment of the curriculum. There is a satisfactory level of staffing and in the range of learning resources in most areas of the curriculum. The overall quality of the accommodation is good.

Main strengths and weaknesses

- The school does not meet statutory requirements for the teaching of swimming.
- The good provision for pupils with special educational needs.
- The good provision for equality of opportunity and inclusion for all pupils.
- The good provision for pupils' personal, social and health education.
- The very good range of extra-curricular sporting opportunities.

Commentary

20. The curriculum is broad, appropriately-balanced, and coherent, with a secure level of continuity and progression in the development of pupils' knowledge and skills. It does not at present meet statutory requirements for teaching the swimming aspect of the National Curriculum Programme of Study. However, in all other respects the curriculum meets statutory requirements, including provision for religious education and collective worship, and it provides well for personal, social and health education. The equality of opportunity provided for all pupils is good and the school is inclusive in all its policies and practices. There are consistent whole-school approaches to teaching and applying literacy and mathematics across the curriculum.

After a period of consolidation, there is evidence of a new willingness to adopt new strategies and to seek and accept guidance on reformulating the curriculum in order to make improvements. For example, the school has successfully adopted grouping by ability for mathematics and some English lessons and this has ensured both a good level of challenge for more able pupils and assistance for less able pupils who can work in smaller groups with more adult support.

21. Provision for pupils with special educational needs is good. Pupils are supported well, by class teachers and experienced teaching assistants. The school works hard to give all its pupils equal access to the full curriculum and class teachers ensure in their lesson plans that appropriate provision is made for pupils with particular learning needs. In most cases, teaching assistants work well with class teachers and provide good support for pupils, monitoring pupils' progress and providing an appropriate blend of help and challenge. Support for pupils with Statements of Special Educational Needs is frequently very good.
22. The school provides pupils with a good range of interesting, relevant and well-attended extra-curricular activities. The range of sporting opportunities provided is particularly good, with clubs for golf, netball, dance, girls' and boys' football, all on offer during the inspection week, led by school teachers and support staff and by visiting specialists. Cultural visits linked to the curriculum are organised during the year to extend pupils' experiences and a good range of visitors works in the school.
23. There is a satisfactory match of teachers and support staff to the curriculum. The school accommodation has been improved significantly with the addition of a new learning difficulties centre, The Orchard Centre, and this has enabled the school to totally refurbish the entrance area, school office and staffroom. Externally, the accommodation has been improved with an entry system and perimeter fencing. The two large hard playground areas and field allow the wide choice of extra-curricular activities. With the exception of the ICT suite, which is utilised for less than half of the available time, the school accommodation is used well. Resources for most curriculum areas are satisfactory.

Care, guidance and support

There is good provision for pupils' care, welfare, health and safety. The provision of support, advice and guidance based on monitoring is good. The involvement of pupils through seeking, valuing and acting on their views is very good.

Main strengths and weaknesses

- Health and safety in the school is monitored very well.
- There are effective systems in place to monitor pupils' personal and academic development.
- Pupils are very trusting of adults and feel very involved in school life.
- Pupils who are new to the school settle very quickly.

Commentary

24. The school has appropriate procedures for child protection, with the headteacher and deputy headteacher both formally trained. Whole-school staff training took place two years ago and staff who have joined since then have been apprised of the school's procedures as part of their induction. Governors are currently reviewing the school's child protection policy, as well as that for health and safety, with both policies due to be ratified shortly.
25. Governors play a very active role in health and safety in the school, carrying out risk assessments each term in conjunction with the caretaker and a member of the senior leadership team. Regular fire drills take place, co-ordinated with the adjoining infant school. An adequate number of staff is trained in first aid and the school records all accidents and illnesses appropriately. Pupils with specific medical needs are well catered for.

26. The school monitors pupils' personal development well through the use of social profiles. These are records of any significant facts that may affect a pupil's ability to learn. Any issues are discussed at senior leadership team meetings and amongst any other relevant staff. Pupils are now all aware of their targets for literacy, writing, numeracy and, where appropriate, for behaviour. These are regularly monitored and pupils are given opportunities to think about how to improve their work. For example, the Gold Book kept for each pupil, which records a piece of the pupil's written work each term, also allows pupils and parents to comment on what has been achieved. Pupils then set themselves a new writing target. Pupils also keep Thinking Books that allow them to note down any ideas they have about their work and how they can improve it. As a result of all of this, pupils are fully involved in their own learning and this has a positive impact on standards as well as on pupils' self-esteem.
27. Because adults are caring and supportive, pupils have developed a very trusting relationship with them. They are quick to name several people they would feel comfortable talking to if they had a problem, with midday supervisors high on the list as well as teachers who have taught them in previous years.
28. Pupils also feel very involved in school life, and this has done much to enhance their self-confidence. The school council representatives take their role very seriously and are given the opportunity to canvass their peers for ideas as well as feed back the minutes from the weekly meetings. Pupils feel that their ideas are listened to and that they have been effective in achieving improvements, for example, to the playground. The school also uses regular pupil questionnaires to gauge pupils' views about all aspects of school life.
29. The induction arrangements for pupils who join in Year 3 have been improved over recent years. Now, before they start, the pupils spend a whole day in school, meet their Year 4 companion and if possible their new teacher. This ensures that when they start the new academic year they settle very well. Several parents at the pre-inspection meeting mentioned how quickly their children had adapted to a new school and how pleased they were with the arrangements.

Partnership with parents, other schools and the community

Links with parents are very good. There are good links with the community and links with other schools are also good.

Main strengths and weaknesses

- The school involves parents very well.
- The staff are very accessible and resolve issues promptly.
- There are some minor omissions from the prospectus and governors' annual report to parents.
- There are some strong links with the local community.
- The links with the infant school have been strengthened.

Commentary

30. The very good links with parents that were noted at the last inspection have been maintained, with some areas now even stronger. Parents who completed the pre-inspection questionnaire and attended the meeting were positive about the school. They appreciate being invited to sports days, class assemblies and other events. They are particularly positive about how well their children settle down, how much their children like school and how the school encourages their children to become mature and independent. The inspection has confirmed all these views. Parents are consulted through the use of surveys and each class has a parent representative who meets the headteacher on a regular basis. This ensures that any concerns can be fed back to him and acted upon. All staff make themselves accessible to

- parents. The headteacher is at the gate each morning to make himself available to anyone who would like to speak to him. Parents very much appreciate this “high visibility”.
31. Parents are kept well informed of their child’s progress through termly consultation meetings, looking at and signing their child’s Gold Book each term, and having the opportunity to view their child’s work and speak to the child’s teacher each half-term on “Wednesday visits”. The annual progress reports that parents receive are clear and have some good aspects, although there is scope to improve them further by consistently including targets and by providing parents with the yearly test results. The other information sent to parents, such as weekly newsletters and details about the curriculum, is good and written in a friendly tone. The school’s prospectus and governors’ annual report to parents both have some minor omissions of which school has been made aware.
 32. Parents make a good contribution to their child’s learning by helping with homework, hearing reading at home and also by ensuring that their child attends regularly and punctually. Some parents also help with practical activities in school, such as clubs or on visits. In addition, the parents’ association, run jointly with the infant school, contributes funds that have been used to improve resources. The impact of stronger parental involvement has been to enhance the feeling of partnership with parents and to help to improve standards.
 33. The school has strengthened the links with the local church and the vicar is a regular visitor. The school’s annual carol service is held in the church. There are also strong beneficial links with the community police officer, who is very supportive of the school. Other links with the community include using the local area to enhance the curriculum, for example, to learn about shelter building and to visit other places of worship such as a mosque. Several local organisations are involved with extra-curricular clubs, which enables pupils to benefit from their expertise.
 34. The ties with the adjoining infant school have been developed further in recent years. The two headteachers meet together each week; there are joint in-service training days and governors who sit on both governing bodies. This has been beneficial in developing similar philosophies such as being a “thinking school” as well as helping pupils to make the transition from one school to the other. Links with secondary schools are satisfactory.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good. The headteacher leads the school well, with professionalism and the firm goals of raising standards and of nurturing the development of pupils in all ways. He is aided in this commitment by a good team of leaders. Management is equally good, leading to the good quality of education, the strong ethos, the effectiveness of the school and the good value for money that it offers. The governance of the school is also good.

Main strengths and weaknesses

- The headteacher’s purposeful leadership and his high aspirations have enabled the school to raise standards and to plan for the school to move forward in many ways.
- The senior management team create a motivated atmosphere throughout the school, which is reflected in the encouragement they offer to both pupils and staff.
- Some subject co-ordinators, many of whom are new in post, do not have sufficient time to monitor the quality of teaching in their subjects.
- The school has developed good systems for ensuring good teaching and for using school data analysis to maximum advantage.
- The governors fulfil their role well.
- Finances are well used, ensuring that the school makes the most of its available money.

Commentary

35. The headteacher has worked very hard to help the school to evolve, to improve standards and to plan for the school to move forward. He provides good clarity of direction for the school and has drawn together a management team who share his aspirations. He works with calm determination and has the confidence in his staff to delegate responsibilities. He has a clear vision of meeting his aims of ensuring that all pupils receive a high quality of education in all areas of school life. He communicates well with staff, parents and pupils and consults with them regularly. He is well complemented by the deputy headteacher.
36. The senior management team work well together and share the same motivation. There is a growing sense of ownership of the management of the school, encouraged by the headteacher, through which all staff feel they have their part to play in the school's development. They ensure that pupils of all abilities receive the benefit of good teaching and learning provided within a full and relevant curriculum. The happy, involved and hardworking atmosphere of the school is directly attributable to the headteacher and the team he has put in place. Many subject co-ordinators fulfil their roles well, offering help and guidance to ensure that teachers are fully confident in teaching their subjects, so that all pupils can learn well. However, some co-ordinators are new in post and have not yet had the opportunity to monitor and share good practice in the teaching of their subjects.
37. The school improvement plan is a good, clear document. Based on the priorities highlighted by standards attained in national tests, it shows a clear direction to the school's commitment to improvement and further development. The current plan addresses all priorities in detail, ready to move the school further forward in the next academic year. The plan covers all curriculum subjects, as well as important aspects of assessment, pupils' welfare and the physical development of the school buildings.
38. The determination of the school to continue to raise achievement is evident in the good systems the school has adopted to make a careful analysis of the results of tests at all levels, in order to track individual pupils' progress and introduce appropriate measures to ensure that all pupils reach their full potential. The school has also begun to check regularly and rigorously on the quality of teaching and learning and to evaluate the success of the school's daily work and the use of new initiatives. These systems are already having a clear effect on pupils' achievement.
39. The school's part-time special educational needs co-ordinator (SENCO) has overseen significant changes to the provision since the previous inspection. In accordance with the revised Code of Conduct for special educational needs, class teachers have now taken on full responsibility for writing, monitoring and reviewing the individual education plans for pupils in their class. The SENCO has a good overview of special needs within the school and the positive atmosphere and 'ethos' of the school promotes the effective inclusion of pupils with special educational needs into every aspect of the school's life.
40. The governing body provides good support for the school through its effective committee structure. Governors are well informed by the reports and presentations they receive from staff, from the regular visits they make to the school as link governors for different aspects, and from their involvement in the school improvement plan. In this way, the governing body monitors effectively the work of the school and has a clear idea of its strengths and weaknesses. Governors are confident in challenging the school to account for its performance, for example, in respect of the school's response to the fall in national test results in 2002/3. They consider the long-term development of the school carefully, including major projects such as the building of The Orchard Centre and the development of better facilities for administrative staff and the extension of the staffroom. The governing body is acutely aware that it fulfils all its statutory responsibilities, except with regard to the provision of swimming tuition for pupils. It is working hard to ensure that this is corrected by the summer of 2005.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	758,083
Total expenditure	750,384
Expenditure per pupil	2,535

Balances (£)	
Balance from previous year	51,644
Balance carried forward to the next	59,343

41. Rigorous monitoring of expenditure by the headteacher and governors, as well as the very able financial officer, ensures that funds are directed to the areas of most need and that their use is linked firmly to the school development plan. An example of the school's tight and commendable financial control and its ability to secure best value for money is the new building work, which has recently been carried out, together with the care that has been taken to use it well, to the school's best advantage. End-of-year balances being carried forward to the next financial year are appropriate and reflect good financial planning and management. Priorities for the current year are firmly established.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good** and improving.

Main strengths and weaknesses

- Teaching is good, so that learning is also good.
- The curriculum is good, providing many productive links with other subjects.
- Assessment data is well used to ensure that pupils are targeted to meet their individual needs and that they are clear how to improve their work.
- The subject contributes well to pupils' social and cultural development; pupils' enjoyment of lessons is clearly to be seen in their very positive attitudes to their work.
- Expectations of the amount of writing of which pupils are capable are not always high enough and the pace of their writing is sometimes too slow.

Commentary

42. Standards reached in 2004, in the national tests at the end of Year 6, were well above the national average and above those attained in similar schools. These results show a significantly high level of improvement, confirming the school's view that the 2003 year group was a lower-achieving group. The overall standard of the current Year 6 is above the national average and is rapidly improving as a result of initiatives which the school has recently put in place. Pupils' achievement is satisfactory when measured against their level of attainment when they enter the school. There is no perceptible difference between the achievement of boys and girls, which is an improvement on the national trend. Most pupils are helped to achieve at the level of which they are capable, particularly pupils with special educational needs.
43. Pupils' skills in speaking and listening are good. They are very ready to contribute in class; they are articulate and have a good sense of the purpose of their speech and of what is appropriate for their audience, as seen in a Years 3 and 4 assembly in which pupils dramatised ancient Greek myths and legends to parents. They listen well, both to their teachers and to one another. Reading skills are very good. Pupils enter the school with good word-building strategies and develop them well, so that they are able to approach unfamiliar words with ease. Most pupils read fluently, with a good level of understanding of what they read, and many of the older pupils show a good knowledge of increasingly complex reading skills, which helps them become independent in their work when researching for topic work in other subjects. Writing is also good. Vocabulary is often mature; spelling, punctuation and grammar are well taught, so that pupils can write coherently and with a fair degree of accuracy. Although there are examples of longer pieces of writing of good quality, sometimes pupils are not expected to write to the length of which they are capable and they write in a relaxed manner which disadvantages them when writing in test conditions.
44. The National Literacy Strategy is used well in lessons and in planning to ensure coverage of all desirable objectives. Long- and medium-term plans are good, comprising of units of work that cover the learning objectives well and make good use of literature in aiding pupils' learning. Cross-curricular links between English and other subjects are very good, especially in history and geography. These links are deliberately built into the planning and give teachers opportunities to reinforce literacy skills and to practise different styles of writing for different purposes.

45. The quality of teaching and learning is good, with some very good features. Particular strengths lie in teachers' good knowledge of the subject, the methods they use to encourage and involve pupils and their very good relationships with pupils, which all lead to good learning. Pupils work with a very good level of effort and interest and learn to think independently. This, in turn, leads to effective learning. Teachers' classroom management is also good, so that behaviour seldom detracts from the quality of learning and pupils approach their work with very positive attitudes. More use could be made of homework, particularly in Years 5 and 6, to provide opportunities for extended writing. Teachers carefully record individual pupils' progress and use the results of assessment well in targeting work for all levels of ability.
46. The subject co-ordinator is new in post this term. She works efficiently with an effective team of teachers who are becoming increasingly confident in the planning and delivery of the subject. She has high expectations of teachers and of her own role in raising attainment further. Pupils' work is checked regularly and teaching observed, to ensure pupils' progress throughout the school. Areas which encourage social and cultural development are carefully planned in English lessons, with opportunities taken to emphasise aspects of citizenship and personal and social development. Assessment data from tests and other sources are well used to ensure that the needs of all pupils are met in full. Pupils with special educational needs are tracked well and assisted in achieving their full potential, and assessment is being used increasingly well to provide additional literacy classes. The current priority for the department is to use self-evaluation of its provision and performance more fully, in order to identify ways in which these could be improved upon.
47. Improvement since the last inspection has been satisfactory. Despite the fact that standards have fallen a little in some of the years since the last inspection, there are strong indications that improvement in curriculum planning, the use of the National Literacy Strategy and improved teaching and learning are being used well to raise both standards and achievement. Accommodation is good, resources are good and the school makes satisfactory use of ICT in the subject.

Language and literacy across the curriculum

48. Throughout the school, the standard of literacy is good. Teachers are now confident in their understanding and use of the National Literacy Strategy and are aware of the need to reinforce it in the teaching of all other subjects. Consequently, there is much good practice through the writing up of scientific experiments, in specific vocabulary taught for subjects across the curriculum, and a good emphasis on reporting and presenting arguments, as seen in historical work on the lives of the Tudors. There are many useful word banks on display in classrooms and many good examples of cross-curricular literacy in speaking and listening throughout the school. The school has made a priority of fostering reading skills throughout the curriculum and is now focusing much effort on the improvement of writing skills.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- The good quality of teaching.
- The enthusiastic and committed subject leader.

Commentary

49. Although records indicate that it fluctuates from year to year, current attainment on entry to the school at the beginning of Year 3 is above the national average and, by the time they leave the school, in Year 6, pupils are on line to achieve similar "above national" averages. This constitutes satisfactory progress over their time in the school. Standards have been

maintained since the last inspection. Pupils are 'set' into ability groups and this ensures a good level of challenge for the more-able pupils and a good level of support for the less able. Teaching, which ranges from very good to unsatisfactory, is good, overall, with the result that pupils learn effectively and make good progress. Teaching, overall, is characterised particularly by very good relationships that, in most cases, result in a high level of pupil motivation and good progress in lessons. In the one lesson where teaching was very good, this was certainly characterised by very good relationships, very clear expectations about work and behaviour and very good teamwork with the teaching assistants, all of which resulted in all the pupils in a lower-attaining set achieving a degree of success and all making very good progress during the lesson. In the one lesson judged to be unsatisfactory this was because of the teacher's insufficiently high expectations of work or behaviour, with the result that the lesson moved along at a generally slow pace. Pupils spent a good deal of time chatting during the 'task' and made only limited progress during the lesson.

50. The subject co-ordinator provides good leadership and management. She has identified improvements that need to be made to standards and provision and is taking appropriate steps to address them. School test results are now analysed in detail and amendments to the curriculum are made in the light of what is revealed. In the two years in post, the co-ordinator has overseen the setting of pupils according to age and ability, the adoption of government-recommended 'unit' lesson plans and the purchase of more practical mathematical equipment. Observations demonstrate that these improvements are steadily working their way through the school and indications are, for example, that the current Year 5 will achieve very well when they reach Year 6. Assessment in the subject is now good; in addition to the detailed analysis of test results and trends noted above, pupils are tracked individually as they move through the school and older pupils, particularly, have a good idea of what they have to do to improve. Recently, good progress has been made in resourcing the National Numeracy Strategy and in most lessons observed resources were used well.

Mathematics across the curriculum

51. Pupils make satisfactory use of their mathematic skills in subjects such as science and design technology, and satisfactory use is made of information and communication technology in the subject.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils' scientific enquiry skills are promoted well.
- Teaching of the subject is good.
- The subject is led and managed well.

Commentary

52. Standards of attainment are above average when pupils enter the school at the start of Year 3. They make satisfactory progress and achieve as well as they should and standards are above average at the end of Year 6. Pupils make satisfactory progress in maintaining their good knowledge and understanding of scientific facts. They achieve particularly well in their scientific enquiry skills due to the good opportunities provided for them to organise and carry out their own experiments when responding to a problem set by their teachers. Pupils of all abilities, including those with special educational needs, are supported well by teachers and teaching assistants. From a scrutiny of pupils' work in the current Year 6, most are on track to achieve the expected Level 4 and a significant number are on track to achieve the higher Level 5. Work in all year groups shows that regular assessments of pupils' work are used to plan

the next stage of their learning. Learning objectives are clearly stated in teachers' planning and in pupils' books, and teachers' marking shows how well pupils have achieved these objectives. The activities provided by teachers are interesting and motivate the pupils well and they take pride in their work and present it neatly. Evidence from lessons seen during the inspection indicates that pupils are now making good progress and achieving well.

53. Overall, the quality of teaching is good. Improvements have been made to the way pupils' scientific skills are promoted. Work with the local cluster of schools has concentrated on this aspect and the co-ordinator has worked with staff to ensure that the moderating of pupils' work to the National Curriculum level descriptors is consistent across the school. Particular strengths of teaching are teachers' good knowledge and understanding of the curriculum, their use of questioning to make pupils think about their work and the good relationships they enjoy with their classes. This ensures that pupils develop very good attitudes to their learning, enjoy the subject and are keen to do well.
54. The leadership and management of the subject are good. The present co-ordinator has only just taken on this role but is working well with her predecessor to raise standards and pupils' achievement. Through monitoring of teachers' planning and the sampling of pupils' work, the co-ordinators have a clear idea of pupils' standards of achievement and the quality of the curriculum provided by teachers. As a result, the provision made for developing pupils' skills of scientific enquiry has improved. The curriculum is organised well so that pupils have the opportunity to study scientific topics in depth. Pupils' attainment and progress is closely tracked through regular assessment at the end of modules of work and through detailed analysis of national and other tests. This information is used well to plan the next stage of pupils' learning. Resources for the subject are good, well organised and easily accessible. Standards and the quality of provision have been maintained since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- There is, currently, insufficient planning for the systematic use of ICT across the curriculum.
- The school's ICT suite is currently under-utilised.

Commentary

55. A number of information and communication technology lessons were observed in the school's ICT Suite and annotated examples of work in the subject co-ordinator's portfolio of work undertaken were scrutinised. These indicate that, although pupils' attainment in some aspects of the word-processing part of the curriculum are above average, overall attainment by the end of the Year 6 is average. Planning indicates that pupils are provided with a satisfactory range of opportunities in word-processing, graphics, e-mail, modelling and control and measurement as they move through the school. In observed lessons, Years 3 and 4 pupils were using the 'stamp' facility on a draw/paint package to produce repeating patterns for wrapping paper – the most able confidently creating their own stamp. Years 5 and 6 pupils were producing a newspaper-style article for their Tudor study – formatting text in various ways, including columns with the use of 'drop caps' and importing photographs taken on their visit to Hampton Court into their documents from a 'photo-CD'. The quality of the teaching in the subject, which ranges from satisfactory to very good, and is good overall, is characterised particularly by the good and often very good relationships and positive attitudes of the pupils, which allow lessons to move along at a good pace and for good progress to be made.

56. Leadership and management in the subject are currently satisfactory. The ICT co-ordinator is new to the school and only took over responsibility for the subject a few weeks prior to the inspection. However, she, in conjunction with the headteacher, already has well-advanced plans to improve the subject. Following the departure of the previous co-ordinator, advances in the subject had been somewhat in abeyance and some re-resourcing had in fact been postponed until after the inspection. Current ambitious plans include the introduction of a new whole-school assessment system, the installation of interactive whiteboards in all the classrooms immediately following the inspection and, possibly, the closure of the ICT Suite to provide another classroom – the suite being replaced with banks of portable laptop computers for each floor of the school. However, perhaps because of these plans, the current ICT Suite with its 18 computers was only being utilised for approximately 40 per cent of the available time (two afternoon lessons per day). During the inspection, protective covers were kept on the computers each day until the end of lunch-time - and this constitutes a severe under-use of very expensive resources.
57. Although the judgement on provision is the same as that made at the previous inspection, it is important to note that national expectations in information and communication technology have increased dramatically, both in terms of the level of resources expected and in terms of pupils' and teachers' skills since the time of the previous inspection. The school has successfully kept pace with these rapid national improvements, adopting a government-recommended scheme of work and retraining the teachers; more training is planned when the interactive whiteboards are installed.

Information and communication technology across the curriculum:

58. The school is aware of the need to broaden the use of information and communication technology in subjects other than English and history (where it is being used well). Currently, however, there is insufficient use of information and communication technology across the curriculum.

HUMANITIES

59. No **geography** lessons were observed during the inspection and, as a consequence, no secure judgements can be made on the quality of teaching, on pupils' attitudes or behaviour or on standards and achievement. A newly-revised scheme of work has been introduced for the subject, based on government-recommended schemes of work, which includes more local fieldwork studies for Years 3 and 4 pupils and a topic on "Water and its affect on the landscape" for Years 5 and 6. These studies are well supported with visits.
60. Only two lessons could be seen in **history**, but an analysis of pupils' work, and discussions with staff and pupils indicate that the full requirements of the National Curriculum are being met. The subject is taught as part of a rolling programme with geography. Pupils in Years 5 and 6 have studied the lives of the Tudors, after a visit to Hampton Court, and have done much research in order to create fact files on historical figures like Elizabeth I. Pupils in Years 3 and 4 study the life style, legends and history of the ancient Greeks, including some interesting work on the Olympic Games. The lessons seen were well taught and successful in encouraging pupils to use research skills, as well as historical primary and secondary source material. Some very good cross-curricular links were seen, particularly with literacy, where pupils were dramatising the execution of Anne Boleyn, and with art and design, where pupils were painting their own Greek pots.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Leadership and management are good.
- There are good resources for supporting teachers.

Commentary

61. Standards of attainment at the end of Year 6 are in line with the expectations of the Locally Agreed Syllabus, as they were at the time of the last inspection.
62. Pupils in Years 3 to 5 develop a sound knowledge and understanding of Christianity, Islam and Judaism. They learn about the origin of the Christian Church and the similarities and differences expressed in different denominations, such as in the Anglican and Catholic Churches. They learn about the importance of pilgrimage in Islam and the importance of Holy books, such as the Bible, Qur'an and Torah, in different religions.
63. The quality of teaching and learning observed in lessons during the inspection was satisfactory, overall, and varied from very good to satisfactory. Teachers make good use of questioning to ensure that pupils understand the principles of different religious faiths and to apply what they learn to their own lives and their own set of values and beliefs. A good range of resources is used to aid pupils' understanding, such as the significance of the moral teachings in the Bible.
64. The co-ordinator provides good support for teachers as a new Locally Agreed Syllabus has been introduced over the last two years. She has helped staff by completing their planning to ensure that the new syllabus is covered. The co-ordinator has reviewed the subject policy, sampled pupils' work and begun a collection of pupils' work levelled according to the success criteria in the Locally Agreed Syllabus. Resources for the subject are good.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

65. Too few lessons were observed in each of the following subjects: art and design, design and technology, music and physical education to make a firm judgment about provision. Inspectors talked with subject co-ordinators and pupils, and looked at displays and examples of pupils' work.
66. **Art and design** was not a main focus of the inspection, but three lessons were observed, which showed standards to be in line with national expectation. From this sampling of art and design and from the evidence of displays of pupils' work throughout the school, there is evidence that pupils' achievement is satisfactory. The analysis of pupils' work throughout the school shows that a wide range of techniques and mediums are used. For example, architectural drawings of Tudor chimneys, associated with pupils' work in history, showed the use of charcoal and chalk as media and the skill of shading to convey a three-dimensional effect. Much collage work was evident, such as effective skylines at sunset created from torn-up tissue paper, and others in imitation of the style of modern artists. Sketch-work had produced some interesting and good still-life portraits. The school now uses its own art curriculum and runs an 'Art Week', during which pupils can take part in a range of artistic activities. Leadership and management are good and resources satisfactory.
67. It was not possible to observe any **music** lessons during the inspection. Evidence of musical provision was seen in the lively and enthusiastic choir, who sing regularly in the local area. Many pupils also have individual instrumental tuition from peripatetic teachers.

68. No lessons in **design and technology** (DT) were observed during the inspection due to the way design and technology work is taught in weekly blocks once a term. Since the inspection took place quite early in the new school year, before the first “DT Week”, no work had been undertaken and, due to the nature of design and make activities, limited work was available for scrutiny from the previous year. However, evidence of work around the school and in the co-ordinator’s collection of previously completed pupils’ work, demonstrates that pupils throughout the school undertake an appropriate range of ‘design and make’ activities and the programme of work covers the range of skills and experiences necessary to meet the demands of the National Curriculum.
69. No lessons were observed in **physical education**. However, discussions with pupils and staff indicate that all aspects of the National Curriculum are planned for, except for swimming. Pupils at the school have not been provided with instruction in swimming since the school’s own pool was closed down many years ago. In the past, the school has tried to provide swimming lessons at the local swimming pool in Woking but this has proved impossible because this facility is fully booked up. Recently, the headteacher and governors have been made aware of an outdoor pool at a nearby primary school. They are at present, planning to make use of this facility in the summer term. However, at present the school does not meet statutory requirements for fulfilling all the demands of the National Curriculum for physical education.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

70. There was insufficient evidence to make a secure judgement about provision in **personal, social and health education and citizenship** (PHSE/C).
71. Pupils’ personal and social development is given a very high priority within the school. Pupils are given a wide range of opportunities to discuss ideas, feelings and matters of importance within a context of trust and mutual respect in ‘Circle Time’ lessons, school council meetings, and in religious education. ‘Circle Time’ lessons, when pupils have the opportunity to discuss personal feelings, were introduced into the school a year ago and are timetabled each week. A programme of work in citizenship is also taught during the summer term. All staff set high expectations, provide good role models and have well-developed skills in using praise and reward to reinforce positive attitudes and behaviour. Discussion with pupils indicates that whilst they have personal views they respect those of others with different opinions. The school council provides pupils with a good introduction to citizenship. Council members take their responsibilities seriously and make an important contribution to the good of the whole school.
72. The co-ordinator manages the subject well and has a good understanding of the current position and areas for future development. She supports colleagues well.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	3
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	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
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	3
The leadership of other key staff	3

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