

INSPECTION REPORT

GILDERSOME PRIMARY SCHOOL

Gildersome

LEA area: Leeds

Unique reference number: 107848

Headteacher: Mr S Kurth

Lead inspector: Mr A J Dobell

Dates of inspection: 4th to 6th May 2004

Inspection number: 256209

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	287
School address:	Town Street Gildersome Leeds
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Appropriate authority:	The governing body
Name of chair of governors:	Mr S Knott
Date of previous inspection:	March 1998

CHARACTERISTICS OF THE SCHOOL

Gildersome Primary School draws its pupils largely from the surrounding area. This large primary school serves a mixed community where socio-economic circumstances cover a wide range but are average overall. Similarly, children's standards and learning skills when they enter the Reception classes are wide ranging but are average overall. The very large majority of pupils are from white Western European backgrounds and very few speak English as an additional language.

At the time of the inspection, 287 pupils were on the school's roll with 37 being in the Reception classes. A below average proportion of the school's pupils (10.8 per cent) were identified as having special educational needs. These needs include moderate and severe learning difficulties, social, emotional and behavioural difficulties, speech and communication difficulties and hearing impairment. The proportion of pupils with statements of special educational needs (1.7 per cent) is also below average. An average proportion of pupils (10.5 per cent) is known to be eligible for free school meals. During the school year 2002-03, just over 10 per cent of the pupils joined or left the school during the course of the year. The school participates in the 'Excellence in Cities' initiative.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10373	Mr A J Dobell	Lead inspector	Mathematics, Music, Physical education, English as an additional language.
19374	Mrs W Sheehan	Lay inspector	
32472	Mrs F Burton	Team inspector	English, Science, Information and communication technology, Geography, History, Religious education.
30834	Mrs A Lawson	Team inspector	Foundation Stage, Special educational needs, Art and design, Design and technology.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a satisfactory school giving satisfactory value for money. Children enter the Reception classes with standards which cover a wide range but are average overall. They achieve well and make good progress in the Reception classes and in Years 1 and 2, and satisfactory progress in Years 3 to 6. The quality of teaching is satisfactory overall although there was much good and some very good teaching in lessons observed during the inspection. Weaknesses in assessment and analysis of trends in results are the things holding the school back from further improvement, and the leadership accepts that these need to be improved.

The school's main strengths and weaknesses are:

- Standards in science and English are not as high as those in mathematics, and there is underachievement in science.
- Special educational needs, information and communication technology and the Foundation Stage are led and managed well overall, but the managers of other subjects are not given enough opportunities to be effective.
- There are inconsistencies in the marking and assessment of pupils' work, the tracking of their progress, and the planning of different work for pupils at different stages of learning.
- There is a very good range of activities outside class.
- Very good relationships throughout the school result in good behaviour and attitudes to learning.
- The school's systems for evaluating its strengths and weaknesses are poor.
- The school has good links with parents, the community and other schools.
- There has been no recent training in child protection procedures.

Improvement since the previous inspection has been satisfactory, and the key issues for action identified by that inspection have been addressed satisfactorily overall.

STANDARDS ACHIEVED

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

*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.*

Overall, pupils' **achievement is satisfactory**. Children achieve well in the Reception Year and are likely to exceed the goals that they are expected to reach by the end of this school year. Pupils continue to achieve well in Years 1 and 2. Standards in the current Year 2 are average, but they are above average in the current Year 1. Pupils generally achieve well in comparison to similar schools at the end of Year 2, but achievement in comparison with similar schools at the end of Year 6 is below average. A detailed analysis, however, shows that in English, though the table above shows a D, progress was satisfactory. Current Year 6 pupils are also achieving satisfactorily in English and mathematics, and they are achieving satisfactorily overall, but achievement in science still needs improvement, Pupils with special educational needs make good progress and achieve well.

Pupils' personal qualities are good overall. Children in the Reception classes have very good attitudes to learning and attitudes are good in the rest of the school. Behaviour is generally good throughout the school, both in and out of class. Pupils' spiritual, moral, social and cultural

development is good overall and their moral and social development is very good. Attendance is well above the national average.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory.

Teaching and learning are **satisfactory** overall. They are good in the Reception Year and Years 1 and 2 and satisfactory in Years 3 to 6. In the best lessons, imaginative teaching, interesting learning activities and a brisk pace enable pupils to achieve well. In less effective lessons in Years 3 to 6, lessons lack challenge so that the pace of learning slows and achievement is slowed. Pupils with special educational needs achieve well. Teaching assistants support learning very well in the Reception Year and well in the rest of the school. Assessment is used very well in the Reception Year to promote learning. Its use is satisfactory in Years 1 and 2, but unsatisfactory overall and in Years 3 to 6 because there is insufficient emphasis on raising standards.

The quality of the curriculum is good in the Reception classes and satisfactory in Years 1 to 6. There are very good opportunities for enrichment in activities out of class. Information and communication technology is used well to support learning. Pupils are well cared for in the Reception classes and there is sound care in the rest of the school. Pupils feel secure and content in the school. There are good links with parents, other schools and the local community.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory.

The headteacher's leadership has strengths. He is well known to pupils and parents, provides a secure learning environment and effectively includes all pupils in the school's activities. Overall, his leadership is satisfactory. The school runs efficiently on a day-to-day basis and finances are managed satisfactorily. However, the schools' systems for monitoring data are unsatisfactory so it does not have a secure appreciation of its strengths and areas for development. As a result, there has not been sufficient focus on raising pupils' achievement at the end of Year 6 and subject managers have not been given the time or the opportunity to raise attainment in their subjects. Governors ensure that the school meets its legal obligations but have not challenged the school sufficiently with regard to standards at the end of Year 6. Overall, governance is satisfactory.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are supportive of the school. They appreciate the wide range of activities available to their children and are pleased that they are happy in school. They believe that their children are well taught and cared for. Some do not feel that their views are taken seriously enough, but most do not feel this. All are pleased with the work of the Parent Teacher Association. Pupils enjoy school, but some are concerned about behaviour. They enjoy lessons where they are stretched. Evidence from the inspection supports the positive views. Behaviour in the school is good overall and parents are involved well in the school's work.

IMPROVEMENTS NEEDED

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

- Improve standards of attainment, particularly in science and English, by the time that pupils leave the school by improving the quality of teaching and learning.
- Develop systems to improve the consistency of the marking and assessment of pupils' work, pupils' understanding of how they can improve, the tracking of their progress, and the planning of different work for pupils at different stages of learning.
- Enable subject managers to be more effective in leading the curriculum and in promoting high standards in their subjects.
- Arrange for all staff to have training in child protection procedures.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is good in the Foundation Stage (Reception Year) and Years 1 and 2 and satisfactory in Years 3 to 6 regardless of gender and levels of attainment. Pupils with special educational needs achieve well. Standards are average overall at the end of Year 2 and Year 6.

Main strengths and weaknesses

- Over the last 5 years, standards in the national tests at the end of Year 2 have risen more rapidly than the national trend, but standards at the end of Year 6 have risen more slowly than the national trend.
- Standards in English and science have been below or well below average for the last three years at the end of Year 6; achievement in science remains unsatisfactory.
- There is insufficient rigour in the school's approach to raising standards by the time pupils leave the school.
- Children achieve well in the Foundation Stage because teaching is good and assessment is used very well to plan their future learning.
- Information and communication technology is used well overall to raise standards and pupils achieve well in this subject.
- Pupils with special educational needs achieve well because good provision is made for them throughout the school.

Commentary

1. In the national tests at the end of Year 2 in 2003, standards were above average in reading, writing and mathematics. Teacher assessments in science show standards to be above average. These standards compared very favourably overall with schools drawing their pupils from similar backgrounds. Since children enter the Reception Year with average levels of knowledge and learning skills, these results represent good achievement in the Foundation Stage and Years 1 and 2.

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

Standards in:	School results	National results
Reading	16.8(16.9)	15.7(15.8)
Writing	15.8(14.7)	14.6(14.4)
Mathematics	17.0(16.9)	16.3(16.5)

There were 50 pupils in the year group. Figures in brackets are for the previous year

2. In the national tests at the end of Year 6 in 2003, standards were average in mathematics, below average in English and well below average in science. These results were overall below those achieved in schools with a similar level of free school meals and also below those achieved in schools where similar results were attained at the end of Year 2 in 1999. In mathematics, however, the results were the same as other schools. In addition, an analysis of the school's records shows that, overall, this year group achieved satisfactorily in Years 3 to 6 in English. For example, the average points score in 1999 in reading and writing was 14.3, so the improvement over four years was 12 points, which is what is expected. The rate of achievement and pupils' progress in the school is currently good in the Foundation Stage and Years 1 and 2, and satisfactory in Years 3 to 6. While the trend of improvement in the school's average points score in the years 1999 to 2003 exceeded the national trend at the end of Year 2, it was lower than the national trend at the end of Year 6. This is because of an increase in

the proportion of pupils in these year groups with special educational needs or emotional and behavioural difficulties. The school's evidence shows that overall, pupils' achievement was satisfactory, though science was and remains a weakness.

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

Standards in:	School results	National results
English	26.3(25.2)	26.8(27.0)
mathematics	27.0(26.3)	26.8(26.7)
science	27.6(26.3)	28.6(28.3)

There were 43 pupils in the year group. Figures in brackets are for the previous year

3. While standards have improved well at the end of Year 2 and been above average overall for the last three years, standards at the end of Year 6 have worsened since the school's previous inspection. While standards in mathematics at the end of Year 6 have been average overall for the last three years, standards in English and science have been below average. The school has been insufficiently rigorous in its approach to raising standards. There has been insufficient careful analysis of where weaknesses exist in these subjects and insufficient specific planning of teaching and learning to overcome these weaknesses. There is insufficient tracking of pupils' progress and setting of short term achievable targets so that pupils' progress towards these targets is regularly monitored and appropriate action taken if progress slows. There are occasions when learning tasks are not sufficiently matched to the needs of particular pupils.
4. Children enter the Reception classes with average levels of knowledge and learning skills. Effective teaching, lively learning activities and a well-planned curriculum means that these children make good progress and achieve well. All adults in the Foundation Stage work very effectively together as a team and their constant alertness to opportunities to encourage children to develop their knowledge, skills and understanding over all areas of learning, promote achievement effectively. As result of this good provision, children are likely to exceed the nationally expected goals in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world, and to reach these goals in creative development and physical development. This good achievement continues in Years 1 and 2 and children make good progress during their first three years in the school.
5. Information and communication technology is used well overall to support learning and pupils achieve well in this subject. Throughout the school, there are good examples of information and communication technology being used to give pupils a wider understanding of the topics that they are studying in a range of subjects. This is having a positive effect on standards, particularly in mathematics, where all classes have an opportunity to use the computer suite each week to support their learning. Effective provision in information and communication technology means that standards in this subject are at the expected level at the end of Years 2 and 6.
6. Pupils with special educational needs achieve well and reach the standards expected for them, with some pupils exceeding them. This is because their learning is well planned and they have good support from teaching assistants. The co-ordinator for special educational needs works with a group of these pupils each week and so has a means of monitoring their achievement. However, she does not have the opportunity to work systematically with colleagues to plan learning strategies individually for these pupils and to monitor their progress in the light of the targets set in their individual education plans. The school makes good arrangements to develop the talents of the pupils who have particular gifts and they have the opportunity to achieve at a high level, particularly in chess and in the weekly film club. However, the extent to which they are effectively challenged in lessons is inconsistent. The very few pupils who speak

English as an additional language are well integrated into the school and achieve at the same rate as other pupils.

- Achievement has improved well in the Foundation Stage and Years 1 and 2 and is now good. Achievement is inconsistent in Years 3 to 6 because pupils are not consistently given sufficient challenge in lessons in Years 3 to 6. In discussion, teachers were keen to raise standards by having greater opportunities to manage teaching and learning in the subjects for which they are responsible.

Pupils' attitudes, values and other personal qualities

The majority of pupils have positive attitudes to school and to learning. Behaviour is good. Relationships between teachers, support staff and pupils are very good. Pupils' spiritual, moral, social and cultural development makes a good contribution to pupils' personal development. Attendance is well above the national average.

Main strengths and weaknesses

- Attendance is well above the national average and ensures that pupils benefit from continuous learning.
- Pupils are sociable, enthusiastic and keen learners.
- Behaviour around the school and in lessons is good and pupils generally display good self-control.
- Very friendly relationships exist and so pupils feel valued.
- Children in the Foundation Stage are given a very good start towards developing personal and social skills and they make good progress and achieve well.
- Pupils with special educational needs have good attitudes to learning.
- Pupils' spiritual, moral, social and cultural development is good overall.

Commentary

- Attendance is well above the national average. Pupils are eager to come to school and regular attendance ensures that pupils benefit from uninterrupted learning. The area of concern, which was raised at the time of the previous inspection has been improved, and attendance monitoring is now satisfactory. The school has yet to introduce a first day absence calling system to ensure that staff know whether all pupils have arrived safely. There are class procedures for rewarding good attendance. The majority of pupils are punctual each morning and are welcomed in the playground by their teachers. This practice results in a friendly and positive start to the day.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.1	School data	0.0
National data	5.4	National data	0.4

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

- In most lessons and around the school, the attitudes of pupils are good. There is, however, variation between classes. In a Year 5/6 mathematics lesson, for example, pupils had excellent attitudes to learning, showing very high levels of sustained concentration and interest and very high levels of initiative. When lessons are interesting, pupils respond well to the learning activities and they are particularly enthused by group and paired working tasks. For example, in a Year 5/6 geography lesson, pupils relished the opportunity to work in groups to prepare for

a lively debate on changing the landscape. Pupils generally try hard in lessons and settle down to work quickly and quietly. Most pupils are enthusiastic to learn and, when given the opportunity, enjoy asking questions to further their learning. For example, in a Year 3/4 science lesson, pupils enjoyed the opportunity to add their own suggestions on how to conduct the planned experiment. These good attitudes to learning are enhanced by pupils' very good moral and social development.

10. Pupils' behaviour is good. In lessons, the behaviour of pupils varies between excellent and satisfactory. In the best lessons, very good behaviour results from the brisk pace of the lesson, the challenging tasks set and the high expectations of behaviour. However, in some classes, when teachers' expectations are insufficiently demanding or the lesson fails to provide appropriate challenges, some pupils, both boys and girls, become restless and passive. Outside lessons, the majority of pupils are well behaved and play well together which reflects good personal development.
11. During the school year 2002-03, there were no exclusions and, in this year too, no pupils have been excluded. In discussion, pupils on the school council feel that the behaviour of some pupils is a drawback to this school being better. However, bullying or other forms of oppressive behaviour including sexism and racism were not raised as major concerns, and, in discussion, pupils felt that the staff, including lunchtime assistants, dealt effectively with any instances. In personal, health, and social education lessons, pupils learn how to handle difficult situations. For example, in a Year 1 lesson, pupils were given practical ways of dealing with any bullying situations.
12. Relationships between staff and pupils and between pupils are generally very good. Pupils cooperate well and listen carefully to each other's ideas and contributions. For example, Year 3/4 pupils worked very effectively as a team as they rehearsed their parts for a class assembly. The school has put a number of positive initiatives into place to stimulate pupils' interest at lunchtimes, including teaching pupils playground and indoor games, and many extra curricular activities. These are much appreciated by pupils and have helped significantly towards their enjoyment.
13. Children in the Foundation Stage settle quickly into the school and become confident and independent in their work. This is the result of the skilled support that they are given by all adults. They make good progress and achieve well in their personal, social and emotional development. They are likely to exceed the expected goals in this area of learning by the end of the Reception Year. Similarly, the few pupils who speak English as an additional language are fully integrated into the school and so have good attitudes to learning.
14. Those pupils with special educational needs, who also have emotional, behavioural and social problems, are well integrated into school life. They make friendships and are well supported in the management of their behaviour by the school's effective learning mentors and by teachers and learning support staff. As a result, apart from isolated instances, their behaviour in classrooms and around the school is good. Learning mentors are skilled members of staff and have well planned and carefully structured programmes to assist individual children and to help them to consider the impact of their actions on others.
15. There is good provision for pupils' spiritual, moral, social and cultural development. Pupils' spiritual development is good especially in assemblies and personal, health and social education lessons. Pupils have a very secure understanding of the difference between right and wrong and a good appreciation of the possible impact that their behaviour might have on others. Pupils have raised substantial funds to help others and this promotes a good understanding of people less fortunate than themselves. In a Year 5/6 religious education lesson, pupils reflected thoughtfully on the moral meaning of the Good Samaritan story in the context of modern times. Social skills are developed very well through lunchtime and after school clubs, opportunities for residential activity weeks and personal, social and health education lessons. Pupils have an adequate appreciation of their own and others' cultural traditions through visits within the local areas and visitors including an African drummer. There

are however missed opportunities in the curriculum to develop pupils' cultural and multicultural understanding further, for example, through art and design.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory. Teaching and learning are satisfactory overall and there is good provision for pupils with special educational needs. Teaching is good in the Foundation Stage. The curriculum is satisfactory overall but there is very good provision for activities to enrich learning out of class. Pupils are satisfactorily cared for but whole school systems to assess pupils' achievement and to promote their further progress are unsatisfactory.

Teaching and learning

Teaching and learning are satisfactory overall but good in the Reception classes and Years 1 and 2. The assessment of pupils' work is very good in the Reception classes but unsatisfactory overall.

Main strengths and weaknesses

- In the best lessons, imaginative teaching and interesting learning activities engage pupils' interest successfully so that they work with sustained concentration and achieve very well.
- In some lessons, a lack of effective challenge means that pupils do not concentrate well or work hard enough.
- Whole school systems to monitor and evaluate learning and promote further progress are unsatisfactory.
- Information and communication technology is generally used well to promote learning in other subjects.
- Teaching assistants and other support staff are generally effective particularly in supporting pupils with special educational needs.

Commentary

Summary of teaching observed during the inspection in 39 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	4 (10%)	3 (62%)	11 (28%)	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 the best lessons, teaching is carefully planned so that different groups of pupils are challenged to give their best and so achieve very well. An example of such a lesson was a mathematics lesson for Years 5 and 6. The lesson began with three very demanding and rapid mental calculations, which ensured that the attention of all pupils was thoroughly engaged. Pupils then went on to graded work in different groups so that all could make progress on the basis of their existing level of knowledge and understanding. The teacher then taught different groups in turn so that she could test and extend their skills in the area of work in which they were engaged. One group's work was clearly linked to their learning in geography. Very effective use of humour and praise resulted in excellent relationships throughout the class and pupils worked with sustained concentration and enthusiasm throughout the lesson. In discussion, one pupil said that this was his favourite lesson because 'learning is fun and you get stretched'. Lessons of this quality were also observed in the Reception Year, Year 1/2 and Year 3/4.
17. In contrast, in satisfactory lessons, teaching tends to lack challenge and sparkle while being accurate and competent. In these lessons, work is not consistently graded to match the needs of groups of pupils at different stages of learning and learning tasks tend to be routine. For example, an analysis of some pupils' science books shows that some work is the same for all

pupils and appears to have been copied. This kind of mundane learning activity does not challenge pupils sufficiently. In discussion, pupils, unsurprisingly, described this kind of work as 'boring'. However, in four out of the five lessons observed in science during the inspection, the quality of teaching and learning was good.

18. At the time of the previous inspection, it was stated that whole school systems for assessment had not yet been adopted. This remains the case. There is a marking policy to underpin the marking of pupils' work but there are no systems in place to ensure that the policy is consistently followed. The analysis of pupils' work shows that it tends to be marked regularly, although some work sheets have not been marked. However, marking tends to consist largely of ticks and there are few comments to show pupils how they can improve their work further. Pupils are not consistently clear about targets for improvement and these are not contained in their books. Some pupils say that they do not have targets whilst others say that they do not understand them. There are no effective whole school systems for systematically tracking pupils' standards and progress so that there is no bank of information on which to plan future learning. Results from national tests are not analysed systematically so that teachers and subject leaders in English, mathematics and science do not have information about relative strengths and weaknesses in the subject for which they are responsible. The school's systems for assessing pupils' standards and progress are unsatisfactory.
19. Information and communication technology is used well overall to promote learning in other subjects. There are good examples of information and communication technology supporting learning in mathematics, English and history, for example. However, its use is inconsistent. During the inspection for example, there were missed opportunities to use information and communication technology to support learning in art and design in Years 5 and 6. Further, children in the Reception Year do not have the opportunity to use the computer suite regularly. This is a missed opportunity and their achievement in this area of learning lags behind their achievement in other subjects.
20. Teaching assistants are generally effective in supporting learning, particularly for pupils with special educational needs. The quality of support for pupils with special educational needs is good. Learning support staff are well trained, committed to their work and keep very detailed records about learning programmes for individual pupils. Pupils with statements of special educational needs, or those with significant learning needs, benefit from regular teaching in small groups. The school's special needs co-ordinator spends a portion of each week working with a small group of children with special educational needs and this is a good feature of her work. However, teachers do not consistently make good use of the information provided for them by the special educational needs co-ordinator. This is made available to all staff in individual classroom files, but their use is inconsistent, and pupils would benefit from a whole school approach. The very few pupils who speak English as an additional language receive good support and, as a result, achieve at the same rate as other pupils. Higher attaining pupils are challenged very effectively in some classes, for example, in mathematics in Years 5 and 6, but this is inconsistent. Overall, provision for higher attaining pupils is satisfactory. Those with particular gifts and talents are given good opportunities to develop their skills, for example, in information and communication technology.

The curriculum

21. The school provides a satisfactory curriculum overall while the curriculum for children in the Foundation Stage is good. There are very good opportunities for all pupils to take part in extra-curricular activities. The curriculum is made more interesting by a good range of visits and visitors to school, both of which support learning. The school's accommodation is satisfactory and the quality of learning resources is good.

Main strengths and weaknesses

- Extra-curricular activities are very good and have a positive effect on pupils' attitudes and behaviour.
- The Foundation Stage curriculum is good and children benefit from a broad range of activities and visits.
- The school's provision for pupils with special educational needs is good and they achieve well.
- There is no structured scheme of work for personal, health and social education and citizenship.

Commentary

22. The school provides a very impressive range of extra-curricular activities, which excites and interests pupils of all ages. Pupils benefit from activities as diverse as a chess club of very high quality, which has produced local and national champions at junior level, to a filmmaking club, where a group of higher attaining pupils are using information and communication technology to explore aspects of making an animated film. The quality of the activities offered to all pupils is a very good feature of the curriculum and has a very positive effect on the overall behaviour and attitudes of pupils.
23. In the Foundation Stage, children benefit from a good variety of experiences that are well planned and organised. The accommodation and resources for learning are good for younger children in the school and staff ensure that children have daily experiences of outdoor activities. The provision and the quality of learning resources for children in the Foundation Stage have improved well since the previous inspection and, as a result, children get a good start to their education. They are well prepared for their work on the National Curriculum when they move into Year 1.
24. The school enriches the curriculum by providing a good range of interesting visits, selected to make lessons in the school more interesting. For example, pupils in Years 1 and 2 have visited farms and museums, whilst pupils in Years 3 to 6 have visited a local sweet factory to see how a production line works, and a glass recycling plant, which has broadened their understanding of environmental issues. Older pupils take part in a residential visit where outdoor and adventurous activities are pursued. This has a positive effect on their social development.
25. Provision for pupils with special educational needs is good, and they achieve well in relation to the targets set for them. Individual education plans contain short, achievable targets which are reviewed regularly. All pupils with special educational needs have full access to the school's curriculum and many participate in the very good range of extra-curricular activities.
26. In the Foundation Stage, provision for personal, social and emotional education is good and as a result, children achieve well. Whilst aspects of personal and health education are taught in the main school, mainly through units of work in the science curriculum, there is currently no structured scheme of work to build systematically upon knowledge, skills and understanding as pupils move through the school. The subject manager does not monitor planning and so does not have a secure view of how well this area of the curriculum is taught throughout the school.
27. There has been some curriculum development in the light of national guidance, but the school's curriculum is not evaluated sufficiently rigorously or regularly to assess its impact on pupils' learning. For example, standards in science have been well below or below national expectations for several years and not enough has been done to evaluate the curriculum to identify where the weaknesses are.

Care, guidance and support

Procedures for pupils' care, welfare and safety are satisfactory. Good advice supports pupils' personal development well; advice about academic progress is inconsistent but satisfactory overall. Pupils' views are considered well by the school.

Main strengths and weaknesses

- Very good relationships result in pupils feeling confident to talk openly to adults.
- The school's procedures for child protection are inadequate.
- Pupils with special educational needs receive good care and support.
- Good procedures for induction help pupils to settle in well.
- Pupils' views are valued through the school council.

Commentary

28. The personal development of pupils is carefully monitored through the very good relationships that staff have with pupils. In some classes, personal development targets are clearly displayed and help pupils to achieve success. However this is not consistent across the school. The school's assessment procedures are not used consistently to guide pupils in their learning. For example, many pupils did not feel that they knew what they needed to do next to improve their work and this was not consistently made clear in their books.
29. Health and safety procedures are satisfactory. The school and governing body ensure that annual health and safety checks are carried out although the results of a recent external audit are yet to be published. Internet safety is managed sensitively and appropriately. The school identifies many opportunities to ensure that pupils are aware of the need to understand health and safety through lessons and other activities including cycling training. Although the school has a child protection policy it is not sufficiently well reflected in practice. Staff have not received any recent training on current procedures to ensure they are fully aware of their responsibilities and how to detect signs of abuse. This aspect of care is unsatisfactory.
30. Those pupils who have special educational needs receive a good level of care and support. Their individual education plans are reviewed regularly and the quality of relationships in the school benefits them greatly. For example, in many cases, some pupils actively take it upon themselves to support, both academically and socially, pupils with special educational needs who are finding school difficult. As a result, pupils feel happy and secure and thus learn well. All staff provide good care and support, for example, lunchtime staff occasionally monitor whether a pupil is eating enough, if this has been raised as a concern by a parent. This is done with sensitivity and is evidence of the desire of all staff to ensure that children are well cared for.
31. The school ensures that children enjoy a smooth induction into the Reception class through visits which help them to feel secure in their new environment. Parents are made welcome. An analysis of the parents' questionnaires showed that all parents felt that the arrangements for settling their children into school were good. Parents are provided with a good range of information to help them to support their child's learning, for example through, 'How to help with reading' booklets.
32. The school council has been involved effectively in discussions to improve the school. For example, after discussing suggestions made from other pupils, new picnic tables have been provided. Council members enjoy their role and are beginning to see the benefits of their work.

Partnership with parents, other schools and the community

The school is keen to involve parents in the day-to-day life of the school and as a result parents' views of the school are good because links are good. The school also has good links with the community and other schools.

Main strengths and weaknesses

- The majority of parents have positive views about the school.
- The Parent Teacher Association offers strong support that provides additional learning resources.
- Partnerships with secondary schools and the community are good.
- The quality of information has improved since the previous inspection and now meets statutory requirements.
- Learning mentors are not given sufficient opportunities to liaise with parents.
- Links with parents of children with special educational needs are good.

Commentary

33. An analysis of parents' questionnaires shows that most parents who expressed an opinion agreed that their children make good progress, that they like school, are expected to work hard and that teaching is good. Inspection findings do not fully support these views because pupils' achievement, whilst good in the Foundation Stage and Years 1 and 2, is only satisfactory in Years 3 to 6. Some parents felt that they did not receive sufficient information about their children's progress. The school holds autumn and spring consultation evenings for parents as well as providing the written annual report to parents. This is in line with practice in most primary schools. Some parents felt that the school does not seek their views sufficiently and inspectors agree that, although there are good opportunities before and after school to meet staff and through parent teacher association meetings, there is not yet a systematic, regular method of seeking the views of parents.
34. The school's parent teacher association raises substantial funds to support the school and these funds have helped considerably in improving the learning environment, for example, by purchasing extra resources for the Foundation Stage. The school appreciates this significant support.
35. Links with other schools through the Morley Family of Schools are generally good. For example, many sporting competitions are arranged and links with the main feeder secondary school are good. Pupils are given good opportunities to visit the school and, as a result, pupils transfer to the next stage of their education usually without difficulty. The community supports the school well for example, through sponsorship of activities and by local sporting clubs using the premises. However the school has yet to develop effective links with the community to support learning.
36. The quality of information for parents is good and has improved well since the previous inspection. Newsletters are sent out regularly and provide useful advance dates, and, in the autumn term, there is a brief curriculum overview. These letters, however, do not celebrate successes in school. Pupils' annual reports are good. They provide suitable detail on pupils' progress in all subjects. Where pupils have targets for improvement, they are written clearly. The school prospectus and the governors' annual report to parents are helpful, clearly written documents to inform parents about the school and they meet statutory requirements. The school's website is a particularly useful addition and provides helpful links to other websites for parents to support their children's learning at home.
37. The school's learning mentors, provided through the 'Excellence in Cities' initiative, work effectively with selected pupils in the school. However, their work is only partially successful because they do not liaise with parents in the planning and reviewing of personal education

programmes for these pupils and are not given enough scope to work alongside families to ensure they are able to fully support identified pupils. This restricts their ability to provide a full programme of support.

38. The special needs co-ordinator is currently working to improve the quality of liaison with parents and carers who have children with special educational needs and this liaison is improving quickly. A very good feature of the school's liaison with these parents is the home-school link book introduced to provide an avenue of direct liaison with parents and carers. Teachers and learning support staff write daily comments to inform parents of what their children have been doing in school during the day. This enables parents to give further support at home should they wish to do so. Parents' response to this is often very good, with some parents completing a weekend diary. In some instances, there is clear evidence to show that parents have pursued specific learning objectives linked to the class topic. This initiative ensures that parents are kept very well informed of all their children's experiences in school and also ensures that all parties are working together to provide effective support for learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The leadership of the headteacher is satisfactory with strengths and weaknesses, as is that of senior staff. Governance is satisfactory.

Main strengths and weaknesses

- The school has a good ethos and this results in parents and pupils being pleased with what the schools offers.
- Most subject leaders are not given sufficient opportunities to manage their subjects.
- The school's self-evaluation and its use are poor.
- New staff are effectively introduced to the school's procedures but the continuing professional development of staff is unsatisfactory.
- The Foundation Stage is led and managed well.
- Leadership and management of special educational needs are satisfactory but improving.

Commentary

39. The headteacher's leadership and management are satisfactory overall and consist of valuable strengths but also a number of weaknesses. Under the headteacher's leadership, the school has developed an effective inclusive ethos so that all pupils feel valued and secure in the school. Pupils enjoy school and appreciate the headteacher's reassuring presence around the building. Parents feel well informed and involved and are supportive of what the school is providing for their children. Pupils' personal development is good and their behaviour and attitudes to learning are good. They enthusiastically participate in the very good range of activities which are provided and benefit from the good links which have been created with the community and other schools. All these positive features stem from the headteacher's sensitive leadership and his concern for his pupils.
40. However, with the exception of the Foundation Stage and information and communication technology, subject leaders are not given opportunities to monitor and evaluate teaching and learning in their subjects. Whole school systems for analysing pupils' attainment and progress are inadequate so that the planning of future teaching and learning to meet the needs of different groups of pupils and individuals is not rooted in a clear understanding of what is needed. The headteacher accepts that there is scope for further developments in this area.
41. This on-going weakness is linked to unsatisfactory assessment in Years 3 to 6. Systems for assessing and tracking pupils' achievement and progress are very good in the Foundation Stage and satisfactory in Years 1 and 2. However, they are unsatisfactory overall in Years 3 to 6 because there is insufficient analysis of the outcomes of the national tests, and insufficient consistent focus on raising achievement. For example, at the end of Year 6, science has

consistently been the weakest subject in the national tests for the last four years and yet the need to raise standards in science has not been identified in the school development plan. The school development plan has improved satisfactorily since the previous inspection, but success criteria tend to be in terms of an initiative being put into place rather than in terms of its effect on pupil learning.

42. New staff are introduced into the school sensitively and they appreciate the support that they receive and compare their introduction favourably with that of other new teachers that they have met. However, other staff are not given the means to develop leadership and management skills consistently. The school does not have a senior management team because the headteacher prefers whole staff teams to have autonomy and determine policy and practice in the school. However, staff meetings are relatively infrequent and tend to concentrate on administrative matters as opposed to curricular initiatives. The effectiveness of year teams varies because there is no clear structure within which they can operate nor any clear description of their roles and responsibilities. As a result, the continuing professional development of staff is unstructured and inconsistent.
43. The Foundation Stage is a clear exception to this. The team of Reception teachers and assistants for the Reception Year are relatively new. Leadership and management for this area of the school's is effective and purposeful, not least because good teamwork has been established in which all adults feel valued and able to contribute. Clear-sighted leadership has resulted in rapid improvement in the quality of the provision and in children's achievement. The Foundation Stage is a strength of the school. Similarly, information and communication technology is led and managed well, and this contributes significantly to pupils' good achievement in this subject.
44. The leadership and management of special educational needs have also changed recently. They are currently satisfactory but have many good features due to the impact of the new co-ordinator. Routine procedures are now well structured and are having a positive effect on pupils needing support. Liaison with external agencies is good so that well-targeted support is available to pupils who will benefit from specialist staff. However, the special educational needs co-ordinator does not have sufficient opportunity to liaise directly and systematically with all members of staff to ensure that there is a consistency of approach to the school's provision for pupils who have special educational needs.
45. Leadership and management ensure that pupils are content and secure in the school, feel valued and have a wide range of opportunities. Governance is satisfactory and governors ensure that the school fulfils its legal responsibilities. However, there is insufficient rigour in analysing standards and pupils' achievement and in planning systematically to improve them.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	586,020	Balance from previous year	79,390
Total expenditure	591,243	Balance carried forward to the next	74,167
Expenditure per pupil	1,984		

46. The high balances have now been used to maintain staffing levels. The income per pupil received by the school is markedly lower than average, and the school has low unit costs.
47. The school has improved satisfactorily overall since its previous inspection. For example, the provision for information and communication technology has improved markedly as has the provision of activities outside class. The school has the capacity to improve further if staff are

given the means to raise standards in the subjects for which they are responsible and assessment data is improved and fully analysed.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

48. The school makes good provision for children in the Foundation Stage. Since the previous inspection, there has been good improvement in the overall achievement of children. Most children are attaining higher standards than found previously and the quality of learning resources, particularly for outdoor activities, has improved well. When children start school they have average skills. All children, including those with special educational needs, make good progress and achieve well because of good teaching and the effective way that teachers and learning support staff work as a team. The learning support staff make a significant contribution to how well children achieve. Relationships with parents are very positive and staff involve parents and carers directly in their children's education in a range of ways. The accommodation and learning resources are good and they are used very effectively by all staff to provide a good range of interesting learning activities.
49. The leadership and management of the Foundation Stage are good. A key feature of leadership is the ability to inspire all staff to work towards a common purpose. Teachers and learning support staff work as a highly effective team to enrich learning experiences. The curriculum is planned and organised well and the procedures to assess what children know, understand and can do are very good. Those children with special educational needs are identified early and contact is made with external agencies to provide specialist support quickly if this is deemed necessary.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are given good opportunities to make choices and become independent.
- Good opportunities are given for children to work together.
- Relationships are very good and all staff are very good role models.

Commentary

50. This area of learning is taught well and achievement is good. Most children are likely to reach standards above the goals expected by the end of the Reception Year. Children know classroom routines very well and, during the introduction to lessons, teachers make sure that children know what choices are available to them during a lesson. This is effective in encouraging children to develop their independence. For example, children know that there are certain 'key' activities that they will need to undertake during the day involving literacy and number skills, and they know that such activities will be monitored and usually assessed. After taking part in these key activities, children are able to choose to work with others, or on their own, to take part in a good range of activities, often working with a member of the learning support staff. This enables children to practise a degree of independence and responsibility. Children form very good relationships with other children and with adults. They work hard and behave very well. All staff are very good role models in the way that they work together as a team and this has a positive effect on how well the children work at tasks together.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Basic skills are taught thoroughly and, as a result, children achieve well.
- The promotion of speaking and listening skills, by all staff, ensures that children learn and use new vocabulary quickly.
- Positive links with parents ensure that reading is an enjoyable, shared activity.

Commentary

51. This area of learning is taught well, with many very good features linked to the planning and organisation of activities. As a result, most children achieve well and are likely to reach standards above the goals expected in this area of learning.
52. Children are taught the differences between friendly classroom chatter and 'working voices' and consequently, most children work quietly when the activity requires this. Most children are able to speak in extended sentences to explain their thoughts and feelings. For example, when asked how they cope with waking up during the night when it is dark, one replied: 'I switch my star light on, find a book and then read a story to my teddy bears until I am tired again'. Children listen very well to their teachers and also to other children when they are speaking. Most children display good manners and ask other children politely if they may borrow pencils or crayons. Those children with speech and language or hearing problems benefit from good support and have access to speech and language therapy if this is part of their individual education plans. As a result, they achieve well.
53. Reading skills develop well and teachers have very good links with parents to extend reading opportunities. For example, once a week, the school has a 'shared reading' session, when adults are invited to share books with the children. The response to this is good, with many parents and carers attending regularly. Children are taught how books are organised, with most children able to recognise and comment upon publishers, authors and illustrators. Children achieve well and make good progress in reading.
54. Basic handwriting skills are taught thoroughly, with staff following an agreed handwriting scheme. As a result, children receive a consistent approach from all adults and quickly learn to write letters legibly. Children are given good opportunities to write for a purpose, for example, children were making posters for a forthcoming 'Teddy Bears Picnic', using 'warning' words, such as 'beware', 'look out' and 'caution'. This represented good achievement.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Basic skills are taught well, so that children develop a secure understanding of number.
- Resources are used effectively to teach new concepts and mathematical language.
- Learning activities are assessed rigorously, and new activities are planned to build upon what children already know, understand and can do.

Commentary

55. Mathematical development is taught well with clear strengths in the teaching of basic skills. As a result, all children achieve well and most reach standards above the goals expected by the end of the Reception Year. Basic skills in the recognition and ordering of number are taught thoroughly and, as a result, children have a secure knowledge of number up to 10, with higher attaining children organising larger numbers up to 20. Resources such as teddy bears in various sizes are used to good effect to teach children how to sort the bears in correct size order. Most children use correct mathematical vocabulary as they sort, using words such as

'largest' and 'smallest'. Higher attaining children enjoy the extra challenge of sorting mixed-up numbers where they place the smallest number first, such as 4, 9, and 11. They also do this in reverse order, placing the largest number first. Teachers work with smaller groups of children on some activities so that they can assess what individuals know and can do. These assessments are used very effectively to plan the next steps to learning and this has a positive effect on how well children achieve.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

Activities are well planned to make the best use of learning resources and the accommodation. Visits are used well to provide interesting first hand learning experiences. Children do not benefit from regular, planned visits to the school's computer suite.

Commentary

56. Teaching is good, with all staff working well as a team to provide a good range of interesting and lively learning experiences. Most children achieve well and are likely to reach standards above the expected goals, and the achievement of all children is good. Early science skills have been developed as children planted sunflower seeds. They now appreciate that the seeds need soil, water and light to flourish. In history, children know that changes occur gradually over time and have made a 'growing up' book in which they put pictures of a baby, a toddler and a school child in the correct order. Staff make very good use of visits and learning resources to provide a range of interesting activities. For example, children visited a farm to learn about how farm animals are cared for. Resources for children to use construction equipment are good and children have worked together to build towers, or to design a plan of a scene from a 'Harry Potter' story. When given a choice of activities, children do not often choose to use the computer. Staff are aware of this, but more structured activities could be provided to enable children to extend their skills and knowledge in information and communication technology. Currently, children do not receive regular timetabled periods in the school's computer suite to extend their skills, and this is a missed opportunity.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- The curriculum is well planned so that children experience a broad range of creative activities.
- Activities are linked well to other areas of learning, so that learning opportunities are maximised.

Commentary

57. Teaching is good, and, as a result, children achieve well to reach standards that are likely to match the expected goals in this area of learning. Many opportunities are given for children to explore techniques in drawing and painting. They benefit from well-planned learning experiences and produce attractive, skilful work of which they are very proud. For example, they painted warning words such as beware carefully and accurately to warn parents that bears may be about during the teddy bears' picnic. Where relevant, teachers build upon learning experiences in all areas of the curriculum through creative activities. For example, in mathematics, children made and decorated their own teddy bear number cards. Music resources are of good quality and this enables children to use an interesting range of instruments to explore sounds. They do this well.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Good use is made of the school's outdoor accommodation to provide a broad range of activities.
- Outdoor resources are good and these enable children to experience adventurous activities daily.

Commentary

58. The quality of teaching is good and a clear strength is the way activities are planned to give children the opportunity to work outdoors at some stage on most days. As a result, children develop positive attitudes to physical activities and all achieve well. Most children are likely to reach the expected goals in this area of learning. The school has a good range of outdoor clothing equipment, suitable to take a large group of children outdoors whatever the weather. This means that, even when it is raining, children pay no heed to it, dress themselves quickly in Wellington boots and raincoats and go outside eagerly to begin their activities. They have good orienteering skills when following a trail for their 'bear hunt'. Children are given good opportunities to extend their finer physical skills and, consequently, most use scissors and paintbrushes well. Children have a good awareness of space and the need to consider others when engaged in physical activities.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards in English are not as high as those in mathematics.
- There is good provision for pupils with special educational needs in a high proportion of lessons.
- Pupils' speaking and listening skills are above average while reading and writing are average.
- The use of assessment to plan for individual needs is not consistent across the school. As a result, work is not always well matched to the needs of higher attaining pupils.
- There are inconsistencies in the use of marking and target setting across school.
- The monitoring and evaluating of English provision throughout the school, particularly of teaching and learning, are at an early stage of development.
- There is a lack of planned opportunities for pupils to use their writing skills in some subjects and younger pupils do not have enough opportunities to read information books.

Commentary

59. For the school as a whole, achievement in English is satisfactory. Standards in the end of Year 2 in the national tests in 2003 were above the national average and well above the standards of similar schools in reading and writing. The rate of improvement of standards attained in the Year 2 tests has been above the national rate, particularly in writing, over the last few years. This is the result of effective teaching and careful management of pupils' progress. The school's forecast and evidence from the inspection show that pupils currently in Year 2 are likely to attain standards in line with national expectations in the 2004 tests. Achievement in Years 1 and 2 is good overall.

60. In the 2003 national tests in English at the end of Year 6, pupils attained standards below the national average and below those of similar schools. This is an improvement from the previous year when standards were well below the national expectation, but is a decline since the previous inspection, when attainment in English was above average. Test results for the last five years show that results in English are improving at a rate lower than the national rate, and pupils do not do as well in English as in mathematics. Nevertheless, achievement in Years 3 to 6 is satisfactory overall and an analysis of the standards attained by this Year group in the national tests at the end of Year 2 in 1999 shows that their achievement was satisfactory in Years 3 to 6. An above average proportion of pupils in this year group had special educational needs. Current standards in Year 6 are average.
61. Pupils with special educational needs achieve well in English in relation to their capabilities. This is because the adults who support them know them very well and tasks are planned carefully to meet their individual needs. These pupils make sound progress by the end of Year 6, in relation to their starting points at the end of Year 2.
62. Standards in speaking and listening are above those expected for pupils of a similar age. At the end of Year 2, pupils listen to others with sustained concentration and respond confidently. When they speak to the whole-class group, most pupils are aware that you need to use your voice in a very different way than when you are talking to the person next to you. In Year 6, pupils are beginning to develop their ideas and to be aware of how to use language to persuade others. For example, Year 6 pupils planned a debate to consider how changing land use affects people and marshalled their arguments effectively. Teachers are aware of the need to help and extend pupils' vocabulary and do this by providing good role models of how to speak and listen through the clear explanations that they give and their attention to pupils' responses. They develop pupils' vocabulary through repeating and explaining unfamiliar words as well as using technical language, when appropriate, as part of teaching subject-specific vocabulary.
63. Evidence from the inspection shows that pupils at the end of Years 2 and Year 6, reach standards in reading that are in line with national expectations. Time is allocated for guided reading sessions and pupils also read individually to teachers and support staff. As a result, they acquire and develop their reading skills satisfactorily. 'Catch up' literacy sessions are taught well and pupils make good progress. There is good encouragement for pupils to read at home, especially younger children, and the subject leader has produced a useful booklet outlining ways that parents and carers can support the development of reading and spelling. Pupils who are learning to read know how to use clues such as letter sounds, picture and context clues, to work out how to read words and sentences. Some fluent readers, who can read unfamiliar words well, do not have such good comprehension skills. This is because of their lack of attention to punctuation so that they fail to get the sense of the text and miss the nuances of meaning. There is inconsistent use of targets to help pupils to understand what they must do to improve their reading across the school. Some pupils say that they do not understand their targets and others say that they do not have them. Pupils know the names of popular children's authors and clearly explain their tastes and preferences in reading material. Pupils know that you read an information book in a different way to fiction. However, they are not familiar enough with the Dewey system to locate a book in the library. Pupils visit the local library once every two weeks but do not make good use of the school's library. Younger pupils say they are not allowed to look at the non-fiction books.
64. Pupils achieve well in writing by the end of Year 2 and they make good progress. Pupils write for a range of purposes and higher attaining pupils use interesting vocabulary and a range of punctuation, including speech marks, with increasing accuracy. Pupils in Years 1 and 2 have targets to help them to understand how to improve their writing and teachers' marking of pupils' work focuses on what they need to do to improve. In Years 3 to 6, their writing range increases with the main features of the chosen text beginning to be adapted for the intended reader. However, they do not consistently have targets to show how to improve their writing and marking focuses on correcting spelling and punctuation and not on what pupils need to do to improve the quality of the content of their writing.

65. There are inconsistencies in the presentation of written work across the school. Pupils in Years 3 and 4 take pride in presenting their work well and care is taken with handwriting. Although there are some good examples of presentation, pupils in Years 5 and 6 do not reach expected standards in handwriting. Handwriting is often not joined and some letter formation is poor. Good attention is given to improving pupils' spelling. Younger pupils learn key words and how sounds are used to build words. Older pupils are aware of spelling rules and how prefixes and suffixes can help to improve accuracy in spelling.
66. English teaching throughout the school is satisfactory overall. The most successful lessons feature good planning and careful preparation resulting in lessons that are conducted at a lively pace. In the best lessons teachers skilfully target questions and provide praise for individuals. For example, the teacher's careful planning ensured that pupils in Year 3 used what they have learned about instructional texts to write clear instructions on how to clean their teeth. Teachers have a sound understanding of the English curriculum and the National Literacy Strategy. However, planning is variable across the school. Not all teachers make effective use of assessment information to plan for the needs of different pupils. This means that, in some lessons, higher attaining pupils are not extended. Sometimes teachers dominate lessons, and this restricts opportunities for pupils to develop their own thinking. The subject leader has more opportunity to manage learning in Years 1 and 2 than in Years 3 to 6.
67. Leadership of English is satisfactory and is developing through the hard work and enthusiasm of the current subject leader. She has a good understanding of the strengths and weaknesses in English in Years 1 and 2 and in the Foundation Stage. She has worked effectively to identify pupils needing additional support and has trained staff on ways to support pupils with dyslexia and language difficulties. This targeting of support has ensured that these pupils make good progress. She has developed resources to support reading and writing, particularly for boys. This has been effective in improving the language and literacy skills of pupils in Years 1 and 2. However, she has been less successful at supporting the improvement of English in Years 3 to 6. Although, guidance and support materials have been given to all teachers they are not used consistently across the school. For example, all teachers have been given materials to support the use of target setting but these are not being used in all classes. The monitoring of the use of resources and of teachers' planning is in place. However, the monitoring of teaching and learning in lessons and through review of pupils' work is not yet established and the subject leader has no opportunity to develop this work. She does not have the means to have a significant impact on standards and achievement in Years 3 to 6. Overall, improvement since the school was inspected previously has been unsatisfactory.

Language and literacy across the curriculum

68. Good use is made of opportunities for pupils to develop their speaking and listening skills across all subjects. Writing skills are developed well in some subjects, such as history, but there are insufficient opportunities for older pupils to develop their writing skills in other subjects, for example, in science and religious education.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Mathematics teaching in lessons is good overall with examples of very good teaching so that standards are above average at the end of Year 2 and average at the end of Year 6.
- Marking does not consistently help pupils to make further progress and the tracking of pupils' achievement and the use of data from the national tests to guide future learning is unsatisfactory.
- The subject leader is not given opportunities to raise standards in mathematics.
- Other subjects are used well to support learning in mathematics.

Commentary

69. Achievement in mathematics is satisfactory overall. The quality of teaching ranges from very good to satisfactory and is good overall. As a result, standards are improving. In the national tests in 2003, standards in mathematics were above average at the end of Year 2 and average at the end of Year 6. The school's predictions and evidence from the inspection suggests that, in 2004, standards are likely to worsen slightly at the end of Year 2, but remain average at the end of Year 6. The quality of teaching is good overall in Years 1 and 2 with one example of very good teaching. Evidence from the inspection is that standards are improving at the end of the Reception Year and at the end of Year 1. Since the quality of teaching is good in Year 2, with this improved foundation, standards are likely to improve at the end of Year 2 in future years. Achievement is good overall in Years 1 and 2.
70. The quality of teaching ranges from very good to satisfactory in Years 3 to 6. Overall, the quality of teaching is good. Very good teaching presented higher attaining pupils with a very good level of challenge to which they responded with enthusiasm and sustained interest and concentration. In discussion, one pupil said that this was his favourite lesson because 'learning is fun and you get stretched'. As a result, there was very good achievement in this lesson and standards were above average. This level of challenge is not present when teaching and learning are satisfactory. A key reason for this is that different work is not routinely planned for pupils at different stages of learning. In discussion, a number of pupils said that they found the work that they were doing too easy and many finished it quickly. Further work was available, but did not extend their learning effectively, as it tended to be more of the same. Overall, putting pupils into sets according to their ability is beneficial, but does not have its full effect on pupils' progress if the work set is insufficiently challenging. Achievement is satisfactory overall in Years 3 to 6.
71. A significant reason for the mismatch between the work set and pupils' needs is that the school does not have effective systems for tracking the progress of individual pupils and planning appropriate work to enable pupils to make further progress by building on what they already know, understand and can do. Targets for improvement are not displayed in pupils' books and, in discussion, some pupils said that they were unaware of any targets for improvement while others said that they did not understand them. In addition to this lack of systematic planning to enable individual pupils to make further progress, the school does not analyse information from national tests in detail to identify areas of strength and weakness for different year groups. Such analysis could provide the school with information on which to plan future teaching and learning so that pupils achieve their potential.
72. The leadership and management of mathematics are unsatisfactory because the subject leader is not given the opportunity to manage the subject effectively. She has not had the opportunity to monitor and evaluate teaching and learning or to monitor planning. As a result, she is not in a position to have an impact on standards or pupils' progress and achievement. An analysis of pupils' standards in the national tests at the end of Year 6 in 2003 shows that they achieved satisfactorily in Years 3 to 6. However, the school does not have systems in place to enable pupils to increase their achievement as a result of systematic and purposeful planning. Improvement since the school's previous inspection has been unsatisfactory.

Mathematics across the curriculum

73. Other subjects are used well to promote learning in mathematics and to enable pupils to practise their skills and reinforce their understanding. Information and communication technology is used particularly well to reinforce pupils' learning and to underpin their understanding. There are also example of different aspects of mathematics, for example, graphs and charts being practised in science and geography and of measuring being practised in design and technology.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- Standards are below average at the end of Year 6 and too few pupils reach the higher levels by the end of Year 2 or Year 6.
- The main focus for teaching for pupils in Years 3 to 6 is on science subject content and terminology. There is insufficient focus on the systematic development of scientific enquiry skills.
- Opportunities for pupils in Years 3 to 6 to investigate independently are limited and this impedes the progress of higher attaining pupils in these year groups.
- Work is not well matched to the needs of higher attaining pupils.
- The quality of teaching in science in Years 1 to 4 is often good and results in effective learning.
- There is no systematic monitoring and evaluation of standards in teaching and learning in science across the school.
- There is a lack of analysis and evaluation of national test results to identify areas for improvement in the teaching of science.

Commentary

74. Standards at the end of Year 6 in 2003 in the national tests in science were below the national average for all schools and well below the national average for similar schools. No science lessons were taught in Years 5 and 6 during the inspection. Evidence from discussions with Year 6 pupils shows that their understanding is broadly in line with what might be expected from pupils of similar age. However, higher attaining pupils could do better, as too few pupils achieve the higher Level 5 at the end of Year 6. Achievement is unsatisfactory in Years 3 to 6.
75. An analysis of work in pupils' books gives little information about pupils' knowledge and understanding of scientific ideas and concepts. This work is focused on subject content and terminology and is mostly copied from textbooks. This limits opportunities for pupils to explain their scientific understanding. It also makes it difficult for teachers to gain an understanding of what pupils do and do not understand and therefore to plan work that matches pupils' needs. Pupils say that they find most of their work in science 'boring'. Standards are below average at the end of Year 6.
76. There are limited opportunities for older pupils to develop enquiry skills but pupils say that they enjoy the opportunities that they are given, for example, when they investigated the cooling of porridge in different sized containers. These activities are closely directed by teachers, however, and pupils are given insufficient opportunities to plan and carry out their own investigations. This impedes pupils' progress and achievement. Year 6 pupils are able to use line graphs and bar charts to record information. They understand the importance of 'fair testing' in science. For example, they are able to identify some of the factors which would affect the rate of fall of parachutes. However, they do not understand the terms 'factor' or 'variable'. They are able to say that you can use repeated measurements, but are unsure why.

77. In the 2003 teacher assessments at the end of Year 2, pupils' standards were judged to be above average. They were above the national expectation for scientific knowledge and understanding but well below average for scientific enquiry skills. The subject leader has identified that some staff are insecure in teaching scientific enquiry skills, but has not been given the opportunity to work with them to improve this area of their work. Too few pupils achieve at higher levels in science compared to the national average. Inspection findings confirm that work is not well matched the needs of higher attaining pupils and this limits their achievement which is unsatisfactory although standards are currently average overall.
78. During the inspection, the quality of teaching was always at least satisfactory, and was good in four of the lessons seen. However, the teaching of science is unsatisfactory overall because, over time, pupils do not have enough opportunities for experimental and investigative work and this results in below average standards. Where teaching is good, clear learning objectives are shared with pupils so that they understand what they are learning and why. Teachers use skilful questioning to encourage pupils to think for themselves and identify any misunderstandings that pupils may have. Resources are well prepared and pupils achieve well because they are actively involved and encouraged to develop their thinking through discussion. Where teaching is not so effective it is too 'teacher led' and pupils do not have opportunities to develop their understanding.
79. In Year 1, pupils were investigating the best material to make a raincoat for Teddy. They suggested how to test different materials and decided that the best material will be 'waterproof.' Pupils in Year 2 investigated how materials can be changed as a result of bending, squashing, twisting and stretching. They recorded their findings in a table and identified which changes are permanent and which are not. In Years 3 and 4 pupils planned and carried out a 'fair test' to investigate which drinks are bad for their teeth. They were developing a good understanding of how to set up a 'fair test' and why this is important. Pupils offered their ideas confidently and suggested ways in which their own investigations might follow. For example 'we should try different toothpastes to find out which one works best.'
80. Subject leadership and management have not been effectively developed since the previous inspection. There is no systematic monitoring and evaluation of standards or of teaching and learning across the school. There have been consistently low standards in science for at least the last four years. However, this has not been identified as an area for improvement in the school development plan and no analysis of test results has been carried out to identify specific areas which could be developed in order to raise standards. Leadership and management in science are unsatisfactory because the subject leader is not given the opportunity to be effective.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Provision has improved well since the school's previous inspection.
- Pupils have a good range of learning experiences throughout the school and build up their knowledge, skills and understanding systematically.
- Particularly gifted pupils develop their skills well.
- The subject is led and managed well, although procedures for monitoring and evaluating standards are not yet fully established.

Commentary

81. Since the previous inspection, good progress has been made in improving the provision for ICT. Achievement is now good overall. Pupils now have regular access to ICT facilities with separate times being allocated to teach specific ICT skills and to use computers to support

learning in mathematics. Pupils in Years 3 to 6 also access the school's website. This has been effectively developed to provide links to suitable websites which support pupils' learning well across the topics that they study in different subjects. For example, pupils used the website when they carried out research about Greek gods and goddesses in their work in history. The school follows national guidelines on planning for learning in ICT but, in addition, the subject leader has planned extension units which allow pupils to broaden and deepen their use and understanding of ICT. This is good provision.

82. Pupils' standards are in line with those expected by the end of Year 2. In Year 1, pupils have learned how to enter data about their favourite pets into a graphing program and to create picture graphs, pie charts and bar charts. They use terms such as 'icon', 'log on' and 'bar chart' confidently and accurately. They make good progress and achieve well in relation to their capabilities. In Year 2, pupils have used a drawing program to produce works of art in the style of Jackson Pollock and Piet Mondrian.
83. In Years 3 and 4, pupils have worked together to produce a book for younger children telling the story of Jonah and the Whale. They are able to combine their writing and pictures and are excited that they will be adding sound to their books. In Year 6, standards are average. Pupils in Year 6 have been set the problem of how to land their space buggy on the dark side of the moon. To achieve this they had to program the device to make the buggy move in response to changes in light. Pupils realised that they had to overcome a number of problems such as attaching a light sensor to the buggy and inputting it to the control device. This challenging context means that pupils had to apply their skills and knowledge with thought and care, and this ensured that they achieved well. Year 6 pupils use e-mail confidently, and pupils in Years 3 to 6 have their own e-mail addresses through the school website. This use of e-mail is carefully controlled and pupils are aware of the dangers of using chat-rooms on the Internet. Pupils in Years 3 to 6 have created 'multimedia' presentations on Ancient Greece and Egypt, and to highlight the dangers of smoking. They have sound word processing skills which they have used to publish poems for a competition. They have used spreadsheets successfully to record information and draw graphs.
84. The school has identified a group of eight gifted and talented pupils in Years 3 to 6, who are taking part in a project with other primary schools and one of the local secondary schools. These pupils are using digital film making to produce a part live action and part animated film and this is enabling them to increase their understanding of the potential of ICT and to achieve well.
85. The quality of teaching is good overall. In the lessons observed during the inspection, teaching was always at least satisfactory and, in two of the lessons, it was good. Learning objectives are clear and shared with pupils. Teachers give good explanations and break tasks down into manageable steps so that pupils make at least sound progress and mostly achieve well. Teachers are developing their confidence and skill in using the interactive whiteboard to demonstrate and explain, and are providing good role models for pupils.
86. The school has an Internet access policy signed by parents and has parental permission for images of pupils to be used on the school's website. The school also holds a daily computer club at lunchtime, which is run by the headteacher, and enables a large number of pupils to extend their ICT skills in secure circumstances.
87. The subject leader has a clear vision for the future provision and use of ICT across the school. His key priority is to develop ICT software and hardware further to enhance learning and teaching across all subjects. He has worked hard to ensure that teachers are becoming more confident to teach all aspects of ICT by leading lessons which teachers observe. He has developed extension planning linked to the topics that pupils study and created effective links on the school website. Procedures for assessing, monitoring and evaluating standards in ICT are being developed but are not yet fully in place.

Information and communication technology across the curriculum

88. Information and communication technology is used effectively to support pupils' learning across the curriculum. In history, for example, pupils in Years 3 to 6, access the school's website to find information about Vikings, Tudors and Ancient Greeks. In science, Years 5 and 6 pupils have used temperature probes to record the changes in temperature of porridge. In geography, pupils use programs which allow them to study aerial views of the local area and of contrasting localities. Pupils in Years 3 and 4 have combined text and graphics to make Viking newspapers. In Years 1 and 2, pupils have created works of art in the style of artists that they have studied and used programs to record musical compositions and to create graphs. Classes across the school have a mathematics lesson timetabled each week in the ICT suite to use computers to support their learning in mathematics.

HUMANITIES

89. All pupils are taught religious education weekly, and either history or geography on a two-year rolling programme of topics in Years 3 to 6, and through a one-year programme in Years 1 and 2. During the inspection, history and geography were inspected in full. It was not possible to see enough lessons to report on religious education in full, so it is reported as a sample.

Religious education

90. Standards seen in Year 2 were in line with those expected in the locally agreed syllabus. However, there is little written evidence on which to judge attainment by the time pupils leave the school at the end of Year 6. Discussions with pupils show that their understanding of major religions is unsure and confused. For example, some pupils, when asked to name a Jewish festival, suggested Christmas and Easter. There are insufficient opportunities for older pupils to develop their writing skills in religious education. It is not possible to make an overall judgement on teaching and learning because of limited evidence. However, this provision has worsened since the previous inspection when these opportunities were described as good. The evidence is that the requirements of the locally agreed syllabus are met.
91. Teaching and learning were good overall in the lessons observed during the inspection. Pupils showed a good understanding and knowledge of social and moral behaviour and the needs for codes of practice. They are generally responsible and relate well to each other and adults. This was illustrated in a good lesson in which Years 5 and 6 pupils worked well in groups to develop a drama to explain the moral of the Good Samaritan in a modern day context. This developed their speaking and listening skills effectively.
92. In Years 1 and 2, pupils have learned about the biblical story of creation and they understand why Sunday is an important day for Christian people. They discussed these areas confidently and explained well why it is important to look after our world and be concerned about some of the things that we are doing to damage it, such as pollution.
93. There is a good range of resources to support teaching and learning in religious education including multi-faith artefacts. Younger pupils' learning in religious education is enhanced by visits to local churches and through visits by local clergy from different Christian denominations. Subject leadership in religious education is at an early stage of development. The subject leader is new to the post, only starting in February 2004, but she has a good understanding of the subject and is keen to develop teaching and learning about major world faiths across the school to ensure that pupils develop a better understanding of these. There are limited monitoring and evaluation systems in place in order to establish the quality of teaching, learning and standards achieved in religious education. The subject leader accepts that there is a need to develop these systems if she is to have an impact on standards and achievement in the future and that, at this stage, leadership and management are unsatisfactory.

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- There are good opportunities for pupils to develop their speaking and listening skills.
- There are good resources to support teaching and learning in geography.
- The school is developing links with schools in Africa through the Leeds link project.
- There is currently no subject leader for geography.
- There is no systematic approach to the monitoring and evaluation of teaching and learning in geography.

Commentary

94. During the inspection there was no work available for analysis in Years 5 and 6 as the focus for the previous term's topics had been history. In the lessons seen during the inspection and from discussions with pupils, standards in Year 6 are judged to be in line with national expectations. This is similar to the standards found when the school was inspected previously. Teaching and learning were good in the lessons observed during the inspection.
95. By the end of Year 6, pupils have learned how the various features of a river are formed. They have gained a good understanding of how water creates channels and how land becomes eroded, through the teacher's clear explanation and demonstration. Through effective use of role-play, teachers ensured that pupils developed a very good understanding of how changes in land use affect different groups of people and are able to appreciate the different viewpoints that different groups will have. Through this good use of drama, pupils demonstrated their ability to work very well together and were given good opportunities to share their thoughts and ideas. Pupils have visited the village of Grassington to carry out fieldwork and this has developed their understanding of their topic on rivers well.
96. It is not possible to make a judgement on the quality teaching and learning for Years 1 and 2 because no lessons were seen during the inspection. However, the analysis of pupils' work shows that they reach the standards expected for their age by the end of Year 2. They draw recognisable plans of their classroom and school, and draw maps of their journey to school. They identify and describe the key geographical features of their local environment well. Pupils in Years 3 and 4 use atlases and globes successfully to locate the major cities, rivers, mountains and motorways in the British Isles, and the major European capitals. They keep records of the local weather, including daily temperature, rainfall and wind speed, and learn about the Beaufort scale. They have looked at the impact that people have on the local environment and have taken their ideas for improving the local park to the local council.
97. There is a good range of resources, including information and communication technology, to support teaching and learning in geography. Atlases, maps and globes are up to date, and this is a good improvement since the previous inspection.
98. Through the 'Africa project' the school is developing links with 'Barracuda school' in Africa. Currently, the school is raising funds to equip their partner school with a laptop computer and a web camera, which will allow direct communication. Pupils have taken part in workshops on African dance to help to develop their understanding of different cultures. This is a good example of the linking of different subjects to increase understanding.
99. At present there is no subject leader for geography. The head teacher is 'looking after' geography until a subject leader is appointed. As a result, there are no systematic approaches to monitoring and evaluating teaching and learning in geography or to making assessments of pupils' learning in order to plan future teaching and learning with a view to raising standards. The leadership of the subject is unsatisfactory.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Planning for teaching and learning in history links well with other subject areas through a topic based approach.
- Pupils in Years 3 to 6 have good opportunities to develop their writing and information and communication technology skills through history.
- Pupils in Years 1 and 2 develop their enquiry and speaking and listening skills well in history lessons.
- Resources to support teaching and learning in history are good.
- Learning in history is enhanced by visits and visitors to the school.
- There are limited systems for evaluating the standards of teaching and learning in history across the school.

Commentary

100. The quality of teaching and learning is satisfactory throughout the school. Observation of lessons and discussions with pupils show they have good attitudes to learning in history and enjoy their lessons. They achieve average standards and achievement is satisfactory. This is a similar situation to that found when the school was inspected previously.
101. Planning for history ensures that good links are made to other areas of the curriculum. For example, pupils in Years 5 and 6 have made Greek vases in art and design to support their learning in history, and created 'multimedia' presentations using information and communication technology. They have used mapping skills learned in geography to draw accurate maps of Ancient Egypt with keys and co-ordinates. In Years 3 and 4, pupils have created the front page of a Viking newspaper in information and communication technology lessons, and made models of Viking longboats and clay pots.
102. Pupils in Years 3 to 6 have good opportunities to develop their writing skills in history. In Year 6, for example, pupils retold Greek myths in their own words and compared and contrasted the present day with Ancient Greece.
103. In Year 2, pupils have used a range of artefacts to make discoveries about the past. In a good history lesson about holidays in former times, for example, imaginative teaching, effective questioning and good resources ensured that pupils achieved well. Pupils were excited when they answered a knock at the classroom door and discovered two different suitcases, one from the present and one from the past. They became 'history detectives' and searched for evidence to tell them about the owners of the suitcases, the differences between past and present and when the old suitcase was packed. They made good comparisons between different artefacts, developing their speaking and listening and enquiry skills well. They recognised differences in fashion, the materials that the artefacts were made from, places that people visited in the past for holidays and the transport available. Pupils' recognition of different materials linked well to the work they are doing in science.
104. There is a good range of resources to support teaching and learning in history including the topic links on the school's website and resources from the schools' library and museum services. The school makes effective use of the rich local history. For example, pupils visit the Jorvik museum in York, the Royal Armouries and a Victorian school. Younger pupils have investigated life in the past when they interviewed grandparents. These activities enhance pupils' learning in history, allowing them to deepen and clarify their understanding well.

105. The subject leader has led history in the school for the last ten years and she is knowledgeable about the subject. Approaches to assessing pupils' work in history are inconsistent across the school, however. There are some examples of effective assessment. For example, in Years 3 and 4, pupils have written about what they already know about Vikings before they began their work. This allowed teachers to plan work carefully to match pupils' needs. At the end of the topic, pupils wrote about what they had learned and this enabled teachers to measure the progress that they had made. Effective monitoring and evaluation systems, and a planned programme for monitoring teaching and standards in history, have yet to be developed. Because of this, the subject leader has limited knowledge of the level of pupils' achievement within history across the school and the leadership of the subject is unsatisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

106. Art and design, design and technology, music and physical education were sampled and no judgement is made on provision or standards.
107. Samples of pupils' **art and design** work in sketchbooks and on display throughout the school indicate that pupils experience a satisfactory curriculum. An analysis of work shows that pupils have used information and communication technology well to explore the work of Mondrian and have recorded examples of three-dimensional work using a digital camera. However, the available evidence indicates that pupils' sketchbooks are not used to their full potential. For example, pupils' work is rarely marked and learning objectives are not noted. As a result, pupils do not know how to improve their work and teachers miss an opportunity to monitor and assess how well pupils' skills are developing. This subject does not make a satisfactory contribution to pupils' multi-cultural understanding.
108. In **design and technology**, pupils are taught to use a range of tools and materials when making objects and artefacts. Links with other subjects are made if this is feasible and there are examples of design and technology being used to support work in science. However, the scrutiny of work shows weaknesses in pupils' ability to design and evaluate their work with enough rigour because they are not given enough opportunities to do so. In many examples, pupils' work is too structured, or they work from templates, giving little scope for them to design, plan and evaluate their own work.
109. In **music**, whole school singing is satisfactory in assemblies with good attention being paid to tuning and rhythm. In singing sessions for Years 1 and 2, lively teaching produced a good response and pupils sang with enthusiasm. Some specialist teaching in Years 5 and 6 and lively and enthusiastic teaching elsewhere, based on a commercial scheme, ensure that the National Curriculum is covered. There are opportunities to learn instruments and also opportunities to hear music in school. Some recorder players have participated in the Leeds Education Music Festival. There are some useful links between music and other subjects, for example, in Tudor dance, linking music, history and physical education. Pupils have good opportunities to experience musical performance in class assemblies and Christmas and summer productions.
110. In **physical education**, pupils have wide ranging opportunities to experience a wide range of activities with some ten school teams taking part in a range of competitions over the last two years. Pupils in Years 3/4 have swimming lessons for part of the year and standards are above average by the time pupils leave the school. As well as covering the National Curriculum, the school gives pupils a good preparation for enjoying a range of physical activities from dance to team games and outdoor and adventurous activities, throughout their lives.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Work in this area was sampled and no judgement is made on provision or standards.

111. Lessons observed and discussions with pupils show that they develop good skills in appreciating others' viewpoints and in empathising with others. Whole class discussions are

effective in building up pupils' speaking and listening skills and developing relationships and social skills. Aspects of personal and health education are taught throughout the school, mainly in science, but there is no scheme of work to build up pupils' knowledge, skills and understanding systematically. The subject leader has no opportunity to monitor and evaluate teaching and learning and does not have a secure overview of pupils' achievement or the quality of teaching throughout the school.

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	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	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).