

INSPECTION REPORT

HOLY TRINITY CE PRIMARY SCHOOL

Dalston, Hackney

LEA area: Hackney

Unique reference number: 100263

Headteacher: Miss Joy Adamson

Lead inspector: Robert Helliwell

Dates of inspection: 6–9 October 2003

Inspection number: 256492

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:	3–11
Gender of pupils:	Mixed
Number on roll:	232
School address:	Beechwood Road Dalston London
Postcode:	E8 3DY
Telephone number:	020 7254 1010
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Elizabeth Haines
Date of previous inspection:	8 June 1998

CHARACTERISTICS OF THE SCHOOL

Holy Trinity CE Primary School caters for 235 pupils between the ages of 3 and 11 years and is of average size for its type. There are 25 children who attend the Nursery morning or afternoon; some attend full-time. Overall, the children's level of attainment when they start the Nursery is below that of children of similar ages. The school is nearly full and has had similar numbers over recent years. Most pupils live in the area, which is socially mixed, and remain at this school from joining it to leaving at 11 years of age. The largest minority ethnic groups are Black Caribbean and Black African; these two groups count for about 80 per cent of pupils. Forty-two per cent of pupils are entitled to free school meals; this is above average. More than the average – about a third – speak English as an additional language, and about a third are registered as having special educational needs. A larger than average number of pupils with special educational needs, for whom extra support is needed, is identified by the school. There are two pupils with Statements of Special Educational Needs, which means they have the most pressing need of extra support. This is lower than the average number for a school of this size.

Over recent years the school has experienced difficulties in recruiting teachers, a problem common to the area. Since the previous inspection there has been a high turnover of teaching staff. However, there has been a more stable staffing structure over the last year and this has continued into the current school year. A few teachers are long experienced at the school. Several of the newly recruited teachers come from overseas and are not yet fully qualified in this country. Currently, the school is undergoing refurbishment to its buildings. The school received an achievement award for improving standards in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
5535	Robert Helliwell	Lead inspector	Science Art and design Physical education English as a additional language
9399	Roger Watts	Lay inspector	
32168	Ann Keen	Team inspector	English History Geography Music Foundation stage
33223	George McLeman	Team inspector	Mathematics Information and communication technology Design and technology Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The overall effectiveness of the school is satisfactory. Satisfactory leadership and management produce an acceptable education for its pupils. By the end of Year 6 they achieve satisfactorily to attain standards in English, mathematics and science that are around national averages. The ethos is positive; most pupils say they like school and parents express their satisfaction. The school has a good and effective inclusion policy. Teaching and learning are satisfactory overall and good in Year 5. However, there are some serious weaknesses and the school is providing unsatisfactory value for money. In recent years, the school has faced a significant challenge in recruiting and retaining teachers and the impact has been severe disruption of pupils' education leading to unsatisfactory achievement by younger pupils in Years 1 and 2, particularly boys, and some high-attaining pupils across the school.

The school's main strengths and weaknesses are:

- During 2003 in Year 6, there have been substantial improvements in pupils' attainments in English, mathematics and science.
- Attendance is good; it is above national averages.
- Governance is good and has a positive impact on school performance.
- The provision of extra-curricular activities, including sport, is good and has led to some first-rate achievements.
- Provision for music and physical education is good.
- Underachievement in Years 1 and 2 is keeping standards down in English, mathematics and science.
- There is too much unsatisfactory teaching, particularly in Years 1 and 2.
- The regular assessment of pupils' work throughout the school is unsatisfactory and, in part, is why several high-attaining pupils underachieve.
- The behaviour of a minority of pupils, particularly in Year 4, is unsatisfactory.

There has been unsatisfactory improvement since the last inspection in 1998. The school no longer has as strong a profile, with regression in the overall quality of leadership and management, teaching and learning, behaviour, value for money and standards at the end of Year 2. However, standards in the core subjects of English, mathematics and science at the end of Year 6 have been maintained at roughly the national average, with a significant improvement in the national tests in 2003. Pupils now enjoy better facilities in information and communication technology and standards have risen across the school. Good governance is beginning to have a positive impact on areas of school performance such as accommodation and staffing. Improvements have been made in the majority of aspects identified as key issues in the last report.

STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	D	A	A
mathematics	B	D	B	B
science	E	E	B	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.*

Achievement is satisfactory overall. It is satisfactory in the Foundation Stage, where attainment is average by the time pupils are aged five years, but too many pupils are underachieving in Years 1 and 2, and standards are below average by the age of seven. Work seen in science throughout the school does not always reach the standard that previous years' test results suggest it should be. Attainment in Years 3 to 6 is broadly average and achievement has been boosted by extra lessons in Year 6 in 2003. Pupils' work, however, is not of a standard that will match the results in 2003, particularly in Years 3, 4 and 6. The results in the national tests for that year show a substantial improvement in standards between 2002 and 2003, which has brought progress in excess of national expectations, much improvement in comparison with similar schools and the reversal of a declining trend. Pupils with special educational needs and those who speak English in addition to their native language achieve satisfactorily.

THE ETHOS OF THE SCHOOL

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are satisfactory. Most pupils behave well and play together with tolerance. They are learning the distinction between right and wrong and that there are traditions and backgrounds different from their own. The large majority show positive attitudes to school. Behaviour is satisfactory overall. Most apply themselves to their learning, but the facility to work independently is not achieved by all. The behaviour of many pupils in one class is often unacceptable. The school is working to rectify this. Attendance is good and above the national average: nearly all pupils get to school on time. However, because a number of parents rightly are refused requests for their children not to attend, unauthorised absence is higher than normal.

THE QUALITY OF EDUCATION PROVIDED

The quality of education is satisfactory. Overall, teaching is satisfactory now and improving. Children settle in well in the Nursery and are interested in their work. However, in Years 1 and 2, teaching and learning have been unsatisfactory over recent years, and some problems remain. Often, this is because of a lack of independence in pupils' work with a consequent lack of productivity. Although satisfactory overall in Years 3 to 6, learning is not yet wholly successful in Year 4, owing to many pupils' poor work attitudes and uncooperative behaviour. Teaching quality has been boosted by extra lessons in the juniors and is good in Year 5. The curriculum meets requirements and is successfully enriched by good quality sporting and other activities such as French. The day-to-day care and welfare of pupils are generally sound, and procedures for ensuring health and safety are satisfactory. The school's links with parents are satisfactory. Educational support is weakened by an unsatisfactory assessment of pupils' work throughout the year, and unclear guidance to pupils about how to improve.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. Governors provide good support to the school and lead well. Although effective in many aspects, the leadership team is insufficiently influential in monitoring the school's work and bringing about improvement. Management is satisfactory and has achieved some success; for example, in providing extra classes to raise attainment at the end of Year 6. The office staff provide good support for the smooth running of the school and budget administration.

WHAT PARENTS AND PUPILS FEEL ABOUT THE SCHOOL

- Most parents and pupils are satisfied with the school.
- Parents raised concerns about the quality of information they receive about their children's progress and a few are troubled about some children's behaviour.
- Not all pupils are confident that their worries about relationships will be rectified; and many in the juniors appear uneasy about other children's behaviour.

The most important things the school needs to do in order to raise standards:

- Improve achievement in Years 1 and 2 to raise standards in English, particularly in writing, mathematics and science.
- Improve and sustain the quality of teaching in Years 1 and 2.
- Improve the assessment of pupils' work throughout the school so that all needs are met, including those of high attainers.
- Improve the role of the leadership team in monitoring the school's work and facilitating improvements, particularly in pupils' work.
- Assist various pupils to improve their behaviour, particularly in Year 4.

And, to meet statutory requirements:

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- Comment in the annual report to parents, as is required, about access and facilities regarding people with physical disabilities.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards at the end of Year 6 in national tests in 2003 are above average when compared with all schools. Overall, the achievement of most pupils is satisfactory. Achievement for Years 1 and 2 is unsatisfactory and standards are below average; this is a serious weakness.

Main strengths and weaknesses

- Results in national tests for English, mathematics and science have improved in Year 6. They are now above national averages and compare favourably with similar schools.
- A group of Black Caribbean boys achieved well in 2003.
- Pupils' work in Year 5 is of a much higher standard than in Years 3, 4 and 6.
- Pupils' skills in information and communication technology have improved since the previous inspection.
- The achievement of pupils in competitive sports is good.
- Pupils' standards in national tests in English, mathematics and science at the end of Year 2 are declining. Now, they are well below national averages.
- Many pupils, particularly higher attainers, do not show the extent of their knowledge in their written work.
- Work seen during the inspection in Years 3, 4 and 6 does not reflect the higher standards seen in national tests in the previous year.

Commentary

1. The achievement of pupils in the Nursery, Reception and Years 3 to 6 is satisfactory. It has been improved in 2003 by extra lessons for pupils in Year 6. By the end of Year 2, standards are below average in English, mathematics and science, rather better than the national tests last year, which were well below national averages. Many pupils still underachieve, and written work is often unsatisfactory. Higher attainers in particular could do better. Girls achieve less well than boys in Years 1 and 2. On the other hand, boys are catching girls up in Years 3 to 6 because the school has recognised differences here, and has had some success at improving their work. For example, a group of Black Caribbean boys has achieved well after special lessons were provided for them in 2003. Every so often in lessons, pupils with higher attainment underachieve. This is consistent with the picture of national tests in Year 2. However, the extra lessons they are given in Year 6 help these pupils to achieve well in national tests in English and satisfactorily in mathematics and science.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	14.1 (15.5)	15.7 (15.8)
writing	12.7 (14.3)	14.6 (14.4)
mathematics	15.2 (17.3)	16.3 (16.5)

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

2. Test results for pupils at the end of Year 2 for 2003 show a decline and continue the overall regressive trend of recent years. Data show comparisons with similar schools are much less favourable now than last year. Various aspects of teaching and leadership were the cause – as set out later.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	14.1 (15.5)	15.7 (15.8)
writing	12.7 (14.3)	14.6 (14.4)
mathematics	15.2 (17.3)	16.3 (16.5)

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

3. Test results in 2003 for pupils at the end of Year 6 show substantial improvement and gains made against similar schools.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	28.5 (26.6)	26.8 (27.0)
mathematics	27.8 (25.9)	26.8 (26.7)
science	29.4 (27.0)	28.6 (28.3)

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

4. Standards in English, mathematics and science in Years 3 to 6 are rising. They are now above national averages and, at the end of Year 6, above those of similar schools in all these subjects: in 2003 most pupils achieved more in Year 6 than the previous years. The senior team of experienced teachers led an initiative in providing extra lessons to achieve this. Now standards are similar again to those reported at the previous inspection. Pupils' achievement in Year 5 is good.
5. At the time of the previous inspection standards were judged to be average at the end of Year 2. However, now, more pupils are underachieving. Standards remain below average in the work seen during the inspection and most pupils could do much better. This underachievement is a serious weakness.
6. In Years 1 and 2, work samples show that rates of progress have been slow in recent years and pupils' work is below the standards expected. By the end of this time, most pupils have achieved much less than they should. In particular, higher-attaining pupils are not sufficiently challenged in writing, mathematics and science. So, most enter Year 3 behind where they should be. Most teachers do not assess pupils' work with sufficient thoroughness and frequency in Years 3 to 6 and underachievement continues for many, until boosted by extra lessons in Year 6. In science, for example, oral work is often of a higher standard than written work, except in Year 5. In that Year pupils are helped to record their work properly. Pupils with special educational needs make steady progress. In a similar way, pupils with English as an additional language progress steadily, but less than they could because of an infrequent assessment of their acquisition of English. Thus, information about their progress is not used to spur them on in class. The teacher who supports them in groups is unable to say at what stage they are in acquiring English. Without this information the teaching, although sound, becomes insufficiently focused on their individual needs. Where these two groups make slow progress it is often in foundation subjects: in part this is a result of unsatisfactory assessment and a lack of extra support for them, such as in history and geography.
7. Standards in information and communication technology are broadly average in Years 1 to 6, an improvement since the previous inspection. This has been brought about by much better access to computers and more effective teaching. Pupils now show an average grasp of skills and knowledge about programs and how to use computers. There is insufficient evidence to

make secure judgements about standards in every subject. However, in art they were below average in Years 1 to 6, but planned improvements are beginning to take effect. In the remaining subjects only a small quantity of work was seen, but standards were often below those expected. In physical education, however, the standards seen in Years 3 to 6 are good and achievement in competitive sports, some singing and music is good. There is evidence of good provision in these two subjects.

8. On entry into the Foundation Stage, standards for most children are below the average expected for their age, although several have achieved well before beginning school. This profile is not as depressed as that reported at the previous inspection. Most achieve reasonably in Nursery and Reception and at the end of this stage have grasped much of the knowledge and many of the skills expected in the six areas of learning to reach broadly average standards. However, a number of activities are insufficiently focused on achievement. Children then miss opportunities to learn more for themselves. Certain of them should achieve more, particularly the highest attainers.
9. In Year 6, the school's targets in English, mathematics and science were met or exceeded in 2003. 2002, the school did not perform as well as many others that began with similar standards at the start of Year 3. Now, however, the school is moving closer to matching the average achievement of this group of schools. The targets the school hoped to meet in Year 2 were not realised in 2003. Targets for the next year are suitably challenging.

Pupils' attitudes, values and other personal qualities

Attendance is good, and nearly all pupils are punctual. Overall behaviour is satisfactory. Most pupils have positive attitudes to school. Many take part in the good quality activities provided as extras. Pupils' enjoyment of French and singing in the gospel choir is evident: smiling faces and determination to do well. Pupils' spiritual, moral, social and cultural development is satisfactory.

Main strengths and weaknesses

- The level of attendance is above the national average but unauthorised absence is high.
- In the Nursery and Reception class, behaviour is good and children's attitude to school and their learning is good.
- Unsatisfactory behaviour in Year 4 inhibits many pupils' achievement.

Commentary

10. Most pupils enjoy coming to school, and attendance has improved substantially in recent years. It is now above that found in primary schools nationally. Most pupils arrive in good time, although a few are persistently late. The school is aware of this and has strategies to improve the situation. Unauthorised absence is above the national average but the school is working hard to redress this situation. Rightly, fewer parents than apply for it are granted permission to take holidays during term-time and absences are followed up quickly.

Attendance

Attendance in the latest complete reporting year- 2002-3 (95.8%)

Authorised absence	
School data	3.4
National data	5.4

Unauthorised absence	
School data	0.8
National data	0.5

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

11. Pupils' personal development is satisfactory. The relationships that pupils in the Nursery and Reception form with each other and with their teachers are often good. Most teachers have high expectations of pupils' behaviour and successfully manage inappropriate behaviour in class. Consequently, around the school and in the playground pupils usually behave well. Most say they like school.
12. In lessons, most pupils behave well, but the behaviour of many pupils in a few lessons is unacceptable and disrupts learning. These pupils do not yet understand their responsibility to allow all to work well. In answers to questionnaires, many pupils say others behave well only sometimes. Racial harmony is promoted well throughout, and there are few reports of racist behaviour. However, a number of pupils are concerned about harassment; although most pupils are confident that they can approach an adult with their concerns, not all believe that their situation will be dealt with adequately. There have been four exclusions at the school recently.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	27	1	0
White – any other background	13	0	0
Mixed – White and Black Caribbean	8	1	0
Asian or Asian British – any other Asian Background	6	0	0
Black or Black British – Caribbean	84	2	0
Black or Black British - African	89	0	0
Black or Black British – any other Black background	5	0	0

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

13. Pupils have several times for reflection in assemblies and lessons, and various opportunities to be a responsible part of the community. The School Council provides an opportunity for pupils to make decisions and take responsibility for their own lives and the school community. This is an area which is being developed within the school, and the pupils are gradually accepting more responsibility for their school community. Decisions made by the council are read out in assemblies so that everyone hears about them.
14. The school takes a variety of cultures and traditions into its stride. Overall, it provides pupils with a sound cultural and spiritual development. This helps to give them an insight into the beliefs and values of those who follow a different tradition from that with which they may be familiar. Music is used particularly well to instil an insight of a variety of traditions – for example, learning about African drums and steel pans. Spiritual and moral development are soundly promoted. The 'good work' assembly provides a regular chance for parents to visit, so pupils' self-esteem is promoted well by showing their achievements to the rest of the school and their parents.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, the quality of education is satisfactory. Teaching is mostly satisfactory and improving; most pupils learn steadily during their time at school and are suitably productive. Sport plays a big part in extra-curricular provision. Pupils are well cared for, and their views are sought and acted on satisfactorily.

Teaching and learning

Main strengths and weaknesses

- Teaching in Year 5 is good.
- Booster classes last year helped to improve achievement in Year 6 and raise attainment.
- The support for Black Caribbean boys was successful in improving their achievement.
- Teaching over the recent past, and to a certain extent now, in Years 1 and 2, is unsatisfactory.
- Teaching and learning in Year 4 are unsatisfactory.
- Assessment that is linked to levels of attainment is insufficiently precise and clear and is inhibiting guidance to pupils about improvements in their class work.
- Achievement is marred by the rapid turnover of staff.

Commentary

15. Teaching and learning are satisfactory and improving. The teachers are more settled now; they are placed where they are most suited and are gaining more understanding of what is required. Teaching in Year 5 is consistently good and pupils learn well. However, in a few lessons, teaching and learning are unsatisfactory in Years 1 and 2, and at times in one class in Year 4. Too many changes in staff and unsatisfactory teaching in the past have resulted in underachievement by pupils over time. This is identified by the inspection team as a serious weakness. Most pupils learn steadily during their time at school. Therefore, progress is satisfactory and achievement is broadly satisfactory. However, there are variations, which are explained below. In many classes, the assessment of pupils' work is unsatisfactory, leading to a poor match of work for several pupils, particularly a number of higher attainers. Most teaching in Years 3 to 6 is satisfactory or better and, overall, pupils learn reasonably well. However, there is much underachievement in Year 4 because of a lot of pupils' unsatisfactory behaviour and attitudes. The school is trying to redress this. There are signs of improvement, but many pupils' unsatisfactory attitudes still inhibit their learning too often and cause underachievement.

Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1 (3%)	7 (19%)	23 (64%)	5 (14%)	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.

16. Of the 12 teachers currently working at the school, six are unqualified because they were trained in other countries and have yet to gain recognition in England. Three teachers who are qualified work as class teachers; the remainder, including the headteacher, the physical education specialist and the part-time music teacher, are unattached to classes. Four of those unqualified are seeking actively to acquire full recognition. Sound management and good governance have meant that there are now no temporary placements. All teachers who taught at the school in July began the academic year in September, adding much to stability and providing more time for understanding the demands of the National Curriculum. Because recruitment and retention of teachers is proving difficult, a problem common to the area, it is several years since the school's teaching staff has remained stable, and changes in the past have led to inconsistent achievement and various low standards now. Furthermore, in several subjects such as science, British history and geography, the requirements of the relevant Programmes of Study still provide a challenge to several teachers and to the school. It inhibits curricular leadership, because senior staff members attempt to cover too many subjects and improvement suffers.

17. Overall, teaching is satisfactory in Years 3 to 6 and was boosted by the good provision of extra classes, arranged by the leadership team, which raised attainment substantially last year and meant that many achieved better than expected. Also, a group of Black Caribbean boys was supported well by a special learning programme instigated by the headteacher and caught up. In eight out of twenty-two lessons seen, teaching in Years 3 to 6 was of a good standard, mostly in Year 5. Nearly all pupils in this class apply themselves well, usually become involved in the teaching and are suitably productive. This is because pupils of all levels of attainment are regularly challenged and supported. Teaching skilfully draws in pupils to ensure that they respond properly, and methods are suitably varied to cater for pupils' different learning styles. For example, paired discussion is often used to develop thinking and to keep pupils involved by telling each other what they have understood by explaining their reasoning. This is a change from simply answering the teacher's questions, which engages fewer. In this year, pupils acquire skills and knowledge with much better consistency over time. Already, from September this year, their work shows a higher level of productivity, more achievement and higher attainment than work samples from other classes and their own work in Year 4. It also shows a greater degree of care.
18. In the Nursery and Reception, teaching is satisfactory overall, but a little in Reception is unsatisfactory. Nevertheless, over these two classes, most pupils learn at satisfactory rates and achievement is satisfactory in all aspects. Work samples and test results show that teaching has been unsatisfactory over recent years in Years 1 and 2, and that in several lessons it is unsatisfactory now. Teaching in one lesson in information and communication technology and in one in mathematics was unsatisfactory during inspection. Too many pupils underachieve, including several higher attainers. On occasions, pupils' inability to learn independently mars achievement. Insufficient work has been undertaken over the course of the past year and at the beginning of this, leading to slow progress and underachievement by many pupils.
19. Across the school, variations in teaching quality make progress erratic for many pupils, with consequent underachievement and a quantity of work that is too hard. Pupils are catching up in several classes and falling behind in others. Too high a proportion of teaching is unsatisfactory or weakened in Years 1 and 2 because, although orderly, many pupils do not readily work independently. The leadership's strategies were not successful last year in attempting to rectify this. Other groups, such as pupils with English as an additional language and those with special needs, achieve satisfactorily.
20. Although usually successful, behaviour management often takes up too much teaching time. In a number of lessons, this robs pupils of time to reinforce or extend their learning rapidly enough and weakens teaching. Too many pupils concentrate and work best only when supervised closely. Work samples confirm the picture and show that a number of pupils could do better. Observations show that higher attainers are not always sufficiently challenged: work samples paint a similar picture of underachievement over time.
21. In the current Year 4, many pupils often do not behave well. They concentrate too little and very few try hard for enough of their learning time: there is a class culture of negative attitudes and lack of respect. This affected the teaching quality in a science and a mathematics lesson and rendered it unsatisfactory. Too many have not yet recognised their personal responsibility to others and themselves to concentrate and learn. Consequently, too many are underachieving. Even satisfactory teaching is hampered in part in this class. The poor attitudes are not confined to a few unruly pupils; standards of nearly all pupils' work show that underachievement has been the case for a while. Work samples also show that they did not do well in the past. At the moment, teaching is supported by two assistants, thanks to the support of governors for the headteacher's good plans to improve matters. Additionally, the headteacher right now is consulting an educational psychologist in order to devise more

strategies that make it plainer to all pupils that poor behaviour is unacceptable and will have undesirable consequences. Already, she has consulted a few parents about their children's unacceptable behaviour. At times, the class is now orderly and achieves satisfactorily; progress is being made with stabilising the class.

22. All other teaching is satisfactory in Years 3 to 6. Most pupils try for most of the time and achieve satisfactorily. Teachers provide suitable amounts of instruction. They demand and get appropriate behaviour. Consequently, most pupils progress steadily. Information and communication technology teaching has improved since the previous inspection thanks to better provision and more focused and regular lessons. The answers pupils gave to questionnaires also reveal similar patterns of differing attitudes and behaviour in classes. For example, three-fifths of pupils in Years 3 to 6 thought that other children behaved well only for some of the time; a few thought that other children did not behave well at all. Nevertheless, about four-fifths of them said that they learned new things in nearly all their lessons, and two-thirds said their lessons were mostly fun and interesting.
23. A lack of teachers' knowledge was noted in science and geography, but most teachers have a satisfactory and improving grasp of what they teach. Planning is largely effective at the medium-term in covering the Programmes of Study, but does not always cater sufficiently for groups such as those for whom English is not their home language. In several lessons in Years 3 to 6, there is too often a lack of challenge for higher attainers. Short-term planning does not lead always to well-matched activities that are difficult enough for higher attainers. Although gifted and talented pupils are identified, they and other higher attainers are pushed on well in a number of classes and lessons, but not in all. Similarly, one parent wrote to say that her daughter's homework did not provide enough challenge, although it is provided regularly.
24. Some teaching is lacking a broad enough range of opportunities to engage pupils in their learning for enough time in lessons. Therefore, it is less captivating for several pupils and fails to support rapid achievement. In science, progress is slowed by most teachers' failure to support pupils well in discussion of, and writing up, what they know.
25. Assessment is an unsatisfactory strand of teaching, which is adversely affecting achievement and progress. Marking quality and homework provision are inconsistent. A quantity of work has not been marked at all this year and several exercises were missed in the previous year. Most teachers set homework, but every so often it is missed and it is not always marked. This explains why several parents report that they are not kept fully informed about how well their children are doing.
26. National Curriculum levels attained by pupils are not identified during the year in nearly all subjects and not even at the end in foundation subjects such as art and design. For example, work samples are not scrutinized habitually by senior teachers, the staff collectively or subject leaders to gauge National Curriculum levels. Therefore, there is little information, other than that recorded simply by a few teachers, to act on during the year. So, it is difficult to modify teaching approaches and target groups and individuals with pointed advice about how to improve. Although targets are set for all pupils, they are not always well matched to their current levels of attainment: several are too demanding, others too easy. Teaching in support of pupils from minority ethnic groups and those for whom English is an additional language is satisfactory and of positive benefit. Progress for this group is steady. However, their achievement is marred by lack of communication about the extent to which pupils have acquired the English language and by an irregular assessment of their work against the National Curriculum during the year. Without this it is difficult to offer pupils good quality guidance, or to be clear with parents. Links with them are satisfactory, but weakened by a lack of clarity in understanding their children's progress. The school is working to improve this aspect.

The curriculum

The curriculum is suitably broad and enriched by a good range of activities. Overall, accommodation and resources are satisfactory and meet curricular needs.

Main strengths and weaknesses

- Extra-curricular opportunities are a strong feature and of good quality; sport is a strong aspect.
- All pupils are included and given equal access to the curriculum and other opportunities.
- The information and communication technology suite is of good quality.
- A number of teachers need more time to adapt to the demands of the National Curriculum.
- The training of classroom assistants is lagging behind that of many other schools.
- Presently, the Reception class does not have access to a dedicated outside space.
- Access to Years 5 and 6 is very difficult for pupils with physical disabilities.

Commentary

27. The school timetable reflects a balanced allocation of time across the foundation subjects. Music, art and design, drama and physical education are prominent but art and design and design and technology are less systematically included. Science teaching needs more time in Years 1 and 2. The curriculum is suitably broad, covering all the subjects of the National Curriculum. Emphasis is rightly given to the teaching of literacy and numeracy. Speaking and listening, however, is given insufficient attention in some lessons. The school provides a proper range of worthwhile and enriching opportunities for the pupils' learning. Planning shows that a satisfactory programme of personal, social and health education is in place that includes awareness of sex education and misuse of drugs. Opportunities are made in lessons for pupils to discuss matters related to their personal development.
28. The school expresses a strong commitment to providing appropriate learning opportunities in meeting the interests and particular needs of individuals and groups. It takes good care to ensure that all pupils, irrespective of gender, ethnicity or attainment, have access to the full curriculum. It has tackled the underachievement of a few groups by providing extra classes and special programmes.
29. The provision for and the teaching of pupils who have special educational needs reflect the concern to ensure fairness and access. The school has a larger than average proportion of pupils on the special educational needs register. These comprise mainly of pupils who have difficulties with acquiring suitable levels of reading and writing. The great majority of these pupils are given good support and in the main are making satisfactory progress. Pupils who have specific physical or sensory disabilities are given very good support. A number of pupils in Years 3 to 6 who have behavioural problems are not making the expected progress. Their behaviour too frequently distracts the learning in several lessons and impedes the progress of other pupils.
30. The provision of extra-curricular activities is a strong feature of the school's work. This is an aspect which has been considerably strengthened since the previous inspection. After-school clubs encompass French, gospel choir, cooking, steel band, information and communication technology, "Games Club" for younger pupils, computing, football dance/drama and chess. These are well organised and well attended and provide instruction of high quality. The school has a very good record in inter-school competitive sport. Pupils questioned about French club said they were enjoying it very much. Those attending the 'Gospel Choir exuded interest, commitment and enjoyment.

31. Overall, accommodation is satisfactory and meets curricular needs; several of the classrooms are a bit small and difficult for various aspects of teaching practical subjects such as design and technology. Recent improvements have given extra, small teaching spaces for music and groups and improved provision for staff and administration. Years 5 and 6 are in temporary accommodation but plans are in place to extend the main building to include sufficient permanent classrooms, and to relocate the Reception class to provide access to a dedicated outside area for physical development. When all is completed, access for pupils with disabilities will be universal. A special suite provides good accommodation for the teaching and learning of information and communication technology, which has helped to raise standards, but it is not adequately ventilated at times. Nevertheless, it is a great improvement since the previous inspection.
32. There are enough teachers to meet the demands of the National Curriculum and religious education. However, teachers have proved difficult to recruit and retain. This year is the first for some time in which the school began in September with the same staff as were present the previous July. The rapid turnover in the past has meant that many teachers have had insufficient time to settle and to adapt their past experience to the demands of the National Curriculum. This adversely affects standards. Support staff, although well deployed and helpful, have not all been trained as appropriately as is now found in many other schools. For a few, this limits their influence and facility to support pupils adequately in class.
33. The curriculum is supported by a suitable range and sufficient number of learning resources. For English there is a good range of appropriate books and in mathematics the equipment available is good. However, in art and design, new materials are not readily in use, and in design and technology there are weaknesses regarding sufficient space and easy access to tools. There is a good range of appropriate computer programs to promote learning in the core subjects.

Care, guidance and support

The school has satisfactory systems to ensure the care, welfare, health and safety of pupils. Pupils' personal development is supported satisfactorily. However, monitoring and giving advice to pupils and parents about academic progress during the year is unsatisfactory. The school seeks and acts on pupils' views.

Main strengths and weaknesses

- Staff know pupils well.
- A large majority of pupils are certain that someone will help them.
- No bullying was seen during the inspection.
- Health and safety measures are carried out.
- Many pupils do not receive enough educational guidance and support.
- Most pupils and their parents are unsure about how well they achieve, and how best they might make progress in the National Curriculum.
- Several pupils are doubtful about the effectiveness of approaching an adult about problems, particularly if they feel they are being bullied.

Commentary

34. Staff members know pupils well and care for them on a day-to-day basis. Those who are ill or who have accidents are well looked after by trained staff. However, about one in ten older pupils who responded to the questionnaire, was not sure if there was any adult in whom he or she could confide. To a degree, this was reflected in conversations with groups of pupils. Nevertheless, the large majority of pupils responded positively to the questionnaire. Although no evidence of bullying was seen during the inspection, it clearly weighed heavily on several pupils' minds and they were unsure if their concerns would be dealt with to their satisfaction.

35. The underachievement of groups, such as Black Caribbean boys and all pupils in Year 6, has been identified and they have been helped subsequently to attain better than expected in national tests. The lack of clarity in establishing where pupils are in relation to National Curriculum levels during the year, lead to pupils and their parents not receiving sufficient, clear guidance and advice about how they can make progress and achieve more. A few parents reported that they were unsure about their children's attainment and progress. About a third of parents who responded to the questionnaire, said that they were unsure about how their children were getting on.
36. The school has a School Council for pupils in Years 3 to 6. It meets regularly, led by a member of staff, and reports back to classes and in assemblies. Its effectiveness in increasing and the school has acted on some of its ideas. Younger pupils have informal systems for expressing their views in class discussions.

Partnership with parents, other schools and the community

The school has satisfactory links with parents and the community. Links with other schools are satisfactory.

Main strengths and weaknesses

- The school works well with the church to provide support for religious education and assemblies.
- Pupils' reports meet statutory requirements but do not provide enough information on progress and how parents can help.
- The school works well with parents to improve attendance.
- The school tries hard to involve those parents whose children are experiencing problems regarding behaviour.

Commentary

37. Parents receive regular newsletters and each class sends out a list of the work for the coming term. Reports cover all the curriculum and report briefly on what the pupils can do and, in the main subjects, the National Curriculum level achieved at the year end. They also record comments on the pupils' attitudes towards the school and their personal and social development. However, they are not specific about the amount of progress made in the year, and the short targets for improvement are seldom in areas where parents can have an impact or grasp their significance. Several parents say they are concerned about communication with teachers. This has improved with a more stable staff and the school plans to increase the number of formal consultation evenings this year. It issued a parental questionnaire for the first time last year and has responded to many of the main points raised, for example by improving after-school activities for younger pupils and increasing opportunities for parents to understand their children's attainment and progress.
38. Where pupils have problems with attendance or behaviour, the school tries hard to involve the parents by using the education welfare service to visit the home. Also, parents are invited into school for discussion about strategies for improvement. This is beginning to have an effect regarding pupils' behaviour and has had a positive effect on attendance, although unauthorised absence is still rather high and at times unexplained by parents.
39. The vicar regularly takes school assemblies and assists in the teaching of Christianity in religious education lessons. One of the highlights of the year, which benefits both the community and the pupils, is an international food day, run in partnership with the church. Parents and other local people also enjoy the annual Christmas fair, which helps raise funds for the school. The parental survey shows the school has the confidence of all groups. Satisfactory arrangements are in place for transferring pupils to other schools.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are satisfactory. Leadership is satisfactory, with a number of strengths and several important weaknesses. Management is satisfactory and governance is of good quality.

Main strengths and weaknesses

- Management by the senior team in providing extra lessons had a definite impact on raising attainment in national tests in 2003.
- The headteacher has good strategies for deploying staff to meet classes' needs.
- The headteacher promotes inclusion well.
- Governance is strong and much improved since the previous inspection and a good support for the school and headteacher.
- Leadership is unconvincing in bringing about improvements sufficiently quickly in teaching and in raising standards in pupils' work across most subjects.
- Interpreting performance data is unsatisfactory, and is adversely affecting performance.
- The governors' annual report to parents does not comply in a few minor aspects with statutory requirements.

Commentary

40. The headteacher provides satisfactory leadership in the face of some challenging circumstances. She is aware of the differences in strengths and weaknesses of the teaching. Therefore, she has successfully identified and negotiated with the strongest teachers to place them where they are most needed to boost pupils' achievement. She has a clear vision of a school where standards are higher and where behaviour has improved. With her teachers she has implemented a system for following pupils' progress at each year end by setting tests and recording levels of attainment. In some cases, as with Black Caribbean boys, she has been able to manage the successful targeting of groups and affect achievement to raise standards. She has been influential in improving the quality and range of extra-curricular clubs, much improved since the previous inspection. Her support and understanding of inclusion results in equality for all groups and good support for attendance. However, instability in staffing over time has led to a lack of good, consistent quality teaching for a number of pupils, particularly in Years 1 and 2.
41. The senior team of teachers, which supports the headteacher, has managed to bring about improvements in National Curriculum tests by providing booster classes in Year 6 last year. These improved achievement and raised attainment substantially. Because each member manages a core curricular subject, senior management has had an impact also on teaching approaches in these subjects. This team is a positive support in these and several other aspects. However, it is not sufficiently involved or influential more broadly across the school – for example, to help with evaluation and improvement in teaching quality, particularly in the infants' classes; to assist and devise strategies to improve pupils' behaviour and attitudes to work in a number of classes; and to boost pupils' achievement by establishing strategies to assess their work thoroughly and regularly during the academic year. In particular, several of the teachers who are qualified in other countries lack information of this sort to help them in their work in teaching the National Curriculum, reporting to parents and advising pupils. In some subjects, especially the foundation, development is weakened by a lack of experience or awareness of various subject leaders. This prevents a clear lead being given in raising standards.

42. Leadership of the governors is good. They are well aware of the strengths and weaknesses of the school. They have established an effective network of information-gathering visits and links with classes. They have helped the headteacher well in attempting to redress several weaknesses. For example, they have agreed to provide help for teachers with non-administrative tasks to encourage retention, and made available additional classroom assistants in Year 4.
43. Governors provide the headteacher with suitable challenges and help her to think through strategic plans for needed improvements; for example, raising standards in Years 1 and 2 and improving the behaviour of a class in Year 4. They are a force for helping the school to improve, particularly in enhancing the environment to make teaching spaces more effective. They are informed of the high turnover of staff. However, they have not so carefully thought through a sufficiently complete strategy for retention of staff that is linked to conditions of service, professional development and pay. Consequently, it is less easy for them to encourage and keep teachers here longer and to secure their qualified status. A minor omission from their annual report to parents is a mention of the accommodation in relation to pupils with disabilities.
44. The school is not so good at analysing all available data and linking this process to its improvement. The headteacher provides a suitable analysis each year of the end of key stage results and most groups' attainment. However, the lead is weaker in understanding the links between the school's performance and comparisons with other schools, and the relationships between teaching quality and standards. This has led it to overestimate its past achievement compared with similar schools. Also, it has contributed to the underachievement of a number of pupils, including those with higher-attainment, who have not been challenged well on a regular basis. This is compounded by the unsatisfactory quality of a regular assessment of pupils' work.
45. Although the core subjects are being managed satisfactorily, most teachers who are experienced subject leaders and those who are just beginning to take a lead do not use assessment of pupils' work well during the year. The senior team and more experienced staff have carried significant extra responsibility in recent years because of the disruption caused by staffing difficulties. This has restricted their effectiveness and ability to make improvements and implement initiatives. Few inexperienced staff have had access to guidance that would help with curricular leadership. Where some less experienced staff members are leading, such as in art and design, there are signs of development taking place. However, no-one has a sufficiently refined understanding of assessment to show a clear direction for most subjects throughout the year.
46. Although there are minor difficulties with communication, several of which were experienced by the inspection team, management is satisfactory. Office staff members are a strong feature in assisting with the day-to-day running of the school. Performance management for teachers has been linked to raising pupils' achievement. This will be useful, particularly when all have grasped the concept of regular assessment. The headteacher has persuaded the current group of teachers to remain here and rightly encouraged most of them successfully to seek qualified teacher status in this country.
47. Currently, the challenge to the school has increased because essential building works are being carried out, and disruption has occurred. The energies needed in dealing with these pressing issues to some extent have detracted from other needs. There now is serious weakness in Years 1 and 2 with too many pupils underachieving because of the unsatisfactory quality of teaching over time.
48. Finance is managed well, with a strong involvement of governors. They have a good strategy in place for bringing accommodation up to a more acceptable standard, and into line with a number of observations made at the previous inspection. Surplus funds have been accrued and spent where most needed, and best value has been sought. This year there is very little

surplus. The school succeeds in meeting most pupils' needs and achieves average standards by the end of Year 6 for pupils whose attainment when they join the school is generally below average. However, at the moment it is not providing satisfactory value for money because there is a serious weakness in Years 1 and 2. Nevertheless, standards in Years 3 to 6 are improving, and the teaching staff is now more stable than in recent years. The school's profile does not appear as strong at this inspection as it was at the last one. It has not made as much headway as many other schools.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	794,898	Balance from previous year	32,449
Total expenditure	824,813	Balance carried forward to the next	2,534
Expenditure per pupil	3,594		

49. The main barriers to raising attainment over recent years has been the high turnover of teaching staff. It is a problem of the local area. When successful recruitments are made of teachers qualified in their own countries, they are not always conversant with the demands of the National Curriculum. In the past, many teachers have not remained here long enough to gain the necessary experience whilst in work.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision is **satisfactory** in all aspects and improvements for physical education are planned.

Main strengths and weaknesses

- An appropriate range of activities is provided.
- Several play activities are not structured sufficiently so that children receive maximum benefit from them.
- Assessment is not used sufficiently well to plan for individual needs from entry to the Nursery to the end of Reception class.

Commentary

50. Overall, the children's level of attainment when they start the Nursery is somewhat below that of children of similar ages. By the time the children leave the Foundation Stage at the end of the Reception class, they have made satisfactory progress in all areas of learning, most achieving satisfactorily and many well. Children with special educational needs and those who come into the school speaking English only as an additional language have adequate provision and from a below average start achieve satisfactorily. Staff ensure that all children have full access to the curriculum.
51. The Nursery accommodation enables the staff to provide effective outdoor play facilities. However, Reception children are able to play outside only at specific times. Therefore they do not receive appropriate free access to the outside as a learning environment. Plans are in hand to remedy this situation and a building programme is already designed to enable the Nursery and Reception children to form a more coherent group – as recommended nationally.
52. Overall, the quality of teaching throughout the Foundation Stage is satisfactory so that by the time that children reach the end of the Reception class achievements are satisfactory for most. One lesson of unsatisfactory teaching was observed during inspection. There was a lack of focus to several children's work, which was to the detriment of higher attainers. The quality of the children's education has been maintained since the previous inspection. Observations are used regularly to assess the children's development. However, their progress is not followed as well as it could be to cater for individual needs and variations in attainment. Parents are welcomed into the classes to allow the children to settle and feel secure. Consequently, the children quickly settle to their activities.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Teaching and learning are **satisfactory** in personal, social and emotional development.

Main strengths and weaknesses

- Children's attitudes to learning are good.
- Children's behaviour is good.
- Children are happy and settled on entry to the Nursery.

Commentary

53. Overall, the children's achievement is satisfactory and they are likely to attain the Early Learning Goals by the end of Reception. The children are learning to play well together and to

realise the need to take turns. They are able to sustain concentration in the Nursery in group times because they are interested in the stimulating stories and discussions. Assemblies are used also to build the children's confidence and Reception children stood in front of a large group of children, adults and parents in the hall to perform. Teachers and teaching assistants have high expectations for good behaviour. A wide variety of activities is provided for the children to develop this area of the curriculum. Occasionally, play activities are not structured sufficiently for children to receive maximum benefit from them. This occasionally leads to children's behaviour deteriorating. In the Nursery children have adequate opportunities to be independent and choose what they want to do. For example, when they come in to Nursery they find their name and register themselves on a board.

COMMUNICATION, LANGUAGE AND LITERACY

Overall, the quality of teaching and learning is **satisfactory** in both the Reception and the Nursery.

Main strengths and weaknesses

- Foundation Stage children are confident and enthusiastic in their talk and chatter.
- They enjoy listening to stories and these sessions are used well.

Commentary

54. The children achieve satisfactorily in all the Early Learning Goals for this aspect. They are encouraged to take books home to share with their parents. Staff members help them to understand the layout of books by pointing out words, indicating the direction. On entering the Nursery, the children's skills of communication, language and literacy are varied, ranging from above average to below average, but are below average overall. Staff members use the activities to encourage the children to communicate and use language for thinking. Stories and group times are sometimes used well to extend the children's ideas. The Nursery and Reception children are generally confident and chat to visitors enthusiastically. This helps to support their language skills and enables them to express their ideas. Children enjoy listening to stories and looking at books and, by the end of the Reception, a number of children are beginning to read for themselves. They are aware of print and many will start to read 'Big Books' with the teacher.

MATHEMATICAL DEVELOPMENT

The quality of teaching and learning is **satisfactory** in mathematical development.

Main strengths and weaknesses

- Teaching assistants are used well.
- A good emphasis is placed on counting and a few high achievers count well.

Commentary

55. By the end of Reception, the children's mathematical development is as expected. Sound teaching throughout the Nursery and Reception results in satisfactory progress being achieved. One or two high achievers are able to count well beyond ten and a number of children are learning to count competently in tens. Good emphasis is placed on counting, although on occasions the work is not practical enough to allow children to understand fully the ideas. Children are introduced to mathematics through other subjects such as art and design, by painting pictures in the style of Kandinsky, for example, making the children aware of shapes and space. Teaching assistants are used effectively in Reception to concentrate on specific mathematical teaching points. All children participate in sessions and children with special educational needs are supported well by their Individual Education Plans.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

The quality of teaching and learning is **satisfactory** in knowledge and understanding of the world.

Commentary

56. Sound teaching through the Foundation Stage, based on a suitable range of activities, ensures that the children make satisfactory progress in this area of learning to reach the expected standards. Children in the Nursery know that plants grow from seeds, and they are given the practical opportunity to discover this for themselves. By providing the children with a range of materials so that they use their senses, staff ensure that they are learning to explore and investigate. The soapy water in the Nursery provided the children with an opportunity to feel its texture and realise its properties. They have a broad range of construction toys, which is used appropriately to initiate their own learning. Reception children are being introduced appropriately to the use of the computer.

PHYSICAL DEVELOPMENT

Overall, the quality of teaching and learning in both the Nursery and Reception is **satisfactory** in physical development.

Main strengths and weaknesses

- Children in the Reception class do not have adequate access to an outside play area.

Commentary

57. By the end of Reception the children's physical development is as expected. The children use a selection of simple tools and small equipment to develop their fine manipulative skills effectively. The Nursery children have daily access to large and small equipment, such as a climbing frame and wheeled toys. They work productively both independently and with good adult support to increase their skills. The children develop skills through a wide range of activities. The hall is used regularly for physical activity and the Reception children use small equipment, such as hoops during school playtimes. However, there is no access to a dedicated area for regular physical development, which is recommended for this age group.

CREATIVE DEVELOPMENT

Overall, the quality of teaching and learning is **satisfactory** in both the Nursery and Reception classes.

Main strengths and weaknesses

- Children enjoy a wide range of experiences.
- Stories are used successfully.

Commentary

58. Overall, the children's progress in the Reception and Nursery in the area of creative development is sound and the expected standards are reached by the end of Reception. Their development is promoted through a wide range of experiences, including art, music, using their imagination and stories. The children in the Nursery enjoy creating their own ideas and exploring different materials. They enjoyed creating collage with a variety of materials. In Reception, the children continue to develop their imagination through role-play and 'small world' play. Stories are used successfully to help the children to expand their imagination and express their

thoughts. Children enjoy listening to the stories and responding to music. They know and join in singing a wide range of songs.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory** overall, but teaching in Years 1 and 2 is unsatisfactory over time.

Main strengths and weaknesses

- Lessons are planned so that pupils have good opportunities to practise their speaking and listening skills.
- Teaching in Years 5 and 6 is good.
- Assessment of pupils' work is not used sufficiently well to plan for pupils' individual needs.
- The standard of pupils' writing is not high enough, especially for the higher-achieving pupils.
- The weaknesses in the teaching in Years 1 and 2 have resulted in the pupils underachieving over a period of time.

Commentary

59. Standards in writing are below average throughout the school. The overall standard of English by the age of seven years is below average because pupils have underachieved in writing over a period of time. However, overall, the standard of English by the end of Year 6 is average because the pupils are receiving good teaching in Years 5 and 6. In addition, in 2002/03 they received extra support to boost the standard of their work and National curriculum test results.
60. Standards of reading are broadly average. Pupils in Year 2 are developing a good grasp of the sounds that letters make and they use that information to help them read new words in their books. They enjoy their reading books and discuss the stories confidently. This is better than the standards achieved in national tests in 2003. Higher-attaining pupils express opinions about the text that they have read and predict and make guesses about the rest of the story. Writing is below the standards expected. Expression by many is limited to simple ideas and lacks interest. Although conventions of grammar such as full stops are understood, not all are able to use them accurately. Handwriting is legible and letters are generally formed correctly. Speaking and listening is satisfactory. Pupils listen well, when following a story, for example. Pupils with very specific educational needs are supported well through extra adult guidance.
61. By Year 6 reading is of an average standard overall. Most pupils read fluently and they understand the difference between fact and fiction. This enables them to access both fiction and non-fiction texts and to appreciate the information gained. Good emphasis is now being placed on developing the pupils' writing skills; however, standards are still below average for many in Years 3, 4 and 6. They are around the average in Year 5. Pupils are learning to use varied and interesting language to make their writing more exciting. Here, speaking and listening skills are developing well, enhanced by the teachers' good questioning, and are somewhat better than average. In turn, the quality and depth of discussion are developing appropriately. Elsewhere, speaking and listening skills are satisfactory.
62. Although satisfactory overall in Years 1 to 6, in two lessons observed during the inspection and over time, the teaching quality in Years 1 and 2 is unsatisfactory. Work samples show a lack of productivity in the past and too much underachievement now. There are signs of improvement. Lessons are appropriately planned. Most pupils enjoy them, concentrate and learn. Planning caters for different groups of children but assessment, particularly in Years 1 and 2, is not always as accurate as it could be, especially when compared with pupils' attainment in national tests. From time to time, this results in work that is too easy or too

hard. Although tests are analysed to identify areas for general improvement, assessment systems throughout the school are not used sufficiently well to plan for pupils' individual needs during the year. Information and communication technology is used in several classes to support learning and the computer suite is used regularly.

63. Leadership and management of English are satisfactory. Improvement since the last inspection has been satisfactory in Years 3 and 6. Efforts to support the standard of children's work have been successful with the older children to the detriment of the five to seven year olds. The co-ordinator is aware of the need to achieve a balance of support for all groups of pupils. Emphasis has been placed on improving the standards of the average and lower achievers; consequently support for the higher achievers has been to some extent neglected.

Language and literacy across the curriculum

64. Speaking and listening are being developed well in some classes so that pupils have good opportunities to discuss their ideas. In a Year 1 lesson, for example, the pupils had good discussions with their 'talking buddies'. Teachers are not always sufficiently conscious of developing vocabulary in other subjects such as science, music or geography. In science, not enough opportunities are provided for pupils to discuss their findings and results. Attention is drawn to the use of reading skills in several other lessons, such as history. For example, older pupils researched ancient Greeks and presented information and their own ideas in appropriate ways.

MATHEMATICS

Provision in mathematics is now **satisfactory**, but low standards reflect the high numbers of different teachers in the recent past.

Main strengths and weaknesses

- Test results at the end of Year 6 have improved and most pupils are working to their potential.
- There is some good teaching in Year 5.
- Extra lessons have boosted pupils' achievements in Year 6.
- High turnover of teaching staff has affected standards adversely.
- Unsatisfactory behaviour is adversely affecting standards in Year 4.
- Some mental and oral sessions are slow and mechanical.
- Progress in Years 1 and 2 is too slow over time.

Commentary

65. Although the overall achievement of the pupils is satisfactory, a number of pupils across all age groups are capable of faster progress and greater achievement. In Years 1 and 2, achievement is lower than should be expected. In part, the unsatisfactory teaching in the past, as shown in former and current work samples, produces this. In Year 2, many pupils' recall of number facts to ten, for example, is unsure and their mental calculations are slow.
66. In Years 3 to 6, most pupils are working to their potential but there are examples in various lessons where this could be higher. In the older classes, good achievement is noticeable in work on equivalent fractions, but with greater challenge and support even this could be improved. The written work in Years 5 and 6 reflects improving skills in written calculations, and a good range of mathematics is covered across these years. Progress and achievement in the younger two classes are broadly in line with expectations for the pupils' age groups, but a number of pupils underachieve. This includes some pupils who have difficulties with their behaviour, particularly in Year 4, which to an extent is detrimental to the progress of others.

67. The quality of teaching in mathematics across the school is sound but there are weaknesses. In Years 3 to 6, the quality of teaching is generally sound and in one class it is consistently good. Much emphasis and encouragement are given for the pupils to explain their calculations, and this in its place is good. In Year 5, the teaching is of good quality and pupils learn and achieve well. They are engaged in the teaching most of the time. Achievement in Year 6 has been boosted by some effective extra lessons. In Years 3, 4 and 6, the teaching occasionally lacks pace, variety and flexibility and progress is then too slow. In the teaching of oral and written calculations, for example, a narrow approach is sometimes adopted. This is related to a limited repertoire of strategies on the teacher's part. In one lesson teaching was unsatisfactory, marred by many pupils' unsatisfactory behaviour and learning attitudes. Across the school, some of the mental and oral mathematics sessions are rather slow and mechanical and prevent opportunities for the practice and consolidation of the recall of number facts and simple mental calculations. Overall, however, the teaching is not consistently good enough to produce above average higher standards in pupils' work.
68. Assessment of the pupils' achievements and progress is weak. This is evident in a number of lessons where there is a lack of awareness of pupils' difficulties, or in some aspects of oral number teaching when pupils' misconceptions are not picked up. The recording of the pupils' progress is at an early stage in many classes and does not yet link to planning and teaching of subsequent work.
69. The mathematics co-ordinator is knowledgeable and enthusiastic: leadership and management are good. He has sound knowledge of the strengths and weaknesses of mathematics across the school. He played a major part in the sharp improvement in the Year 6 National Curriculum test scores last summer. He teaches mathematics well, and he taught the Year 6 class for two consecutive years and provided extra classes. He also organised additional teaching in mathematics for all pupils in the summer term to ensure that they were familiar with test questions.
70. As co-ordinator, he regularly monitors the pupils' test scores, the planning and the teaching in each class. An analysis of test scores is undertaken and satisfactory targets set as a result. While these offer a clear indication of how the pupils have achieved at the end of each key stage, there is little analysis of the skills and topics that individual pupils or groups of pupils find difficult. In Years 1 and 2, for example, a detailed diagnosis of the low achievement has yet to be made. A clear development plan for the subject correctly identifies the need to give greater emphasis to solving problems in Years 3 to 6. Standards remain similar to the previous inspection's findings of average at the end of Year 6, but have slipped from that to below at the end of Year 2.

Mathematics across the curriculum

71. In science, pupils' mathematical skills are drawn on to count, measure and record their work in tables and graphs. In teachers' planning, however, the link is not always clear or well planned. There are various, useful links to information and communication technology.

SCIENCE

Provision is **satisfactory** overall.

Main strengths and weaknesses

- Standards in national tests are above average by the end of Year 6 and better than those of similar schools.
- Some effective extra classes have boosted attainment at the end of Year 6.
- Teaching in Year 5 is good.
- Many pupils know more than they are able to record.

- The curriculum is suitably planned using appropriate schemes but there is some weakness in teaching investigation and experimentation.
- In the infants, achievement is unsatisfactory.
- Teaching is inconsistent in quality in Years 3 to 6; and in several lessons pupils are not helped well enough to record their work and give suitable scientific reasons.
- Management is satisfactory, but leadership is weak in establishing teaching consistency and implementing strategies to improve identified weakness.
- A barrier to learning is the high turnover of teaching staff.

Commentary

72. In national tests in 2003, standards achieved are below average at the end of Year 2 and above average at the end of Year 6. Standards of work seen, however, are below average over time in the infants and vary from below to above average in the junior classes. Achievement is erratic across the school. It is unsatisfactory in Years 1 and 2 and satisfactory overall across Years 3 to 6.
73. In Years 1 and 2, work samples show low standards over time. Not enough work has been undertaken, or properly completed, for pupils to achieve well. Some aspects, such as forces that cause materials to alter, are of average standards, but several pupils are not achieving as they should, particularly the higher attainers. Pupils record only a few facts and do not give sufficient explanations. They show they know more in talking about their work, or when they are heard to answer questions in class, but teaching does not support pupils well in setting out the processes involved in scientific investigation and experimentation or in explaining what has happened and why. Consequently, many pupils, particularly higher attainers, do not respond as well as they could, and underachieve. Pupils with English as an additional language and those with special educational needs make steady progress, especially when given extra support.
74. In Year 5, pupils set out their knowledge and understanding in their work well because they are properly supported in doing so. Here, standards are above those expected for pupils' ages. The process of learning science through investigation and experimentation is clear in pupils' writing. In Year 6, pupils know more than they record in their work and standards are around those expected. In Years 3 and 4 pupils also know more than they set out in their work but standards are low in Year 4 because many pupils are not behaving well and working as well as they could. In Year 3 standards are below where most should be because of unsatisfactory teaching in the past. In all work, to a greater or lesser extent, higher-attaining pupils could do better.
75. Over time, teaching is unsatisfactory in Years 1 and 2 and, although satisfactory overall in the Years 3 to 6, is inconsistent in quality. Observation of teaching shows that many teachers do not have sufficient information about what the pupils attain in order that they may achieve more. They confine their questions and challenges to their estimate of what is to be learned rather than on an informed grasp of what children know and can do. The assessment of pupils' work is unsatisfactory; their progress is not measured well during the course of the year. Work is not assessed for the level it represents and teachers are not clear about what pupils should do to achieve more.
76. A few teachers do not have sufficient knowledge of the expectations in the National Curriculum. Where teaching is strongest, the lessons are carefully structured to teach pupils appropriate skills in investigations, questions are suitably challenging to all groups and pupils are properly guided in their writing. Therefore, the process of investigation, the results and reasons for what is seen are made clear. However, this good quality of teaching, learning and investigation is not sufficiently replicated in all classes. So, although the rates of progress are satisfactory by the end of Year 6, pupils fall behind or catch up according to the quality of teaching and learning that they experience over the years. Work samples show this pattern to be similar over time; and too rapid a turnover in teachers has been detrimental.

77. Management of the subject is satisfactory, but leadership is not; it has failed to establish consistency in quality of teaching and learning. Last year, extra lessons were provided that helped pupils catch up, and more are planned for this year. The school's own assessment of pupils' National Curriculum test results shows the same weakness as found at this inspection – pupils have an unsatisfactory grasp of science investigation and experimentation. However, it has not been able to redress this. Pupils do not readily reflect on what they know already to make predictions. They neither use data and information to draw conclusions, nor do they explain in sufficient scientific detail the reasons for what they see happening or what their collected data show. Many do not sufficiently record their work to reveal their knowledge and understanding. This weakens their facility to answer questions at the expected levels.
78. The school's own analysis shows that more practical work and the use of better resources would have helped to assist pupils with their learning. What the school has not solved yet is how to apply this knowledge to improve the situation. The co-ordinator is also co-ordinator for information and communication technology. This inspection shows that not enough lessons are well structured, insufficient work is undertaken and completed and that there is only partial appreciation of the demands of the National Curriculum, particularly in how scientific investigation increases in complexity as pupils move up the school. Work samples clearly show this lack of consistent progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Provision of computers is much improved since the previous inspection.
- Standards have improved since the previous inspection.
- Initial instruction about lessons is often clear.
- There is inconsistent challenge to higher attainers.

Commentary

79. The standards of the pupils' knowledge and understanding in information and communication technology across the school are in line with the expectations of the National Curriculum. This marks improvement from the last inspection when the pupils' standards in Years 3 to 6 were below expectations. In the main, the pupils are developing competence in their use of computers for a suitable range of purposes. Less evidence is available for their experience in the use of information and communication technology for independent investigations in their subject work or in their use of control technology.
80. The achievements of pupils evident in the lessons seen were generally satisfactory, but this masks a wide range of levels. Most pupils make sound progress in the tasks and objectives set, but the rate of progress and the level of achievement could be higher for many pupils, particularly higher attainers. In several tasks the pupils are not challenged to work more quickly and more independently. They tend to rely too heavily on the teacher's support and step by step instruction. This can mean that they wait too long before moving on.
81. The quality of teaching of information and communication technology is satisfactory overall. A little is better than that, and just one lesson seen was unsatisfactory. This represents marked improvement from the previous inspection when the quality of teaching was much weaker.
82. A consistently good feature of the information and communication technology lessons in the dedicated room is the clarity of the initial instruction and visual support given. This entails a clear statement of what is expected of the pupils by the end of the lesson and thorough description of the task and program they are about to use. Occasionally, the introduction takes too long for younger pupils, and too little help is given them during the practical work. Some

aspects of good teaching were seen, for example, in the use of 'spreadsheets' for the addition of columns of figures and in the use of 'slide shows' in preparation for a class newspaper. The use of prescribed graphs for younger pupils was good and the analyses of block graphs successful. Weaknesses were noted in the inappropriate use of a number of the tasks and in the lack of challenge and encouragement for pupils to work more quickly and independently.

83. Assessment of the pupils' learning and progress is a weak feature of the teaching. In lessons, similar tasks and objectives are prepared for the great majority of the pupils because previous attainment is not yet systematically assessed during the year. Nor is information used to plan and provide more suitably challenging work in subsequent lessons.
84. A disappointing feature of the school's work is the lack of specialist provision for pupils who have special educational needs. The school rightly prides itself on the care and provision for special educational needs elsewhere in the school.
85. Leadership and management are satisfactory. The information and communication technology co-ordinator offers guidance and support in the selection of suitable programs, in the preparation of lessons and in the use of the school scheme. He has yet to undertake detailed monitoring of standards and teaching, however, and this is an important next step to take. He has partial knowledge of the strengths and weaknesses of the teachers from their requests and discussions with him. Nevertheless, he lacks a fuller view of how the pupils' learning in information and communication technology is developing and how it can be improved.
86. The provision of the information and communication technology room has clearly given impetus to the improvements in teaching and learning over the last few years. It provides sharp focus for teaching and, in the main, suitable accommodation for the pupils' practical work. The room quickly becomes very hot and is poorly ventilated; when the windows are closed, the external shutters are down and the fan is switched off; then, it is not a healthy environment.

Information and communication technology across the curriculum

87. There are a number of useful links; in science for example, recent new purchases of temperature probes are welcomed by teachers. In mathematics, the use of tables and charts for data collection is productive. However, in art and design there is limited use of new technologies; for example, to assist with pupils' improvement in colour selection and pattern.

HUMANITIES

During this inspection, one lesson was seen in history and two lessons were seen in geography. Teachers' planning and pupils' work were seen, and discussions were held with pupils and staff. However, insufficient volume of coverage was seen to make a judgement on standards or achievement.

History and geography

Provision in history and geography is **unsatisfactory**

Main strengths and weaknesses

- The role of the co-ordinators is underdeveloped.
- Staff's subject knowledge is not always as good as it could be.

Commentary

88. At the time of the last inspection standards in history and geography were in line with national expectations by the end of Years 2 and 6. The teaching and learning in both subjects seen during the inspection were satisfactory. Pupils with special educational needs are not progressing as well as they could because they are often without support in these curricular areas. This contrasts with the support they get in the core subjects.
89. The co-ordinators are both new to their posts and therefore their roles are underdeveloped. They have opportunities to monitor lessons and the teachers' planning, but have not yet had time to fully develop their ideas and plans for these subjects.
90. At this early stage of the school year, there is little evidence of pupils' work in their books. Teachers also organise lessons so pupils work together, which means there is little individual evidence. Pupils' knowledge in discussion is generally better than it appears in their books but there is no systematic assessment of pupils' progress in discussions.
91. The school uses outside resources to increase its own so the pupils have appropriate resources available. However, the school does not develop the use of resources well enough for them to cover the Programmes of Study. Teaching in the lessons seen was satisfactory but not all teachers have secure subject knowledge in these areas, often because they have come from a different culture, view the subjects from a different perspective and do not have a full grasp of the demands of the National Curriculum.
92. By the end of Year 2, pupils are learning about features of an environment, such as mountains, the sea and islands. This work is extended in Year 5, for example to study the importance of rivers, in geography lessons. In a Year 6 history lesson, pupils extracted information from texts. Pupils were generally able to discuss what they were doing and had gained useful knowledge of ancient Greece. Teachers pose questions to make pupils think and increase their understanding of their work. Computers in the classrooms are used when possible. Pupils are learning to work co-operatively in groups to share and record their ideas. Lessons have a good pace, which helps pupils to remain focused and complete their work.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

There was insufficient time during the inspection to see art and design being taught. Judgements are based on looking at teachers' planning, talking to the subject leader and looking at all the art work on display or shown to the inspection team. In design and technology, the teaching seen and the completed work available during the inspection provided insufficient evidence. It was not possible to judge the pupils' standards of achievement and progress or the quality of teaching overall. In music, only one lesson and one singing practice and one extra-curricular club were seen during the inspection. Both lessons were taught by the school music specialist, but it is not possible to make an overall judgement about standards. Also, in physical education, not enough teaching was seen in the full range of the curriculum to make overall judgements about standards.

Art and design

Provision is **unsatisfactory**, but a start is being made to improve.

Main strengths and weaknesses

- Standards are improving.
- Standards are below expectations in Years 1 to 6, but are improving.
- Assessment is a weak feature.

Commentary

93. Standards in Years 1 to 6 are below expectations. Pupils' work shows that they have not developed the skills and knowledge to inform their work sufficiently well. Although learning is strengthened by pupils having been encouraged to develop properly their own images rather than make unsatisfactory copies of other work. However, pupils' skills and facility in using a wide enough range of media are unrefined. Consequently, much imagery and many designs are lacking in good expression and ideas. Work on display is confined too often to outline drawings and 'filling in', and ideas are limited.
94. The very recently appointed subject co-ordinator is aware of the low standards. A satisfactory start has been made to bringing about improvement. A commercial firm has been engaged to provide a scheme of work to develop pupils' skills and a small amount of in-service training has taken place under this link with business. Consequently, better standards are emerging as the scheme is implemented. For example, work in Year 2 shows a good selection of colours, suitably drawn shapes and careful observation of musical instruments. It is evident, however, that the pupils have not had much past experience of this approach. Another sample of work from the same class shows that the earlier version was on average lower than this sample. So progress is being made.
95. Across the school, insufficient art work is being taught. Proper coverage of the relevant Programmes of Study is planned; the scheme used is sound, but not fully implemented. Also, there is no regular or systematic assessment of pupils' work and no examples available to show staff and pupils what is being aimed for. Without something like this, it is impossible for teachers to grasp the expectations of the National Curriculum or to trace pupils' attainment and progress over time. Lacking this information, teachers are not well positioned to offer pupils the appropriate advice for improvement in their work.

Design and technology

Provision is **unsatisfactory**.

Main strengths and weaknesses

- Insufficient, regular work is being planned and taught.
- There has been little improvement since the previous inspection.

Commentary

96. A policy and scheme of work are in place and the class timetables indicate that the subject is taught from time to time but not enough work is being planned or taught. Design and technology appears on some of the plans for individual classes and there are a suitable range and quality in the resources available.
97. There is little indication that the subject has gained a regular place in the school's curriculum. There is little to show that the pupils are systematically building knowledge and practical skills. The teaching observed showed that the pupils enjoy designing and constructing and many have sound ideas. For example, they show how to build a firm structure on which to construct a bridge. This lesson also served to illustrate how the pupils would gain from more regular teaching across the school. Presently, the subject is not a priority in the school's development plan. It is given insufficient time in each class and there is no monitoring of how the scheme of work is being implemented and whether the pupils are progressing. Overall, little progress has been made in the development of design and technology since the last inspection.

Music

Provision is **good**.

Main strengths and weaknesses

- There is a quantity of lively teaching to interest the pupils.
- The co-ordinator has a good subject knowledge.
- Resources are used well.
- Pupils have a good range of extra opportunities to play instruments, sing and take part in performances.
- Musical vocabulary is not taught sufficiently well.
- Every so often, staff members are not used as well as they could be.

Commentary

98. Only one class lesson was seen during the inspection, one singing practice and one extra-curricular activity. The good teaching seen enabled the pupils to achieve well, and all three staff were fully involved. They supported the pupils well and helped them to create rhythms successfully. Pupils are accustomed to working collaboratively to produce an end product. A Year 5 lesson was well planned; the pupils were interested in their work and were productive. For example, they used a variety of drums to create African drumming rhythms.
99. The co-ordinator supports the non-specialist staff and provides individual help for them. The pupils receive a range of activities to encourage development of skills. Pupils know what they are expected to learn and support is given them in analysing their own performances. However, in the singing practice pupils were not taught sufficiently to think about their own singing and ways that it could be improved and staff are not used to provide further support.
100. In the Infant assembly, Years 1 and 2 children were encouraged to listen to music and their attention was drawn to different types of music, such as classical. Pupils were able to identify several of the instruments playing, such as a violin and piano.
101. There are opportunities for pupils to learn musical instruments and attend outside events, like the Hackney singing and dance festivals. Such festivals are used to enhance the curriculum. Pupils also have the opportunity to learn to play the steel pans and to sing in the Gospel choir, where they achieve a good standard. The curriculum follows national guidelines and the co-ordinator assesses the pupils' musical abilities well when playing instruments.

Physical education

Provision is **good**.

Main strengths and weaknesses

- Extra-curricular activities support this subject well.
- The teaching seen in a lesson and activities was of good quality.
- The subject contributes well to pupils' attitudes; it is inclusive of all groups and both genders.
- There is evidence of first-rate achievement in competitive sports.

Commentary

102. In the one lesson seen, teaching was of good quality. It was well focused on giving pupils good opportunities to develop their skills of passing and finding space in 'invasion' games such as netball and football. Pupils enjoyed their work, and tried hard. All were engaged for most of the lesson, although a little more might have been done to organise even more participation in the

game designed to practise the skills that were taught. This same level of interest and participation was seen in the extra-curricular clubs and in discussions with pupils.

103. There is evidence that the school has maintained its success with sports and physical education that was reported in the previous inspection. Skills being exhibited in extra-curricular clubs are of above average standards in the aspects of ball control and the use of space. Pupils' attitudes are nearly all very positive. They have won several trophies over the years in football and athletics. In swimming, a good majority are able to swim 25 metres by the age of 11 years.
104. Many staff and parents support the school's participation in games by providing transport and encouragement. A positive attitude has been built up over the years towards sports. This has been further developed and improved by links with professional coaches, and at least two staff members are knowledgeable about coaching games and athletics skills. A further strength is that participation is open to all groups and both genders. This has a positive effect on pupils' attitudes. A number of parents recognised this strength at the pre-inspection meeting, and most parents believe that there is good provision for sports.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	4
Attendance	3
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
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	4
Support, advice and guidance for pupils	5
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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