

INSPECTION REPORT

**ST MICHAEL'S ROMAN CATHOLIC PRIMARY SCHOOL
WHITEFIELD**

Whitefield

LEA area: Bury

Unique reference number: 105348

Headteacher: Mr N Duffin

Lead inspector: Dr B Blundell

Dates of inspection: 3 – 5 November 2003

Inspection number: 257875

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	217
School address:	Ribble Drive Whitefield Manchester
Postcode:	M45 8NJ
Telephone number:	(0161) 766 6628
Fax number:	(0161) 253 7399
Appropriate authority:	Governing body
Name of chair of governors:	Mrs C Whelan
Date of previous inspection:	4 May 1998

CHARACTERISTICS OF THE SCHOOL

St Michael's RC Primary School is a school for boys and girls, aged three to 11, situated in Whitefield, Bury. There is an overall gender balance among the pupils, who are mainly white British, with very small minorities of white pupils with Irish and other backgrounds and mixed backgrounds. No pupils are at early stages in the acquisition of English. The proportion of pupils entering or leaving the school, other than at the normal times in the school year, is low. The proportion of pupils having special educational needs is in line with the national average. Pupils' special needs include moderate learning difficulties and autism. The school, which is situated in a socially deprived area, received the Schools Achievement Award in 2000, and the Basic Skills Quality Mark in 2003. Pupils' attainment on entry is average overall.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23868	B Blundell	Lead inspector	Mathematics Science Information and communication technology Design and technology
13450	J Madden	Lay inspector	
21910	G Longton	Team inspector	English Art and design Geography History Special educational needs
7418	K Rollisson	Team inspector	Music Physical education Foundation stage English as an additional language

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The overall **effectiveness of the school** is very good. The school provides very good **value for money**.

The school's main strengths and weaknesses are:

- Standards by the age of eleven are well above national standards in English, mathematics and science; pupils achieve very well indeed.
- The overall quality of teaching is very good; pupils learn very well.
- The school is very well led and very successfully managed by the headteacher, deputy headteacher and senior management team.
- Pupils behave very well and have very positive attitudes to their work.
- Physical education and sport are strengths of the school; the school enjoys the inestimable benefit of enormous playing fields.
- Subject coordinators do not currently have sufficient release time to monitor and evaluate teaching through the school.

The school is now very effective and has made very good improvement since the last inspection. Resources have been greatly upgraded to support pupils' learning. Assessment procedures are at least good; pupils' learning is monitored well. The school development plan is much improved, and is a useful document to drive the school forward.

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	C	A	A
mathematics	B	B	A	A
science	A	B	C	B

Key: A - well above average; B – above average; C – average; D – below average; E – well below average

Similar schools are those whose pupils attained similarly at the end of Year 2.

Pupils **achieve** very well overall in the school. Their achievement is good in the Foundation Stage, and very good in the infant and junior phases. Children in the Foundation Stage make good progress and are on course to meet or exceed the Early Learning Goals, which are the nationally expected standards. Standards for pupils aged seven are above average in reading, writing, mathematics and science. Pupils aged eleven are currently attaining well above average standards in English, mathematics and science. In physical education, standards are well above average throughout the school.

Pupils' personal qualities are very good. Their **spiritual, moral and social development** are very good; **cultural development** is good. Pupils' **attitudes** are very good; they are keen and eager to come to school and learn; they **behave** very well. **Pupils' attendance** now exceeds national averages and is very good.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. Teaching is very good overall; in the lessons seen during the inspection, it was good in the Foundation Stage and very good in the infant and junior phases. Examples of very good lessons were seen in all three sections of the school, including the Foundation Stage, and in these lessons pupils learned very effectively. The quality of teaching in literacy, numeracy and science is very good through the school. The **curriculum** is very good, and is well enriched with activities as diverse as French and fencing. **Care** for pupils is good; pupils are supported well academically. The school works very well in **partnership with its parents** and works well with the community. Links with the local church are good.

LEADERSHIP AND MANAGEMENT

Leadership and management by the headteacher, deputy headteacher and senior management team are very good. They have a very clear and appropriate vision for the school. **The work of the governing body** is very good and very effective; the governors bring a considerable range of expertise to the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are very satisfied indeed with the school. Parents are especially pleased with the arrangements made by the school for their children to settle in. They say that their children really like school, a view backed up by the pupils themselves, who, without one exception, said that they liked school! They feel that they are made to work hard and that teachers help them when they are stuck.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- to give more opportunities for curriculum coordinators to monitor and evaluate teaching through the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement through the school is **very good overall**; during the inspection, achievement was good in the Foundation Stage and very good in the infant and junior phases. Girls and boys perform at a similar level overall. Standards in the core subjects of English, mathematics and science for current eleven-year-old pupils are well above national expectations, and in Information and communication technology (ICT), they match national expectations.

Main strengths and weaknesses

- Standards in English, mathematics and science by the age of eleven are well above those expected nationally.
- Achievement throughout the school in the core subjects is very good; children enter the school with average levels of attainment, and greatly exceed national levels by the time they leave.
- In other subject areas, standards at least meet national expectations by the age of eleven, and exceed them in art and design, history and physical education.

Commentary

1. In the national tests in 2003 for pupils aged seven, standards were above national expectations in reading, writing and mathematics. They were also above expectations in the teacher assessments in science. Average points scores for 2003 were 16.5 in reading, 15.7 in writing and 17.3 in mathematics. Compared with those from similar schools, pupils' performance was above average in reading, and well above average in writing and in mathematics. Table 1, below, shows the 2003 results.

Table 1 Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	16.5 (16.7)	15.9 (15.8)
writing	15.7 (14.1)	14.8 (14.4)
mathematics	17.5 (15.3)	16.4 (16.5)

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

** Please note that pupils are expected nationally to go up by one point every term. It may be helpful to the reader to think of the mathematics example in the table above. In 2003, pupils nationally averaged 16.4 points but at St Michael's they averaged 17.5 points, and pupils were therefore just over one term ahead of pupils nationally.*

Table 2 Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	29.1 (27.3)	27.0 (27.0)
mathematics	28.4 (27.8)	27.0 (26.7)
science	29.2 (29.2)	28.8 (28.3)

There were 36 pupils in the year group. Figures in brackets are for the previous year

2. In 2003, standards for pupils aged eleven were well above the national averages in English and mathematics, and they matched the national average in science, as shown in Table 2, above. Compared with those of schools of a similar type, standards were well above average in English and mathematics, and above average in science.

3. **Pupils achieve very well** by the time they leave at the age of eleven. Children enter the school with average attainment overall, and make good progress through the Foundation Stage. In the inspection, no difference in achievement between boys and girls was noticed.
4. **Standards of attainment in English** have greatly improved since the last inspection. Pupils make very good progress in the subject as a result of the very good teaching and high quality leadership by the subject leader, who is a member of the senior management team. **In the infant and junior phases, reading, writing, speaking and listening** are consistently developed; pupils are given the opportunities to extend their oral skills through annual productions and in assemblies. **In the Foundation Stage, children's literacy skills** are well developed with children at least reaching the expected standards, known as the Early Learning Goals. Standards of attainment through the school are helped by the use of spelling logs, in which pupils record their own particular spelling mistakes, which are subsequently tested. The annual Shakespeare project also contributes positively to pupils' interest in the subject and their thirst for literacy.
5. **Standards of attainment in mathematics** for pupils currently aged eleven exceed those reported at the last inspection. The subject is taught very well indeed, and numeracy is very well developed across the curriculum, especially in science and geography. **Through the infant phase and on into the juniors,** pupils make very good progress overall in the development of their mathematics, as a result of the high quality leadership by the subject leader. **In the Foundation Stage, children's number work** is well developed as a result of the good quality resources and the teachers' high expectations, in both the nursery and reception classes.
6. **Standards of attainment in science** exceed those reported at the last inspection. Pupils really enjoy their science; teachers have high expectations and the subject is well led and managed. The excellent planning sheets used by pupils to record their practical work are a real help in raising standards.
7. **In other subject areas,** standards at least meet national expectations, and in the case of physical education, art and design and history, they exceed them.
8. **Pupils with special educational needs** learn at a similar rate to other pupils, owing to the good quality of support that they receive. Those few pupils from minority ethnic backgrounds make similar progress to other pupils at the school.

Pupils' attitudes, values and other personal qualities

Pupil's attitudes, values and other personal qualities are **very well** developed.

Strengths and weaknesses

- The behaviour of pupils is now very good in all aspects of school life, due in no small measure to the introduction of 'Golden Time'.*
- Pupils enjoy coming to school and this, together with the parents' commitment and the school's effective procedures, ensures that attendance is now very good. The school now follows up absence without notification from parents on the first day it occurs.
- Interesting lessons and the range of activities and experiences provided by the school ensure pupils' continuous desire to learn and strengthen their interest in school.
- Teachers' encouragement and school procedures successfully boost pupils' self-esteem and confidence.
- The school succeeds very well in developing pupils' spiritual, moral and social qualities.

* **Golden Time** is time given to the pupils at the end of each week, in which they can choose activities that they would like to do, provided that they have behaved well through the week.

Commentary

9. There has been a considerable improvement in the attendance of pupils in the last academic year. (Table 3 below, shows attendance for the previous full academic year.) Pupils are happy to attend school, the majority arriving on time, with younger pupils leaving their parents in happy anticipation of the day's activities. Parents are aware of the need for regular attendance, and the majority wholeheartedly support it. However, a few do remove their children from school for holidays during term time. Table 4, below, shows that there have been no recent exclusions.
10. Pupils enjoy their time in school and respond enthusiastically to the formal and informal curriculum provided. The recently introduced behaviour management system and staff training have improved standards of behaviour. In lessons, pupils are keen and interested and want to learn, wasting no time in completing tasks. In addition, they work very well together with their peers or individually, to produce the best result possible.
11. Pupils are confident and proud in their own faith, but enjoy learning about the faiths and customs of others through a variety of subjects in the curriculum. The school's Golden Rules, on which pupils' behaviour is based, are the agreed moral values of the school. Modelled by staff, consistently applied and easy to understand, they underpin the work of the school. By the time pupils enter Year 6, they are thoughtful and responsible children who like each other and appreciate all the school has to offer.
12. The school provides very well for pupils' spiritual, moral and social development. Cultural provision is good.

Table 3 Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.7	School data	0.6
National data	5.4	National data	0.5

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

Exclusions

Table 4 Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Asian or Asian British – any other Asian background
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
167	0	0
5	0	0
5	0	0
1	0	0
1	0	0
1	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **very good**. Strengths include the effective teaching and very good curriculum, coupled with the very wide range of opportunities available to pupils outside the school day.

Teaching and learning

Main strengths and weaknesses

- The overall quality of teaching is very good, with examples of very good teaching in each of the three stages of the school; planning is very good throughout the school.
- Year 6 teaching is exemplary.
- The use of support staff is very good throughout the school.
- The school provides very well for equality of opportunity.
- Assessment is carried out well throughout the school.

Commentary

13. The school has a particularly good team of teachers and support staff, who are committed to their pupils and work very hard on their behalf. This is recognised by pupils and parents alike, who feel that teaching is a strength. Pupils feel that teachers are particularly effective in making them work hard! The senior management team of the school includes the deputy headteacher, who is also the coordinator for literacy, the Foundation Stage coordinator and the Year 6 teacher, who is also the numeracy coordinator. They are all skilled and very effective teachers who promote high quality teaching. The school has a very happy working atmosphere.
14. Table 5 below, shows the quality of teaching observed during the inspection. In just over half the lessons seen, teaching was very good or excellent. Excellent lessons were seen in Years 2, 5 and 6. In the latter, the teacher delivered three excellent lessons and three very good ones.

Table 5 Summary of teaching observed during the inspection in 49 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5(10 %)	21 (44%)	21(42%)	2(4%)	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.

OUTSTANDING PRACTICE

In a numeracy lesson for pupils in Year 6, the pace was blistering and appropriate. The teacher fired questions at her pupils to revise samples of all work previously covered. Once a topic has been taught, she continually seeks to bring it back to pupils' attention; she does not have the approach that "when something has been taught, it is finished."

"What is the product of the number of sides that a heptagon has and the number of lines of symmetry of a square?" is typical of the cleverly constructed and interesting questions that her pupils are treated to every lesson. Questions over, there is a most thorough inquisition, into what the answers are and *why* the answer is what it is. She stretches her pupils, going way beyond what is expected and they all love it! She has a great belief in pupils using the calculators that they have in their heads; they all go off to secondary school equipped to carry out operations such as long division having caught her infectious enthusiasm for the subject

15. Strengths in teaching include the use of the support staff, who work well with teachers to promote pupils' learning, the quality of the planning, the high degree of challenge in the vast majority of lessons, the manner in which teachers encourage their pupils and the promotion of equality of opportunity.
16. Assessment procedures are usually of a very high standard; pupils' learning is monitored conscientiously. A strength in the procedures is the involvement of all those who work with the pupils. Teachers assess pupils' work particularly well in English, mathematics, science and ICT; in all subjects, the information derived from assessment is used effectively in planning future work and in tracking pupils' progress.
17. All teachers are familiar with the new Code of Practice for pupils with special educational needs. Pupils are identified as soon as possible in the nursery and reception class, or when they begin at the school part way through their primary education. The special educational needs coordinator and the class teacher discuss the pupil's individual education plan, based on targets that need to be worked on. Class teachers and support staff work hard to help pupils with special educational needs to make good progress.
18. In a very good science lesson for pupils in the infant phase, the teacher used very good questioning to assess pupils' knowledge and understanding of what materials are made from. The teacher had provided a wide range of resources to be tested, so that the pupils could classify them according to their main properties and this greatly helped their learning.
19. In a very small minority of lessons, the pace was a little too slow, and the pupils were insufficiently challenged.
20. Children learned very well indeed in a lesson for the reception class in which they went for a tour of the perimeter of the school grounds. The teacher took every opportunity to prompt the children to observe and notice objects in the location, developing their speaking and listening skills. The change of environment really stimulated children's learning.
21. The school gives a high profile to special educational needs, and the teaching of pupils with special needs is good, enabling them to learn effectively. The staff know their pupils well, and they are skilful in planning activities to match individual needs. The pupils' personal targets are well known to their class teacher and other staff who work with the pupils. In the best lessons, the teachers target their questioning and support effectively, encouraging the pupils to feel included.
22. The contribution of the learning support teachers and assistants is also effective in improving pupils' learning. They are involved very effectively in planning, supporting, assessing and monitoring pupils' progress.

The curriculum

The curriculum planned by the school is **very good**. A **good** range of opportunities is provided to enrich pupils' learning activities. The quality and quantity of accommodation and resources are **good**.

Main strengths and weaknesses

- The school provides its pupils with a balanced and interesting curriculum, which prepares them successfully for the next stages of education.
- Visits by enthusiasts and experts are well established, and a range of out of school clubs and activities supports the curriculum.
- Personal, social and health education and citizenship are promoted through a wide range of opportunities.

- Pupils readily accept responsibilities but there are no mechanisms in place, such as a school council, to involve them in decision-making, which would help them to learn about democratic procedures.
- The accommodation is good, with spacious and well-resourced outdoor areas.

Commentary

23. Planning in the Foundation Stage is very good and based on national guidelines. A particular strength is the planning for independent activities, which provide children with a good balance between free choice and directed choice. This gives them a valuable opportunity to begin to take responsibility for their own learning. Provision for the 6 nationally agreed areas of learning is good, and for children's personal, social and emotional development and for their mathematical development, it is very good. This prepares them very successfully for work in Year 1.
24. The curriculum for the infant and junior pupils provides a good basis for learning, enabling pupils to achieve very well and preparing them very successfully for each succeeding stage of their education. The awards of the 'Quality Mark' and 'Beacon' status are recognition of these considerable achievements. Regular input by a range of experts and enthusiasts, including professional sports coaches and a Shakespearean actor, and an enriched programme of visits and visitors help to bring learning alive. Pupils in Year 6 take special responsibility for younger members of the school community, for example, as 'playground friends'. Currently, however, there is no opportunity for pupils to be involved in making decisions about school life, which would help them to learn about democratic procedures.
25. Suitable emphasis is placed on English and mathematics. The national strategies for Literacy and Numeracy have been used well as a basis for planning, and have contributed to pupils' very good achievements. Literacy is used well in all subjects, particularly in geography and history. Skills in numeracy are a strength, and are developed very successfully across the curriculum, especially in science, design and technology and geography. The curriculum is particularly enriched by the teaching of French to Years 5 and 6.
26. The school strongly promotes educational and social inclusion, and makes good provision for pupils with special educational needs. These pupils have full access to the curriculum, and good teaching support enables them to participate in all lessons. The staff write clear and achievable plans for their individual progress. Detailed individual education plans, which set out the school's strategies for supporting the pupil's progress towards targets, are drafted for all pupils requiring them. This good provision has a positive impact on pupils' learning. Additional support is given to pupils in Year 6, to provide support in literacy, numeracy and science. The pupils attend these sessions eagerly, because interesting contexts for learning are planned. Homework is set regularly and helps to improve the achievements of all pupils, including higher attaining pupils.
27. The school puts a special emphasis on its policy to develop personal, social and health education and awareness of citizenship, and the curriculum provides very well for this aspect of pupils' development. The history of democracy and citizenship was being taught in a history lesson during the inspection. The agreed formal policy and scheme of work direct teachers' planning very successfully, and ensure that pupils receive appropriate teaching in inter-personal care and development. Whole-school circle time supports this, and the practice of 'golden time', using 'think books' and bubble-time provide opportunities for pupils to discuss any issues or problems they may have individually with staff. Older pupils have very good opportunities to take responsibilities for helping in daily school routines.
28. There is a good match of teachers to the demands of the curriculum, and the teachers are well supported by an enthusiastic and skilled support staff. The sense of joint purpose that binds all the staff is a strength and a key factor in the school's success. Resources for all

subjects are good. There are sufficient numbers of computers, and ICT skills are well taught across the curriculum. However, the school does not yet have a computer suite, which would promote more efficient use of time in the teaching of specific ICT skills. Accommodation is safe, clean and attractive, enabling the full curriculum to be offered. There is sufficient space inside the school, with very spacious outdoor playing fields and good-sized playground areas. The size of the nursery is small but adequate, and an extension is planned. However, staff make good use of the generous and well-resourced outdoor accommodation whenever possible, to compensate for current limitations.

29. All pupils with special educational needs have access to the full curriculum, and this is a good feature of the school. They are well supported so they can work alongside their peers to take advantage of everything the school offers.

Care, guidance and support

There is **good** care, guidance and support for pupils in the school.

Strengths and weaknesses

- Pupils have a trusting relationship with staff and feel able to discuss their difficulties with them.
- There is effective support, advice and guidance provided by the school for pupils' academic and personal needs.
- Induction arrangements for pupils starting and moving on from the school ensure that they are well prepared for their new experiences.
- All statutory requirements for pupils' health, safety and protection are in place, but some areas of provision need to be improved.

Commentary

30. The school is a safe and secure environment, and pupils are well supervised throughout the school day. Child protection procedures are in place, but there is need for comprehensive and consistent training of staff. Risk assessments are now carried out for all visits. The school has brought in a scheme to contact parents or carers of children who are not in school by 0915 and this is appropriate. There is currently no firewall for internet access but this is to be remedied in the near future.
31. The school applies systematic and effective assessment procedures and is beginning to set group targets for pupils' work. Thus teachers are aware of pupils' academic needs and plan accordingly to ensure their continued progress. Pupils' personal well-being is a priority in the school; teaching staff know and support pupils well as they mature and move through the school. Procedures for getting to know the children who start at the school, and for passing on information and introducing them to the secondary school are well in place, so that smooth and successful transitions are effected.
32. Pupils are consulted about their life in the school through such procedures as 'circle time' and 'think' books. In the classroom, pupils' opinions are valued and teachers welcome their thoughts and their commitment to the well-being of the school.
33. There are good working relationships with outside agencies for pupils with special educational needs.

Partnership with parents, other schools and the community

The school works **very well** in partnership with parents and other schools and has good links with the community.

Strengths and weaknesses

- Parents have full confidence in the school and the provision it makes for their children.
- Communications with parents are open and honest, and channels of communication are easily available to them.
- The school values the opinions of parents, and works hard to ensure it is addressing their needs as parents.
- Collaboration with other schools has enriched provision and has had an especially beneficial effect on behaviour management in the school.
- The good links with the local Catholic community and the wider local community enhance pupils' personal development.

Commentary

34. The school works very closely with parents. The school ensures that parents are as well informed as possible to enable them support their children's learning, and in doing so, has built up a strong partnership with them. Parents help in the classroom, help with the maintenance of the premises and organise extensive fundraising to provide resources needed by the school. Parents are regularly consulted about their views on aspects of the school's provision, and the school acts on this information and reports back to parents. Complaints are dealt with effectively and to the satisfaction of parents.
35. There are close links with the local Catholic community and, in particular, with the local church. The parish priest regularly celebrates school Masses in the new parish church and guides pupils through the preparations for the Sacraments. Contacts with other local organisations, especially in the field of sport, expand pupil's horizons, as when taking part in such activities as fencing.
36. Links with other local schools are strong, especially with regard to working together to develop the curriculum. The school's recent Beacon status has enabled it to provide effective support for other local schools. One successful outcome of these links has been the collaboration with a local school that has provided the basis for the school's policy on behaviour management. The formal and informal links developed with the feeder secondary school has enabled pupils to take part in joint events and activities.
37. The school establishes close relationships with parents of pupils with special educational needs. Parents are appropriately invited to review the pupils' individual education plans twice a year.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The governance of the school is very good.

Main strengths and weaknesses

- The headteacher has created a very competent and most effective senior management team and is driving the school forward.
- Leadership and management by the headteacher are very effective.
- The governing body is fully involved in the school's initiatives, and fulfils its statutory duties very well; it commands a very wide range of expertise.

Commentary

38. The headteacher is an enthusiastic and able leader. He has structured the senior management team carefully, to include expert teachers and leaders. The senior management team is providing very good quality leadership for the school and its pupils. The headteacher leads by example. He sees the priorities for the school as spreading the very good practice in teaching through the school, and ensuring that the quality of the school's learning continues to improve.
39. The headteacher manages the school's budget very efficiently. The school improvement plan is now much stronger, and is a very effective working document.
40. Performance management is fully on course, with appropriate whole-school targets, including teachers setting literacy and numeracy targets each half term together with targets for learning multiplication tables.
41. The headteacher regularly monitors and evaluates teaching effectively through the school. However, whilst subject coordinators do monitor planning, they are not yet involved in the monitoring and evaluation of teaching in the subjects for which they are responsible.
42. Governors fulfil their duties very well. The chair of governors keeps well abreast of pupils' progress at the school, and meets with the headteacher on a regular basis. Governors liaise well with subject leaders. The governors act well as critical friends of the school. The governing body has a particularly wide range of expertise, including professionals from the world of education and other domains.
43. The co-ordinator of special educational needs is very experienced, well organised and very supportive of staff, pupils and parents of special needs pupils. A governor takes an interest in the development and provision for these pupils and on occasion meets with the special educational needs coordinator.

Table 6 Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	486,850	Balance from previous year	18,500
Total expenditure	473,049	Balance carried forward to the next	3,500
Expenditure per pupil	2,100		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The quality of provision is good.

44. When pupils start nursery, their overall attainment is average; it is slightly below average in some years. The good work of the nursery is built upon well in the reception class. Throughout the Foundation Stage, good teaching and very good planning ensure that children achieve well. By the time they are ready to enter Year 1, most children are likely to reach the nationally expected standards in each of the areas of learning, and some will exceed these. Pupils with special educational needs receive good support and make good progress.
45. Leadership and management are very good. The high quality of teamwork, prompted by a very effective co-ordinator, makes the best use of the individual talents of all staff. Adults are good role models for children, manage them well and monitor their progress carefully. The curriculum is appropriately planned to provide a wide range of relevant and interesting activities, which promote independent learning, very good attitudes, and are well matched to children's needs.
46. Links between home and school are good. Parents value the open lines of communication, and appreciate being kept informed about their children's education.
47. The good provision for the Foundation Stage has been maintained since the last inspection, and in leadership and management, and some of the areas of learning, it has been strengthened.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve very well because of the good teaching and high expectations of staff.
- Caring and supportive relationships enable children to feel confident and happy.
- Circle time and the organisation of classroom workbays* are used well to promote independence.

*workbays are the areas in which children carry out their activities.

Commentary

48. The level of personal, social and emotional development of the current intake is better than in the recent past, and is above what is generally expected for children of this age. This is because staff are consistent in establishing clear boundaries of behaviour, ensuring that children know what is expected of them. The majority of children are confident and interested in what they are doing, concentrate well, even when not directly supervised, and are eager to learn. Well-organised circle time is introduced in the nursery, and provides opportunities for children to share feelings and ideas, to take turns amicably and to put up their hands to answer questions. The gains in learning, in both classes, are the result of continual reinforcement of rules by adults, who treat each other and the children with courtesy and respect. This leads to trusting relationships and positive attitudes. The organisation of the nursery and reception classrooms into workbays, which contain well organised, labelled and accessible materials for each area of learning, encourages children to take increasing responsibility for their own learning and fosters their independence well.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers and support staff take every opportunity to develop children's language skills and successful teaching contributes to good achievement.
- Planning is very good and is informed by careful assessments of children's progress.
- A few higher attaining children need more challenge to develop independent writing skills.

Commentary

49. Wide-ranging opportunities are provided so that many children develop above-average speaking and listening skills by the end of reception. In the nursery, interesting activities promote the need for new vocabulary. Because routines are well established from the outset, children learn to listen carefully in group discussions. For example, a circle time session provided an opportunity for a child to remind the rest of the class about the need to 'concentrate'. Planning for the teaching of reading and writing is good. Teachers arrange for children to develop an understanding of phonics in interesting ways. In the nursery, children are able to recognise their names and enjoyed forming the letter 'p' in a tray of shaving foam. They listen attentively when stories are read to them and begin to appreciate the wonder of books. They played out the story of Baby Bear, who made a cardboard box into a rocket and went to the moon. This love of books is encouraged, and children in both classes borrow books to take home from a very good early-years library collection. Reception children have made a start with reading and writing, and are developing a sight vocabulary of key words. When the teacher used an overhead projector to model the writing of the story of the Gingerbread Boy, some children were able to spell out and write simple words such as 'can'. Early indications are that the majority of children are in line to meet the expectations for this area of learning, but a few higher-attaining children are not sufficiently challenged to write independently.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching is very good and children achieve very well.
- Planning for a wide range of interesting mathematical activities is very good.
- Every opportunity is taken to promote children's mathematical development.

Commentary

50. Teachers plan an interesting range of activities to promote children's understanding and make learning about mathematics fun. In the nursery, most children can count to ten and all can recognise numbers to five and beyond. Every opportunity is taken to arouse an interest in counting through number rhymes and role-play. Children count 'one more than' in work about the Three Bears or deciding the number of legs on a model spider. They learn about pairs as they peg out socks on the outdoor washing line. Accuracy in counting is taught effectively, by children learning to touch or point at the same time as they say the number. In the reception class, many children can count in tens to a hundred, and a few higher-attaining children can count to a hundred in fives. They measure ingredients for baking gingerbreads carefully, and when comparing sets in a computer game, several children knew that 'fewer than' and 'less than' meant 'not as much'. Examination of children's work from last year

shows that they know the names of different shapes, can distinguish between 'full' and 'empty' and 'longer' and 'shorter', and can measure objects using non-standard units such as plastic cubes. All these practical activities, with simple written and pictorial recording, prepare the way well for future learning, and increase the likelihood of children exceeding the expected level for this area of learning by the time they enter Year 1.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Tasks are well focused.
- Resources are well planned and organised.

Commentary

51. Activities in the nursery and reception classes are well organised and clearly focused with continuous provision of a wide range of learning experiences, which have a positive effect on children's achievements. It is likely that most children will meet the nationally expected levels by the end of reception. They achieve well and the quality of teaching is good. Children show interest and curiosity about the world around them. During the inspection, reception children went for a walk around the school's perimeter, during which they observed work on a building site and the numbers on doors. The good teaching here was characterised by the quality of the questioning and reinforcement of the learning on returning to the classroom. Computers are used competently to access a range of programs, which extend skills in language, mathematics, logic and creativity.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children's learning is enriched by continuous access to a secure and well-planned outdoor play area.
- Good use is made of the hall for physical education lessons in reception.

Commentary

52. Children are taught to use and manipulate tools and materials safely, and with increasing control. They enjoy and participate enthusiastically in the purposeful range of activities planned for outdoor play. They use remote control cars to change direction on a route, and are able to distinguish between left and right. Nursery children developed dexterity as they wound threads around tree stumps as a web for 'Incy Wincy Spider'. Good teaching was observed during movement lessons in the hall. Reception children use all the space well, as they learn to move with increasing control, imagination and safety. They are able to adjust speed and change direction. The teacher uses demonstration to good effect, and some children display an assurance and competence beyond their years at such times. By the end of reception, it is likely that most children will reach the expected standards and some will exceed them.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- A good range of investigative and imaginative activities promotes children's creative skills.
- Activities are used well to extend literacy and numeracy skills.
- Learning is not sufficiently extended in some unsupervised activities and this affects children's achievement.

Commentary

53. Children explore and investigate a range of materials for drawing, painting, collage and model making, which are usually linked to a theme and which foster the development of their imagination and curiosity. Sometimes activities such as role-play in the fire station, setting the table for tea in the Three Bears' house and drawing letters in a tray of shaving foam, are devised to promote literacy and numeracy skills. Children develop a good repertoire of songs and show interest in the sound and rhythm of musical instruments, which they use to accompany their singing. Effective teaching promotes listening skills through music, and children enjoy identifying an instrument, which they can hear but cannot see. Where resources are well planned and play is purposeful, most children make good progress and are likely to achieve the early learning goals by the time they are ready to enter Year 1. Occasionally, some unsupervised activities do not have a clear purpose, so that children do not achieve as well as they could.

SUBJECTS IN KEY STAGES 1 and 2

Provision for English is **very good**.

Strengths and weaknesses

- Standards are above average in reading and writing by the end of Year 2.
- Standards are well above average in reading and writing by the end of Year 6.
- Teaching is very effective.
- Teachers have good subject knowledge and make lessons interesting.
- Very good subject leadership gives a strong impetus to improvement.

Commentary

54. The observation of lessons and an analysis of work in pupils' books indicate that Year 2 pupils attain standards above national expectations, and Year 6 pupils attain at levels well above national expectations in English. This is similar to the results achieved in the 2003 National Curriculum tests and represents a significant improvement since the previous inspection. The improvement in attainment is due to the efficient implementation of the National Literacy Strategy, the clear setting of targets and the school's new initiatives in English which are beginning to bear fruit. The school is now targeting spelling with the introduction of spelling logs. Pupils have their own lists of spellings, and opportunities are provided for pupils to test each other regularly. Pupils enjoy the challenge and spelling is improving throughout the school.
55. Pupils make very good progress in Years 1 and 2, particularly in reading, to reach attainment that is above average by the end of Year 2. Many become fluent readers of texts appropriate for their age, and they read with good understanding. Pupils of all attainments improve their writing skills very well from Year 1 to the end of Year 2. They make excellent choices in the words and phrases they use, expressing their ideas very well. Many pupils speak with confidence and clarity, attaining above average standards by the end of Year 2.
56. From Years 3 to 6, pupils continue to make very good progress in their reading. By Year 6, most pupils read confidently, and those with average and high attainment read complex texts

with accuracy. Progress in finding and summarising information is good, and is helped by effective use of ICT, enabling pupils to access information on the Internet, and the regular use of a well stocked, non-fiction library.

57. In writing, pupils of all attainments make very good progress from Year 3 to Year 6. They develop skills for different types of writing, such as sequencing instructions or composing letters on a variety of topics, and, in Year 6, work on Shakespeare's 'Macbeth', telling the story in words and pictures. By Year 6, pupils' writing is often mature in style and expression. High and average attaining pupils are adventurous and creative in their choice of phrase. They write complex sentences, using sophisticated prepositions, and develop arguments cogently. By Years 5 and 6, pupils attain above average standards in speaking. They converse with adults confidently and fluently and read aloud with expression.
58. The quality of teaching has improved since the previous inspection. It is never less than good, with examples of very good and excellent teaching. It is enhanced by support staff who make a valuable contribution to the pupils' achievement. In the best lessons observed, the pace was brisk, expectations were high, the pupils were well managed and the teachers made good use of praise and encouragement, which helped to boost the pupils' self esteem.
59. Pupils with special educational needs are well supported through closely focused individual education plans that detail targets these pupils should achieve. During the inspection, a learning support assistant worked very successfully with a pupil with special educational needs. A combination of good subject knowledge, high expectations and very good relationships led to the pupil taking a full part in the lesson, and he made clear progress.
60. The leadership and management of the subject are very good. The co-ordinator's own high level of knowledge and understanding of teaching and learning enables her to support colleagues and to lead by example.

Language and literacy across the curriculum

61. At St. Michael's, writing is not confined to "English" books but is found in every subject, and always to a good standard. This was particularly evident in history and geography books in Years 5 and 6.
62. The school has set challenging targets for its present Year 6 pupils. Inspection findings indicate that it has a good chance of meeting these. Two factors contribute most strongly to the school's success in developing its pupils' skills of literacy:
 - * Very effective teaching;
 - * Very good leadership and management.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- The subject is exceptionally well led and managed by a first rate teacher.
- Pupils achieve very well by the age of eleven, and attainment is well above national expectations.
- Teaching and learning are very good overall throughout the school.
- Multiplication tables could be practised in some classes more regularly; this is a performance management target for all teachers.

Commentary

63. Children currently enter the school with standards that are broadly average in mathematics, but are on course to leave in 2004 with standards that are well above the national average. Over the years from 2000 to 2002 taken together, pupils have left the school with attainment six months ahead of that of pupils nationally. Results in 2003 for pupils aged eleven show standards well above the national average, and well above average compared to similar schools. The school is on course to meet its target for 2004. Between 2000 and 2002, girls performed a little better than boys, but the reverse was true in 2003, and no discernible difference in performance between the genders was seen during the inspection. Pupils' achievement is now very good.
64. Pupils' learning is very good as a result of the high quality teaching. In the six lessons seen during the inspection, teaching was excellent in two lessons, very good in two lessons and good in the remaining two. No differences were observed between the learning of boys and girls. Mathematics teaching is a real strength of the school.
65. In the excellent lessons, the pace was blistering and appropriate, with pupils given very short time slots to complete each task. Expectations were very, very high, and the pupils were very well managed. For example, in an excellent lesson for Year 5 pupils on column addition, pupils were given short periods to complete each problem. Pupils rose to the challenge, remained focused on the task and worked both speedily and accurately. No time was wasted, and pupils' learning was maximised.
66. Some of the younger pupils are occasionally hindered in their problem solving by not having sufficiently prompt recall of their multiplication tables.
67. The subject is exceptionally led and managed by a most enthusiastic and skilled subject coordinator. She is an expert mathematician and her love of the subject infects all her pupils. She has developed links between a commercial software package and key objectives in the National Curriculum; the school is set to supply this free of charge to the other schools in the locality. Whilst the coordinator has put on some demonstration lessons for her colleagues, she is not involved in monitoring the teaching of the subject. Standards exceed those reported at the last inspection.

Mathematics across the curriculum

68. Mathematics is developed very well across the curriculum in subjects such as geography, science and design and technology.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards are greatly improving and pupils achieve very well, including those with special educational needs.
- The quality of pupils' recorded experimental work is very good.
- Teaching is very good.
- The management of the subject is very good.

Commentary

69. By the end of Years 2 and 6, pupils are on course to exceed and greatly exceed, respectively, the standards expected nationally, and they achieve very well in lessons. Test results over

the three years from 2000 to 2002, taken together, have shown pupils leaving the school over one term ahead of pupils nationally. The 2003 results showed standards in line with those nationally, a decline from the previous years, but current Year 6 pupils are on course to reverse this.

70. Pupils who are in Year 2 can explain that pushes, pulls and twists change the shape of some objects. They record their work very well, to a common format used all through the school, which has been developed by the subject coordinator.
71. The pupils in Year 6 make very good progress. In particular, their recording of their experiments, such as that on "the speed of falling objects", was exemplary. Good use is made of the pupils' numeracy skills. The pupils' work shows their ability to use scientific language accurately to describe their activities. They record their methods, predict the outcomes of their investigations, and the higher-attaining pupils compare and evaluate their findings.
72. The quality of teaching is very good. In the seven lessons seen during the inspection, it was excellent in one lesson, very good in four and good in the other two. Teachers have a very good knowledge of the subject, and much attention is given to making sure that the pupils are clear about what they are expected to do and what this will help them to learn, through the very effective sharing of the learning objectives for the lessons. In an excellent Year 2 lesson, the teacher elicited an excellent response from her pupils by thoroughly involving them all in the experiments on forces. Pupils with special educational needs achieve well because they are fully engaged in lessons. Teachers are good at asking questions to ensure these pupils are brought into discussions, and showing that their ideas are valued.
73. The subject coordinator has a very good knowledge and understanding of the subject, and has supported teachers effectively with planning and with assessing the pupils' learning, in terms of national curriculum sub-levels. She is not, however, involved in monitoring teaching of the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards of attainment match national expectations; pupils' achievement is good.
- The subject leader is very committed and capable.
- There is currently no dedicated ICT suite.
- There is currently no firewall to prevent unauthorised internet access.

Commentary

74. Standards in all areas of ICT match national expectations. The lack of an ICT suite does not help in raising standards further.
75. Pupils take part in two ICT lessons each week. One of these involves the direct teaching of ICT skills, whilst the other is used appropriately to support other subjects across the curriculum; this represents good practice.
76. Teaching and learning are both good. Pupils want to learn because they really enjoy their ICT lessons. No direct teaching of ICT was observed during the inspection, but groups of pupils were seen working on their computers. Year 6 pupils can create buttons to link one page of their presentations to others. They are appropriately aware of the needs of their audience.

Younger pupils save and retrieve their work and routinely use ICT to support learning in other subject areas.

77. The subject is well led and managed by a dedicated subject coordinator. Assessment procedures, devised by the subject leader, are effective and are leading to the successful tracking of pupils' skills. However, better facilities would enable pupils to progress at a faster rate. Whilst there is currently no firewall to prevent unauthorised internet access, this is to be rectified in the near future and in the interim pupils accessing the internet are supervised by an adult.

Information and communication technology across the curriculum

78. Information and communication technology is used well to support pupils' work across the curriculum in areas such as science, English and mathematics.

HUMANITIES

Geography

Provision for geography is **good**.

Strengths and weaknesses

- Standards are above expectations by Year 6.
- Pupils are very enthusiastic and enjoy geography.

Commentary

79. No geography was being taught during the inspection. An analysis of pupils' work done over the past year and work on display indicates that pupils achieve well throughout the school.
80. Years 1 and 2 pupils were keen to talk about the travels of Barnaby Bear. They found places he had visited on maps of the British Isles and the world. They could say where they had been on holiday, and talked about features of the landscape and weather. They contrast their local environment with an island in Scotland, finding similarities and differences.
81. The Year 6 teacher makes very good use of local news to stimulate interest in geography, from trade between Bury and Russia to a local choir visiting Italy. Pupils make good use of ICT for presenting their work and for research, using CD ROMS and the Internet. They make good links with their mathematical studies, for example, by working out how much it would cost to take a family on a cruise for nine nights.
82. The leadership and management of the subject are very good. The co-ordinator has made significant changes to the curriculum, concentrating more on the development of geographical skills. This has helped improve standards, which are now higher than at the previous inspection. Resources are now good.

History

Provision for history is **good**.

Strengths and weaknesses

- Standards in Year 6 are well above average.
- There is very good coverage in history and many topics are covered in depth.
- Pupils enjoy talking about the past.
- There are very good opportunities for pupils to practise their literacy skills in history.

Commentary

83. Pupils learn effectively from the time they start studying history. Year 2 pupils enjoy comparing Edwardian holidays with their own. They study The Great Fire of London and the work of Samuel Pepys, making very good use of their art skills to enhance their written work. Year 2 were observed learning about the importance of Remembrance Day, before making a wreath of poppies to take to the local cenotaph.
84. As part of a comprehensive study of ancient Greece, the Year 5 teacher entered the classroom very dramatically, dressed as a Greek lady with her baby, to help pupils understand the differences between life in Sparta and Athens. This brought history alive and stimulated the pupils' interest, producing very good work throughout the afternoon. By the end of the lesson, the pupils had discussed what it means to live in a democracy and had gained a very good understanding of life in ancient Greece.
85. Teaching is at least good and in the Year 5 lesson, it was very good. Teachers have a very good rapport with their pupils and create a very good ethos for learning. Pupils work hard and achieve well.
86. The leadership and management of the subject by the head teacher are very good. He is enthusiastic and knowledgeable. Resources are good. The school has invested wisely in providing a good selection of high quality books and artefacts to enhance the pupils' interest in the subject.

Religious education is inspected separately.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Provision in art and design is **good**.

Strengths and weaknesses

- Standards are average at the end of Year 2 and above average at the end of Year 6.
 - Pupils' achievement across the school is good.
 - Teaching is good overall.
 - Links between art and design and other subjects are a particular strength.
 - The leadership and management of the subject are effective.
87. Standards are above average because the skills, techniques and opportunities to appreciate the work of a range of artists such as Lowry, Mondrian and Magritte are carefully built into a systematic programme. These elements are explored across a range of media. Good use is also made of topical subjects. For example, during the inspection, Year 1 pupils enjoyed illustrating bonfire night very dramatically, using a wide range of media. Year 6 produce a good standard of art work, especially when they link art to their studies of Shakespeare's 'Macbeth' and 'The Tempest'. Good use is made of sketch books, which are kept throughout the pupil's primary education, forming a record of their achievement.
88. Leadership and management are effective.
89. Resources have been improved considerably since the previous inspection. This has stimulated interest in the subject. Most pupils say they enjoy art and look forward to the lessons.

Design and technology

90. Due to restrictions on the timetable it was not possible to make a judgement on standards. Nonetheless, the subject is very well led by the coordinator, who is the deputy headteacher.

Music

91. Only two music lessons were observed, although the whole school was heard singing in assembly. A video recording of a school concert and audiotapes of pupils' songs and musical compositions were scrutinised. The indications are that provision in the subject has improved since the previous inspection and although there was insufficient evidence to make a precise judgment, music is now at least satisfactory.
92. In the two lessons observed, teaching and learning were very good. Teachers had a good rapport with pupils, who had fun, learned about the beat in a piece of music, and knew how to reproduce sounds using their voices. The coordinator has introduced a new, comprehensive music scheme, which is beginning to raise both the confidence of teachers and the standards of pupils' achievements across the school. Pupils record their own songs and music compositions on tape, and these are used as portfolios of work to assess progression as pupils move through the school. During an assembly, pupils sang tunefully and with exuberance, accompanied by flute and recorder groups and the headteacher, who played the guitar. A specialist teacher works in the school on one morning each week, and makes a significant contribution to the standards of singing across the school. She teaches large groups, using innovative and imaginative methods, which promote enjoyment as well as good diction and dynamics. Concerts and dramatic performances contribute to pupils' overall musical experience. There is some instrumental teaching and groups of young musicians play at assemblies and on other occasions. Visiting groups of musicians, such as those from the local authority music service and a tuba group, enhance pupils' musical appreciation.

Physical education

In physical education provision is **very good**.

Strengths and weaknesses

- Standards of attainment are well above average.
- Pupils achieve very well, as a result of the very good teaching across a range of activities.
- Resources are of very good quality and quantity, and are well stored.
- A very good range of before and after school clubs contributes to the high standards.
- Swimming and water safety is not taught until Year 5.

Commentary

93. Standards of attainment are above average. All pupils achieve very well across a varied range of activities, and develop very good skills and understanding in dance, games and gymnastics. This represents a considerable improvement since the previous inspection. The headteacher and an enthusiastic and knowledgeable coordinator have been the driving force in conducting a rigorous evaluation of the subject. The curriculum has been extended, and is now coherent and comprehensive. A structured scheme of work promotes progression and continuity across the school. All staff have attended an extended gymnastics course, and are now confident in teaching the subject. Very good quality resources and spacious accommodation, which includes large playing fields, support the very good teaching and achievement across a wide range of physical education activities. Swimming and water safety are not taught until Year 5, in line with the local authority's policy.

94. Only dance and games lessons were observed during the inspection. From the age of five, pupils are beginning to understand about health and well being, how exercise affects the body in the short term and the purpose of the warm-up and cool-down sessions. Younger pupils use space well and some display good imagination in their patterns of movement. They can match their actions to a word or a beat, and are able to respond imaginatively to words such as 'spiraling' and 'hovering'. Carefully planned objectives enable older pupils to compose simple dance sequences with a partner. In a lesson on the theme of an Olympics procession, Year 5 pupils created impressive group compositions, using different levels, speeds and leaders to form group patterns and shapes. In a Year 6 basketball lesson, the teacher's knowledge and skill were evident. Pupils put in maximum effort and made very good progress in passing, tagging and shooting skills. All were actively engaged during the ensuing small group games.
95. Good use is made of outside providers to give specialist training in basketball and tennis. A professional fencing coach runs a pre-school session, which was observed during the inspection. Children made good progress in individual and paired work, using sophisticated but safe equipment, and evaluated their own success. A very good range of after school clubs and outside sports activities, such as football, rounders, netball, athletics and cross-country running, enhances pupils' physical education experience and skills. Pupils also attend a summer school. The school's teams are often highly successful in local and regional sports' competitions and have benefited from the extra funding and activities of a local high school with sports college status.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

96. The school makes very good provision in this area of the curriculum. A very good programme provides a firm basis for the very good teaching of this subject across the school and enables teachers to make successful cross-curricular links. This is especially so in the teaching of multi-cultural issues. Provision is very well monitored by the co-ordinator.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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