

INSPECTION REPORT

GEORGE WHITE MIDDLE SCHOOL

Norwich

LEA area: Norfolk

Unique reference number: 120940

Headteacher: Mr Edward Payne

Acting Headteacher: Mr Paul Stanley

Lead inspector: Rosalind Johns

Dates of inspection: 28th June to 30th June 2004

Inspection number: 256204

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Middle deemed primary
School category:	Community
Age range of pupils:	8 to 12
Gender of pupils:	Mixed
Number on roll:	295
School address:	Silver Road Norwich Norfolk
Postcode:	NR3 4RG
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Appropriate authority:	The governing body, George White Middle School
Name of chair of governors:	Mrs Lucy Cook
Date of previous inspection:	24 th May 1999

CHARACTERISTICS OF THE SCHOOL

George White Middle School is smaller than other schools of the same type and has 152 boys and 143 girls in 11 classes. The school is situated within an area of need. There are 76 pupils on the school's register of special educational needs (SEN) which is above average. The largest group of these pupils has moderate learning difficulties. Twenty-three pupils have statements of SEN which is well above average. There are 12 pupils in the school's specialist Learning Support Centre. Twenty-seven pupils are from minority ethnic backgrounds and three of them are at an early stage of learning to speak English. Nine pupils come from Traveller families. Two pupils are refugees and asylum seekers. During the last school year, 12 pupils joined and ten left at other than the normal times of joining or leaving. This is below average. Pupils enter from a range of schools and their attainment is generally below average. The school received a School Achievement Award in 2003 and the Healthy Schools award in 2004.

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11769	Jim Bishop	Team inspector	Science, information and communication technology, religious education, art and design, design and technology.
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

George White Middle School is giving its pupils a sound education. Overall, teaching and learning and leadership and management are satisfactory so that most groups of pupils achieve satisfactorily. Pupils with special educational needs (SEN), including pupils in the Learning Support Centre (LSC), achieve well but more able pupils do not make enough progress. Overall standards are below average but pupils in the current Year 7 are reaching average standards in English and mathematics. During the inspection, the school was led by the acting headteacher. Following the retirement of the present headteacher, he will take up the post permanently in September 2004. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- In 2003, results in the national tests in English and mathematics were the best for several years but they could be even higher.
- The school's creative approach to the curriculum gives pupils a rich variety of learning experiences both inside and outside the classroom.
- Pupils' positive attitudes to work and their good behaviour and relationships are firmly rooted in the school's good provision for their moral and social development.
- Some lessons do not have enough pace and challenge to enable pupils to achieve well.
- Good provision for pupils with SEN, including pupils in the LSC, ensures that they make significant progress but more able pupils are not making the best use of their talents.
- There are good systems for checking pupils' progress in English and mathematics but teachers are not always using this information sharply enough in class to raise standards further.
- The school is good at looking after pupils' personal welfare and takes their views very seriously so that they become secure and confident learners.
- Some subject leaders have a lot of expertise but their roles are not developed well enough to help them to raise standards more effectively.
- Pupils' attendance rate is well below the national average.

There has been a satisfactory improvement since the school was last inspected in 1999. The best improvements have been in writing skills, information and communication technology (ICT), music, analysing the school's performance, tracking pupils' progress, time allocations and learning objectives for pupils. This has resulted in a steady rise in pupils' performance in the national tests in Year 6 in English and mathematics. The school's response to the role of subject leaders has been unsatisfactory as they still do not have enough time to carry out their work fully. Attendance has declined since 1999. Standards found in Year 6 during this inspection were broadly the same as those reported at the last inspection but they are now higher in English and mathematics in the current Year 7.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	C	C	C
Mathematics	E	E	D	D
Science	E	D	D	D

*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. During the inspection, standards were judged to be below average in English and mathematics in Year 6 although both subjects were average in the current Year 7. This is because Year 7 is a stronger year group with fewer pupils with significant learning needs. In both Years 6 and 7, standards are below average in science and average in ICT, history, religious education (RE) and personal, social and health education and citizenship (PSHCE). Standards are also average in physical education (PE) in Year 6. Because of timetabling, not enough evidence was gathered to make reliable judgements about other subjects and about PE in

Year 7. Pupils with SEN including pupils in the LSC achieve well in relation to their individual targets because they receive very close and focused support. More able pupils do not achieve as well as they should because procedures to provide more challenging work for them are only just being put in place. This means that not enough of them are reaching the higher levels in the national tests.

Pupils' attitudes, behaviour and relationships are good. Spiritual, moral, social and cultural development is satisfactory overall. There is a friendly, caring ethos in the school and most pupils cooperate happily with each other and with their teachers. Attendance is well below average.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. The overall quality of teaching and learning is satisfactory. The quality of teaching is good for pupils with SEN when they receive support in class and for pupils in the LSC, because work is closely matched to their needs. Across the school, teachers manage pupils carefully and sensitively so that they are not afraid to ask questions, learn from mistakes and say when they do not understand. However, in some classes, there is no real urgency in teaching so that pupils settle into a relaxed way of working and do not cover as much ground as they should. Marking does not always encourage pupils to think how they can improve their work. The school is adapting the curriculum to enable pupils to acquire key skills in learning in creative and interesting ways. Pupils have trust and confidence in those who support them and are given an important voice in the running of their school. Good links with parents and with the community mean that the school can draw on outside resources to increase its effectiveness.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The acting head teacher and deputy ensure that there is a constant focus on raising standards, a sense of teamwork and a supportive working atmosphere. There are good systems in place for checking the school's performance but they are not being carried out rigorously or actively enough to have a full impact. The leadership of SEN and the LSC is good but some subject leaders do not have sufficient time to use their skills effectively. Governors use their interests well but they do not make enough formal visits to the classroom to get more insight into the school's strengths and needs. All statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally happy about most aspects of school life but some had concerns about behaviour. Pupils are also very positive. Most said that they liked being in the school and that teachers were kind and listened to their ideas.

IMPROVEMENTS NEEDED

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

- Improve the overall quality of teaching and learning in order to raise standards.
- Establish more regular and rigorous systems for checking the quality of teaching and learning in the classroom to ensure that pupils make better progress as they move through the school.
- Use assessment information much more precisely so that pupils, especially the more able, are given work that has the right level of challenge for them.
- Use the expertise of subject leaders much more efficiently to enable them to play an important role in raising standards.
- Continue to promote good attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, achievement is satisfactory. This includes pupils from minority ethnic groups, those who speak English as an additional language and pupils from Traveller families. Achievement for pupils with SEN, including the 12 pupils in the LSC, is good but it is unsatisfactory for the more able and gifted and talented. Overall, standards are below average in Year 6 and average in Year 7.

Main strengths and weaknesses

- National tests results in English and mathematics in 2003 were the highest for several years.
- The school is using performance data more accurately to highlight problems.
- Pupils have only recently started to answer scientific questions for themselves.
- Standards in writing and ICT have made a good improvement since the last inspection.
- Overall satisfactory teaching and learning mean that standards are not rising quickly enough.
- More able and gifted and talented pupils are not being given sufficient chance to shine.
- Pupils with SEN and in the LSC do well.
- Assessment data is not being used sharply enough in the classroom to raise standards further.
- Marking does not give pupils constructive guidance about how to improve their work.

Commentary

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

Standards in:	School results	National results
English	26.9 (26.8)	27 (27)
Mathematics	26.2 (25.7)	27 (26.7)
Science	27.8 (28.1)	28.8 (28.3)

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

1. Results in the national tests in Year 6 in 2003 were average in English and below average in mathematics and science compared both with schools across the country and with those whose pupils obtained comparable results at the end of Year 2. The school exceeded its targets in both English and mathematics in 2003 and there has been a steady rise in standards in these subjects since 1998 which is above the national trend. The general upward trend in pupils' attainment in English and mathematics is because the school now has a much more critical and analytical approach to its performance and has used information gained about these subjects to sharpen its focus on raising standards. Planned programmes of work and initiatives such as springboard and booster lessons, staff training and ongoing monitoring and evaluation have led to improvements especially in reaching the average Level 4. There are still not enough pupils reaching the higher Level 5. This was also reported at the previous inspection. Results in science have fluctuated because the school has only recently given pupils enough opportunities to learn through experimental and investigative work. Extensive monitoring of science has not taken place since 2000.

2. The findings of the inspection are that, in Year 6, standards are below average in English, mathematics and science. In Year 7, they are average in English and mathematics and below average in science. Standards are higher in English and mathematics in this year group because there are fewer pupils with significant learning needs. Standards in mathematics in Year 7 have risen since the 2003 national tests because extensive monitoring and evaluation have enabled the school to pinpoint specific weaknesses and to implement an action plan to tackle them including

initiatives such as setting. In both year groups, standards are average in ICT, history, RE and PSHCE and also in PE in Year 6. Achievement is satisfactory in all subjects inspected in both Year 6 and Year 7 with the exception of mathematics in Year 7 where achievement is good.

3. Satisfactory teaching and learning and overall satisfactory leadership and management are promoting satisfactory achievement by pupils. There was not enough evidence gathered to make valid judgements about standards and achievement in design and technology (DT), geography, art and design and music in Years 6 and 7 and PE in Year 7. No differences in the achievement of boys and girls were noted during the inspection.

4. The main improvement since the previous inspection has been in the standards of pupils' writing across the school. This has been one of the main thrusts of the school's work since 1999 and the whole school focus on writing across the curriculum is particularly effective. This expands pupils' scope and imagination as writers, improves recording skills and broadens their experience of the purposes of writing. As a result, standards in English in Year 7 are now average. There has also been an improvement in mathematics due to the reasons detailed above. Standards in science in Year 7 and in English and mathematics in Year 6 remain below average. Standards are lower in science in Year 6 than at the last inspection because the emphasis on enquiry and investigation has only begun recently and teaching is not as good as previously. There has not been an intensive focus on raising standards in science as there has been in English and mathematics. Pupils' use of the computer suite has helped to raise standards in ICT well and now all areas of the curriculum are covered. Standards are the same in RE as in the previous inspection but no clear judgements were made at that time about standards in history and PSHCE to allow reliable comparisons to be made.

5. Although there has been a steady rise in standards, especially in English and mathematics, since the last inspection, the rate of improvement has not been fast enough. This is because of the satisfactory quality of teaching and learning across the school and because assessment information is not being used precisely enough to adjust teachers' planning, adapt teaching styles and match work carefully to pupils' individual levels of understanding and need. This is especially significant in the case of more able pupils. Some of them are working well within their limits as the level of challenge offered to them is the same as for all pupils or it is not inspiring or imaginative enough to allow them to forge ahead. The school is still developing its provision for the more able and gifted and talented. Marking does not challenge pupils sufficiently to think more deeply about their work.

6. Pupils with SEN make good progress towards the targets identified on their individual education plans (IEPs) because of well-focused support. Many of these targets include ideas for pupils' behaviour and social development. Pupils who are supported by the LSC network also make good progress towards the targets set for them and achieve well. The targets in their IEPs and in literacy and numeracy are specific to their needs, and they are achievable. These pupils also make good progress in mainstream lessons. The care and support offered by the specialist teachers, teaching staff and support assistants who work with them further this good progress and raise self-esteem.

7. Numeracy skills are developed satisfactorily across the curriculum and the use of ICT is also satisfactory. Literacy skills are well developed and enhance pupils' responses to other subjects. Discussions with pupils and their views in the questionnaire show that they mostly feel that they have to work hard and find lessons interesting although a small group of Year 6 pupils were less positive than those in Year 7. Parents are also generally satisfied with the progress made by their children.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Attendance is well below average. Punctuality is satisfactory. Pupils' moral, social, spiritual and cultural development is satisfactory overall.

Main strengths and weaknesses

- In their questionnaire, the great majority of pupils said that they liked school and enjoyed their lessons.
- Pupils are enthusiastic, keen to learn, concentrate well and want to succeed.
- Their behaviour is good in lessons and around the school.
- Pupils in the LSC are included well in all activities.
- Relationships between pupils, and among pupils and adults, are good.
- Pupils are keen to take responsibility.
- Pupils show good levels of respect for one another's feelings and beliefs.
- The attendance rate is well below the national average.

Commentary

8. At all stages, pupils enjoy school and all it has to offer. Pupils have good attitudes to learning and want to do well. In comments before the inspection, several pupils said that they liked working hard and enjoyed their lessons. In a Year 6 mathematics lesson on the use of fractions, pupils worked hard consistently throughout the lesson. Pupils nearly always show good interest in their lessons: for example, in a Year 4 RE lesson on church artefacts, the pupils were spellbound by the examples brought to the lesson by the vicar and had prepared some good questions. Pupils co-operate well and are trustworthy. They are often imaginative: for example, in a Year 4 PSHCE lesson, one pupil asked "Can babies think before they are born?" The majority of pupils respond well to teachers' expectations of them and are confident, friendly and polite. However, when sessions go on for too long, or when work fails to engage their interest, some pupils become restless and lose concentration.

9. Behaviour is good throughout the school in lessons, assemblies and playtimes. Parents who attended the meeting felt that teachers dealt well with pupils whose behaviour was likely to cause concern. In the questionnaire, most parents felt that behaviour was good. Pupils respect their teachers, who offer them good examples of courtesy and fairness. For example, in a Year 5 ICT lesson on ancient and modern Greek games, the teacher's positive approach kept all pupils interested so that they were consistently well behaved and courteous. Pupils are very well aware of how they should behave and fully understand the difference between right and wrong. The behaviour system, which includes merit certificates and the Roll of Honour, is effective and is valued by pupils. No bullying or harassment was observed during the inspection and pupils know what to do if it should occur. The degree of racial harmony appears high.

10. Pupils supported by the LSC network behave well and work hard. Their work is often quite intensive as they focus on remembering previous learning and also learning new skills. They evidently enjoy their work and are developing flexibility in their abilities to manage work in smaller groups and main class work. These pupils are very well included in whole school activities, assemblies, break times and lunchtimes and certain lessons ensures that pupils like their school, and are interested in what they do.

11. Pupils are enterprising and respond well to the many good opportunities for taking responsibility, for example, in the Class and School Councils, as reading partners and as monitors in a variety of areas including the school bank. Relationships between pupils and adults and among the pupils themselves are good and this security gives pupils the confidence to ask questions and put forward their ideas. Pupils are keen to take part in school activities and participation in extracurricular activities is good.

12. Attendance is well below average. This is a decline from the last inspection and is due to the increased number of children from Traveller families, extended holidays in term time and some families with attendance and medical problems. Unauthorised absence is above average. Punctuality is satisfactory. The administrative officer monitors attendance weekly and the majority of parents are conscientious about informing the school of any absence. The local education authority has appointed Education Attendance Assistants to tackle the problem across the county later this year. The school promotes good attendance through certificates and awards and is well supported

by the Educational Welfare Service and the Traveller Support Service. There were five fixed-period exclusions last year and there have been 11 this year of six pupils. Procedures were correctly followed.

13. The ethos and the social and moral development of the pupils are good. Pupils behave with consideration and have a well-developed sense of how their behaviour might affect others. The Councils and the many opportunities for pupils to take responsibility encourage a sense of community and pupils are strongly supportive of one another. In discussions, pupils particularly liked the friendly atmosphere of the school and the support they received from teachers. One said: "All the teachers are really kind." The PHSCE programme makes a good contribution to pupils' social and moral development.

14. Provision for pupils' spiritual development is satisfactory, an improvement on the last inspection. Pupils have some good opportunities to reflect on the beliefs of others through RE and assemblies: for example, in an assembly during the inspection, pupils were invited to think about the different ways that the great religions encouraged people to be honest and to tell the truth. The 'Wonder Wall' in the hall offers pupils the opportunity to reflect on the themes for the week. There are some opportunities for reflection in music and art.

15. Pupils' cultural development is satisfactory: several pupils learn musical instruments and are able to play them in assembly. The school gives pupils plenty of opportunities to listen to music and to appreciate their environment. For example, pupils are keen to take part in the gardening club run by the caretaker in the environmental area. During the inspection, Year 5 pupils were involved in Greek themed days, which covered several areas of Ancient Greek life. Pupils are encouraged to think about others through raising money for charities nominated by the School Council. However, there are few opportunities for pupils to learn about the diversity of cultures in modern Britain.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	7.7	School data:	0.4
National data:	6.0	National data:	0.3

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	260	5	0
White – Irish	1	0	0
White – any other White background	1	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Bangladeshi	11	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	2	0	0
Black or Black British – any other Black background	1	0	0
Any other ethnic group	4	0	0
No ethnic group recorded	9	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. The strongest features are provision for pupils in the LSC and for pupils with SEN, an innovative approach to the curriculum, levels of care for pupils' welfare, pupils' close involvement in the running of the school and good links with parents and the community. Areas for development include some aspects of teaching and learning, using information from assessment more carefully to adapt planning, the pace of improvement and ensuring that all pupils receive equality of opportunity.

Teaching and learning

The overall quality of teaching and learning and of assessment is satisfactory in Years 4 to 6 and in Year 7.

Main strengths and weaknesses

- Good relationships in the classroom mean that pupils happily cooperate with their teachers.
- Teachers' probing questions make pupils think for themselves.
- The pace of some lessons is not demanding enough.
- Over direction by some teachers means that pupils lose opportunities to choose and experiment.
- Assessment information is not being used precisely enough to give pupils the right blend of help and challenge in lessons.
- Marking does not give useful guidance on how pupils can improve their work.
- Older pupils are not sufficiently aware of National Curriculum levels to encourage them to strive for higher achievement.
- Teaching is good for pupils with SEN when supported and for pupils in the LSC network.

Commentary

Summary of teaching observed during the inspection in 47 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0(0%)	0(0%)	18(38%)	29(62%)	0(0%)	0(0%)	0(0%)

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

16. Teaching and learning are satisfactory overall in Years 4 to 7 and satisfactory in all subjects where judgements could be made. The number of good lessons was not nearly as high as in the previous inspection although there was no unsatisfactory teaching. Teaching across the school has common strengths including firm guidelines for pupils' response and behaviour, confident and well-informed explanations, and good interaction with pupils to anticipate problems and extend ideas. At the start of lessons, learning objectives are clearly communicated to pupils so that they know what is expected of them. Ninety-six per cent of pupils in their questionnaire said that they generally found lessons interesting and fun and a similar number that they found out new things in lessons. Nearly all parents in their survey stated that teaching was good although there were comments about variations in the standards of teaching in different classes at the pre-inspection parents' meeting.

17. Chief among teachers' skills is their careful and positive management of pupils' behaviour. They value pupils' contributions and treat mistakes sensitively so that pupils express ideas freely, ask questions, learn from mistakes and say when they do not understand. This calm, supportive atmosphere was evident in a Year 4 PSHCE lesson when pupils described their mixed feelings about the birth of their younger siblings. Some teachers have confident subject knowledge so that constructive links are made between subjects which ensures that learning is more meaningful and enjoyable for pupils. This was seen in Year 5 teachers' well-planned and inventive approach to

teaching about life in Ancient Greece which gave pupils many opportunities to display their ingenuity, imagination and independent learning. Teachers are also good at asking questions which make pupils think carefully and which encourage them to make best use of their previous learning. In a Year 6 RE lesson when pupils were comparing Christian, Buddhist and Hindu views about the environment, the teacher's thought-provoking questions challenged them to think very hard about the subject.

18. In a Year 7 music lesson, the teacher moved the lesson along quickly by her spirited approach so that pupils performed interesting arrangements of *What shall we do with the Drunken Sailor?* and thoroughly enjoyed their music making. However, a major weakness is the pace of teaching. Sometimes, there is no real sense of urgency and the pace flags because of overlong explanations, repetition or lack of organisation. Pupils become restless or relax into a comfortable rate of working. This means that they do not cover as much ground as they should and, sometimes, do not finish the task set. Where extension work is planned, pupils often do not reach it. Over direction by some teachers limits pupils' opportunities to develop their own learning and leads to passive listening and limited answers to questions. Teachers are not always aware of the need to promote accurate and clear speaking skills. They do not encourage more reluctant speakers to contribute their views but allow the more articulate to dominate discussions. Although usually outlined in planning, vocabulary in some subjects is not always introduced clearly, reinforced and used in lessons. There is good teamwork between teachers and teaching assistants in some classes but, in others, teaching assistants are largely uninvolved and teachers do not make the best use of their skills. Teachers' expectations of more able pupils are not always high enough. Planning often provides an increase in the number of things they must do rather than a focused piece of work which challenges their thinking.

19. The overall quality of teaching and learning for pupils who have SEN is good when they receive well-targeted support in class. In some cases, when unsupported, teachers plan for them, but this does not always have a sharp enough focus. Teaching and learning for pupils who are in the early stages of learning to speak English are satisfactory both in class and in a small group with the specialist teacher.

20. The quality of teaching and learning for pupils in the LSC network is good. Pupils are given work that is challenging yet appropriate for their needs and levels of attainment. In a Year 6 English lesson, pupils were working on the story of *Kensuke's Kingdom* and were writing messages in a bottle having been shipwrecked on an island. They had to use vocabulary describing their reactions and the teacher encouraged pupils to imagine how it would feel to be in this position. In a mathematics lesson, Year 4 pupils, having done brain gym activities, had to find right angles in the classroom and then had to think hard how they might represent their findings in the form of Venn diagrams. As a result of good assessments, activities and demands are matched sensitively to pupils' needs. The good understanding and management of behaviour also contribute to pupils' achievements.

21. Since the last inspection, the assessment coordinator has ensured that teachers have become much better informed about the progress and attainment of pupils in their class. Teachers are also making increasing use of assessment information to guide their planning but this is not always precise enough to meet the range of abilities in the class. This is especially true in the case of more able pupils where learning objectives are not sharply defined enough to allow them to use their initiative. Although the school has established effective processes for analysing data closely, it does not always make full use of them to raise standards. There are good assessment procedures in English and mathematics, although assessment is less well developed in other subjects. In English and mathematics, the progress of each pupil is tracked and targets for improvement established. Pupils are increasingly involved in helping to assess their own work. The school is developing this by including pupils in discussions linked to their personal targets but they are not sufficiently aware of their own National Curriculum levels to act as an incentive to higher achievement. The quality and the frequency of the marking of pupils' work are not carried out consistently across the school. There are examples of good marking, which guides pupils forward in their learning. However, there are other examples where work is simply ticked and few written comments used to show pupils how they can improve.

The curriculum

The overall quality of the curriculum is good and it meets statutory requirements. It is well planned and enriched by a wide variety of extra-curricular activities and outside visits. The school's accommodation is used adequately to support the curriculum and resources are satisfactory overall.

Main strengths and weaknesses

- The school provides a broad and balanced curriculum.
- The curriculum is carefully planned and then reviewed as priorities for development are identified.
- Work is not sufficiently well matched to the needs of more able pupils.
- Pupils with SEN and in the LSC network take a full part in the life of the school.
- The curriculum is well organised to meet the needs of the pupils in the LSC network.
- Systems for monitoring the curriculum are not well developed.
- The number, expertise and experience of the teachers enhance the school's curricular provision.

Commentary

22. The effectiveness of the school's curricular provision is kept under review and it takes account of new developments. An example of this has been the school's recent focus on developing creativity throughout the curriculum. This has resulted in provision such as the Year 7 North American Indians topic and the Year 5 Greek Days where cross curricular activities in subjects such as DT, history and English have been successfully planned. Appropriate time allocations are provided. This is an improvement on the findings of the last inspection. Further improvements include the school's recently adapted approach to the development of the quality of pupils' writing skills, and the improved systems now operating to ensure progress through the curriculum from one year to the next. In other respects, the curriculum has improved. For example, weaknesses in ICT have been corrected and there is now good provision for PSHCE. One area of the school's provision is unsatisfactory. This is the lack of access and opportunity the school offers to its most able pupils. The monitoring of mathematics and English has been a particular priority in the school in recent years, but the arrangements for science, in particular, have been less rigorous. This has had an impact on the standards achieved in the subject. Systems for monitoring the curriculum are not sufficiently developed.

23. Pupils with SEN join in everything that the school offers. There were many examples of this during the inspection time and one was the way in which every one was included in the Greek activities in Year 5. IEPs focus on the needs of the pupils, and their targets are appropriate and promote good progress. Many of these focus on behavioural issues and are successful. Provision for pupils with English as a second language is satisfactory and their cultures are valued and celebrated.

24. Curriculum provision for pupils supported by the LSC network is good. Most pupils are taught in specialist groups for literacy and numeracy and make good progress. In addition, care is taken that, when pupils are in mainstream classes, they are able to contribute fully to the lesson. Pupils also change groups when good progress is made. Pupils play an active part in whole school activities and extra-curricular activities, which helps to enrich their experiences. During the Year 5 Greek activities, pupils from the LSC played a full and equal part in making masks, dressing up in Greek costumes, sampling the Greek food, playing music and taking part in the city states of Athens, Marathon and Sparta as they presented their plays. IEPs are of good quality and have clear, specific targets, which address pupils' learning needs well and enable teachers and parents to see the progress made. Pupils who need individualised learning plans also receive good support for improving communication skills. All pupils identified as needing to attend the LSC have statements of SEN and appropriate support is provided. Annual Reviews of the statements take place and involve parents, pupils, teachers and appropriate agencies.

25. The school supports the curriculum well through a wide range of educational visits. Pupils in all year groups normally have several day trips out each year. Pupils in Years 5 and 7 have a residential visit. The school offers a good range of clubs at lunchtimes and after school, such as choir, drama, silk painting and cricket. Some clubs are organised by Year 7 pupils and the caretaker runs a gardening club. Clubs are very well attended and conversations with pupils showed that they valued and enjoyed these activities. Arrangements for visitors to the school are less well developed.

26. The school has appointed an appropriate number of qualified teachers, who are well trained, adequately experienced and effectively deployed. The school's accommodation is satisfactory because it allows most of the curriculum to be taught effectively. However, having a playing field that is situated so far from the school presents some logistical and safety implications for the school's provision in PE. Despite the age of the building, the school has made a real effort to provide stimulating and well-organised accommodation in which pupils can learn and play. However, some pupils are more reluctant readers and the library, although placed at a focal point in the school, is not sufficiently attractive to encourage them to browse and enjoy books. The teacher in charge of these facilities is not given enough time to enable her to develop this important area of provision. Resources are adequate for all pupils

Care, guidance and support

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

Main strengths and weaknesses

- The induction arrangements for new pupils are good
- All groups of pupils are well cared for.
- There are effective procedures for health and safety, child protection and first aid.
- The involvement of pupils in the school's work is very good.
- All adults know pupils very well and provide good levels of care.
- Arrangements for monitoring pupils' personal development are good.

Commentary

27. There are good arrangements for pupils when they start at the school, which include letters written by Year 4 to Year 3 pupils and preliminary visits to the school by both children and parents. Parents and pupils felt well prepared for their new experience.

28. The care and support given to pupils who have SEN are good. Teachers and assistants know the needs of the pupils well and give good support, especially when more acute difficulties arise. Pupils supported by the LSC receive good levels of care, support and guidance. Induction procedures into the LSC are good and there are good practices for getting to know about the pupils before they start. A variety of assessment procedures are used to ensure that pupils work at appropriate levels. Pupils are well known by the teachers and support assistants who can anticipate how individuals may react and plan well to make pupils more confident.

29. The school has good health and safety procedures. Arrangements for the administration of first aid and for monitoring pupils' medical conditions are good and nearly all staff have been trained in first aid. Supervision at lunch and play times is satisfactory. Risk assessments are regular and the caretaker works hard to ensure good health and safety practice around the school. Security is good.

30. Pupils' views are sought extensively through regular questionnaires, Class and School Councils, 'circle time', assemblies and PHSCE. Pupils have recently discussed the layout of the playground and school dinners and nearly all pupils in their questionnaire felt confident that their views could be heard and acted upon.

31. Procedures for child protection are satisfactory. The acting headteacher is the designated person for child protection and for pupils in public care. Although very experienced, neither he nor any other member of staff has been formally trained. All staff are very aware of child protection issues and keep good logs of concerns. Links with social services are good. There is good co-ordination with social services for pupils in public care. Good support is given by the Traveller Support Service.

32. There is a strong bond of trust between pupils and all adults who work in the school. Most pupils who responded to the pre-inspection questionnaire felt there was at least one adult to whom they could turn for advice. In discussion, pupils felt that they could trust their teachers and, in turn, were trusted by them. Adults know the pupils very well and offer them good support. Personal development is monitored very well through extensive class development files and reports. Parents felt strongly that their children were well supported and cared for. Academic monitoring is used satisfactorily to inform pupils how they can improve. Assessment procedures are good in English and mathematics but are weaker in other subjects.

Partnership with parents, other schools and the community

The school's links with parents are good. Links with the community are good and links with other schools are satisfactory.

Main strengths and weaknesses

- Parents have positive views of the school in nearly all areas.
- Parents of pupils with SEN and of pupils working in the LSC network are involved well in their children's education.
- The school provides parents with good information.
- The school seeks to involve parents in the work of the school very well.
- The school has good links with the local community.
- The Friends' Association is very supportive.

Commentary

33. In a good return to the questionnaire, parents and carers expressed considerable satisfaction with nearly all aspects of the school.

34. Parents of those pupils who have SEN are involved well in their children's education. They receive details of IEPs and there are opportunities for them to talk to teachers at consultation evenings and at other times. Their views are sought and recorded for the pupils' statutory annual reviews. Parents and carers of all the pupils who work within the LSC network have good links with the school and are encouraged to support the assessment and target setting process. The level of liaison is good. Constant contact is made with parents and carers through phone calls and home visits and good use is made of the home/school contact book. Pupils' progress is monitored carefully as they move through the school and they receive good advice about the next stage of their education. The centre has good working links with a number of secondary schools to ensure a smooth transition.

35. Information provided for parents is good. The prospectus and governors' Annual Report to parents are well written and presented and comply with requirements. A good range of leaflets is given to parents on behaviour, reading and mathematics and the school provides parents with good holiday review packs if they take their children on holiday in term time. The school provides parents with regular information about what their children are to learn. Links through home/school reading books are good and homework diaries are used well in Year 7. The support given by parents to their children's learning at home is satisfactory. Reports are good overall: they give targets in English and science and grades for attainment and effort in all areas, as well as giving parents and pupils the

opportunity to comment. However, they do not always give any indication of how pupils are performing against national standards. Regular newsletters are helpful and keep parents well informed of events. Teachers are always available for informal consultation at the end of the day. The school regularly consults parents through questionnaires about their views on such issues as behaviour, sex education and reading with children and parents' views have been taken into account when policies have been revised.

36. There is very good attendance by parents at the good range of consultation and curriculum meetings. Parents are involved early in any racial incidents or in any behavioural issues. Induction procedures are good and include helpful information about starting at the school. Parents of pupils who speak English as a second language are keen for their children to do well.

37. There are good links with the local playgroup and good links with local secondary schools. There are some links with other local primary schools through sports. The Parents' Association runs a good range of social and fund-raising activities and raises very good sums to buy equipment to support children's learning. A good number of parents help in school on a regular basis.

38. The school has good links with the local community: for example, the vicar takes assembly each month and clergy come into school to talk to pupils in RE. As a result of the school's recent centenary celebrations, several local visitors have now been to the school to talk to pupils about history in the area and Normandy veterans visit the school each year. Pupils take part in the Lord Mayor's procession each year and the school competes in the Norwich in Bloom competition.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are satisfactory. The leadership of the acting head teacher and also of key staff is satisfactory. Management is satisfactory. Governance is satisfactory.

Main strengths and weaknesses

- There is a real sense of teamwork in the school and a determination that pupils' needs come first.
- The school has a constant focus on raising pupils' achievement.
- The school has built up an accurate picture of its performance but is not using this information sharply enough.
- Systems for checking the quality of teaching and learning in the classroom are not regular or rigorous enough.
- The skills of subject leaders are not being used efficiently.
- The pace of change and improvement is not fast enough.
- Governors support the school well but rely too heavily on senior staff to provide direction for the SDIP.
- Systems for checking the impact of expenditure on standards are not well developed.
- The school's provision for SEN and for the LSC is well managed.

Commentary

39. The thoughtful leadership of the acting head teacher gives sure direction to the work and development of the school and continuing stability for pupils. A school with happy, healthy, high achieving children lies at the heart of his philosophy and this vision of the way forward has been effectively communicated to staff, governors, pupils and their parents. This unity of purpose means that there is a strong team spirit in the school and a conviction that pupils' needs will be met by combining effective pastoral care with a drive to achieve higher standards. The acting head teacher is well supported in his role by the deputy headteacher. All in the school are fully committed to including every pupil in its work. However, more able and gifted and talented pupils do not have equality of opportunity as they do not make as much progress as they should. There are no significant barriers to raising achievement in this school.

40. The school's commitment to improvement is underpinned by a comprehensive analysis of its performance. Since the previous inspection, information from scrutiny of data, tracking of pupils' progress and examination of their responses in the national and internal tests has been used in a much more systematic and analytical way. This helps the school to keep abreast of issues as they rise or develop. For example, work on problem solving and calculators in mathematics were highlighted and programmes of action put in place to address them. However, the school does not always use these improved skills in analysing and interpreting data sharply enough in the classroom to alter planning, modify teaching styles and ensure that work is accurately matched to pupils' individual needs. Although the school now has more precise insights into the progress of each pupil, learning objectives for more able pupils are not clearly defined or imaginative enough to allow them to take risks in their learning. It has built up a detailed view of its work, but the school's self-evaluation is not always objective enough and it does not ask itself sufficiently challenging questions. Overall judgements in the school's self-evaluation for this inspection lacked rigour.

41. The School Development and Improvement Plan (SDIP) is satisfactory in guiding future developments. It maps out relevant priorities and has an appropriate focus on raising standards although criteria for judging success are not always specific enough to measure the progress that has been made. There is an insufficient emphasis on what teachers need to do to improve their practice in order to raise standards across the curriculum. Ongoing reviews of the progress of the SDIP help senior staff to have a good overview of developments.

42. Systems for checking the quality of teaching and learning in the classroom with a regular programme of observations and feedback by senior staff have not been fully established in the school. This is a major obstacle to improvement and to driving standards up. It means that strengths in teaching are not recognised and built on and best practice is not shared among others. Similarly, problems are not confronted decisively or robust systems put in place to address them. Although there was no unsatisfactory teaching during the inspection, there was not enough good or very good teaching to raise its overall quality. Arrangements for Performance Management are well established and teachers' objectives are closely linked to whole school targets and priorities in the SDIP. There is also a clear programme of professional development for staff and the school plans to tap into the expertise of current staff. The school is soundly involved in Initial Teacher Training.

43. There has been an unsatisfactory response to the key issue for action from the last inspection to review and amend the managerial tasks of teachers. Although the post of assistant headteacher was created to ensure a more equitable division of tasks among staff, some are still overburdened with responsibilities. Extensive monitoring of some subjects, for example, mathematics, has taken place but, in general, the role of subject leader is not sufficiently well defined or well developed. Some have good experience and expertise and make an important contribution to building colleagues' confidence and expectations. However, they have limited opportunities to play a pivotal role in monitoring, evaluating and developing their subjects. They are not carrying out sufficient classroom observations to give them a clear view of priorities and trends for development. This was also reported at the previous inspection. Although there are some sound management systems in place, all these factors relating to the review and use of assessment information, teaching and learning and subject leadership mean that the quality of teaching and learning and pupils' achievement are not improving at a fast enough rate.

44. Governors are supportive and committed and most of them have a wide experience of their role. They use their expertise well to support the school and carry out their responsibilities effectively so that all statutory requirements are met. They have carried out their own self-evaluation procedures and have set their own development plan. However, they are not involved enough in the early stages of the SDIP to give them a firmer grasp of strategic planning for school improvement. Governors gain a further understanding of the school through analysis of data, benchmarking with other schools, presentations from subject leaders, informal visits, and reports from senior management. However, there is no structured programme of visits to the classroom to enable them to obtain a sufficient and up-to-date understanding of the school's strengths and needs.

45. Careful financial planning and administration ensure that spending is focused on priorities in the SDIP and is regularly reviewed during the year. The school makes full use of competitive prices and compares them carefully with other sources when making purchases or undertaking building projects. The school does not have appropriate systems in place to analyse the capacity of all financial projects to improve pupils' learning and to make teaching more effective. The budget surplus is above that recommended but has been carried forward to finance fluctuations in the school's intake of pupils with the reorganisation of schools in Norwich in the next few years.

46. The SENCO leads and manages well. As she has limited time for developing her role, she gives much of her own time to the administrative demands as well as teaching and supporting pupils fully. There is a governor who is responsible for this aspect and who supports the co-ordinator well. The SENCO and the current team work closely together to create the good provision for pupils supported by the LSC. Policies and procedures are in place and the SENCO has a clear vision for including these pupils in all aspects of the school. She leads a strong team of teachers who are well trained and provide clearly focused and appropriate work for all pupils. She also works closely with mainstream teaching staff and teaching assistants to support the planning and provision for pupils when in mainstream classes to ensure that their needs are met. The nominated governor plays a full and active part and also supports the full integration of LSC pupils into school life. Since the previous inspection, work has been undertaken to ensure that the IEPs cover behaviour, and also staff have been trained to use ICT. Mainstream staff and teaching assistants also receive training about meeting the needs of the pupils.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	818289
Total expenditure	832036
Expenditure per pupil	2792

Balances (£)	
Balance from previous year	80000
Balance carried forward to the next	66253

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

SUBJECTS IN KEY STAGES 2 and 3

ENGLISH AND MODERN FOREIGN LANGUAGE

English

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards in the national tests have risen consistently.
- Pupils are usually careful listeners but speaking skills are more variable.
- Pupils read accurately but they are not able to discuss deeper issues and meaning in the text.
- Writing across the curriculum is broadening pupils' experience of the purposes of writing.
- There is not enough pace and challenge in some lessons to enable all pupils to achieve well.
- Marking is not always useful and practical in showing pupils how to improve their work.
- The subject leader is not being given enough time to carry out all her responsibilities.
- Information from assessment is not being used carefully enough to raise standards.

Commentary

47. Overall, standards are below average in Year 6 and average in Year 7 and pupils' achievement in both year groups is satisfactory. Pupils from minority ethnic groups, those from Traveller families and pupils who are in the early stages of learning to speak English also achieve satisfactorily. Pupils with SEN, including the LSC, achieve well because they receive well-planned support in class and, in some cases, their needs are further met by the Additional and Further Literacy support programmes. However, the work given to more able pupils often lacks challenge. Overall, standards are the same as in the last inspection in Year 6 and higher in Year 7. However, standards in writing are now better in both year groups and results in the national tests have risen consistently. This is the result of a continuous focus on writing, ongoing monitoring and evaluation, support from external agencies and booster classes. Improvement has, therefore, been good.

48. In both Years 6 and 7, standards in listening are average. Many pupils are careful and attentive listeners who respond positively to the ideas of others and show respect and tolerance in their thinking. In an assembly on the theme of being honest, pupils listened very closely to Aesop's tale of *The Boy who cried Wolf* and gave thoughtful responses when they were told how honesty is a universal religious message. There are wider variations in their skills and confidence as speakers and standards in both Years 6 and 7 are below average in speaking. Some pupils use language in a considered way, answer questions concisely and draw upon a varied vocabulary. Others find it more difficult to elaborate on their ideas or to use precise language. Sometimes, teachers allow more articulate pupils to dominate discussions and do not adequately draw in those pupils who have a more limited range of language structures and words. This means that a number of pupils sit passively and do not readily offer answers and show enthusiasm.

49. Reading skills are below average in Year 6 and average in Year 7. Many pupils in both year groups read with confidence, fluency and accuracy and some of them know how to use their voices expressively to convey emotion and build up a sense of drama. Although some Year 6 pupils have a sound knowledge of characters and events, they are unable to talk about the twists and turns of the plot and lack the understanding to draw conclusions and form opinions. In Year 7, some pupils find it difficult to consider wider themes in their reading and how the story may develop. Pupils read a comfortable rather than a challenging range of books so that they do not learn to approach books

with increasing maturity and insight. Pupils have sound skills in researching information from books and other sources.

50. Standards in writing are below average in Year 6. Pupils are given plenty of opportunities to write freely and to appreciate the different purposes of writing. The work of more able pupils shows confidence, pace and fluency but, in many cases, pupils lack the stamina to tackle extended pieces and the impact of their writing is weakened because their ideas are not effectively organised. In Year 7, standards in writing are average and pupils show greater confidence in writing in a challenging range of styles and an increasing ability in organising their ideas in interesting ways. They make sound use of the knowledge gained in studying texts to improve their own work. This is seen in the vigour of their writing in the Weird Sisters' spell from *Macbeth* and in their forged letters relating to 'Love in the Air' based on *Twelfth Night*. Some pupils have a good command of expression and they are developing a lively style but, in the case of others, output is small and their ideas are not sustained consistently enough. All pupils plan and draft their work carefully. Work on grammar is sound and many pupils have a satisfactory understanding of spelling and punctuation rules. However, not all of them try to make their handwriting neat and legible and teachers do not always insist on this. Across the school, there is not a strong enough focus on language. Teachers do not reinforce key vocabulary in some subjects or seize opportunities in classes to explore with pupils the wealth of language in the text. As a result, pupils' choice of words lacks richness, range and subtlety which undermines their progress in writing. This is because many of them do not have the confidence to experiment with words or to develop their ideas imaginatively to enable them to reach higher standards.

51. Taking all the evidence into account, including the analysis of work, teaching and learning in Years 4 to 7 are satisfactory although two good lessons were seen in Year 7 during the inspection. Teachers' confidence in teaching the subject is shown in their clear presentations and in the systematic way in which they teach key skills. This was evident in a Year 6 lesson when the teacher demonstrated how a word could be transformed by the addition of a prefix or a suffix to its root. As pupils invented new words, an element of fun promoted their enjoyment of language effectively. Teachers are also good at asking questions which encourage pupils to think about what they are saying and how to frame their ideas properly. In a Year 7 lesson about writing a biography, the teacher skilfully demonstrated to pupils how closed questions gave rise to limited answers and how they must use open-ended questions to explore ideas and research information. Teachers' calm and efficient approach to managing pupils' behaviour creates a supportive atmosphere for learning. However, a major weakness is the lack of pace and vitality in some lessons so that pupils relax into a leisurely rate of working and their output is not good enough. It often results in passive listening or, conversely, an underlying restlessness in the classroom. Although learning objectives are made clear, teachers do not always give expectations of the quality or quantity of work required so that important learning is lost. Marking does not give constructive guidance on how pupils can improve their work. Extension work for the more able is not sharply defined or imaginative enough to make real demands upon them.

52. Leadership and management are satisfactory. The subject leader has a wealth of expertise and experience but she is not given sufficient time to carry out her role, especially in classroom observations, to enable her to gain further insight into the subject and to make best use of her skills. Assessment procedures are good but information is not being used carefully enough in the classroom to raise standards. In depth analysis of the subject has taken place but it is not reviewed objectively enough. Pupils are aware of their targets which are expressed in straightforward language and are helping to raise the expectations of their own performance. However, older pupils are insufficiently aware of their National Curriculum levels to encourage them to strive for higher achievement. ICT is used adequately in the subject. Year 7 pupils work on newspaper front pages during a "Newsday" led by visiting experts.

Language and literacy across the curriculum

53. The development of language and literacy in other subjects is good and is a strength of provision. Opportunities are taken to develop fluency in drama sessions linked with the Ancient Greeks and

interviews during Roman and Medieval days. Writing includes a letter to the Indian government about problems experienced at Chembakolli, reporting centenary celebrations, designing healthy eating posters and writing non-chronological reports.

Modern Foreign Language

54. Not enough evidence was gained to make reliable overall judgements about provision, standards and teaching and learning in **French** in Year 7 because of the arrangement of the timetable. One lesson was observed, and evidence was also obtained through looking at pupils' books and talking to them. Most pupils have positive attitudes towards French and they are mainly careful and attentive listeners. Their pronunciation is sound but they lack confidence in speaking and their skills in reading and writing generally outpace their oral work. They are developing a sound understanding of language structures, and how to use them, and an increasing range of appropriate vocabulary covering topics like the family, the home and daily life, colours and time. In the lesson observed, the teacher provided a good model of language for pupils and rewarded their efforts with plenty of praise. Pupils generally coped well with the task of matching subjects to a school timetable, and talking about them, but a flagging pace and occasional over direction by the teacher meant that some pupils became passive and detached.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses.

- Good leadership and management have done much to improve the subject.
- There is good use of analyses of results to improve standards.
- Teaching is satisfactory overall with a significant amount of good teaching.
- Teachers keep good control and pupils behave well.
- Opportunities to promote pupils' problem solving skills are not provided consistently.
- There is not enough provision for more able pupils.

Commentary

55. By Year 6, pupils' attainment is below average. This matches the results of the national tests in 2003 and also the findings of the last inspection. When the same results are compared with schools where pupils obtained similar results in the national tests in Year 2, pupils' attainment is also below average. There has been much effort put into mathematics in order to raise the standards, but these initiatives have not yet had time to have an impact on attainment and progress. The achievement of pupils of all levels is satisfactory.

56. Pupils in Year 7 attain average standards, which shows good progress and achievement. This also includes those pupils who have SEN. This improvement is due to the efforts of the subject leader and teachers, together with the good use of the analysis of results, intensive monitoring and evaluation and the extra training provided.

57. The quality of teaching and learning is generally satisfactory. There were no unsatisfactory lessons and over a third of the teaching was good. Where lessons were good, strengths included careful planning for the ability of the pupils, brisk pace and good challenge. A good example of this was seen in a Year 6 lesson. The teacher gave out cards to everyone and they had to find the pupil with the card that matched their own. This involved the nine times table and so three times nine had to find 27. Pupils enjoyed this and did well. Later, when teaching ratio, which is a difficult concept, the teacher used library books and one in ten coming back overdue as a setting. Pupils concentrated well and worked hard. A good brisk start was made to the topic.

58. Where lessons are less successful, the pace and challenge are slower and pupils do not show much enthusiasm for mathematics. Many pupils require a great deal of help and often there is no assistant to provide an extra pair of hands. In some cases, there is insufficient sharply focused planning for the more able pupils. Their extension work is sometimes not challenging enough and does not stretch them sufficiently. The subject leader has, however, already planned to make this a focus for the whole school next year. Teaching is accurate and provides sufficient interest to keep most pupils interested and involved. In all lessons, teachers kept good control and as a result, pupils' attitudes and behaviour were good.

59. Analysis of pupils' work shows that there are not enough opportunities across all years for pupils to develop problem solving skills. The subject leader has already identified this and is planning improvements for next term. ICT is used appropriately and pupils sometimes use the computer room for mathematics.

60. The subject is well led and managed. Many initiatives have been included in the last year, and her analysis of the national test results is good. This is leading to extra training for staff where necessary, and some extra focus on the topics discovered to need more attention. There has been satisfactory improvement since the last inspection and systems are in place to take the subject forward.

Mathematics across the curriculum.

61. There is no consistently applied provision for mathematics across the curriculum. However, there are satisfactory opportunities for pupils to use their skills. For example, in PE, pupils measured their jumps and recorded their findings. In science, Year 4 pupils used mathematical skills to make equally sized parachutes in a lesson about the resistance of air. In geography, they have used co-ordinates and plot positions, and have measured accurately in DT.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Teachers have good subject knowledge.
- Curricular provision is well planned to ensure continuity.
- There are now regular opportunities for pupils to investigate and experiment.
- Procedures for assessing pupils' work and achievements are insufficiently developed.
- The monitoring and evaluating of teaching and learning are unsatisfactory.
- More able pupils are not consistently presented with challenging work.
- There is insufficient use of ICT to support teaching in science

Commentary

62. Standards in Year 6 and in Year 7 are below average. This judgement is similar to the findings of the last inspection for Year 7 pupils. Although the findings for Year 6 pupils are below the previous judgement, the overall trend for the school's results in national tests has been rising and has become much closer to the national average. One major factor has affected, and restricted, the rate of progress achieved since the last inspection: the school has not focused its attention on raising the standards of achievement in science as much as it has on English and mathematics. For example, the last time extensive monitoring of teaching and learning in science took place was in 2000. The school has made considerable progress recently, however, by paying particular attention to teaching pupils how to investigate and experiment. This aspect of the pupils' learning was deemed to be a weakness in the previous inspection. Key investigative skills have been identified throughout the school's science scheme of work to ensure that they are taught consistently and effectively. This

has resulted in teachers having far greater understanding and increasingly confident subject knowledge.

63. Standards of work seen in pupils' books and in lessons show that both pupils' achievement and progress overall are satisfactory from Years 4 to 7. However, this is not the case for many of the more able pupils, as some teachers have low expectations of them and provide insufficient challenge. Evidence from work also shows that, earlier this year, pupils' scientific knowledge in Year 7 was below average, as was their achievement in investigative science. However, a recent emphasis on the teaching of this aspect of the scheme of work has raised standards. Year 7 pupils have developed their ability to interpret distance/ time graphs quantitatively, as was seen in a lesson about measuring forces. They have also learned about planets, chromatography and the conductivity of materials. From discussions with Year 7 pupils, they were less knowledgeable about the main functions of organs of the human body and about food chains.

64. Pupils' achievement and progress in Year 6 are satisfactory. Pupils with SEN make good progress, achieve well and receive positive and considerate attention from their teachers and support staff. As in Year 7, more able pupils are not always presented with sufficiently challenging work and, as a result, do not consistently make appropriate progress or achieve to their full potential. Year 6 pupils know what plants need to grow successfully and use this knowledge to predict what might happen to seeds in different growing conditions.

65. The quality of teaching and learning in Years 4 to 7 is satisfactory. Teachers have good subject knowledge and prepare well for their lessons. Most planning for lessons is comprehensive and ensures continuity between successive lessons. The pace of most lessons observed was generally slow and teachers demonstrated a limited range of teaching styles, most of which were over directive. In lessons where teaching was seen that engaged and stimulated the pupils, they learned well and showed interest and enthusiasm for the subject. Teachers generally provide opportunities for pupils to plan their own investigations, but evidence from pupils' books indicates that this has largely been a significant feature of the subject's teaching in the last two terms. There was good emphasis in all lessons seen on the correct use of scientific vocabulary, which ensured that pupils learned to understand scientific terms fully. By using similar approaches for recording the findings of their experiments, there is consistency across the whole school. This helps the pupils to develop their skills, evaluate evidence and make fair comparisons. Pupils are, however, less well prepared and practised in predicting the possible outcomes of their experiments. The quality of work found in pupils' books is mainly satisfactory, but work in Year 4 relies too heavily on published worksheets. This not only sometimes limits the challenge for the more able pupils, but also fails to provide the support for developing pupils' writing skills adequately. From the observation of lessons and analysis of pupils' work, there is insufficient use of ICT to support teaching and learning in science.

66. The leadership and management of the subject are satisfactory. The enthusiastic subject leader has gained confidence in analysing performance data and increasingly uses it to raise standards in the subject. She has a comprehensive plan for the subject's future, but this does not fully recognise the need for regular monitoring and evaluation of the quality of teaching and learning in order to raise standards. However, it does place considerable emphasis on the need to improve the current assessment procedures for the investigating and experimenting strand of the subject as teachers do not have an adequately clear picture of pupils' attainment. The subject leader has worked hard to establish an effective range of resources across the school, and plans to direct more funding towards the needs of pupils in Year 7.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The improvement in pupils' attainment since the previous inspection.

- Teachers have good subject knowledge and growing confidence, which has resulted from effective training and good subject planning.
- Some cross-curricular links have been introduced to promote the effective use of ICT.
- Assessment procedures are inadequate.

Commentary

67. Standards in Year 6 are average and pupils achieve satisfactorily. In the lessons seen, pupils could use control software to learn about input and output devices, obtain information about the Ancient Greeks and search for websites on the Internet. They used ICT to present information in different forms and some had an understanding of how ICT devices with sensors could be used to help them create sequences of instructions to control events. Most pupils showed an ability to combine and refine information from a variety of sources. Standards in Year 7 are average, and pupils' achievement is satisfactory. Since the previous inspection, standards in both Years 6 and 7 have risen, which is largely due to the effective focus the school has placed on the subject's provision including the ICT suite.

68. Overall, the quality of teaching and learning in the lessons seen was satisfactory. Teachers make effective use of the available resources, present lessons confidently and demonstrate good subject knowledge. They also take full advantage of the school's well-equipped ICT room. Their lessons are carefully planned and thoroughly organised. Direct instruction is clear and this not only ensures that pupils know what to do, but also stimulates their interest. Apart from the more able pupils, the tasks set during lessons provided sufficient challenge for most pupils. Very occasionally, teaching was less effective when there was too little insistence that pupils listened carefully and followed instructions.

69. There is clear evidence that since the last inspection the subject has made a good improvement. Several factors have made this improvement possible. These include the planning of timetables to ensure regular use of the improved ICT Room; the establishing of clear curriculum plans for each year group and improved training for staff. Leadership and management are satisfactory. The current subject leader has been responsible for the subject for less than a year and a school ICT action plan has been established and started. Priorities for further development have been identified and include the need for improved arrangements for assessment which are now unsatisfactory. However, the action plan does not emphasise the need for the monitoring and evaluation of teaching and learning.

Information and communication technology across the curriculum.

70. The use of ICT in other subjects is satisfactory. The school's action plan is ensuring that its cross-curricular use is progressively being extended. Examples were observed in DT, science and art and design lessons. The recent provision of several laptop computers provides valuable support and practice around the school for pupils with SEN.

HUMANITIES

71. It was not possible to see any **geography** lessons during the inspection, and so no judgements can be made about provision, standards, or teaching. From the analysis of work, it is clear that many pupils carry out detailed work that includes a variety of geographical skills. For example, they are taught good mapping skills that are securely based on the Ordnance Survey. They also learn to interpret maps, judge why people settled in various places and use photographs and other sources of evidence. A geography specialist leads the subject, and the curriculum is good. A particularly good feature is the subject leader's inclusion of basic knowledge for pupils across the year plans. This includes such things as knowledge of places and towns in the county, names of British rivers and world maps of climate, continents and population.

History

Provision in history is **good**.

Main strengths and weaknesses

- Pupils enjoy the detective skills required in history.
- Pupils in Year 5 became part of living history as Ancient Greeks.
- Pupils learn that they are part of the school's history.
- Their skills in interpreting evidence from the past are less well developed.
- The role of the subject leader is not well developed.
- Assessment is unsatisfactory.
- The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

Commentary

72. In Years 6 and 7, standards are average and all groups of pupils achieve satisfactorily. No clear judgements were made about standards in the last inspection so it is not possible to judge improvement. Judgements in this inspection are based on classroom observations, looking at displays and pupils' books and talking with them.

73. Overall, teaching and learning are satisfactory across the school. Pupils enjoy history and teachers try hard to bring their learning to life. They generally strike a sound balance between giving pupils information and encouraging them to raise their own questions about the past. Pupils have an appropriate sense of chronology and the concept of a timeline and an understanding of the context in which people lived because their skills as young researchers are being developed progressively. Pupils in Year 4 examine the impact of invasion and the reasons behind the Roman occupation of Britain and have compared the Roman and Celtic way of life and war. Ancient Greece came alive for Year 5 pupils when they took part in their own Olympic Games, set up stalls in the Agora and practised and performed their plays as members from the different city states. This was the result of an interesting and well-planned approach by their teachers which enabled pupils to be actively and imaginatively engaged with the past. In their study of Tudor Times, Year 6 pupils tracked Drake's voyage and became aware of the importance of exploration at that time and the excitement of discovering the New World. When challenged in a lesson by their teacher's searching questions, pupils in Year 7 were able to give a good account of how the Native American Indians lived in balance with the buffalo and killed no more than they needed. Across the school, there is an insufficient focus on historical language and teachers do not give pupils enough opportunities to identify why the past is represented and interpreted in different ways. Over direction in a few classes means that pupils do not learn for themselves by collecting evidence and drawing their own conclusions. The celebration of the school's centenary at the end of 2003 when pupils re-enacted a school day in Edwardian times gave them a strong sense of the past and a realisation that they too are part of the school's history.

74. Leadership and management are satisfactory although the subject leader's monitoring role is not developed well enough. There are strong links with literacy which extend pupils' appreciation of the scope of writing. Assessment is unsatisfactory and there are no whole school recording procedures. Eye-catching and colourful displays like Year 7's Native American Indians and Year 4's Romans and Celts help to raise the profile of the subject effectively. Events like Greek, Roman, and Evacuation days, Medieval banquets, visits to Norwich Castle and visitors like the Normandy veterans all help pupils to compare the past with modern society. History makes a good contribution to pupils' spiritual, moral, social and cultural development when they look at the beliefs of the Plains Indians, discover reasons why Britain went to war in 1939, interview former pupils of the school and learn about the legacies of ancient civilisations like Greece and Rome.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils explore the values and beliefs of major world religions.
- The expectations of some teachers are sympathetic rather than challenging.
- Thought-provoking questions develop pupils' interest and curiosity in religions.
- There are growing links with other subjects and with collective worship.
- The role of the subject leader is not well developed
- The school's assessment and record-keeping procedures are unsatisfactory.

Commentary

75. Standards of attainment seen during the inspection for both Years 6 and 7 are in line with the locally agreed syllabus. This judgement is the same as that made during the school's previous inspection so improvement has been satisfactory. Pupils' achievement and progress from Years 4 to 7 are satisfactory. By the end of Year 6, pupils have a sound knowledge of many aspects of Christianity, Islam and Buddhism. Most pupils can answer questions about the significant experiences of key figures from all of the three religions. Year 7 pupils know about more detailed aspects of these religions, such as meditation and worship. They have also considered natural disasters, as they were encouraged to form thoughtful views on such issues. The quantity and quality of work found in pupils' books indicated that some teaching does not meet the needs of all pupils, especially the more able. It also showed that some teachers' expectations are insufficiently demanding to enable all pupils to make better progress. Opportunities for further developing pupils' writing skills are not fully utilised. Descriptions of events or celebrations frequently fail to represent the range of ability that is present in each class. Presentation is often untidy and some marking shows modest expectations from teachers.

76. As in the previous inspection, the overall quality of teaching and learning across the school is satisfactory. However, the school's recently rewritten and comprehensive scheme of work has given staff better subject knowledge, clearer guidance for planning and greater confidence. This improved provision is already beginning to have a positive impact on the standards achieved. In the lessons seen, teachers planned their lessons well and reviewed previous work by using effective questioning. This approach not only rapidly gained the interest and attention of their pupils, but also contributed to the development of their curiosity and understanding of religious beliefs. An increasing number of lessons are taught using a cross-curricular approach, with subjects such as history. The new scheme of work also has links to assemblies, especially in connection with major religious festivals. The use of ICT has not been fully developed in the teaching of the subject, although the Internet is increasingly being used for research, particularly in Year 7. Pupils respond well in their lessons and show positive attitudes towards the subject.

77. Leadership and management are satisfactory. The subject leader has ensured that the subject has adequate resources, has established opportunities for classes to make out-of-school visits and has provided a particularly thorough scheme of work. However, her monitoring role is insufficiently developed to enable her to examine the quality of pupils' work in their books and teaching and learning in the classroom in order to raise standards. Assessment procedures are also unsatisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

78. Only one **art and design** lesson was observed during the inspection and inspectors did not obtain sufficient evidence to make a reliable judgement about standards. The curriculum has been designed to target creativity, appreciation and understanding, so that pupils will have opportunities to experience a wide range of media. For the last four years, in each year, two whole days have been set aside entirely for art activities. Photographic evidence showed that pupils had experienced a wide variety of activities where they investigated, explored and developed ideas. The subject enjoys a high profile in the school. From the extensive selection of displays around the entire building, there was evidence of Year 4 pupils being able to use oil pastels and watercolours to copy the style of

Vincent van Gogh. There was also evidence of Year 7 pupils' observational pencil drawings of fish and plants. Every display showed that pupils take pride in their artwork and make progress in their skills as they pass through the school. From evidence that was provided, indications are that standards in art and design are average.

79. No **design and technology** lessons were observed during the inspection so it is not possible to make a reliable judgement about the provision in the subject. Examination of pupils' work on display around the school shows that Year 4 pupils have designed appropriate plans and successfully made moving vehicles in the form of delivery vans. Year 6 pupils have made some accurate and precise drawings of their intended models of funfair rides. Analysis of Year 6's work folders produced evidence of designs for rainforest T-shirts, an investigation into shelters and some recently completed product evaluation sheets. Discussions with the subject leader revealed that as a result of monitoring and evaluating the teaching of particular units of work, some have been deliberately moved to younger classes. This has been done in order to raise the level of challenge and to seek to improve standards.

80. Because only a very few lessons could be observed, no overall judgements can be made about **music**. However, the indications are that music has improved since the last inspection. In particular, the music room has been refurbished and is now used fully. The resources and display in the room all help towards providing a suitable atmosphere for lessons, and it is now an asset to the subject and has helped to raise its profile. A commercial scheme has been adapted for use, replacing the previous curriculum plans that were thought not to be cohesive enough and which left the subject without much continuity.

81. There are opportunities for pupils to have instrumental lessons from a visiting teacher, and there is a school choir, which was seen rehearsing for the end of term performance. Some pupils played various instruments such as a saxophone, a flute and a clarinet for an assembly during the inspection. They were under the leadership of the visiting teacher who also played as part of the group. All these additions are helping to increase the interest in music shown by pupils. They enjoy singing and playing and, in the lessons seen, displayed keyboard and other skills. Year 6 were learning a rap as well as doing some part singing in their lesson. They kept good time and were technically accurate. Year 7 caught some of the teacher's obvious enthusiasm when they planned and rehearsed accompaniments and performances of *What shall we do with the Drunken Sailor?* The few performances that were possible in the time showed some good talent and plenty of imagination. They incorporated the use of keyboards and percussion as well as using the skills of those pupils who have individual tuition. A good feature of the lessons was that pupils planned well, writing down their ideas rather than using improvisation that might be forgotten later.

Physical education

Provision for physical education is **satisfactory**.

Only lessons in Years 4, 5 and 6 were seen, and no judgements can be made about Year 7.

Main strengths and weaknesses.

- The schemes of work are comprehensive and cover all requirements.
- There is a good range of activities during out of school time.
- Leadership of the subject is good.
- Opportunities for the evaluation of performance by pupils are not consistent.
- ICT links have been lost.

Commentary

82. Standards have been maintained since the last inspection and pupils' attainment in Year 6 is average. Improvement, therefore, has been satisfactory. Pupils achieve satisfactorily and make

sound progress, including those who have SEN. There is a full range of activities which include gymnastics, games, swimming, athletics and dance, as well as outdoor educational opportunities. By the time pupils leave the school, the great majority are able to swim at least 25 metres using a recognised stroke.

83. Overall, the quality of teaching and learning in Years 4 to 6 is satisfactory. Teachers are generally confident with teaching PE and plan lessons which pupils enjoy. All lessons include a warm-up activity and pupils understand what physical changes take place as a result, such as increased heartbeat and muscle use. Year 4 were observed taking part in mini-sports in the hall. These included throwing, jumping and shuttle running. They timed their efforts and recorded them so that they could see whether they were able to better their performance. In Year 6, pupils behaved well and worked hard at the various activities including throwing quoits, a standing long jump and a triple jump.

84. Year 5 took part in a very well organised "Olympic Games" on the field. It was part of their Greek activities which included discus throwing, and running. The addition of laurel crowns and medals made the afternoon more authentic and everyone took part fully and enjoyed themselves greatly. They paraded as the city states of Athens, Sparta and Marathon and chanted enthusiastically for their teams. Later Year 5 were seen again, this time in costume, learning a Greek dance, which really captured the atmosphere and gave them some experience of another culture.

85. Year 7 had their own athletics afternoon and they were seen for a short while throwing safety javelins, hurdling and throwing the discus. It was well organised and there was some evaluation by the teacher of the performances. A notable feature was the high profile given to safety procedures.

86. Scrutiny of the planning shows that a good and imaginative range of activities is planned. These include interpretive dance, gymnastics and sports of several kinds. Skills are addressed appropriately and pupils learn striking, fielding, running and passing. After school activities include sports such as football and cricket and there are matches against other teams. Outdoor activities are also included in the programme, and there are photographs on display of a visit to an outdoor centre. Pupils took part in abseiling, rafting, and archery among many other activities. In general, there are not enough opportunities in lessons for pupils to evaluate their own and others' performances in order to see how they can improve.

87. The subject is well led by an enthusiastic and knowledgeable co-ordinator. She has increased the curriculum provision and re-written some courses. The previous ICT links have been lost but she is working to replace these with new software and connections.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

Provision in personal, social and health education is **good**.

Main strengths and weaknesses

- The school's provision for PSHCE is at the heart of its ethos.
- A good rapport between teachers and pupils means that pupils feel secure to express their views.
- The school's reward systems encourage pupils to strive even harder.
- Pupils are given a genuine say in the running of the school.
- Visits and visitors give pupils another perspective of the subject.
- There are weaknesses in the subject leader's monitoring role and in assessment.

Commentary

88. Standards in the subjects are average in Years 6 and 7 and the achievement of all groups of pupils is satisfactory. PSHCE is given a high profile in the school and throughout the curriculum. Pupils are taught to develop self-respect and to show courtesy and consideration towards others. This results in a real sense of community for which every one is responsible but where everyone is cared for and supported. Pupils are also made aware of their responsibility towards their families, the outside community and the environment. Apart from classroom observations, judgements were made through looking at displays, teachers' planning and talking to pupils.

89. Across the school, the quality of teaching and learning is satisfactory. Teachers build warm, supportive relationships with their pupils so that pupils can develop confidence and feel a sense of achievement. In a Year 4 lesson about how a baby's arrival affects a family, pupils felt secure within the clear and positively formed rules of 'circle time' to express their mixed feelings - 'happy but jealous' - when their younger siblings were born. The teacher's calm and thoughtful approach helped to draw out their emotions well. When setting up their practical model of life in the Ancient Greek Agora, some pupils in Year 5 were negotiating rules for a leader while one group announced that they had decided to work together as a team. In a Year 6 lesson about changes in puberty, the teacher's sensitive questioning meant that pupils were mature and reflective when they discussed the topic. There was good teamwork among Year 7 pupils as they played a game about the effects and dangers of illegal drugs which built on an earlier visit from an expert.

90. The school also gives pupils a strong framework of rules to regulate their behaviour including school and class rules and targets, Roll of Honour, attendance certificates and 'Wonder Wall'. The school takes part in the Healthy Schools initiative and pupils' awareness of healthy eating has been raised by the introduction of a healthy snacks policy and a fruit stall run by Year 7 pupils at break time. Pupils are also helped to develop feelings of self worth through praise and recognition of their efforts including 'Aspirations wall', 'Star of the Term', 'Our Dreams' and 'Reach for the Stars!' Respect for property and the environment is seen in gardening club, the conservation area, Norwich in Bloom awards and Schools' Waste Action Club. 'Circle time' enables pupils to discuss issues that are important to them in an open yet confidential setting. A new sex education policy has been implemented using the results of a questionnaire to parents. The School and Class Councils give pupils the opportunity to feel that they can make things happen, for example, they raised money for playground equipment and all pupils' views are regularly canvassed by the school. Residential trips for Year 5 and Year 7 enable pupils to live and work together in close quarters and in unfamiliar surroundings.

91. Leadership and management are satisfactory. The subject leader has had insufficient opportunities to monitor the subject and to introduce assessment procedures. PSHCE was not taught as a separate subject at the last inspection so it is not possible to judge improvement. Visits and visitors include representatives from the Matthew Project, Norfolk Environmental Action – Global Citizenship, Maddermarket Theatre, police and school and dental nurses. The school's provision for PHSCE successfully creates a sense of identity as a community where every one has a part to play.

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	4
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	6
Attitudes	3
Behaviour, including the extent of exclusions	3
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	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
The leadership and management of the school	4
The governance of the school	4
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).