

INSPECTION REPORT

GUESTLING-BRADSHAW C E (AIDED) PRIMARY SCHOOL

Hastings

LEA area: East Sussex

Unique reference number: 114551

Headteacher: Tom Collins

Lead inspector: Peter Payne

Dates of inspection: 17 to 19 May 2004

Inspection number: 256299

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	5 to 11
Gender of pupils:	Mixed
Number on roll:	225
School address:	Rye Road Guestling Hastings East Sussex
Postcode:	TN35 4LS
Telephone number:	01424 812279
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Appropriate authority:	Governing body
Name of chair of governors:	David Shortman
Date of previous inspection:	1 to 4 July 2002

CHARACTERISTICS OF THE SCHOOL

The school is a Church of England voluntary aided primary school for boys and girls aged from five to eleven, situated in Guestling Green on the outskirts of Hastings. There are 225 pupils on roll, predominantly of white British origin, organised in seven classes. About half come from the local villages of Guestling, Fairlight and Pett, and half come from East Hastings. The socio-economic circumstances of the pupils are broadly average. The attainment of children on entry to the Foundation Stage is average. The proportion of pupils eligible for free school meals, at 9.2 per cent, is broadly in line with the national average. There are no pupils whose first language is not English. Forty pupils are identified as having special educational needs which, at fifteen per cent, is broadly in line with the national average. Four of these have a formal Statement of Special Educational Needs. The number of pupils joining or leaving the school other than at the usual times is about the national average. The school received an Achievement Award from the Department of Education and Skills in 2001.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
12155	Peter Payne	Lead inspector	Science, art and design, music, personal, social and health education and citizenship
9619	Bob Miller	Lay inspector	
1710	Thelma Edwards	Team inspector	The Foundation Stage, English, history and geography
32456	David Musty	Team inspector	Special educational needs, mathematics, information and communication, technology, design and technology and physical education

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Guestling-Bradshaw Church of England Primary School is **an effective school** that provides a good standard of education. Teaching, learning, leadership and management are all good. The curriculum is broad, well balanced and interesting. The school gives good value for money.

The school's main strengths and weaknesses are:

- The strong leadership and improved management.
- The good quality of teaching and learning.
- The particularly high standards of teaching, learning and performing in music.
- The very strong philosophy and practice of inclusion and equal opportunity.
- The improved achievement of the pupils.
- The very good range of opportunities to take part sporting activities and the creative arts.
- The good attitudes, relationships and behaviour.
- Assessment procedures and practices in English, mathematics and science, whilst satisfactory, need further development and need to be applied to the other subjects of the curriculum.
- Information and communication technology is not used sufficiently to support other subjects.

The school has made good overall progress since the last inspection. The key issues identified in the last report have been addressed well. The quality of teaching and learning has been substantially improved. Because of this, standards in English, mathematics, science and information and communication technology have improved. The quality of the accommodation has been upgraded and further work is imminent.

STANDARDS ACHIEVED

The overall achievement of pupils is good and they work hard. In reception, the children's achievement is very good. In their personal, social and emotional development, communication, language and literacy, mathematical development and physical development, most are comfortably on track to meet the goals that children are expected to reach by the end of reception. In Years 1 to 6, pupils' achievement is good. In Year 2 standards are above average in reading, writing, mathematics and science. In Year 6, standards in English are average and in mathematics and science they are above average.

Standards are above average and pupils achieve well in art and design, and even better in music. They are average in information and communication technology, and design and technology. It was not possible to judge standards in history, geography and physical education.

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

Key: A - well above average; B – above average; C – average; D – below average; E – well below average; Similar schools are those with similar average attainment at the end of Year 2.

The results of the 2003 national assessments for pupils at the end of Year 2 in reading, writing and mathematics were all above average. When compared to schools in similar circumstances, reading is well above average and writing and mathematics are above average. The table above shows that

results in Year 6 in English were below average, in science average and in mathematics above average. However, when these pupils' progress was measured against their standards at the end of Year 2, their achievement in English was above average and in mathematics and science it was well above average. The proportion of these pupils reaching the higher than expected levels was well above average in all three subjects.

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. They show a keen interest in school life and the range of opportunities on offer. Their behaviour and attitudes are good. Although attendance overall is satisfactory and most parents ensure that their children are punctual, a small number of families have a relatively high amount of absence.

QUALITY OF EDUCATION

The quality of education provided by the school is good.

Teaching is good and more than two in five lessons are very good. It is a particularly inclusive school where pupils' learning is good because of the good subject knowledge and skilful use by teachers of strategies to question or explain issues in different ways to suit the needs of individuals. There is good provision for pupils who have special educational needs. These pupils receive very good support from the teaching assistants, who work very closely with the class teachers. As a result, they achieve well with their individual targets.

The curriculum is good. It is broad, well balanced and interesting. The range of learning opportunities and the opportunities for extension and enrichment through extra-curricular activities, visits and visitors coming into school are very good. The school cares for its pupils very well and ensures that they work in a healthy and safe environment. They have good access to well-informed support and guidance. The school has a good partnership with parents and good links with the local community.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The leadership of the headteacher is very good. His vision and ability to motivate children and adults has been a key factor in the improvement of standards. He provides the strategic advice and positive leadership that has ensured the recent development of the school. He is well supported by the staff. The governing body is effective. They play an active part in the school life and give strong and highly committed support. The governors ensure that all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with what the school provides and the progress that their children are making. They are welcomed into school and feel that they are valued partners in their children's education. They are pleased with the information in the annual reports about their child's academic and personal development.

The response from pupils revealed a real enthusiasm for their school. In discussion, they are keen to talk about the work that they do and are very proud of their achievements and their school. They say that they are listened to and enjoy coming to school because it is friendly and welcoming.

IMPROVEMENTS NEEDED

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

- Develop and extend the use of assessment.
- Extend the use of information and communication technology, where it is appropriate, into the other subjects of the curriculum.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The achievement of pupils is good overall. It is very good in the Foundation Stage and good in Years 1 to 6. Standards in Year 6 are average in English and above average in mathematics and science.

Main strengths and weaknesses

- Sustained good quality of achievement in mathematics and science and very good achievement in music.
- Improved standards in English.
- Improved achievement in Years 2 and 6.
- A higher proportion of Year 6 pupils are now achieving the higher than expected levels.

Commentary

1. Because of the good teaching and high expectations, together with their own very positive attitudes and enthusiasm for learning, pupils work hard, make good progress and achieve well. They respond very well to challenge and, as they move through the school, they are increasingly confident to give their opinions and propose solutions to questions.
2. The attainment of children on entry to reception is average. Most have had some pre-school experience in a nursery or playgroup. In spite of being a particularly young year group, by the end of reception, most current children will attain their early learning goals and be ready to embark on the National Curriculum.

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

Standards in:	School results	National results
reading	16.9 (15.9)	15.7 (15.8)
writing	15.6 (12.9)	14.6 (14.4)
mathematics	17.1 (16.1)	16.3 (16.5)

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

3. The results of the 2003 national assessments for pupils at the end of Year 2 in reading, writing and mathematics are all above average. When compared to schools in similar circumstances, reading is well above average and writing and mathematics are above average. There is no significant difference in the attainment of boys and girls. The trend is improving.

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

Standards in:	School results	National results
English	26.0 (28.4)	26.8 (27.0)
mathematics	27.7 (27.5)	26.8 (26.7)
science	29.1 (29.6)	28.6 (28.3)

There were 35 pupils in the year group. Figures in brackets are for the previous year.

4. The results of the 2003 national assessments for pupils in Year 6 were below average in English, average in science and above average in mathematics. The results were the same when compared to those of similar schools, on the basis of free school meals. However, when

the comparison is made on the basis of prior attainment at the end of Year 2, a better indicator of pupils' progress, results were above average in English and well above average in mathematics and science. The proportion of these pupils achieving the higher than expected levels was well above average in all three subjects. There is no significant difference in the attainment of boys and girls.

5. In the other subjects, standards are well above average in music and above average in art. Achievement in these subjects is good. Standards are average in information and communication technology and achievement is satisfactory. It was not possible to judge standards in history, geography, design and technology and physical education.
6. The good quality of pupils' literacy and numeracy skills enhances their work in other subjects, particularly in science, history, geography and design technology. The developing strengths in information communication technology are beginning to support work in other subjects.
7. Pupils with special educational needs make good progress and achieve well. This is as a result of the good teaching that the pupils receive as well as the good monitoring and support provided by the special needs co-ordinator and able teaching assistants. Because of the development of more challenging tasks and activities, the achievement of higher attaining pupils has improved and most are now reaching the higher standards of which they are capable.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and personal development are good. Pupils' moral, social, cultural and spiritual development is also good. Overall, attendance and punctuality are satisfactory.

Main strengths and weaknesses

- Pupils' relationships with each other are very good. This is reflected in the good behaviour in lessons.
- Pupils show respect for the feelings, values and belief of others.
- Pupils are very willing to take responsibility for tasks around the school.
- There is very good provision to enable pupils to develop self-knowledge and spiritual awareness.
- The rate of authorised absence of a small number of pupils is too high.

Commentary

8. Pupils enjoy coming to school and develop very strong relationships with others in their classes. They have very positive attitudes to their work and their life in school. They say that they are listened to and enjoy coming to school because it is friendly and welcoming.
9. This is an improvement since the last inspection and is reflected in their enjoyment of lessons and their participation in extra-curricular activities, particularly sport and music. Pupils are well behaved and co-operative in lessons, which is also an improvement on the previous inspection. They are encouraged to take different responsibilities as they progress through the school. Older pupils look after the younger ones, particularly at lunch and playtimes. This leads to most pupils gaining in confidence and developing high self-esteem.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.8
National data	5.4

Unauthorised absence	
School data	0.3
National data	0.4

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

10. Although the rate of attendance is below that of similar schools nationally and has declined in recent years, the main reason for this is because a number of families persist in taking holidays in term time. This is despite the positive efforts of the school to discourage the practice and the good systems that they have to promote good attendance. These prolonged absences have an adverse effect on the attainment and achievement of those children concerned. They place additional demands upon conscientious teachers who strive to cover the work that is missed and on the working groups of pupils that miss key members of their teams. A small number of families do not always ensure their children attend school punctually.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black African
Mixed – any other mixed background
Black or Black British – African
Chinese

No of pupils on roll
215
5
1
2
1
1

Number of fixed period exclusions	Number of permanent exclusions
8	0
0	0
0	0
0	0
0	0
0	0

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

11. The strong focus on inclusion means that all pupils within the school feel valued and work very well in harmony with each other. Incidents of bullying and racism are rare and where they do occur, the school is quick to deal with them effectively. The school has worked hard with pupils and parents in understanding the revised behaviour policy and the impact that poor behaviour has on people around them. The result is that most pupils show a great respect for the feelings, values and beliefs of others.
12. Pupils are developing a very good spiritual awareness and understanding of their own feelings and emotions. This is taught mainly through a good personal, social and health education programme and in music, religious education and assemblies. They respect the views and beliefs of others and understand that this is important. Pupils' cultural development, and particularly their multi-cultural awareness, is satisfactory, which is an improvement since the last inspection.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. Strengths include the sustained good quality of the teaching and learning, the good curriculum, the high expectations of diligence and behaviour, very good care and the strong partnership with the parents and community.

Teaching and learning

Teaching and learning are good overall. They are very good in the Foundation Stage and good in Years 1 to 6. Assessment is satisfactory overall.

Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	11	12	5	0	0	0

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

Main strengths and weaknesses

- The teachers' good subject knowledge.
- Well developed and effective questioning.
- Well planned and resourced lessons.
- Good management of pupils and their behaviour.
- Very effective work of the teaching assistants.
- Assessment procedures and practices need further development.

Commentary

13. The quality of the teaching and learning observed reflects a considerable improvement since the previous inspection, which identified a small proportion of unsatisfactory teaching. The school has maintained the quality of the teaching in the Foundation Stage and improved the standards of teaching for both infant and junior classes. The quality of teaching has improved in most subjects, but particularly in English, mathematics and science. A significant proportion, 41 per cent, of teaching seen during the inspection was very good. This is an increase from 12 per cent at the last inspection and reflects the higher expectations that teachers now have of their pupils. The teaching of English and literacy skills is satisfactory and teaching of mathematics and numeracy skills and science is good. In all three subjects, teaching is sometimes very good. Teaching in other subjects seen is often good.
14. Effective questioning, rooted in teachers' good subject knowledge, careful planning and appropriate use of resources, has a positive impact on pupils' learning. Where teaching is very good, the pace of work is brisk and most pupils of all abilities are kept actively involved in the learning process. Teachers maintain an orderly atmosphere, insisting that pupils listen to them and to each other. The teaching assistants contribute well to this process through their thoughtful interventions. Most of the pupils are highly motivated. They demonstrate a great deal of enthusiasm and sustain good standards of behaviour. Pupils throughout the school work well together and have well developed co-operative and collaborative skills. They are capable of sustaining concentration and making meaningful contributions to discussion.
15. Because of the good standards of teaching, the detailed knowledge that the adults have of their pupils, the positive encouragement that they receive and the high expectation of them, pupils achieve well. There are no significant gender differences in pupils' learning.
16. Assessment procedures have continued to develop since the last inspection and an effective individual tracking system has been introduced. This enables teachers to monitor pupils' progress in English, mathematics and science and to use the information to make their future planning more effective. Although their progress is regularly reviewed, assessment of pupils' achievement is limited to informal teacher assessment and the use of end-of-unit assessments in some subjects. As a result, pupils do not always know what they need to do to improve. The

school recognises the need to develop the assessment procedures and practices in English, mathematics and science and extend their use into other subjects.

The curriculum

The curriculum is good. It is a broad and well-balanced programme of interesting activities, with very good opportunities for enrichment, that ensures progression of knowledge and skills. Accommodation and resources are good.

Main strengths and weaknesses

- The curriculum is planned well.
- It is particularly inclusive.
- Planning for personal, social and health education and citizenship is good.
- Opportunities to develop interests and skills outside the school day are good.

Commentary

17. The curriculum is well planned and balanced. The management of the curriculum by the subject leaders is good, which is an improvement since the last inspection. A long-term plan ensures that topics are introduced systematically and that credible links are made between subjects where this is appropriate. The National Literacy and Numeracy Strategies are firmly established and have been modified in the light of experience to suit the needs of the pupils better. The school is committed to educational inclusion and ensures that all pupils have equal access to the wide range of opportunities that it provides.
18. The provision for pupils with special educational needs is good. They are provided with good quality in-class support wherever possible, although there are times when they are withdrawn from the classroom for specific structured learning programmes. This withdrawal is carefully timetabled to ensure that the pupil does not suffer from having missed the teaching being undertaken with the remainder of the class. Often the individual support provided is closely related to the learning objective being addressed by their peers. A programme of nurture groups operates to support the occasional needs of some pupils.
19. In providing for gifted and talented pupils the school identifies the most able pupils in each year group for literacy and numeracy. Files containing resources and extension materials have been developed to support their learning needs. In Year 6 these pupils are taught by the headteacher in weekly numeracy and literacy "most able" groups.
20. A comprehensive programme of personal, social and health education and citizenship is a real strength of the curriculum. Many of the issues and structures that underpin the school's aims and objectives are addressed by the programme and are taught at the appropriate point in the pupils' development. Sex and relationships, and alcohol and drug misuse are included. Pupils say that they value the opportunities afforded by circle time to raise concerns and share ideas.
21. The extra-curricular opportunities to take part in sporting activities, music and the creative and performing arts are very good and a notable strength of the school. Teachers and other adults give freely of their time to enrich the pupils' experiences. The school has some particularly innovative activities, such as the French club.
22. Accommodation is good. A building programme due to start immediately after the inspection will increase the size of two rather cramped junior classrooms. Resources to support learning are good, particularly in music where they are very good. The school has recently made a major investment in information and communication technology equipment and staff training which is raising standards and achievement.

Care, guidance and support

The school provides very very good levels of care and attention to the welfare, health and safety of the pupils. Provision of support, advice and guidance for the pupils is good. There is very good involvement of pupils through seeking, valuing and acting on their views.

Main strengths and weaknesses

- There are very effective procedures in place to ensure the pupils work and play in a safe and healthy environment.
- Pupils have a very good and trusting relationship with at least one adult in the school.
- The school is very active in seeking the views of the pupils on school improvement.
- Induction arrangements for children joining the school are very good.

Commentary

23. This is a very caring school where the staff treat pupils fairly and with respect. This ensures that pupils are comfortable about approaching individual teachers or support staff for help or guidance. Staff know the pupils and their families very well and are sensitive to their needs. Parents say that the school is helping their child to become mature and independent. The support and guidance that pupils receive from staff, based on careful monitoring, are now effective and an improvement since the previous inspection.
24. Health and safety arrangements are securely in place and risk assessments are carried out for the premises and school trips. A conscientious caretaker ensures any identified hazards are dealt with and that the school is well maintained and kept in a very clean condition. The quality of care and attention to medical needs during the day is good and accident records are analysed to see if improvements can be made to play areas. Effective child protection procedures are in place and well known to all staff. There are good links with outside agencies. The very good care arrangements show continuous improvement since the previous inspection.
25. The school actively encourages the pupils' views, both in informal and formal ways. There is a school council that considers matters such as new playground games and equipment. This contributes very well to pupils' personal development. The school has a very positive ethos which is supportive of all pupils, including those with special educational needs and higher attainers. Teaching and support staff work very hard to meet the needs of all pupils including those with behavioural difficulties. Pupils with special educational needs contribute to their termly reviews and most parents are involved with staff in setting personal and learning targets for their child.
26. The school has very good relationships with local nursery schools and pre-school groups. This, combined with home visits that are carried out by staff, ensures that any anxieties children and their families may have about the transfer to primary school are significantly reduced. The very effective arrangements for gaining important information about the child's progress and attainment and their personal development enable the primary school staff to respond very well to the children's individual needs.

Partnership with parents, other schools and the community

The school has good partnerships with parents and other schools and colleges. It also has good links with the community.

Main strengths and weaknesses

- Parents are kept well informed about the school and their children's progress.
- There are good procedures for ensuring satisfaction and to deal with any parental concerns or complaints.
- The good links with the community and other schools and colleges ensure a smooth transition for pupils to their next stage of education.
- The contribution made by most parents to their child's learning at home and in school is good.
- Formal and regular consultation arrangements with all parents, whilst satisfactory, are insufficiently developed.

Commentary

27. Parents are very satisfied with the work of the school and what it provides. They say their child enjoys coming to school and that teaching is good. They say staff expect their child to work hard and do their best and that the school is led and managed well. A small number of parents, however, say that the school does not do enough to seek their views. Inspection findings support this concern. Regular, systematic and formal consultation to reach all parents on matters such as the school budget to establish "best value" and other topics contained in the school improvement plan, are underdeveloped.
28. Parents are well informed about the school through the prospectus, newsletters and school notice boards. They appreciate the opportunities to discuss their child's progress at both formal and informal meetings with teachers, and these frequent opportunities are used to ensure parents are satisfied and have no worries or concerns. Parents receive regular curriculum information each term and a helpful end-of-year academic report ensures they are kept well informed about their child's progress.
29. Parents of pupils with special educational needs, including those with a Statement of Special Educational Needs, are kept well informed about their child's progress. They are invited to contribute to the termly review of the pupil's individual education plan and they are provided with a copy of the updated plan.
30. The school has engaged a number of parents and other volunteers from the community to come and help in school. Some listen to children read and others help in the library or on school trips. The vast majority of parents are eager to contribute to their child's learning at home and this is having a positive effect on pupil attainment and achievement. A very active parent teacher association raises substantial amounts of money through organising community events, and these funds are well spent on providing learning resources for the school.
31. The school has good links with other local infant and junior schools through a cluster arrangement to ensure that best practice is shared by staff. There is a strong link with the local secondary school that provides opportunities for students there to work with Year 5 pupils as part of the students' tourism and leisure studies. A member of its staff comes in to teach French to Year 5 pupils. Students from the local comprehensive school spend time in school as part of a work experience programme. The sharing of pupil information by staff and the opportunities to discuss areas of concern ensure a smooth transition for Year 6 pupils to the next stage of their education. All of these established links help to enhance pupils' progress and development.
32. The links in the community, including businesses, are good. The school uses the local environment to good effect and takes part in a number of music, drama and sporting festivals. The police and nursing services are regular visitors to the school and have a significant impact on the teaching of an effective personal, social and health programme which greatly benefits pupils' personal development.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school by the senior staff and governors are good. The governors discharge their responsibilities well. The leadership and vision of the headteacher are very good.

Main strengths and weaknesses

- Strong leadership.
- A shared vision and sense of purpose.
- Well-organised and effective governing body.
- Total commitment to inclusion and equality of opportunity by adults and children alike.

Commentary

33. The governing body is effective. Governors play an active part in the school life and they give strong and highly committed support. The committee structure is logical and well organised with clear terms of reference. The governors receive good quality information about the school's performance and have a clear vision for the strategic development of the school. They fulfil their statutory duties. The educational priorities are established by staff and governors working closely together.
34. The leadership of the headteacher is very good. He provides the positive leadership that has ensured the recent development of the school. He is supported by the other staff and governors, who have a strong commitment to the development of the school and to the raising of standards. They share a clear sense of direction and purpose.
35. The school's aims and values are published widely. The behaviour, diligence and high quality of relationships at all levels about the school demonstrate the commitment of pupils and adults to live up to them. The school is a particularly inclusive community, committed to policies and practices that make sure that every pupil is included and able to take part in all of the lessons and other activities.
36. The headteacher and the subject leaders monitor the quality of teaching in classrooms by observing lessons and by evaluating the work of the pupils. The school evaluates the performance data produced by national tests and uses the information to establish realistic and challenging performance targets for pupils.
37. The leadership and management of special educational needs are good. The special needs records and processes are managed well. The co-ordinator for special educational needs is also responsible for gifted and talented pupils. Along with others she identifies these pupils in line with the school's policy and is actively developing appropriate extension materials to support their learning.
38. A comprehensive programme of performance management for teachers is in place. School and individual targets are agreed and reviewed. Continuing professional development is a strong feature and priority is given to the needs of both the individual and the school. There is a good induction process and programme of support for new staff.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	564,740
Total expenditure	575,208
Expenditure per pupil	2,556

Balances (£)	
Balance from previous year	11,611
Balance carried forward to the next	1,143

39. The financial management of the school is good. The finance committee of governors is provided with accurate information through analysis of the monthly monitoring statements. Funds are directed to the priority areas and, when it is necessary, firm action is taken to avoid overspending. The governors' practice of achieving best value in their transactions is effective.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

40. Provision for children in the Foundation Stage is very good. The intake into the reception class is average overall in terms of what the children can already do and understand but, while some children are already well on with their learning, some have marked speech and behavioural difficulties. The children make very good progress, particularly in the skills of communication, language and literacy and in their personal, social and emotional development. The quality of teaching is very good, overall, and never less than good. The very good quality and range of learning opportunities and the interesting activities provided in all areas of learning are well matched to the children's needs and they achieve very well. The curriculum provides children with exciting experiences to record in different ways and stimulates them to do their best. These judgements are in line with those made during the last inspection. Their progress is carefully monitored and the children learn in an attractive and welcoming environment.
41. Lessons are well planned and managed and there is very good team work between the teacher and her teaching assistant. Induction arrangements for the children are very good and ensure that most children settle quickly and happily. The induction includes home visits and opportunities for parents to visit the school and to have discussions with the adults who will work with the children. They also have the chance to meet others who work with the school, such as the school nurse and the community policeman. Most children have had some pre-school experience in playgroups or nurseries. They enter their new school on a part-time basis and gradually become full-time. The current class is particularly young, with birthdays falling late in the school year. A third had only been full-time pupils for less than half a term at the time of the inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children in this young class achieve very well and most have already reached the early learning goals. This is because of the very good teaching and the good class routines which help children feel secure.

Commentary

42. The classroom routines have been very well established and children know what they have to do. They respond well. Though eager and lively, they take turns to ask and answer questions in class teaching sessions. They are pleased with their own achievements and applaud the success of others. During group and individual activities, most children settle quickly and concentrate on their tasks. They undertake small responsibilities such as working the tape-recorder for the group. They form good relationships with adults and other children and readily share equipment and materials.
43. The teacher and her assistant both have good expectations of the children. They share observations about how well individuals are progressing. They get to know the families by making home visits together before the children start school. Children who have special educational needs are well supported and make good progress.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children achieve very well, particularly in speaking, and most are on line to reach the early learning goals. Some have already done so.
- Very good teaching and the range of activities provided offer many opportunities for the development of language skills.

Commentary

44. Children enjoy looking at books and understand that print carries a meaning. They join in reading with the teacher when they study the Big Books in class reading sessions and sometimes read a story from the computer screen. They enjoy hearing the traditional stories, such as 'Red Riding Hood', recall the sequence of events well and act out scenes from the story. The more advanced readers can read small books and some make good use of their developing knowledge of phonics when writing. Most recognise letters and their sounds when they help their teacher to build words. Following their woodland walk they composed a class song describing what they had seen, using alliteration, such as 'Alfie saw a scuttling spider'. They then enjoyed singing it all together. Children are beginning to form recognisable letters and to write small sentences. They have made zig-zag books about the life of a frog. Children listen attentively and respond to questions in ways which show they have understood.
45. There is an attractive learning environment with areas in the classroom which are inviting and encourage discussion. Letters and labels around the room help the development of early reading and cards of commonly used words are provided to help children as they write. Children can explain how they use them. The children are taught to hold their pencils and pens properly and some were pleased to show the greeting cards they had made. All adults who work in the class, including some parents, interact well with the children and encourage them to talk about the work they are doing.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The teaching is good and the children achieve well.
- They are well on the way to reaching the early learning goals and many have already done so.

Commentary

46. Many opportunities are taken to develop children's mathematical knowledge both in class and group work. For example, in their work on numbers, children sing number songs, such as 'When I was One...', remembering the correct sequence. They confidently and accurately count in 10s up to 100. They recognise numbers and use their fingers to show 'how many' and 'more than', sometimes 'adding on.' Children show a good understanding of positional language, as when they stood in a long line and passed a teddy bear back over their heads and under their legs. They recognise basic shapes and have used a programmable toy to move in different directions.
47. A good range of activities enhances the learning and there is a particularly good link with language through the discussions that go on as children develop their understanding of mathematical terms. Some use is made of the outside area, but this area still being developed and has no large equipment as yet, so that children's learning through the use of large 3-dimensional structures is limited.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teaching is very good and an interesting curriculum is provided.
- Children learn through a broad range of experiences.
- They are well on the way to achieving the early learning goals.

Commentary

48. Children learn about the environment and the world around them by their work in the classroom and through stimulating visits and visitors. A woodland walk provided much observation and discussion and resulted in a fine collection of bark, twigs and leaves, supplemented by some bluebells from the school garden. A visitor brought in a ewe and her lamb as part of a topic on wool and the class has made a visit to a governor's house to see poultry. Apple pips have been sown after studying and smelling the ripe fruit. In another aspect of growing, children have watched tadpoles emerging. Children weigh, measure and manipulate equipment as they cook cakes to take home for tea. They use computers and tape-recorders confidently.
49. Their work is very well organised and managed. As part of the woodland walk, accompanied by parents, the teacher had produced a very helpful sheet for parents showing and naming different leaves and insects as an aide-memoire. The school has very good links with its local community which enrich the children's learning.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**

Main strengths and weaknesses

- Children are achieving well in the development of their fine motor skills as they handle small equipment.
- They handle large objects well.

Commentary

50. Suitable activities are provided to promote children's physical development. The skills of using pencils are well taught. Children show good control of scissors, felt pens and paint brushes. They handle play dough competently when they model some of the insects they saw on their walk. The hall is used for PE lessons and the children then use the large equipment as they move and travel using their whole bodies in different ways. When carrying and moving chairs and helping to tidy up, children manage large objects well. Photographs show that children have made and flown kites and have had to aim with precision when playing a game of conkers. Most are in line to reach the early learning goals.
51. The teaching is good. The children are taught to use their bodies and manage equipment carefully. The provision of large equipment, when the outside area is finished, will give further opportunities to develop gross motor skills.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- The teaching is very good.
- Children develop many skills through a range of media and an interesting curriculum.
- The children achieve very well.

Commentary

52. Children are in line to reach the goals for this area of their development and most have already done so. Children's work seen in lessons and on display shows that they use paint well to portray different kinds of houses and flowers. They select and mix colours effectively. They observe closely and then draw objects with care and reasonable accuracy, as when they drew the twigs and bark brought back from their walk. The playdough insects made were well recalled and the end results colourful. In music, children show they can sing in tune, recall songs and accurately clap rhythms.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Learning is an enjoyable and positive experience for pupils.
- Pupils attain above average standards in reading throughout the school.
- Teachers develop pupils' listening skills well and standards are above average.
- Literacy skills are used well to support work in other subjects.
- The skills of discussion are not consistently taught.
- The individual targets set for pupils need to be more specific.
- There are few opportunities for pupils to take part in assessing their own progress.

Commentary

53. Standards in English are average overall by the end of Year 2 and Year 6. Pupils' standards in reading are above average by the end of Year 2 and Year 6. Their standards in writing are improving and are now average overall, with some pupils reaching above average standards. When the standards of Year 6 pupils are compared to their standards in Year 2, achievement is good. Pupils with special educational needs make good progress and benefit from the additional support of their teachers and teaching assistants.

54. In the lessons observed, teaching was satisfactory overall, but sometimes good or very good. Pupils, in all age groups, listen carefully and follow instructions well. They respond sensibly and in a proper way when addressed. Most pupils are attentive in lessons, understand what to do and competently set about their work. They enjoy stories and recall them well. In all age groups, pupils listen to music and learn new songs.

55. Pupils answer questions and clearly describe and explain the work they have been doing. In paired discussions, they share ideas well with a partner. However, in class question and answer sessions, the questions put by the teacher often required only a short answer. Discussion skills, where pupils respond to one another as well as to the teacher, taking observations or argument further, are under-developed.

56. Reading is good because pupils have many opportunities to read. They enjoy the guided readers, the shared Big Books, a good selection of other published books and a range of texts. Pupils in Years 2 to 6 can explain how to find particular information in the library. Most pupils

enjoy reading. Some have favourite authors or have preferences for particular types of books and can say why they like them. The most capable readers enjoy non-fiction as well as fiction.

57. Pupils have opportunities to write in many styles. Handwriting has improved since the last inspection and, in all age groups, is mostly clear and legible. Work on display and in books includes plays, poetry, letters and stories. Pupils in the younger classes show that they can retell and write favourite stories and, in Years 2 to 6, pupils demonstrate the influence of their reading and language studies as they carefully select words, phrases and sentence length appropriate to the subject matter. For example, in a suspense story pupils from different year groups wrote 'Still startled, I looked around me.' and 'Vicky whispered. I replied, shakily.' The school is encouraging boys to write and is being successful. This was an issue during the last inspection. Work seen shows that there is now no significant difference in the achievement of boys and girls in this area.
58. Resources are good but a further development of the central library to be able to display and highlight books by well-known authors or exemplify a particular style of writing, such as diaries or suspense stories, would allow all pupils to see how the different styles they are practising are used by published authors.
59. The subject is managed well. There is a satisfactory assessment system in place but pupils could be helped to assess their own progress if their targets were more specific, achievable in the short-term and available for pupils to refer to as they do their work. The subject leader has already begun to do this in her own class. Pupils of all levels of ability in the subject would benefit from this good practice being developed and extended throughout the school.

Language and literacy across the curriculum

60. There are many opportunities to use literacy skills in other subjects. Younger pupils have learned to address envelopes correctly, using their own addresses, as part of work in geography. Others pupils have written about how they joined fabric in design and technology. Older pupils have written about the lives of historical characters, such as Captain Cook and Samuel Pepys, as part of history and geography lessons.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching is good.
- Pupils achieve well, attaining above average standards by the end of Years 2 and 6.
- Leadership and management by the subject leader are good.
- Pupils should be more aware of their individual targets for improvement.

Commentary

61. Standards are above average by the end of Year 2 and Year 6 and pupils achieve well. This is an improvement since the last inspection. This good achievement comes about as a result of good teaching. Teachers' planning is appropriate and matches the range of needs within their classes. The best teaching was typified by being engaging, appropriately challenging and briskly paced. A variety of methods, such as practical group work and using individual whiteboards to respond to teachers' questions, were incorporated into these good lessons. In a Year 2 lesson on time, pupils enjoyed the challenge of competing against one another to correctly display a given time on hand-held clock faces. The Year 6 class was observed undertaking a challenging unit of work on algebra in preparation for their transition to secondary school. Pupils were learning about algebraic equations and expressions, as well as plotting linear graphs.

62. The most able mathematicians within Year 6 are withdrawn on a weekly basis to be taught at a more demanding level. This arrangement is having a positive impact upon the percentage of pupils reaching the higher level 5 in the national tests.
63. Throughout the school pupils are developing a good capacity to manipulate numbers and learn to undertake formal written methods of calculation. A scrutiny of pupils' work revealed evidence of appropriate learning about shape, space and measures and handling of data. During the inspection little evidence was seen of pupils conducting mathematical investigations.
64. Pupils have positive attitudes towards mathematics, which help to explain the above average standards attained. A number of pupils spoken to during the inspection expressed their enjoyment of the subject.
65. The subject leadership of mathematics is good. The leader is enthusiastic about the subject and has identified appropriate issues for attention, including the teaching of problem solving skills and the production of a helpful document which sets out the school's approach to developing methods of calculation. Resources are good. Assessment arrangements, though satisfactory, could be further improved if pupils were more involved in the process of identifying and monitoring their specific curriculum targets so that they are more aware of what it is that they need to do next in order to improve in the subject.

Mathematics across the curriculum

66. Mathematics is used effectively in other areas of the curriculum, with other subjects making a positive contribution to the development of mathematical skills. In their science work, for example, pupils use charts and graphs, and in design and technology they often have to measure accurately in order to achieve a successful outcome. This was seen, for example, in the Year 3 project on making photographic frames.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils' achievement in science is good overall.
- Many attain standards that are above the national average.
- Teaching is good. It is both effective and challenging.
- Scientific investigation is a particular strength.
- Pupils are interested in their science lessons and they work particularly well together in pairs and groups.
- Behaviour is very good.
- The use of ICT to extend and support the subject is under-developed.

Commentary

67. Pupils are enthusiastic about science and respond very positively to the encouragement and challenge of their teachers. They work hard and, by the end of Year 2, their achievement is satisfactory. By the end of Year 6 their achievement is good because of the very positive and challenging teaching. In the 2003 national tests, nearly half of the Year 6 pupils achieved the higher than expected level. This is a considerable improvement since the last inspection.
68. In the four lessons observed, the quality of teaching varied from satisfactory to very good. This is a considerable improvement since the last inspection when teaching, particularly in the junior classes, was never better than satisfactory and one lesson was unsatisfactory. Pupils are

challenged and are expected to use their understanding of scientific principles and to apply them to new situations. Teachers have very good knowledge of the subject. Their understanding of the underlying scientific principles and their use of precise scientific terms allows them to teach confidently and accurately. They have developed a particularly effective style of questioning that enables pupils to consider the scientific issues, to discuss their ideas confidently and be willing to express them to the whole class. Because of the good teaching strategies, pupils are able to make choices and decisions. Teachers listen to what pupils say and show that they value their opinions. The achievement of pupils with special needs is enhanced by the very effective work of their teaching assistants.

69. A great strength of the science teaching is the well-established use of investigative techniques that provide a real sense of discovery. This was particularly demonstrated in a Year 5 lesson where pupils investigating the phenomenon of day and night and the rotation of the Earth in orbit around the Sun came to their conclusions through discussion and consensus. Although the lessons are conducted at a good pace, the teachers are sufficiently confident to allow pupils to take the time to think through the evidence and reach their own conclusion.
70. Pupils are genuinely interested in their science lessons. They enjoy being scientists and finding out about things. They are confident and eager to explain their work, which they do eloquently with a good grasp of the scientific vocabulary. Their positive attitudes and ability to work together in pairs and groups are both very strong features of work in science.
71. The management of the subject is satisfactory. The resources are very appropriate and of good quality. They are modern, attractive and relevant. Skills of literacy and numeracy are used effectively, but the use of ICT, where it might be appropriate to extend and support the subject, is still limited. Good progress has been made since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Significant investment in infrastructure, resources and training is raising standards and achievement.
- More use should be made of peripheral equipment.
- ICT should be used more regularly to support other areas of the curriculum.

Commentary

72. Only two ICT lessons were seen during the inspection, both in junior classes. In addition to this, inspectors were able to see ICT used in other lessons, hold discussions with the subject leader and pupils and scrutinise pupils' work.
73. At the time of the last inspection standards were judged to be unsatisfactory. They have now improved so that standards are average and achievement is satisfactory at the end of Year 2 and Year 6, and seem likely to improve further. This improvement has come about as a result of the very significant investment that the school has made, improving the infrastructure, resources and training for ICT over the past two years. In particular, the acquisition of a set of sixteen wireless networked laptop computers has been a creative and pragmatic way to respond to the lack of resources highlighted in the last inspection. This investment has resulted in pupils having far more regular access to computers. The school has also invested in suitable training for all teaching and classroom support staff and wisely, the purchase of technical support for computer equipment.
74. Teaching is satisfactory overall. The first part of a Year 4 lesson seen was hampered by technical difficulties which were overcome by the teacher so that pupils were successfully

taught to load and navigate a CD-ROM about the human body, finding information about the skeleton in support of their science topic. Pupils in a challenging Year 6 lesson were seen using the Lego Robolab program in order to construct a set of instructions to control a powered vehicle.

Information and communication technology across the curriculum

75. During the inspection ICT was seen to support other subjects in only a small number of lessons. In a Year 6 mathematics lesson on algebra, for example, a small group of lower attaining pupils were well-supported by using a computer program on function machines. Scrutiny of pupils' work, however, both on paper and stored electronically, revealed evidence of ICT being used to support other areas of the curriculum throughout the school. For example, Year 1 pupils use the computer to illustrate the story of "The Three Bears", whilst Year 3 pupils have downloaded pictures of water features from the Internet to support a design and technology project.

HUMANITIES

History and geography were sampled and it is not possible to make a judgement about the provision for these subjects. Religious education is subject to a separate inspection by the Diocese.

76. In the one **history** lesson and part of another that were seen, both in junior classes, it was evident that pupils were eager and interested to learn about past times. A study of pupils' work shows that the school makes good use of the local area and of visitors, and provides a lively curriculum. Teachers and teaching assistants work very well together to bring the subject to life for their classes. For example, a teaching assistant, dressed and acting the part of a World War II evacuee, answered questions from the class and the teacher about her life and her feelings on leaving her family. Pupils showed that they could understand and enter into the feelings of both the girl and the receiving family. Another class, having researched and made their armour and weapons, re-enacted the Battle of Hastings with great gusto on the school playing field. In this they were led and encouraged by a visitor dressed in full Norman chain-mail armour. This enriched pupils' learning in a most enjoyable way.
77. In the one **geography** lesson that was seen, in Year 2, with part of another in Year 6, pupils demonstrated their increasing knowledge of maps and map-making. The younger pupils, having studied and successfully identified places on a map of the local area, then drew maps of their journeys from home to school, showing where they had to turn left or right and recording landmarks. Older pupils showed that they understood the range of information that can be gleaned from Ordnance Survey maps and globes. Good use is made of the local area as pupils develop their skills.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music was inspected in detail and is reported in full below. Art and design, design and technology and physical education were sampled.

78. No **art and design** lessons could be seen. However, it is clear from a scrutiny of sketchbooks, finished artwork and the rich abundance of art on display about the school that pupils achieve high standards. The quality of artwork achieved by individual pupils and by classes is good and is displayed with great care about the school.

79. The range of experiences offered to pupils is broad. They are able to experience and explore a range of activities from drawing, painting and printing to three-dimensional modelling and sculpture. The programme is designed and planned to enable the pupils to develop their artistic skills and build upon their earlier experience. Art is used very extensively to support and enhance the other subjects of the curriculum. Opportunities are taken to draw inspiration and technical skills from the art of other cultures and the work of established artists. Art makes a very valuable contribution to the spiritual and cultural development of the pupils.
80. Only one lesson of **design and technology** was observed during the inspection but a substantial amount of other evidence was seen, including planning and evaluation documents, a record of actions taken since the last inspection, photographic records of items constructed and a sample of pupils' work. The programme focuses on the teaching of appropriate skills as pupils progress through the school and a "skills development file" provides good support for non-specialist teachers. This has contributed to the good improvement that has taken place since the last inspection.
81. Pupils have positive attitudes towards their design and technology work. A group of boys and girls from Year 4 enthusiastically described their experiences of the subject over recent years. It was clear that not only did they enjoy their work but that they were also learning appropriately about the process of design, making and evaluation.
82. Only one lesson in **physical education** was observed. The Year 6 games lesson on fielding skills was judged to be very good. It was well paced and provided a good balance of skills teaching, practice and opportunity for evaluation and improvement. The lesson also introduced an increasing degree of challenge and refinement as it progressed. Pupils throughout the school enjoy two swimming lessons each week in the school pool during the summer term. These lessons are taught by a qualified swimming teacher whose services are bought in by the school and whose expertise leads to the above average standards achieved. The subject is well led and managed by the headteacher who is knowledgeable and enthusiastic. He ensures that the school is fully involved in an ever-increasing range of local competitions and tournaments, such as the tag rugby tournament which took place during the inspection. Provision is further enhanced through the involvement of various local sports clubs and coaches.

Music

The provision for music is **very good**.

Main strengths and weaknesses

- The achievement of pupils of all ages is high.
- The quality of teaching and learning is very good.
- There is an excellent range of musical opportunities for pupils.
- The leadership and management of the subject are very good.

Commentary

83. Music has a very high profile in the curriculum and is a tremendous strength of the school. The decline in standards noted in the last inspection report has been redressed, and standards are now high. Pupils are enthusiastic musicians and they achieve very well.
84. In the three lessons observed, the quality of teaching and learning was never less than very good and, in one lesson, both teaching and learning were excellent. The teachers have a very good technical knowledge of music and the skills to play or sing to demonstrate elements of the lesson. Their infectious enthusiasm inspired their pupils to perform at a very high standard. The pupils respected each other's efforts and maintained a total involvement.

85. Many of the teachers are competent musicians and their skills enhance the very good quality of teaching and performance. They have very high expectations of their pupils and insist on the highest possible standard from them. The pupils thoroughly enjoy their music, concentrate very well on the tasks and work very hard to improve their performance. Their achievements in singing, both in lessons and in their assemblies, are very good.
86. Music is managed very well. The resources are very good. Many pupils receive individual instrumental tuition from visiting music specialists. Pupils often perform in school assemblies and in productions. They take part in music festivals, concerts and community projects. They speak enthusiastically about the very good variety of musical experiences available to them.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum was sampled.

Commentary

87. The programme of personal, social and health education and citizenship is thorough. Many of the issues and structures that underpin the school's objectives are contained in the programme and are taught at the appropriate point in the pupils' development. The programme includes units on drugs misuse and sex and relationships education. The latter is currently being reviewed. There is considerable flexibility in the programme to allow activities such as circle time to address issues of immediate concern to the pupils in a secure and supportive way.
88. A very notable strength of personal, social and health education is the way in which every person is included and respected. Discussion with groups of pupils during breaks revealed their appreciation and confidence in being able to talk through a range of issues and occasional concerns in an open and democratic way. These activities make a very strong contribution to the social, moral and spiritual development of the pupils.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
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	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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