

INSPECTION REPORT

ST PAUL'S C OF E (VA) PRIMARY SCHOOL

Cambridge

LEA area: Cambridgeshire

Unique reference number: 110839

Headteacher: Ms C Fiddy

Lead inspector: Mr B Tyrer

Dates of inspection: 10th – 12th November 2003

Inspection number: 257923

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:	4 - 11 years
Gender of pupils:	Mixed
Number on roll:	214
School address:	Coronation Street Cambridge
Postcode:	CB2 1HJ
Telephone number:	(01223) 568 840
Fax number:	(01223) 712 065
Appropriate authority:	The governing body
Name of chair of governors:	Dr K Carne
Date of previous inspection:	March 1998

CHARACTERISTICS OF THE SCHOOL

This voluntary aided school is about average in size, having 214 pupils on roll. The ethnic mix is quite pronounced with slightly over half the pupils being white British or Irish. The next largest group are said to be white from other backgrounds. Thereafter, almost every other minority ethnic group is represented and in broadly similar number. However, only eight are supported by specific grants and only two are at the early stage of English language acquisition. There are no asylum seekers or travellers. There are 16 pupils identified as having special educational needs and this proportion is lower than average. The proportion of pupils with a statement of special educational needs is below average. Socio-economic indicators are above average and the proportion of pupils known to be eligible for free school meals is broadly average. The attainment of children on entry to the school is generally above average. The school received a Gold Artsmark award in 2003 in recognition of its provision for creative and expressive arts.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23101	Mr B Tyrer	Lead inspector	Mathematics Art and design Physical education Music
9092	Mr R Elam	Lay inspector	
18370	Mr K Johnson	Team inspector	Science Geography History Foundation Stage
12116	Mrs C Morgan	Team inspector	English Information and communication technology Design and technology Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a school with a good level of effectiveness and one that is providing good value for money. The leadership and management of the school are very good and the school is providing a good quality education for its pupils with the result that standards are high and achievement is good.

The school's main strengths and weaknesses

- Standards are high and achievement is good.
- The quality of education is good.
- There is very good leadership and management.
- The governance of the school is good.
- Provision in the Foundation Stage is unsatisfactory.
- There is some unsatisfactory teaching.

Overall, the school has made a good improvement since the time of the last inspection in 1998. Key issues from the previous inspection report have been effectively addressed and improvements have taken place in the curriculum and assessment, resources and accommodation. There is also a higher proportion of teaching that is good or better.

STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.
Similar schools are those whose pupils are eligible for similar proportions of free school meals.*

Throughout Years 1 to 6, pupils achieve well. Their achievement in the Foundation Stage is unsatisfactory. The skills, knowledge and understanding of children entering the Foundation Stage in the reception class are generally higher than average and they are in line to attain the expected level in all areas of learning and in some cases to exceed them. Standards for pupils in Year 6 in National Curriculum tests in 2003 were well above average in English and science and above average in mathematics. In comparison with similar schools (which is based on eligibility for free school meals), the performance was well above average in all three subjects. Over time, standards have been generally higher than average with an improving trend that is currently broadly similar to that seen nationally. Pupils in Year 2 attained results in National Curriculum tests in 2003 that showed attainment to be above average in reading and well above average in writing and mathematics. Their performance in teacher-assessed science was well below average at the expected level (Level 2) but was in line at the higher level (Level 3). In comparison with similar schools, the results for reading, writing and mathematics were well above average. Inspection shows that attainment in English, mathematics, science, and information and communication technology is above expectations for pupils in the current Years 2 and 6, and that in all other subjects their attainment is as expected for their age. Pupils are making good progress on the whole and are achieving well.

Pupils' personal development is good; it is fostered well by **good overall provision for their spiritual, moral, social and cultural development.** Their attitudes are good, their behaviour is

good and, whilst attendance is satisfactory and an improvement since the time of the last inspection, punctuality, much of which whilst in the company of parents, is unsatisfactory.

QUALITY OF EDUCATION

The school provides a good education. Teaching is satisfactory overall. Teaching is unsatisfactory in the Foundation Stage but the temporary teaching observed during the inspection was good. It is good for pupils in Years 1 and 2 and is satisfactory overall for pupils in Years 3 to 6 because of some unsatisfactory teaching in this phase. The proportion of good and better teaching has improved since the time of the last inspection and the proportion of unsatisfactory teaching, whilst being approximately the same, stems from different causes, of which the senior management team and governors are aware. Because of the high proportions of good and better teaching, pupils are achieving well. They make an enthusiastic contribution in lessons and enjoy good relationships with their teachers. The curriculum is good and has an excellent input from the school's focus on developing creative arts. Parents have very good views of the school.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good and the governance of the school is good. The headteacher, deputy headteacher and staff work very effectively to ensure that pupils achieve well. The governors are fulfilling their statutory duties but attention needs to be paid to conducting thorough risk assessments. Governors have a very good understanding of the strengths and weaknesses of the school, in part from their own close association with the school, and also because of the thorough and effective self-evaluation procedures that the school operates. The governing body is making a very good contribution in the way it helps shape the priorities and direction of the school and its effectiveness can be seen, for example, with their support for the bold curriculum initiative to develop creative arts in the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The general feeling of parents at the meeting and as expressed through the questionnaire was one of support and appreciation of the school. A small proportion of parents felt that their children were not making as much progress as they should and inspection bears this out with respect to provision in the Foundation stage and where teaching was unsatisfactory. A similarly small proportion felt that they were not well informed about the progress their children were making but inspection confirms the view of the majority having found reports to be of good quality and access made easy to parents on demand. Pupils generally have favourable views and these are confirmed by parents, who assert that their children like school. The school takes pupils' views and those of parents into consideration through questionnaires and meetings, including those of the school council.

IMPROVEMENTS NEEDED

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

- Improve provision in the Foundation Stage.
- Improve the quality of teaching, where it has been recognised as being unsatisfactory.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Children in the Foundation Stage are not achieving as well as they should. But those in the rest of the school are achieving well. Inspection shows that attainment in the core subjects of English, mathematics and science is above expectation for pupils in Years 2 and 6. The attainment of pupils in information and communication technology is above expectations and attainment is in line for these pupils in art and design, music and physical education (PE). Judgements were not made about design and technology.

Main strengths and weaknesses

- Pupils are achieving well in Years 1 to 6.
- High standards were achieved in National Curriculum tests in 2003 for pupils in Years 2 and 6.
- Attainment in English, mathematics, science, and information and communication technology is above expectation for pupils in Years 2 and 6.
- The achievement of pupils in the Foundation Stage is unsatisfactory.

Commentary

1. In National Curriculum tests in 2003, pupils in Year 6 achieved levels that were well above average in English and science and above average in mathematics. This was an overall improvement on the results for 2002. When looked at over time, the results for 2002 were a low point in attainment that was generally higher than the national average. The analysis of results over time shows that boys have performed better than girls. Whilst inspection could show no evidence to support this, the school is aware and is looking at ways to analyse its curriculum with a view to rectifying the matter.
2. In National Curriculum tests in 2003, pupils in Year 2 achieved levels that were above average in reading and well above average in writing and mathematics. Standards have been consistently above the national average over time and remain so, despite the current figure representing a slight drop from 2002.

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

Standards in:	School results	National results
Reading	16.9 (18.2)	15.7 (15.8)
writing	16.4 (16.7)	14.6 (14.4)
mathematics	17.5 (18.1)	16.3 (16.5)

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

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

Standards in:	School results	National results
English	29.4 (30.6)	26.8 (27)
mathematics	28.2 (26.8)	26.8 (26.7)
science	30.3 (28.2)	28.6 (28.3)

There were 31 pupils in the year group. Figures in brackets are for the previous year.

3. Children enter the Foundation Stage in the reception year mostly having had some previous pre-school experience. Their attainment at this time is better than average, although there will also be children below this level. Provision for these pupils since September has not been satisfactory and many, especially the more able, have not made the progress and achieved as well as expected. This is due to the quality of planning for teaching and the quality of the learning environment, as well as the unsatisfactory attention paid to assessing the progress that children have made.
4. Pupils in Years 1 and 2 and in Years 3 to 6 are all achieving well and despite some recent unsatisfactory teaching in Year 5, this is because teaching is otherwise consistently good and this, in turn, contributes to the good quality of education seen in school. Literacy and numeracy skills are used well in support of other areas of the curriculum and are in turn reinforced in those circumstances. The attainment of pupils in information and communication technology is above expectations for pupils in Years 2 and 6 and this is due in large part to the enhanced provision that pupils now enjoy. Information and communication technology makes a good contribution to other areas of learning and is used well by teachers in their lessons. The standards seen here represent an improvement since the time of the last inspection. Not enough evidence was obtained to make a judgement about standards in design and technology but standards in all other subjects are in line with expectations for pupils of their age and, in the case of music, this represents an improvement since the time of the last inspection.
5. Despite long-term evidence to the contrary, no evidence was seen during the inspection to show that boys and girls are progressing at different rates or are achieving differently. Because of the good provision and support being made for pupils with special educational needs, they make good progress, as do those pupils who are at the early stages of acquiring English. Pupils across the ability range make good progress because teachers use assessments effectively in order to plan to meet the ability range within their classes. Some pupils are identified as being gifted or talented and their needs are also well met.
6. The school carefully analysed its 2002 National Curriculum test results for pupils in Year 6, which it considered to be disappointing, and set targets for 2003, which were reasonably accurate in predicting results at the expected level (Level 4) and the higher level (Level 5). Inspection confirms that the targets set for pupils in 2004 are realistic and yet challenging.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes are **very good**, their behaviour is **good** and relationships are **good**. Pupils' personal development, including their spiritual, moral, social and cultural development, is **good**. Attendance is **satisfactory** but punctuality is **unsatisfactory**.

Main strengths and weaknesses

- Pupils' attitudes and behaviour contribute well to their learning.
- Relationships are good.
- Provision for personal development is good and this contributes to good standards of behaviour and the positive attitudes shown by pupils.
- Attendance is average and has declined; punctuality is a weakness.

Commentary

7. Pupils and parents agree that the great majority of pupils enjoy being at school. Consequently, they respond favourably in lessons and elsewhere in and around the school. This results in a calm learning environment where pupils know they are cared for and in which they can display very good levels of self-assurance. The staff are good role models for pupils, who reflect this in

the way they take on responsibility, for example, through their participation in the working of the school council. Those who are due to transfer next year are not anxious about the move.

8. The provision for pupils' spiritual, moral, social and cultural development is good with pupils showing very good levels of appreciation of their own and others' cultural traditions. This latter is in part due to the school's commitment to capitalising on its wide ethnic mix and its desire to provide a rich and broad curriculum. The school is a harmonious community as a result. Pupils show empathy and compassion in assemblies, such as was held for Armistice Day. Teaching contributes also in the way it encourages pupils to reflect on wider issues. There is a clear understanding of standards of behaviour and pupils have a well-defined understanding of right and wrong. Cultural development is very well defined as the school has a very effective commitment to creativity and the arts, and much is made of local facilities in this respect. Opportunities such as the World Cup are taken to show how others live.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	124	2	0
White – Irish	4	0	0
White – any other White background	28	0	0
Mixed – White and Black Caribbean	5	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	6	0	0
Asian or Asian British – Indian	3	0	0
Asian or Asian British – Pakistani	2	0	0
Asian or Asian British – Bangladeshi	2	0	0
Asian or Asian British – any other Asian background	3	0	0
Black or Black British – Caribbean	4	0	0
Black or Black British – any other Black background	3	0	0
Chinese	4	0	0
Any other ethnic group	3	0	0
No ethnic group recorded	18	0	0

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

9. The table below shows the attendance figures for the school. The level of attendance has improved since the last inspection but deteriorated last year. This is due, in part, to an increasing number of parents insisting on taking holidays during term time, despite the efforts of the school to discourage such absences. Such absences affect the learning not only of those absent, but also of other pupils as the teacher has to spend time helping pupils to catch up. Many pupils are in the playground before the start of the day but there is a steady flow arriving for up to 15 minutes after the bell has sounded. This lateness disrupts the start of the day and adversely affects the learning of all pupils. The school telephones home on the first day of any unexplained absence and the education welfare officer is appropriately involved for those few families with exceptionally poor attendance. The school is starting to use the computerised system to monitor the levels of attendance during the year. However, not all the

late arrivals are recorded in the registers, limiting the opportunity to follow up pupils who are persistently late.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	5.3
National data:	5.4 (previous year)

Unauthorised absence	
School data:	0.3
National data:	0.5 (previous year)

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provide by the school is **good**. Teaching is **satisfactory** overall. The curriculum is good. The school has very good links with parents and also has good links with other schools and the community. Accommodation and resources are good.

Teaching and learning

Teaching and learning are **satisfactory** overall. They are **unsatisfactory** in the Foundation Stage, although the teaching that was observed by a temporary teacher and other staff during the inspection was **good**. Teaching for pupils in Years 1 and 2 is **good** and is **satisfactory** for pupils in Years 3 to 6. The quality of assessment is **good**.

Main strengths and weaknesses

- Teachers' knowledge of subjects and how to teach them is a strength.
- Use of technology is good.
- Quality of planning and assessment is good.
- Pupils' application and ability to work collaboratively are good.
- Provision in the Foundation Stage is a weakness.
- Some teaching is unsatisfactory.

Commentary

10. Just over three-quarters of teaching is good or better and some is excellent. This is an improvement since the time of the last inspection. However, the proportion of unsatisfactory teaching remains similar, but for different reasons, and teaching in the Foundation Stage is now unsatisfactory. Some very good teaching was seen in all phases and this shows that teaching has many strengths. Teachers are good at planning work that recognises the different abilities and needs of pupils. This means that pupils who are at the early stage of learning English and those who have special needs are planned for and suitably supported. Teachers also recognize that pupils learn and absorb skills and knowledge in different ways. An excellent lesson made very good use of Powerpoint'-style presentation, which not only showed the teacher's ability and knowledge, but which allowed pupils to see very clearly what was being demonstrated. The lesson also proceeded at a good pace.
11. Teachers are also able to plan effectively because they have good systems for assessment, which enable them to see how individual pupils are progressing over time in the core subjects of English, mathematics and science. There is also a good system for recording progress in the other subjects of the curriculum. Part of the good and better teaching that was seen also showed that teachers and other staff have high expectations in terms of pupil behaviour and, because pupils know and understand what is expected of them, relationships are often very good.
12. In the great majority of lessons behaviour is good and pupils show this, not only in the effort they put into their work and the care they take with its presentation, but also in the way they

interact with each other and the staff. Pupils are keen to engage in lessons and are eager to answer questions and make suggestions. As a result, they achieve well. Rarely do behaviour and achievement fall below this standard and when they do, they are seen in conjunction with unsatisfactory teaching.

- The teaching of a temporary teacher in the Foundation Stage during the inspection was good, but it must be concluded that, from evidence of children's progress, the quality of planning and the learning environment, this was not typical and that overall teaching in this phase is unsatisfactory. Other unsatisfactory teaching is also recognised by the senior management team, who are in the process of rectifying it.

Summary of teaching observed during the inspection in 39 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (5%)	7 (18%)	21 (54%)	6 (16%)	3 (8%)	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.

The curriculum

The quality of the curriculum is **good** overall. It is better for pupils in Years 1 to 6 than for children in the Foundation Stage.

Main strengths and weaknesses

- Pupils have very good opportunities to enrich their learning through activities outside of the classroom.
- Participation in creative arts is outstanding.
- Pupils with special educational needs are supported well.
- The school prepares pupils well for the next stages of their education.
- The learning environment in the reception classroom lacks stimulation and does not help all children to achieve their full potential.

Commentary

- The school provides a balanced curriculum, which meets statutory requirements for all pupils. The quality and range of activities provided are good overall. The school works hard to establish links with the community and to encourage visitors who enhance pupils' learning. A very good initiative is the focus on creative arts. This has resulted in the school receiving Artsmark Gold Award in recognition of its efforts. Pupils have been involved in music and drama activities and worked alongside authors such as Jacqueline Wilson and Michael Murpurgo. Infant classes benefited from the links with Kettles Yard when they did a science project. An exciting event in the school's calendar is Arts Week, during which work is professionally mounted and displayed for parents.
- There is good provision for pupils who have special educational needs. Teachers and support staff are sensitive to their specific difficulties and work effectively to ensure all are fully included in the life of the school. Work planned for them is relevant to their learning needs, reflecting the individual programmes prepared for them. A good indication of the school's caring ethos is the early morning sessions to boost some pupils' co-ordination skills. This has a good impact on their personal development and self-esteem. The school recognises and plans for the most able pupils in the school. Assessment systems are used effectively to predict potential higher levels of attainment. Working at a higher level than normally expected for their age challenges more able learners. Those who display particular talents in sport or music, for example, are encouraged to join clubs or take up tuition in order to nurture their skills.

16. The school prepares pupils well for the next stages of their education. There are good links with secondary schools so that pupils in Year 6 transfer to the next phase of their education confidently.
17. A good range of sporting and non-sporting clubs provide opportunities to develop pupils' personal interests outside of school time.
18. Recent building extensions have improved learning facilities, in that groups can be better accommodated in comfortable surroundings to do their work. Overall inside accommodation is good. The field, however, is very small and, although best use is made of it, there is a limiting effect in that pupils cannot readily try out their skills in large team games. Resources are generally good.
19. The school recognises that the outside area for children in the Foundation Stage requires some enhancement and early development planning has begun. The use of Foundation Stage accommodation overall, however, is lacking in imagination. Areas such as the book corner are cluttered and uninviting for children, and displays tend to be dull. There is too little with which to stimulate and challenge children's natural curiosity.

Care, guidance and support

The arrangements for pupils' care, welfare, and health and safety are **satisfactory** overall and support pupils' learning appropriately. The provision of support, advice and guidance based on monitoring are **good**. The involvement of pupils in the school's work through seeking, valuing and acting on their views is **good**.

Main strengths and weaknesses

- Effective arrangements for following locally agreed child protection procedures.
- The school provides a variety of opportunities for pupils to express opinions about life in the school.

Commentary

20. Staff show appropriate concern for the needs of the pupils and provide good role models to encourage their development. They know how to deal with any situations that may arise on child protection issues and who to report to in the school if necessary. The arrangements for first aid are appropriate, with several trained staff, records kept of treatment and letters home to parents if necessary. The headteacher and a governor meet every half term to review the safety of the premises. The school promotes healthy living in science and personal and social education lessons, and ensures the pupils follow safe practice during lessons such as physical education and design and technology.
21. Pupils consider that they are supported well by the staff and have the confidence to seek help when necessary. The contacts that the school has with local nursery schools helps children to quickly settle when they arrive in the reception class. The staff visit the feeder schools and the children visit the school on several occasions before they start. They then have the support of older pupils through a buddy system. At the other end of the school, it is apparent from discussions with the Year 6 pupils that they have few concerns about their move to a secondary school.

Partnership with parents, other schools and the community

Links with parents are **very good** overall. Links with the local community are **good**. Links with other schools are **good**.

Main strengths and weaknesses

- Parents hold the school in high regard.
- Information to parents is very good.
- The annual reports provide very good information on their children's progress.
- The local community makes a good contribution to learning.
- Links with local nursery and secondary schools are good.

Commentary

22. The high response and positive comments on the Ofsted questionnaire shows that parents are pleased with what the school provides. The school actively seeks the views of parents and a recent survey produced a good response. They consider that their child is making good progress and that they are kept well informed about how their child is getting on. The inspectors confirm that the arrangements for providing information are very good. The school sends home regular news and other letters outlining the various activities that the pupils are involved in, as well as providing general administrative information and encouraging good attendance. These are supplemented with termly class letters which outline what is to be taught. In addition, the school holds information evenings about the curriculum, though they are often poorly attended. The annual report on pupil progress in the summer term properly concentrates on what the children know and can do, though it lacks targets for improving achievement. Nevertheless, targets are sent home during the year and discussed at the consultation meetings in the autumn and spring terms.
23. Parents' involvement with the school makes a good contribution to its work and to the achievement of the pupils. Pupils confirm that their parents actively encourage and help them at home. Pupils are happy in school and work hard and are keen to learn. These attitudes reflect the extent to which parents encourage their children to respect the school and education process. Parents also help in school, such as hearing children read in the infants and, in the juniors, come to talk about their special interests, such as archaeology or science. Other parents help on trips out. All families come to the consultation evenings or are seen shortly afterwards. The parents, teacher and friends association is very active, organising a variety of fund-raising and social events. Parents of pupils with special educational needs are appropriately involved in the setting and review of their child's individual education plans. Nevertheless, not all parents ensure their children arrive at school on time.
24. The involvement of the wider community broadens the experiences for pupils' personal, social and academic development. They benefit from a variety of visitors, such as theatre groups and the public services, and from visits locally to museums and further afield on residential trips for Year 5 and 6 pupils. Pupils meet others in the community when singing in a pensioners' lunch club and entertaining people from the local church congregation. Particular mention must be made of the links with the parish church to which pupils go for a variety of services. In addition, the vicar works with the headteacher, extending the personal, social and health education lessons by taking small groups for discussions and teamwork exercises. The school has developed links with a variety of businesses which, for example, raise money and demonstrate their work in the school.
25. The school has good links with local nursery schools to ease the arrival into the reception class. Staff from the local secondary school and the four feeder primary schools meet regularly to discuss matters of common interest. Pupils have the opportunity to meet others in inter-school sports matches and concerts. The curriculum is enhanced by the links with a nearby independent secondary school with the meetings between co-ordinators to enhance

the provision for music, art and design and information and communication technology, and the opportunities to use the secondary science laboratories. There are good links with a teacher-training institution and pupils benefit from the additional support of student teachers who come in.

LEADERSHIP AND MANAGEMENT

The governance of the school is **good** with some aspects that are very good. The leadership and management of the school are **very good**.

Main strengths and weaknesses

- The governing body has a very good understanding of the strengths and weaknesses of the school and is very effective in shaping the direction of the school.
- The headteacher is providing very good leadership and is very well supported in this by the deputy headteacher and other key staff.
- The school is very well managed.

Commentary

26. The governors are very effective in strategic planning and have a very good understanding of the school's strengths and weaknesses. This is because they are very well organised and have close contact with the school. They are well informed by the headteacher and ensure that they are in a position to identify priorities for their own development as well as those for the school. They have instigated effective appraisal and performance management systems and enjoy good relationships with all staff. They have expertise at their disposal and are comfortable working in committees and with individual watching briefs, such as health and safety and special needs. They are clerked well by an ex chair of the governing body, who is also rigorous in keeping the governors well informed. They have a good overview of the school's budget and are instrumental in the allocation of its funding. They have been innovative in their support for the headteacher in the development of creative arts within the school. They are careful to apply the principles of best value and analyse their spending in order to evaluate its effectiveness. An example of this can be seen when, in conjunction with the Church authorities, new building work was undertaken.
27. The headteacher works particularly well with the deputy headteacher and together they have focused on ensuring high standards. This has meant thoughtful analysis of outcomes and a clear articulation of a vision for the school. The result is a very good ethos shared and strengthened by all staff, who have a clear idea of what they have to do and what is expected of them. The same is also the case for the pupils. The senior management team has identified areas that need improvement or change and are working systematically to that end. Because of its positive ethos, the school is keen to be innovative and to provide pupils with as rich an experience as possible. To this end, they have very successfully developed the creative arts aspect of the curriculum and are also thoughtful in the way in which the views of parents are sought on other curricular matters. The vast majority of teaching that was observed during the inspection was of a high standard and the proportion of very good and better teaching seen was better than at the time of the last inspection. Plans are in place and underway to redress areas where teaching needs to be improved. Pupils of differing abilities and needs are well provided for and the school is well thought of by parents.
28. The management of the school is very good. This is because those who have responsibilities know, understand and are empowered to realise the aims of the school. Issues are dealt with in an effective way and systems for ensuring quality in areas such as teaching and learning and the curriculum are very effective. The result is that the school is in a good position to know about the performance of staff and pupils and can provide support and development opportunities wherever appropriate. New staff and governors have been quickly assimilated and are generally making very good contributions, in part due to the good induction procedures

that the school has. The school is making sensible use of its funding and is careful to monitor its spending. As a result, the school demonstrates a good level of effectiveness and is giving good value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	492,515
Total expenditure	463,927
Expenditure per pupil	2,301

Balances (£)	
Balance from previous year	50,602
Balance carried forward to the next	28,588

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **unsatisfactory** and has declined since the previous inspection.

Children begin in reception class in the September before their fifth birthday. The school has established a 'settling in period', which means that some children attend part-time for seven weeks during September and October. Given the age, ability and previous experience of the children, this is too long. After that, all children are taught in the same class. Children's attainment levels, when they start school, are above average. Although early assessments are used to set targets for individual progress, these are not adhered to in teachers' planning. As a result, more able children in particular do not make the progress they should in literacy and numeracy skills. The accommodation is not used imaginatively to promote children's interest in all areas of learning.

During the inspection, the temporary supply teacher and support staff worked hard as an effective team to challenge children and improve their skills. Teaching during the inspection was good overall. The evidence of longer-term planning, use of assessments and sample of pupils' work, however, indicate that such teaching quality is not typical of provision over time.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision is **satisfactory** overall.

Main strengths and weaknesses

- Children behave well. They get on well with others in the class.
- During the inspection, adults maintained high expectations of children.
- There are too few planned opportunities for children to develop their independence and sense of responsibility.

Commentary

29. When children start school, they have good social skills. Almost all can sustain concentration, for example, during assembly, when they have to sit quietly for an extended length of time. They have a 'sense of place' and know how to modify their behaviour to suit different occasions. They manage their own clothing when changing for PE lessons and take care of their own personal hygiene.
30. Most happily work and play in groups and often engage in imaginative talk when playing with small toys or in the role-play area. Children are polite and show proper respect for one another and for adults who work in the classroom. Many children already meet some of their expected targets and all are in line to achieve them by the end of the Foundation Stage.
31. During the inspection, adults set high expectations for children. In response, children shared resources sensibly and concentrated well on their activities.

COMMUNICATION, LANGUAGE AND LITERACY

Provision is **unsatisfactory** overall.

Main strengths and weaknesses

- Assessments are not used effectively to plan children's progress.

- The environment is not 'language rich' and does not sufficiently challenge and develop children's language skills.

Commentary

32. When children enter reception, their speaking and communication skills are better than expected for their age and they are on course to meet the expectations in this area of learning. They speak clearly and express ideas confidently. For example, a group of children showed lively interest and were able to sustain a conversation about stories, which have fairies as characters. Cinderella and Peter Pan were firm favourites and children could recount many details about them. Despite this level of interest in books, the classroom does not provide a stimulating, comfortable book area where children can browse independently or share a book with a friend. Planning shows little reference to language development across all areas of learning. Progress in reading and writing skills is too slow for the significant number of more able children. Although the use of a phonics programme provides a sound basis, longer-term planning would suggest a tedious rate of progress, given pupils' interests and abilities. For example, some children are already able to string sounds together and can recognise simple words, but there is little evidence to show that individual skills are being sufficiently built on through suitably challenging reading and writing opportunities.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **unsatisfactory**.

Main strengths and weaknesses

- Planning does not reflect the needs and abilities of children.
- For a significant number, progress is too slow.

Commentary

33. Many children have better than expected mathematical understanding when they start school and are already meeting some of their learning goals. For example, they count beyond 10, and match numbers and objects accurately. Although individual targets such as 'begin to perform simple addition' are appropriate, there is no evidence of challenge for more able children in planning or in work samples. Consequently, their progress over time is too slow.
34. During the inspection, the temporary teacher organised some good sessions for mathematical development. More able children began to understand the concept of adding or taking away 2 from a given number because of the good questioning and use of resources by the teaching assistants. Others engaged in activities to consolidate mathematical language 'shorter and taller' by building towers or painting tall and short patterns. However, this does not reflect the limited progress seen over time caused by weak planning.
35. Opportunities to extend mathematical thinking and use of specific mathematical language to other areas of learning do not feature strongly in longer term planning so valuable opportunities through stories, independent explorations or creative work are missed.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision overall is **satisfactory**.

Main strengths and weaknesses

- A satisfactory range of activities is planned.
- Sometimes children's learning is enriched by special events.

- Displays do not stimulate children's curiosity.

Commentary

36. During the inspection, some effective teaching and learning took place. For example, children explored the idea of sinking and floating objects. Encouraged by the teacher, they experimented to see whether the depth of water made a difference or if other objects could help things to float. Good questioning, such as 'what would happen if...', encouraged children to think about what was happening and why.
37. Prior to the inspection, a visitor from the toy museum generated a lot of interest in old toys. Children learned about the past as well as how some toys worked. This theme was followed up when children brought in their own toys to talk about linking the activity appropriately to their language development. There are satisfactory opportunities for children to mould materials such as sand and dough. Longer-term planning, however, shows limited scope for developing knowledge and understanding. Some planned sorting tasks, for example, appear to be repetitive. There are no displays in the classroom which enable pupils to explore mechanical or natural objects and too few challenges outside of the classroom to link knowledge and understanding to other areas of learning.

PHYSICAL DEVELOPMENT

38. Too few activities for physical development were seen to enable an overall judgement. One session was seen in the hall during the inspection. Children demonstrated good levels of confidence when moving along and jumping from apparatus. They balance safely and move freely without inhibition. The indications are that most will exceed the early learning goals by the end of the Foundation Stage. Children use scissors and other small tools and implements competently when cutting out pictures to create a collage. Children cut accurately along straight lines. The outside area was little used during the inspection because of inclement weather but there is an adequate selection of wheeled toys and climbing apparatus to help children develop physical skills. However, some parts are not suitably surfaced and become too muddy to use for long periods.

CREATIVE DEVELOPMENT

39. It is not possible to judge overall provision for this area of learning. Work displayed shows that children explore a satisfactory range of media. They mix colours and try different ways of applying paint. Three-dimensional work is planned for later in the term. Children have a singing lesson with Years 1 and 2 classes and build up a reasonable repertoire of songs. However, there are no musical instruments available in the classroom where children can experiment with sounds independently or repeat the music making which takes place in lessons. During the inspection, a 'toy shop' role-play area attracted children. They played imaginatively as shopkeepers, customers and assistants. Often, pupils did not gain as much as they could because there was not enough adult interaction to stimulate good imaginative talk.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in reading are above average by Year 2 and well above average by Year 6.
- Standards of speaking and listening are well above average by Year 6.
- Standards of writing are above average by Year 6.
- The quality of teaching is satisfactory overall. It is very good in Year 6 but unsatisfactory in Year 5.
- English has been well led and there have been a number of successful curriculum initiatives in recent years.
- The expressive arts co-ordinator makes a valuable contribution to the curriculum.
- Assessment is used well to inform planning and the needs of pupils of all abilities are successfully met.

Commentary

40. The high standards noted at the time of the last report have been maintained and pupils make good progress over time, particularly in reading. By Year 6, most pupils not only read fluently but also have a well-developed critical sense. They can discuss a wide range of literature, expressing preferences for particular authors and justifying their choices. Much of their writing reflects their wide vocabulary and knowledge of the world and is both imaginative and sophisticated.
41. All pupils, including gifted and talented pupils, those with special educational needs and pupils from minority ethnic groups, achieve well throughout the school, except Year 5. Pupils with special educational needs are well supported in order to give them full access to the curriculum, as well as addressing their specific learning difficulties. Much of the work provided is challenging and provides good opportunities for higher attaining pupils to demonstrate their particular talents. Although boys do better than girls, no reasons for this were observed during the inspection.
42. The quality of teaching is good in Years 1 and 2. It is satisfactory in Years 3 to 6, where the quality of teaching varies widely from consistently very good in Year 6 to currently unsatisfactory in Year 5. The school is aware of these variations and has strategies planned for improving the teaching in Year 5.
43. Characteristics of the good and better teaching include good subject knowledge and the ability to convey sophisticated ideas in ways which pupils can understand. Very good relationships and questioning strategies give pupils confidence in expressing their own ideas. Teachers plan their lessons well and most lessons include a range of interesting activities which challenge and motivate pupils.
44. The unsatisfactory teaching was insufficiently related to the learning objectives in the lesson plan and was confusing to the pupils. Too much time was spent in unrelated and inappropriate activities and in listening to the teacher. The slow pace of teaching, which paid insufficient regard to their own ideas and capabilities, frustrated pupils. This gave rise to inappropriate behaviour from some pupils, which adversely affected the learning of other pupils in the class.
45. A number of positive initiatives over recent years have adapted and refined the basic structure of the National Literacy Strategy to meet the particular needs of the school. For example, the considerable use of parents to lead group reading makes a strong contribution to reading

standards in Years 1 and 2. Specific weekly writing sessions have ensured that pupils have ample opportunities for writing for a range of different purposes.

46. The school is constantly working to refine and improve what is already good practice and, where weaknesses exist, there are already plans to address them. The subject has been well led so that a good range of assessment procedures, backed up by a range of diagnostic tests for determining specific learning difficulties, are in place. They are used effectively to allocate extra support. Resources are good and include a wide range of library books. Information and communication technology is used regularly to support learning.

Language and literacy across the curriculum

47. History and geography are used as a regular focus for writing. For example, older pupils produced a newspaper focusing on the life and times of Isambard Kingdom Brunel.
48. A very strong contribution to literacy is made by the expressive arts co-ordinator, particularly in her efforts to develop pupils' appreciation of a wide range of literature. She organises regular visits to hear well-known authors, and older pupils have taken part in a weeklong writer's workshop with authors Jacqueline Wilson and Michael Morpurgo, filmed for a BBC television programme. A lottery grant funded a project on local legends, working with a composer and a writer. She ensures that the rich cultural resources of Cambridge are constantly used as inspiration for pupils' writing.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards in national tests for pupils aged seven and 11 in 2003 were high and inspection shows that attainment for pupils in Years 2 and 6 is above expectation and that pupils are achieving well.
- Nearly all teaching is good or better.
- Pupils have very good attitudes to learning.
- The subject is very well led.

Commentary

49. The results for pupils in National Curriculum tests in 2003 were well above average for pupils in Year 2 and above average for pupils in Year 6. Inspection shows that the different cohorts of pupils now in these year groups are exceeding expectations for their ages and that they are achieving well.
50. Teaching is satisfactory overall. It was unsatisfactory in one lesson out of the six observed, was good in three and excellent in the remaining two. In one example of very best teaching seen, very good use was made of technology thus enabling the teacher, via a Powerpoint presentation, to illustrate very clearly the points she wished to make. A very good understanding of content and the way to use the technology meant that the lesson proceeded at a very good pace, as pupils had no difficulty understanding what was being said. Another more conventional, yet excellent, lesson showed a very good understanding of the differing levels of attainment in the group and an excellent ability to show pupils helpful strategies whilst at the same time consolidating what had been learned previously. In contrast, where teaching was unsatisfactory, the pace was slow, and tasks were complicated and not clearly explained. Teachers generally have good strategies for assessing the impact a lesson or piece of work has had on the pupils.

51. Pupils respond very well in lessons and show a very good capacity to listen and apply themselves. They can collaborate very well when required and work neatly and accurately. Because they understand the high expectations that teachers have in terms of behaviour and application, pupils generally achieve well. This is also helped by the ways in which teachers plan for the needs of pupils of differing abilities. The very good ethos of the school is demonstrated in lessons, and pupils appear keen to learn and eager to participate. They are lucid in explaining their thinking and use the specific language of mathematics appropriately.
52. The curriculum is good and teaching demonstrates opportunities for pupils to learn and experience the subject in different ways. Resources, which are good, are well deployed and, where classroom assistants are present, they make a good contribution to pupils' progress.
53. The co-ordinator is relatively new to the post, but nonetheless experienced, and has made a very good start. She has a clear understanding of the issues, including the need to address unsatisfactory teaching, and this means that there has been no loss of momentum as a result of the take over of the management of the subject. A difference over time in the attainment of boys and girls has been identified and, whilst inspection could not confirm this, a sound priority is to look at the way in which boys and girls are responding in the classroom. There are good and effective procedures in place for monitoring the quality of teaching and learning. There is a good system for recording the progress of pupils and, as has already been suggested, good analysis is made of data relating to test results.

Mathematics across the curriculum

54. Mathematics makes a good contribution to other areas of the curriculum. It supports work in science, develops the use of analytical thinking and gives pupils good opportunities to extend their speaking and listening skills. The subject also makes a good contribution to the spiritual, social, moral and cultural development of pupils through the provision of opportunities to work collaboratively. It also demonstrates that a better understanding of working mathematics has impacted upon the pupils.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are above average. Most pupils achieve well.
- Teaching is good overall.
- There is good leadership and management of the subject.
- The monitoring and evaluation of teaching needs to be more firmly established.

Commentary

55. Standards are above average at the end of Year 2 and Year 6. This is consistent with the most recently published national test data and teachers' assessments. By Year 6, there is little difference between the achievement of girls and boys. Pupils' underachievement has been identified in Year 5, however, and the school is taking steps to rectify this. Pupils with special educational needs, including those who are most able, are given good support. Teaching assistants make a valuable contribution to pupils' learning, ensuring they work confidently alongside others. The curriculum is planned thoughtfully using national subject guidance. Some exciting events, such as links with the University and Science Week in school, enrich pupils' learning and stimulate interest. Pupils learn at first hand the practicalities and technology linked to such topics as bee keeping and construction work.
56. Teaching and learning were good overall in the lessons seen, and very good in one lesson. The teacher used a Power Point demonstration to help pupils learn about luminous and non-

luminous objects. Pupils achieved well in their lesson because of the clarity of the teacher's demonstration and the opportunity for practical work which involved them in decision making. Practical work was also a strong feature of a lesson in Year 2, where they investigated how different materials change when different forces are applied. Lessons are planned well, so time is used effectively. Good relationships promote positive attitudes and good behaviour.

57. Work in pupils' books is generally well presented and recorded clearly and logically. Sometimes, however, all pupils in the class copy the same facts about a topic, even though most are capable of independent research. In one class, presentation of work suffers because the teacher does not have the same high expectations as others.
58. The subject is led and managed well. The co-ordinator works energetically to raise the profile of science throughout the school. Good links have been established with the community and the school takes part in events such as 'Robotech' Challenge, where pupils explore the possibilities of technical equipment. University students also offer voluntary help in some science lessons. The co-ordinator has a clear action plan for development. This includes the refinement of assessment systems and more rigorous monitoring of teaching and learning.
59. There has been some good improvement since the previous inspection in the quality and use of resources and curriculum enrichment. Leadership is more positive and this is having a good impact on standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**. Standards of attainment are above average and have been maintained since the last inspection. A significant number of pupils have highly developed computer skills.

Main strengths and weaknesses

- Standards are above expectation by the end of Year 6.
- Resources are good and used regularly and systematically.
- The provision strikes a good balance between the teaching of basic skills and supporting learning in other areas of the curriculum.
- Many of the pupils have regular opportunities for developing their ICT skills outside school.
- Staff, including support staff, are confident in teaching the subject.
- A technician is employed who also makes a regular input into staff training.

Commentary

60. The school puts a high priority on the use of information and communication technology as an aid to learning. The school has a spacious ICT suite and either interactive whiteboards or overhead projectors in all classrooms. These are used systematically, both to teach the full range of skills and to support learning across the curriculum. Records are kept of when pupils have had opportunities for consolidating and using the skills taught. During the inspection, pupils in Year 6 gave confident Powerpoint presentations on their hobbies and interests. Computers are regularly used to support the learning of pupils with special educational needs.
61. The scheme of work is based on national guidelines and all strands of the subject are covered during the course of the year.
62. The employment of a technician is important and effective in supporting staff expertise and in supplementing the mainstream curriculum. There are regular curriculum audits in order to check that all strands are being covered. The school is constantly supplementing its resources; for example, through the purchase of digital cameras, the use of a computer microscope in science and through the installation of broadband and cable technology.

Contacts with the local secondary school are used to supplement the school's resources, for example, through an animation workshop.

Information and communication technology across the curriculum

63. Information and communication technology is used effectively in support of other areas of the curriculum and this was in evidence across the school.

HUMANITIES

History, geography and religious education

64. It was only possible to see one lesson in history and no geography lessons. The pupils' work available for scrutiny and curriculum planning indicates that National Curriculum requirements for both subjects are met and that standards meet expectations. The co-ordinator, who leads both subjects, has a satisfactory overview of standards and quality of work but does not yet monitor the quality of teaching provision. Overall, history and geography standards have been maintained since the previous inspection. Curriculum planning has improved. Religious education is the subject of a separate report.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Work in design and technology was not inspected.

Art and design

65. No judgement is made about provision in art and design. Three lessons were observed, of which two were very good and one was satisfactory. Pupils' attitudes were very good. From discussion with the co-ordinator and from scrutiny of work in sketchbooks and display, it can be said that levels of attainment are as expected. Pupils are receiving a rich curriculum as a result of the very good input of the co-ordinator, who is also responsible for developing creative arts as a whole and for which the school has received a Gold Artsmark award. Sketchbooks are generally under-used because opportunities are not taken to use them as diaries or aides memoir when, for example, on trips or visits.

Music

66. No judgement is made about provision in music. Four lessons were observed, of which two were group singing lessons and two were for classes of pupils in Years 3 and 4 who were learning about the language of music and composition. Two of these sessions were good and two were very good. Pupils' attitudes were very good. From discussion with the co-ordinator and from a review of documentation, it is clear that pupils are generally attaining at the expected levels and that in certain areas, and, for example, for those pupils who are having instrumental tuition or who play in the orchestra, attainment can be higher. There is a good curriculum and the co-ordinator, whilst newly appointed, is making a very good contribution to the development of the subject.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Teaching is good.
- Pupils attitudes are very good.
- The subject is very well led.

Commentary

67. The quality of teaching is good and this is an improvement since the time of the last inspection when some unsatisfactory teaching was noted. Teaching was good in all five lessons that were observed. Attainment is generally as expected for pupils' ages and in lessons, pupils were seen to be achieving well and making good progress. Teachers do well with somewhat limited outside field space and in the way they provide for swimming and other adventurous activities so that overall a good curriculum is provided. Good attention was paid to the needs of pupils with special needs and these pupils were well supported by members of staff, thus enabling them to participate fully.
68. Pupils' attitudes to this teaching were very good and this enabled lessons to proceed at good pace and with good attention being paid to safety. Pupils showed that they could collaborate well and that they were prepared to think hard and imaginatively about what they were doing.
69. The subject is very well led by an experienced and able co-ordinator. Very good attention is being paid to the development of this area of the curriculum, including exercises such as a consultation process with parents to ascertain their levels of satisfaction. The subject is a priority development area for the school and the plan is a good one. It is well thought out and clear. The subject is well resourced, with recent additions such as the wall bars filling an obvious gap. The accommodation is satisfactory overall.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

70. **Good** provision for personal, social and health education (PSHE) ensures pupils develop the skills necessary to live safely in a community and recognise some of their responsibilities. This is a key initiative in the school's improvement plan. National guidance on teaching this subject is thoughtfully adapted. Pupils are taught about the possible hazards related to drugs, alcohol and tobacco. Sex education is taught by the headteacher to pupils in Year 6. Resources used are available for parents to view so they can be aware of the content.
71. Time is allocated for pupils to discuss issues such as bullying or the meaning of friendship, so that they develop proper concern for others' feelings.
72. Visitors from the police and fire service, and people who represent charitable organisations, help pupils understand the needs of others. The vicar of St Paul's Church, who is also a governor, runs a PSHE club.
73. Social skills are fostered well in the school. There are opportunities for pupils to represent others' views on the school council. Currently under debate are the plans for the new school garden submitted by pupils. Pupils welcome many visitors to their school, such as the group of school principals from Japan, who were justifiably impressed by the pupils' origami skills.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	3
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	4
How well pupils learn	4
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
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	3

The leadership and management of the school	2
The governance of the school	3
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).

