

## **INSPECTION REPORT**

### **REDSTART PRIMARY SCHOOL**

Chard

LEA area: Somerset

Unique reference number: 123736

Headteacher: Mrs S Flack

Lead inspector: Mr D J Curtis

Dates of inspection: 13<sup>th</sup>-16<sup>th</sup> October 2003

Inspection number: 258158

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	319
School address:	Redstart Road Chard Somerset
Postcode:	TA20 1SD
Telephone number:	01460 67457
Fax number:	01460 66552
Appropriate authority:	The governing body
Name of chair of governors:	Mr M Curnock
Date of previous inspection:	10 <sup>th</sup> September 2001

## **CHARACTERISTICS OF THE SCHOOL**

The school is situated in the town of Chard in Somerset. There are 319 pupils on roll. A very small number of pupils come from minority-ethnic families. The proportion of pupils (12 per cent) identified with special educational needs is below the national average. Five pupils have a statement of special educational need. Just fewer than 8 per cent of pupils are entitled to free school meals which, as a proportion, is below the national average. The current headteacher was appointed in January 2003 and the co-ordinators for English, mathematics and information and communication technology were appointed from September 2003. The current senior management team has been in place since September 2003. These appointments reflect significant changes of teaching staff in the last two years.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20893	Mr D J Curtis	Lead inspector	English, science, information and communication technology
9052	Mrs H Barter	Lay inspector	
20671	Mr J Palethorpe	Team inspector	Mathematics, art and design, design and technology, music, physical education
16038	Mrs J Bavin	Team inspector	Geography, history religious education, areas of learning in the Foundation Stage, special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a rapidly improving school which gives satisfactory value for money.**

The school's main strengths and weaknesses are:

- By the end of Year 2, standards in reading, writing, mathematics, science and information and communication technology (ICT) are above average.
- By the end of Year 6, standards in writing, science and ICT are below average, although they are improving.
- The leadership and management of the headteacher are very good.
- Pupils' attitudes to school, behaviour and relationships are very good.
- The quality of teaching is good and contributes to the improving standards.
- The school has an effective climate for learning and is committed to the inclusion of all pupils.
- Standards in art and design are good.
- Teachers are inconsistent in marking pupils' work and in their day-to-day assessment of pupils' learning.
- The governing body is not fulfilling rigorously its statutory duties in relation to health and safety.

The improvement since the previous inspection has been **good**, especially since the appointment of the headteacher in January 2003. Standards are improving and the quality of teaching in Key Stage 2 is now good. Leadership and management are very good and the school is well placed to secure further significant improvement.

### STANDARDS ACHIEVED

Children start school with standards that meet expectations for four-year-olds. In the reception classes, achievement is **satisfactory**. Children are likely to achieve the goals they would be expected to reach by the age of five.

**The standards achieved by pupils in Key Stage 1 are good.** In reading, writing, mathematics, science and ICT, standards are above average. Girls now achieve as well as boys, which reverses the previous trend of underachievement by girls. The achievement of pupils with special educational needs is good. **The standards achieved by pupils in Key Stage 2 are satisfactory.** In reading and mathematics, standards have improved and are now average. Although improving, standards in writing, science and ICT are below average. Except in mathematics, girls now achieve as well as boys so reversing the past trend of significant underachievement by girls. The achievement of pupils with special educational needs is good.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	C	D	C	C
Mathematics	C	E	D	E
Science	D	D	E	E

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

No national data is available for the national tests in 2003, but the school's results indicate improvement in mathematics and science.

Pupils' **personal development is very good**. Their **spiritual, moral, social and cultural development is satisfactory**. Pupils have **very good attitudes** to school. **Attendance is good** and pupils are punctual.

## **QUALITY OF EDUCATION**

**The quality of education is good. Teaching is good** and is having a significant impact on the rapidly improving standards pupils achieve, especially girls. Teachers' planning is of high quality and their relationships with pupils are very good. Marking and the day-to-day assessment of pupils' learning are inconsistent.

The quality of the **curriculum is satisfactory**. There is good provision for pupils with special educational needs. Pupils and parents feel that there are insufficient educational visits to support pupils' learning.

Pupils receive **good support, advice and guidance** from teachers. However, whilst **care and welfare are good, health and safety are unsatisfactory** because governors are not meeting statutory duties in this important area. The school has **good links with its parents**. It has **good links with the community** it serves.

## **LEADERSHIP AND MANAGEMENT**

The **leadership of the headteacher is very good** and the **management of the school is very good**. The headteacher has made a significant contribution to school improvement, including the creation of a new and successful senior management team. Although governors provide effective support for the school, **governance is unsatisfactory** because governors do not fulfil their statutory duties in relation to health and safety.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are very supportive of the school. They would appreciate more information on what their children are learning as they move up through the school. Parents would like to see a greater range of educational visits.

Pupils enjoy school and feel that things have improved since the new headteacher has been appointed. They are very confident that teachers are there to help them. They talk enthusiastically about the school and class councils. Pupils in Year 6 would like more reading books.

## **IMPROVEMENTS NEEDED**

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

- continue to raise standards in writing, science and ICT by the end of Year 6;
- improve teachers' marking and day-to-day assessment;

and, to meet statutory requirements:

- ensure that governors fulfil their responsibilities for health and safety.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

**Standards are above average at the end of Year 2 and achievement is good.** Although improving rapidly, **standards at the end of Year 6 are below average**, but **achievement is satisfactory.**

#### Main strengths and weaknesses

- Although improving rapidly, standards in writing, science, ICT and religious education are below average at the end of Year 6
- In Year 2, standards in reading, writing, mathematics and ICT are above average
- Standards in art and design are above average throughout the school
- The achievement of pupils with special educational needs is good
- There has been a significant improvement in the achievement of girls

#### Commentary

##### *Standards in national tests at the end of Year 2 – average point scores in 2002<sup>1</sup>*

Standards in:	School results	National results
Reading	15.7 (14.8 )	15.8 (15.7)
Writing	14.5 (14.0)	14.4 (14.3)
Mathematics	16.5 (15.6)	16.5 (16.2)

*There were 46 pupils in the year group. Figures in brackets are for the previous year*

1. There are currently no average point scores for the results of the national tests in 2003 at the end of Year 2. Indications from the proportions of pupils achieving the expected Level 2 and above in the most recent tests are that standards in reading, writing and mathematics have improved. Girls now achieve as well as boys and this reverses the trend of the past years where girls have underachieved significantly in comparison with boys. Since the appointment of the new headteacher, there has been a strong emphasis on raising girls' achievement.

##### *Standards in national tests at the end of Year 6 – average point scores in 2002*

Standards in:	School results	National results
English	27.5 (25.9)	27.0 (27.0)
mathematics	26.3 (24.8)	26.7 (26.6)
science	27.3 (27.4)	28.3 (28.3)

*There were 44 pupils in the year group. Figures in brackets are for the previous year*

<sup>1</sup> The average points score provides schools with a single statistic to compare the overall grades attained by their pupils with the grades attained by pupils in other schools. At Key Stages 1 and 2 the level attained by each pupil; for example, in mathematics, is given a score – a Level 1 = 9 points, a Level 2 = 15 points and so on. Therefore the average points score in mathematics is worked out by adding up all of the points attained by pupils and then dividing by the number of pupils who took the test. Therefore a school whose average points score for mathematics in the tests at the end of Key Stage 1 is greater than 15 is one whose pupils are performing above expectations for their age. The average points score for Level 4, the nationally expected level for pupils at the end of Key Stage 2, is 27.



2. No average point scores are available for the 2003 national tests at the end of Year 6. Indications from the proportion of pupils who achieved the expected Level 4 and above are that standards in mathematics and science rose, with those in English falling, especially in writing. The school has maintained the year-on-year trend in increasing the proportion of pupils achieving the higher Level 5. In English and science, girls now achieve as well as boys following a trend of significant underachievement. However, in mathematics, boys still outperform girls, but the gap is narrowing. The school now has a very strong focus on raising the achievement of girls.
3. The **achievement** of children in the reception classes is **satisfactory**. The majority are likely to reach the goals they are expected to reach at the end of the reception year.
4. **Achievement** in **Key Stage 1** is **good** and in **Key Stage 2**, it is **satisfactory**. At the end of Year 2, standards in reading, writing, mathematics, science and ICT are above average. At the end of Year 6, standards in writing, science, ICT and religious education are below average, but improving rapidly. In Year 6, in writing, pupils have insufficient opportunities to write in depth and teachers are not consistent in reinforcing expectations that pupils should apply their literacy skills when writing in other subjects, including science. In science, in Year 6, standards are below average because of weaknesses in pupils' use and application of literacy and numeracy skills in the subject. In ICT, in Year 6, there are too many gaps in pupils' prior learning for them to be able to catch up in order to meet national standards. In religious education, pupils do not spend enough time on learning about religions. In **Years 3 and 4**, **achievement is good** and **standards meet or exceed expectations** for their age. Consistently good teaching is having a positive impact on the rapidly improving standards.
5. The achievement of pupils with special educational needs is good. They are supported effectively in lessons by teachers and learning support assistants and this allows them to make good progress as measured against the targets in their individual education plans.

### **Pupils' attitudes, values and other personal qualities**

Pupils have **very good** attitudes to school. Attendance is **above the national average** and pupils are punctual. Their **spiritual, moral, social and cultural development is satisfactory overall**, with strengths in moral and social development.

### **Main strengths and weaknesses**

- Pupils' attitudes to school and to work are very good.
- The vast majority of pupils' behaviour is very good because they want to learn and lessons are interesting and challenging.
- Relationships between pupils are very good and all pupils feel valued and included in the day-to-day life of the school.
- Attendance and punctuality are good.
- Pupils' social and moral development is very good.

### **Commentary**

6. Pupils come to school each day happy and confident. They are friendly, polite and welcoming and enjoy greeting their friends, teachers and visitors with smiles and a cheery *hello*. In lessons, they settle quickly and are eager to take part in question and answer sessions. They are well organised and have the books and equipment they need ready to hand, particularly when moving to other classrooms for lessons when they are taught in sets (ability groups). In individual or group work, they work exceptionally hard because they know exactly what the teacher expects them to do and work is matched carefully to their learning needs. As a result, especially in Key Stage 2, there is significant improvement in pupils' achievement and in the standard of work they produce.

7. Behaviour in the school is very good, with very few exceptions. Because teachers make lessons interesting and challenging, pupils are keen to learn and are actively involved in lessons. Pupils concentrate well and there are few opportunities for them to become bored and restless and misbehave. When moving around the school to assembly or to the playground, behaviour is of a high standard and pupils are very aware of how they are expected to behave.
8. Relationships are very good and a significant strength is the way in which pupils work and play with each other, especially in including pupils who have special educational needs. Boys and girls work together successfully in lessons, including paired discussions and scientific experiments. Pupils relate well to adults and recognise and value the support they receive from the headteacher, teachers and learning support assistants.
9. Pupils' moral and social development is very good because pupils know and understand the class and school rules. They value the opportunity to decide their own class rules and this has a positive impact on their very good behaviour. Through the class and school councils, pupils know that their views are considered and valued. Pupils have a very clear understanding of right and wrong and the code of conduct required of them.

**Attendance in the latest complete reporting year 2002**

Authorised absence	
School data	4.6
National data	5.4

Unauthorised absence	
School data	0.2
National data	0.5

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

10. Attendance is good and pupils are punctual at the start of the day. Good attendance and punctuality have a positive impact on pupils' achievement and on the rapidly improving standards evident in their work.

**Ethnic background of pupils**

Categories used in the Annual School Census
White – British
Mixed – White and Asian
Chinese

**Exclusions in the last school year**

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
317	20	1
1		
1		

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

11. The number of fixed-term exclusions has been reduced since the appointment of the headteacher. The current number of fixed-term exclusions is very small.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

**The quality of education provided is good.** Teaching is good and is having a positive impact on the rapidly improving standards achieved by pupils. Assessment is satisfactory, with weaknesses in the quality of teachers' marking and day-to-day assessment of pupils' work. Whilst the curriculum provided is satisfactory overall, it has strengths for pupils with special educational needs.

**Teaching and learning**

Teaching and learning are **good**. Teaching is good for pupils with special educational needs. There has been a significant improvement since the last inspection in the quality of teaching in Key Stage 2.

## Main strengths and weaknesses

- The quality of teachers' planning is good.
- Teachers have high expectations of their pupils and their behaviour.
- Teachers make very effective use of ICT to support pupils' learning.
- The teaching of pupils with special educational needs is good.
- Relationships between pupils and teachers are good.
- The quality of marking and day-to-day assessment is inconsistent.
- There are weaknesses in the teaching of science in Years 5 and 6.

## Commentary

### Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0 %)	10 (25%)	21 (54%)	6 (16%)	2 (5%)	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.*

12. Teachers' planning is of a very high quality. There are particular strengths in ensuring that work is matched carefully to the individual learning needs of pupils, especially the group work part of lessons. As a result, pupils take a full part in lessons and work particularly hard both in individual and in group work because they know what is expected of them. In most lessons, teachers share the learning objective with pupils so that pupils understand the purpose of the lesson and this contributes to good levels of concentration.
13. At the start of lessons, teachers set very clear expectations for pupils, with a strong emphasis that pupils will do their best. Teachers encourage all pupils to take part in question and answer sessions and value pupils' contributions even when the answer may not be correct. There is a very strong emphasis on paired discussion in many lessons, which makes a positive contribution to pupils' social development. In the best lessons, teachers remind pupils about the importance of neat handwriting and careful presentation of work and pupils respond well to this. Because teachers have established such good relationships, pupils are anxious to please them and respond by working hard in lessons.
14. Teachers make very effective use of their personal ICT skills when preparing pupils' work. The quality of worksheets is impressive because they are designed to meet the different learning needs of groups of pupils. By planning in this way, teachers have virtually eliminated the need for using commercially-produced worksheets. In lessons, teachers are making increasingly good use of the newly-installed interactive whiteboards. Teachers use these effectively as a tool for demonstrating and explaining new skills and ideas. Teaching in the ICT-Suite is good and is having a significant impact on the rapidly improving standards achieved by pupils.
15. The teaching of pupils with special educational needs, including those with a statement of special educational need, is good. Teachers work in effective partnership with learning support assistants in planning pupils' work and in ensuring that they take a full part in lessons, including question and answer sessions.
16. The quality of teachers' marking is unsatisfactory overall and does not always tell pupils how well they are doing or what they need to do to improve. In their day-to-day assessment of pupils' work, teachers do not consistently check with pupils at the end of each lesson how well have they done. Teachers do not make sufficient use of learning support assistants in day-to-day assessment, such as in identifying which pupils answer questions correctly.

17. In Years 5 and 6, in the teaching of science, teachers are not rigorous enough in reinforcing expectations that pupils should use and apply their literacy skills. As a result, too many pupils spell key words incorrectly, such as 'temerature' for 'temperature'. In applying numeracy skills, pupils are not expected to label graphs correctly and their understanding of how to interpret the information on a graph is not reinforced.

## The curriculum

The curriculum is **satisfactory**.

### Main strengths and weaknesses

- The limited range of suitable reading books for older pupils limits pupils' progress.
- Very good ICT resources are helping to raise standards.
- Art is very well planned so pupils make very good progress.
- Special arrangements for pupils with special educational needs are very good and help them to achieve well

## Commentary

18. The school successfully plans for a broad and balanced range of subjects. It is to the art co-ordinator's credit that previous strengths in the subject have been developed further. Developments in planning and assessing the subject mean that standards for older pupils are still higher than is usual for their age group. There has been considerable development in ICT resources. In spite of some teething troubles, teachers are keen to use the interactive screens and the co-ordinator leads developments with considerable enthusiasm and expertise. Consequently, the new resources have had a direct impact upon raising standards. However, there is a lack of suitable reading books for older pupils and some more-able pupils in Year 4. Not all the books that pupils are reading match both their age and ability. This contributes to the average standards for pupils by the end of Year 6 and confirms parents' concerns.
19. The school goes the extra mile for pupils with special educational needs. The whole school is very welcoming of pupils with a wide range of difficulties or disabilities. This combined with the experience of the two special educational needs co-ordinators means that pupils are supported well. Children joining the school in the reception classes are offered a flexible introduction to the school that meets their needs very well. Special programmes of music or movement are devised to meet individual pupils' needs regardless of their age. As a result of this carefully planned provision, pupils with special educational needs enjoy the same curriculum as their peers but with additional bonuses. The school successfully accommodates wheelchair users and has the required disability access plan.

## Care, guidance and support

Provision for pupils' **care, welfare, health and safety is unsatisfactory**. However, all pupils are provided with **good support, advice and guidance**.

### Main strengths and weaknesses

- Insufficient attention is paid by the governing body to ensuring that health and safety requirements are met.
- There is very good support for pupils with special educational needs, including those with behaviour difficulties.
- Individual targets set for pupils in English and mathematics help pupils to know what they need to do to improve.
- There are good induction arrangements for pupils who are new to the school.

- There are good arrangements for pupils to give their views on school life and the school acts positively on their suggestions.

## Commentary

20. This is a caring school where pupils are happy and all are well supported because staff know them well and have very good relationships with them. Whilst care for individual pupils is good, the governing body fails to meet its statutory duties in respect to health and safety. Insufficient attention is paid to keeping the health and safety policy up to date, to carrying out risk assessments around the school site and to keeping a record of discussions and actions taken in governing body meetings. A number of concerns were reported to the school during the course of the inspection.
21. Throughout the school, staff respond flexibly to individual pupils' needs. This is particularly notable when children in the reception classes are carefully introduced to school life through a series of visits with their parents and through sensitive support from staff as children become accustomed to routines. The school works hard to support those pupils who have problems with their behaviour and liaises effectively with outside agencies, such as home tutors, to carefully introduce pupils back into the classroom if they have been excluded. Pupils report that behaviour is much improved since the last inspection and that if there are any problems a teacher will sort it out. The assistant special educational needs co-ordinator maintains very close links with outside specialists. Her very well organised paperwork is detailed, informative and appreciated by professionals outside the school. Inevitably pupils benefit from such strong links with these outside agencies.
22. All pupils are given good support and guidance as they move through the school. Pupils say that there is always an adult who they can go to if they have any worries and they say that teachers help them because 'they are good and explain things well'. They are particularly positive about their individual targets in English and mathematics, which they say help them to understand what will make their work better. Through the class and school councils, pupils have good opportunities to make suggestions about school life and to discuss their views together. Pupils take their responsibilities seriously and report that 'everyone gets to have their say'. They feel that their views are valued because their suggestions, such as the use of recycling boxes, are acted upon positively by staff.

## Partnership with parents, other schools and the community

The school's **partnership with parents** is **good**. There are **good** links with the **local community** and with other **schools**.

## Main strengths and weaknesses

- Parents are pleased with the school's recent improvement.
- The school takes parents' views seriously and involves them well in planning its developments.
- Parents would like to understand better how pupils' standards and achievement are judged and how well their children are doing.
- Parents are involved well in the life of the school and in their children's learning.
- There are good links with the community, local pre-schools and the main secondary school.

## Commentary

23. Now that there is a more settled staff and a new headteacher, parents are happier with the school than they were at the last inspection. Although some say that it is early days, they recognise that the school is improving, that communication with them is better and that their children are happy and learning well. Good work has been done to consult with parents and to

seek their views about how the school can improve at 'expectations' meetings. The school has already responded to requests to provide more curriculum information and plans to update parents on the school's progress at subsequent meetings. The main features of the school improvement plan are now shared with parents so that they can monitor how well the school is doing for themselves.

24. There are good opportunities for parents to meet teachers termly to discuss their children's targets and to comment on their progress. Parents appreciate the efforts that have been made to involve them more in their children's learning, but would like guidance on what is expected of pupils' learning as they move through the school and how well their children are achieving in comparison to these expectations. The school is developing a good range of workshops for parents, for example, about the different ways in which pupils learn.
25. The school is open and welcoming, for example, it encourages parents to stay with reception children at the beginning of the morning to make sure that they are settled. Voluntary help in school is valued by staff, as are the fundraising and social events organised by the *Friends of Redstart School*. Most parents support their children's learning well at home by hearing them read and helping them with homework activities. Apart from some occasional blips when staff are absent, parents say that the provision of homework is much improved since the last inspection.
26. The school has good, established links with local pre-school and nursery groups, which helps children to make a smooth transition into the reception classes. The school is pro-active in developing its links with the secondary school; for example, both schools are part of a community learning partnership. Good relationships with staff mean that pupils move easily on to secondary education and are well supported. The school makes good use of the community to extend pupils' learning, particularly for sports events and coaching. It welcomes students on work experience placements and encourages local groups to use its premises after school.

## LEADERSHIP AND MANAGEMENT

### The leadership and management are very good.

The leadership of the headteacher, the school leadership group and the curriculum leadership team is **very good**. The management is **very good**. The governance of the school is **unsatisfactory**, although there are many good elements.

### Main strengths and weaknesses

- The headteacher has a clear sense of purpose and high aspirations.
- The school leadership group and curriculum leadership team are both strong.
- The core subjects<sup>2</sup> are well led by the co-ordinators.
- The school improvement plan is well focussed on raising standards.
- Test results are thoroughly analysed.
- There is no performance management in place for support staff.
- Foundation subject<sup>3</sup> management is underdeveloped in subjects other than art and design.
- Governors do not meet all of their statutory responsibilities, especially in relation to health and safety.

### Commentary

27. The headteacher has a clear vision of where she wants the school to be. She has appointed key staff and introduced effective systems to raise standards in English, mathematics, science and ICT. She has built strong and effective leadership teams who are ably supporting her. All

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<sup>2</sup> English, mathematics and science

<sup>3</sup> Art and design, design and technology, geography, history, music and physical education

are hardworking, and have been successful in establishing a productive climate for learning and promoting inclusion throughout the school. They have set a strong base from which the school can develop further.

28. The school's emphasis has quite rightly been on developing the core subjects, and new co-ordinator appointments have been made to aid this process. Although some are very new in post, their knowledge and enthusiasm, together with work already started, are having a positive impact on teaching and learning. Shared group planning is ensuring equality of opportunity for all pupils and work is set at the appropriate level. Careful analysis of test results enables teachers to set appropriate but challenging targets and give extra support to groups of pupils where it is needed. The emphasis on core subjects has meant that the leadership role of foundation subject co-ordinators, particularly in terms of monitoring their subject, is less well developed, but the inspection team considers the school's priorities to be correct. Performance management for all teaching staff is well developed and proving to be effective in raising the quality of teaching and learning. Although the system is planned to be extended for support staff, this has yet to take place.
29. The school improvement plan is a well thought out document, which includes success criteria, persons responsible and costings. Raising standards in the core subjects is at the heart of the plan and is already showing results. The effectiveness of the governing body has improved considerably since the last inspection, and indeed since the appointment of the new headteacher. She encourages them to challenge and question rather than solely support. They now have some new members and a new chairman, and the whole governing body is enthusiastic to do their best for the school. They are keen to be proactive and have an input into the school's strategic development, sharing the headteacher's desire to make the school the best. They have made a good start in this direction, but still have much to do. The governing body fulfils its role effectively and successfully holds the school to account for the quality of education it provides. However, the school does not fully comply with its statutory requirements with regard to health and safety and, therefore, governance must be judged unsatisfactory against Ofsted's grading criteria.

**Financial information for the year April 2002 to March 2003**

Income and expenditure (£)		Balances (£)	
Total income	734,294	Balance from previous year	66,097
Total expenditure	745,591	Balance carried forward to the next	54,799
Expenditure per pupil	2,315		

30. Finances are managed extremely effectively by the school administrator, and all documentation is well maintained and easy to locate and follow. The school always seeks best value in its spending. Governors are kept well informed through monthly statements with annotated notes explaining all income and expenditure. This enables them to ensure that finances are kept in good order. The higher than usual carry forward from the last financial year was deliberate, and was planned to help with the provision of new computer facilities, and to enable the new headteacher to implement any new ideas. Finances allocated to staffing, accommodation and resources are all good and enable the effective teaching of the curriculum. The exception is the quantity of appropriate reading books, which is unsatisfactory.



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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision for children in the reception classes is **satisfactory**.

#### **Commentary**

31. Most children join the school after attending pre-school, so they are accustomed to working in groups. Consequently, the majority are working at levels expected for their age and are likely to reach most of the early learning goals within all six areas of learning. This represents satisfactory achievement for the vast majority of children. Previous strengths in teaching have been maintained. However, while teaching is good, the curriculum and accommodation are only satisfactory. Since the previous inspection when provision was judged to be good, national expectations of the curriculum for children in reception classes have changed in relation to the standards they are expected to achieve..

#### **Personal, social and emotional development**

Provision for personal and social development is **good**.

#### **Main strengths and weaknesses**

- Children with special educational needs are included very well in all activities.
- Teaching is good because teachers plan specifically to develop personal and social skills.
- Adults have good expectations that children will become increasingly independent.
- Opportunities for children to express their feelings and ideas are limited.

#### **Commentary**

32. Staff work sensitively and flexibly with children with special educational needs, helping them to join in with all the activities they can cope with. This benefits all children, who develop a good understanding and tolerance of people's differences. Because of good teamwork between teachers and assistants, children receive consistent messages about how to behave and most conform well. Additionally, teachers plan conscientiously to develop children's personal and social skills across the curriculum.
33. Lessons are carefully planned to give pupils' opportunities to work without direct adult supervision and already children are working well in these groups. However, because teachers are concerned to give children new information and extend their understanding, they sometimes miss opportunities for children to voice their ideas and feelings.

#### **Communication, language and literacy**

Provision for communication, language and literacy is **satisfactory**.

#### **Main strengths and weaknesses**

- Teachers plan carefully for different groups of children so they achieve well in lessons.
- Staff successfully promote children's interest in reading and writing.
- Restricted space in classrooms limits the range of activities and displays that support this area of learning.
- Opportunities to focus on individual children are sometimes missed.

## Commentary

34. Teachers use the National Literacy Strategy guidance for children at this age very sensibly. They plan a good balance of adult input and opportunities for children to work in small groups without direct adult intervention. All staff recognise the importance of setting a good example by speaking clearly to children and extending their vocabulary. They share suitable stories with children and successfully use these as a basis for several activities through the week. All adults have good relationships with children who, therefore, want to learn. Because of these strengths, and teachers planning well to modify activities for different groups of children, all children make good progress in lessons. This means that they all successfully increase their early reading and writing skills.
35. However, there are times when opportunities to develop children's speaking skills are missed. This may arise when teachers feel under pressure to cover their planned input, or when children are working without an adult. The team, which is new to working together, does not plan for an adult to circulate around groups of children offering comments, questions or vocabulary designed to extend learning for individual children. Similarly, the team does not use the two adjoining classrooms to overcome the difficulties of the accommodation and so broaden the choice of activities to support this area of learning.

## Mathematical development

Provision for mathematical development is **satisfactory**.

### Main strengths and weaknesses

- Good planning for using outside areas and for different groups of children means children learn well in lessons.
- Occasionally, opportunities for children to be actively involved in using mathematical ideas or language are missed.

## Commentary

36. This area of learning is affected by very similar strengths and weaknesses as communication, language and literacy. There are equal strengths in planning to meet the needs of different groups of children. Teachers have well-pitched expectations of children, which means that those with sufficient understanding begin to record numerals and calculations. Additionally, the resources used outside, such as chalks and the newly-acquired number mat, stimulate children's interest very effectively.
37. When they are teaching the whole class or working with a small group, teachers successfully help children to voice mathematical ideas. This means that children increasingly understand and use vocabulary, such as more, less and fewer. However, for the reasons already described in the communication, language and literacy section, there are also times when such opportunities are missed.

## Knowledge and understanding of the world

Provision for knowledge and understanding of the world is **satisfactory**.

### Main strengths and weaknesses

- Teachers plan well for activities that an adult is leading.
- Cramped classroom accommodation restricts opportunities for independent work.

## Commentary

38. Teaching and learning in lessons are good because teachers plan activities that link with other areas of learning and that are relevant to children. For example, during the inspection children made bread. Their understanding of the process was helped by it accompanying a story in which *The Little Red Hen* made bread. Because they were actively involved in combining the ingredients and observing them change when they were heated, this activity helped their early scientific enquiry. Adults gave children good opportunities to observe changes in the materials and to comment upon them. However, shortage of classroom space restricts the quantity of resources and displays for children to explore independently.

## Creative development

Provision for creative development is **satisfactory**.

### Mains strengths and weaknesses

- Adults ensure that children with special educational needs are fully included in creative activities.
- Lack of space means that children cannot select the full range of creative activities independently.

## Commentary

39. Adults work hard and sensitively to ensure that children with special educational needs take as full a part as possible in painting, music and role-play activities. However, the limited space has greatest impact on this area of learning. The co-ordinator for provision in the reception classes recognises the urgent need to reorganise the rooms so that children have regular independent access to paint, musical instruments and role-play props.

## Physical development

Provision for physical development is **satisfactory**.

### Main strengths and weaknesses

- Children have easy access to the school hall.
- Teachers do not plan to develop children's manipulative skills.
- The school has allocated substantial funds to develop outdoor provision.

## Commentary

40. Easy access to the school hall means children have sufficient opportunities to use a large space for movement activities, such as controlling a parachute. While there is sufficient outdoor space for children to use large wheeled equipment, the school recognises the value of developing the area for far greater use. The limitations of space and activities previously mentioned obviously mean children do not apply their manipulative skills fully in the widest possible range of activities. Similarly, there is no planning to ensure that children working independently have an adult keeping an eye on them to help them develop precise skills.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **satisfactory**.

#### Main strengths and weaknesses

- Standards in writing are below average at the end of Year 6.
- By the end of Year 2, standards in reading and writing are above average.
- Teaching is good and is having a positive impact on improving standards.
- The leadership and management of the newly-appointed co-ordinator are very good.
- Pupils in Years 5 and 6 feel that there are insufficient reading books and they do not like the recently introduced new format for their reading logs.

#### Commentary

41. Standards have improved significantly since the previous inspection, where the raising of standards in English was a key issue. In speaking and listening, standards have improved and are now above average in Year 6. Pupils listen well in lessons and are confident in answering and asking questions. Frequent opportunities for paired discussion provide good opportunities for pupils to develop their speaking and listening skills. In Year 2, standards in reading and writing are above average. Pupils read confidently and make good use of their knowledge of phonics (letter sounds) to read new and unfamiliar words. Many read with good expression. In writing, pupils use correct punctuation and standards of spelling are good. In Year 2, pupils enjoy writing for different purposes, including stories, captions and recording findings from science investigations.
42. In Year 6, standards in reading are average, with more-able pupils achieving above average standards. Pupils read confidently and with good expression. They talk confidently about the plot and characters in the stories they read and many give good reasons for choosing a favourite book and favourite author. Pupils' library skills are good and they know how to locate a specific book in the library. They understand and use effectively the contexts, index and glossary when researching key facts. Pupils are unhappy about the quantity and range of reading books, although this is currently being addressed by a forthcoming investment of £1,500 in new books. Pupils do not like their new reading logs because they just list the books read rather than providing activities, such as book reviews which they enjoyed doing previously.
43. In Year 6, standards in writing are below average because pupils have insufficient opportunities to write in depth. The school is currently not promoting a love of writing and there are very few displays of pupils' work in classrooms or whole-school areas. There are some good examples of poetry which are imaginative. Some of these have been presented carefully using word-processing skills. Teachers are not consistent in reinforcing expectations that pupils should use and apply their literacy skills in other subjects, especially in science.
44. Teaching is good and, in Key Stage 2, has improved since the previous inspection. Good teaching is having a positive impact on rapidly improving standards, especially in relation to the significant improvement in the achievement of girls. In addition, it contributes to the higher proportion of pupils achieving the higher Level 5 in national tests. Teaching of key skills is good, including the teaching of phonics. The teaching of grammar, punctuation and spelling is good in literacy lessons, although teachers do not consistently reinforce that these should be used when pupils write in other subjects. Pupils benefit from being given clear targets as to how to improve their work and an impressive feature of the school is that even the youngest pupils know their targets. In reading, teachers' records do not consistently analyse the strengths and weaknesses in pupils' reading, especially for pupils of below average ability. As a result, the

mistakes that pupils make are not addressed and there is a tendency for pupils to repeat the same mistakes.

45. The newly-appointed co-ordinator has a very good understanding of what is required for further improvement. Through an audit of the subject, she has produced a high-quality action plan, which identifies an immediate focus on reading, including the provision of additional books. For the spring term of 2004, writing will be the key focus, with an emphasis on promoting writing through whole-school displays of pupils' work. The co-ordinator's own teaching is of high quality and is a good role model for her colleagues. She has identified a clear need to monitor the consistency of teachers' marking and how successful pupils are in applying literacy skills, especially when writing in other subjects.

### **Language and literacy across the curriculum**

46. Pupils do not use and apply their literacy skills particularly well because teachers are inconsistent in reinforcing expectations that they should do so. In Years 5 and 6, in science, standards of spelling of key scientific vocabulary are poor. Pupils are stronger in their use of reading skills to research information from reference books and the Internet.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards have improved from well below average to above average at the end of Year 2 and average at the end of Year 6.
- The National Numeracy Strategy has been effectively implemented.
- Setting is helping teachers to match work to pupils' abilities.
- Shared planning ensures equality of opportunity.
- Detailed and thorough analysis of data influences planning and target setting.
- Springboard and Booster groups give extra support where needed.
- Teaching is good throughout the school.
- There is an inconsistency in marking.

### **Commentary**

47. There are above average standards at the end of Year 2 and average at the end of Year 6, with a good proportion of pupils reaching higher levels. Previous indications of under-achievement, particularly by girls, has been addressed and largely overcome. The planning and procedures that have recently been introduced to raise standards have only just begun to have an impact. However, they do place the school in a very good position to improve standards even further.
48. Lessons are now planned in line with National Numeracy Strategy recommendations. Teachers plan in teams to ensure consistency across year groups and across sets. The system of setting is working well in that teachers are ensuring that pupils of all ability are suitably challenged.
49. The school operates a system of regular testing, together with end-of-year tests. Results are analysed to find out precisely where pupils have strengths and weaknesses in their skills, knowledge and understanding. Planning then takes account of this to ensure that teaching is matching their needs. This information is also used to form groups of pupils for extra help, and records show that pupils benefit well from this.
50. Good teaching throughout the school is successful in motivating pupils. They work hard and remain on task. Individual target setting is another motivational strategy and a means of

assessing pupils' progress. ICT is used increasingly well as teachers and pupils get to know the capabilities of new technology. Marking is inconsistent. It ranges from very good, where work is regularly marked and constructive comments are made to help pupils improve, to work not being marked at all.

51. The recently appointed co-ordinator has a clear vision and action plan for the subject. The action plan is designed to carry on the effective work already started on raising standards, and the school is well placed to succeed.

### **Mathematics across the curriculum**

52. There is evidence of mathematics being used across the curriculum, but not always to help pupils to learn, as there are examples of poor practices being followed. For example, in science, pupils are constructing graphs with no title, and axes are not labelled.

### **SCIENCE**

Provision in science is **satisfactory**.

#### **Main strengths and weaknesses**

- Standards are below average at the end of Year 6.
- At the end of Year 2, standards are above average.
- Pupils show good skills in investigative and experimental science.
- In Years 5 and 6, pupils' use and application of literacy and numeracy skills are poor.

#### **Commentary**

53. Standards in science are improving, although they remain below average by the end of Year 6. Good teaching contributes to this improvement. The key issue from the previous inspection is being addressed and girls now achieve as well as boys in the national tests. In addition, the proportion of pupils achieving the higher Level 5 and above is increasing year on year. The main weakness in Years 5 and 6 is that pupils' recorded work in science is of poor quality. Spellings of key scientific words, such as materials and temperature, are often spelt incorrectly and are not corrected in teachers' marking. When drawing graphs to show results of experiments, pupils do not give graphs correct titles nor do they label the axes correctly. A number of pupils find it hard to interpret the information on the graph. These weaknesses relate to inconsistency in teaching, particularly in expectations of how pupils should present their work. In addition, in Years 5 and 6, two of the classes record work in exercise books whilst the third records on paper. This inconsistency does not reinforce expectations that high-quality presentation matters. However, in Years 3 to 6, there are strengths in the teaching of investigative and experimental science.
54. In Year 2, standards are above average because of good teaching and higher expectations of the use of literacy skills. Pupils have a good understanding of materials and their properties, including those which are natural or manufactured. Across the school, there are strengths in pupils' knowledge, skills and understanding in the investigative and experimental aspect of the subject. In Year 6, pupils know the importance of carrying out a fair test and the importance of variables when conducting experiments. From Year 1 onwards, pupils are encouraged to make predictions when investigating and in Years 1 to 4, there are higher expectations that pupils should present their findings in an acceptable way. In Years 1 and 2, there are high expectations that pupils should use rulers when they draw charts, tables and diagrams.
55. Leadership and management are good. The subject co-ordinator has produced a detailed action plan for the subject. However, in addition to her role as science co-ordinator, she is a member of the senior management team, the Foundation Stage co-ordinator and shares the

co-ordination for pupils with special educational needs. Currently, she has insufficient time to monitor teaching and learning in the subject, especially in looking at pupils' work in order to identify strengths and weaknesses.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **satisfactory**.

### **Main strengths and weaknesses**

- Since the appointment of the headteacher, there has been a significant improvement in the provision of hardware.
- Standards are above average in Year 2.
- Although improving, standards in Year 6 are below average.
- Teaching is good and contributes to rapidly improving standards.
- The leadership and management of the subject are very good.

### **Commentary**

56. Since the headteacher was appointed in January 2003, a total of £50,000 has been spent on providing the school with an ICT-Suite and each classroom with an interactive whiteboard. This investment now means that teachers have the resources with which to teach the subject effectively and that the school can teach the subject to the full requirements of the National Curriculum. The new resources linked to good teaching are having an immediate and positive effect on improving standards.
57. Standards in Year 2 are above average because of very good teaching and very high expectations of what pupils can achieve. Pupils are quick and confident in logging on and know how to locate previously saved files. They show good skills in the use of the mouse and to 'click and drag' on the screen. They are confident in combining text and clip art to produce captions. In Year 6, standards are below average because of significant gaps in pupils' previous learning. Despite the school's extra teaching for these pupils, it is unlikely that they will be able to catch up with missed learning in order to reach national expectations. However, pupils in Years 3 to 5 are working at levels expected. The school is making very good progress in raising standards in Year 6, which was a key issue from the previous inspection.
58. Teaching is good because teachers are confident and have strong subject knowledge. Lessons in the ICT-Suite are of high quality and enable pupils to make good progress in learning key skills. However, the lack of a facility in the ICT-Suite to demonstrate and explain key points does present a barrier to teaching and learning in some lessons. In classrooms, teachers, as they grow in confidence, make good use of the interactive whiteboard for explanation and demonstrations, especially at the start of lessons. Such explanations capture the interest and attention of pupils who, in turn, are increasingly confident in going to the front and using the interactive whiteboards themselves. Teachers make very good use of their personal ICT skills to prepare work for their pupils, including planning and good-quality worksheets.
59. The newly-appointed co-ordinator provides very good leadership and management. He is enthusiastic and dedicated to bringing about significant further improvement in teaching, learning and the standards achieved. His high-quality action plan addresses these issues, with a strong focus on further in-service training for teachers in order to maximise the use of the school's impressive resources. The co-ordinator's own teaching is of high quality and is a good role model for his colleagues.

## Information and communication technology across the curriculum

60. In the past, pupils have had insufficient opportunities to use and apply their skills. However, each class now has part of one literacy and one numeracy lesson each week with dedicated time in the ICT-Suite. As a result, pupils' skills in ICT skills to support their learning in literacy and numeracy are improving. Pupils make increasingly good use of the Internet to carry out research in science, history and geography.

## HUMANITIES

The inspection focused on religious education. Nevertheless, evidence demonstrates that the school plans the full **geography and history** curriculum. There are strengths in the extent to which teachers plan to use ICT in geography lessons or for pupils' independent research. The school enriches the history curriculum suitably with special events such as 'Victorian' or 'evacuee' days. Parents appreciate the firm plans to increase the number and range of special events.

### Religious education

The provision for religious education is **satisfactory**.

### Main strengths and weaknesses

- Standards in Year 6 are below expectations in one aspect of the subject.
- The subject co-ordinator teaches the subject very well.

### Commentary

61. During the inspection, most teaching was good but most lessons dealt with factual information about religions. Teachers provide good explanations of Bible stories and pose questions skilfully to develop pupils' understanding. They are well aware that pupils in Year 6 do not reach the expected level of posing questions about human experiences as set in the locally agreed syllabus. This is because the subject has not been given priority recently and this aspect of the subject is not planned for as consistently as the factual element. Recent co-ordinators and the newly appointed co-ordinator appreciate the need to make sure that teachers plan to give this equal attention.
62. The subject leader teaches very effectively, inspiring pupils and using dynamic teaching methods. During the inspection, her lesson gave pupils very good opportunities to link the Christian Parable of the Sower with their own behaviour. The co-ordinator has rightly identified that the curriculum for religious education would be enriched and pupils' learning enhanced by a more regular and wider programme of visits and visitors. This reflects parents' views.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

### Art and design

Provision in art and design is good.

### Main strengths and weaknesses

- Standards are above average throughout the school.
- High standards have been maintained.
- The teaching of the co-ordinator in the upper years is very good.
- Some staff lack confidence to teach art.
- Planning has been improved.
- The quality of display enhances the learning environment.



## Commentary

63. Art was considered a strength of the school in the last inspection. Since then, a great deal of time and effort has been directed towards raising standards in the core subjects. It is therefore to the great credit of the co-ordinator that art has maintained its status in the school and standards have remained high.
64. Teaching is good, but ranges from satisfactory to good in Key Stage 1 and in Key Stage 2 from satisfactory to very good. The main difference in lessons is the knowledge, understanding and flair of the teachers. In the co-ordinator's very good lesson, his enthusiasm for the subject was transferred to the pupils, who then made very good progress. All pupils were challenged and they worked hard to achieve the lesson objectives. Much of the other teaching, whilst satisfactory, lacks the confidence to allow pupils to experiment with media and methods.
65. The art curriculum was good at the time of the last inspection. However, the co-ordinator is not content to stand still, and has strengthened the curriculum further by ensuring a more cohesive approach, with skills being taught progressively, greater reference to key words, and a basic assessment scheme. This has become part of the improved lesson planning. The art room has been temporarily unavailable, which has hindered some groups. This is soon to be remedied and classes will once again be encouraged to use this facility. The co-ordinator is very competent and enthusiastic about the subject, and has plans to continue with the development of teaching and learning. Displays of art work throughout the school have a beneficial impact on the learning environment and show what pupils can achieve.
66. **Design and technology** is taught in half termly topics that alternate with art. This half term is for art and design, so it was not possible to see any design and technology lessons. Evidence gained from the analysis of teachers' files indicates a detailed scheme of work, which shows a clear progression of skills and knowledge to be taught. It shows that pupils will experience work with a balanced range of materials, including food. There is plenty of equipment to enable the subject to be taught effectively. Photographic evidence shows that pupils' work is at least a satisfactory standard. The co-ordinator has worked hard to implement the subject's action plan and there has been a considerable improvement since the last inspection. Future improvement has correctly been identified as:
- to plan different work for pupils of different ability, including challenging more-able pupils;
  - to develop and implement recording and assessment procedures;
  - to develop the use of the computer for control of electric circuits.
67. There was insufficient work seen or heard in **music** to make a definite judgement on standards and provision. Singing in assembly, and pupils responding to the register by singing, indicates that singing in the school is good. There is evidence that the confidence of some teachers to teach the subject is low, and that training and help are needed. The school was without a co-ordinator last year, but one has now just been appointed. She is well aware that the subject has taken a back seat and is keen to raise the profile of music in the school.
68. **Physical education** was not a focus of the inspection, and insufficient work was seen to make a judgement on standards and provision. Since the last inspection, the scheme of work has been revised and all National Curriculum requirements are covered. Assessment is being developed and trialled. All teachers are now aware of the importance of pupils being active in lessons. There is good provision of extra-curricular activities, with pupils taking part in a range of tournaments against other schools.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

## **Personal, social and health education**

Provision for personal, social and health education is **satisfactory**.

### **Commentary**

69. The school recognises the need to revitalise this aspect of the curriculum and is doing so with sensible caution. In the recent past, this subject has been neglected. However, since the arrival of the new headteacher, staff have recognised its value and the need to plan for it as a subject in its own right as well as linking it to other subjects, such as religious education. There are now regular times each week for classes to discuss issues related to aspirations, behaviour, motivation and society. The school and class councils provide pupils with good opportunities to take responsibility and the co-ordinator is keen to develop this aspect of the curriculum further. Under the new headteacher's guidance, staff have a growing appreciation of the value of personal, social and health education in enhancing pupils' self-esteem and its contribution to raising standards.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	5
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	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	5
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).*

