

INSPECTION REPORT

ST LAWRENCE PRIMARY SCHOOL

Effingham

LEA area: Surrey

Unique reference number: 124951

Headteacher: Mr D Gibbs

Lead inspector: Mr D Wynford-Jones

Dates of inspection: 14-17 June 2004

Inspection number: 265340

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:	211
School address:	Lower Road Effingham Leatherhead Surrey
Postcode:	KT24 5JP
Telephone number:	01372 452870
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Appropriate authority:	Governing body
Name of chair of governors:	Mr B Draper

Date of previous inspection: 2-5 November 1998

CHARACTERISTICS OF THE SCHOOL

St Lawrence Primary School is a popular and oversubscribed school. Originally built in 1863 the school has been extended on several occasions. The latest extension was in 2001. Approximately 211 pupils aged 4-11 attend the school. There are roughly equal numbers of boys and girls. The number of pupils attending the school has increased steadily over the last five years. Some of the growth reflects the change of status from a First School to a Primary School in 1993. The size of the school is similar to the average primary school. About 70 per cent of the pupils live within the immediate locality of the school; the remainder travel from nearby villages. The level of pupil mobility is high compared to the national average. Approximately 25 per cent of the pupils left or have joined the school in the last year, with more joining than leaving. The percentage of pupils eligible for free school meals is low in comparison to the national figure. When pupils start school, the range of their attainment is wide, although the overall level is above average. Very few of the pupils are from minority ethnic backgrounds and all are fluent in speaking the English language. A small number of Traveller children attend the school. Forty pupils are on the school's register for special educational needs; four have statements of special educational needs. The percentage of pupils on the special educational needs register and the number of pupils with statements is above the national average. Attendance is better than is typical nationally. The school received the national School Achievement Award for the standards pupils achieved in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23138	Mr D Wynford-Jones	Lead inspector	Mathematics Science Citizenship Geography History Physical education Religious education
9619	Mr R Miller	Lay inspector	
19774	Mrs M Docherty	Team inspector	English Information and communication technology Art and design Design and technology Music Foundation Stage Special educational needs English as an additional language

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	33

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a satisfactory and improving school that provides satisfactory value for money. The standards attained in Years 2 and 6 are above average in English and mathematics and average in science. Pupils make satisfactory progress during their time at the school. Their achievement is satisfactory. Teaching and learning are satisfactory. School leadership, management and governance are satisfactory overall. The school is well placed to improve further.

The school's main strengths and weaknesses are

The leadership of the headteacher promotes a positive ethos which supports inclusion¹ well.

- Teaching is satisfactory overall with some good teaching and good relationships in all classes.
- Pupils' mathematical, speaking and listening skills are promoted well throughout the school.
- Assessment procedures are not sufficiently thorough and are not implemented consistently.
- Systems for monitoring and evaluating the quality of teaching and pupils' standards are not rigorous enough. There is an imbalance in the allocation of time to some subjects.
- Provision for pupils with special educational needs is good.
- The school makes best use of the accommodation but some is unsatisfactory.
- Pupils' attendance, attitudes and behaviour are good.
- Pupils' moral and social development is very good.
- Provision for pupils' care welfare, health and safety is good.
- Extra-curricular activities enhance provision. There are good links with parents and other schools.

The school has made satisfactory progress since the last inspection. The change in status from first school to a primary has resulted in an increase in the numbers on roll. The improved accommodation has had a positive impact on the quality of provision. Standards in reading, writing and mathematics in Year 2 are better than they were at the time of the last inspection. The current Year 2 pupils are attaining higher standards than those in the previous two years when too few pupils gained Level 3. In Year 6, current standards are above average in English and mathematics and average science. Standards have improved each year although it is unlikely that as many of this Year 6 cohort will achieve the higher Level 5 in English and science as did so last year. Since the appointment of the headteacher in May 2002, provision for information and communication technology has improved. The other key issues have been implemented satisfactorily but now they require consolidation and rigorous monitoring. The headteacher and the senior teacher are working well together and have produced a good draft development plan to make further improvements.

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	B	C
mathematics	A	A	B	C

¹ Inclusion refers to meeting the needs of all pupils, regardless of their gender, ability or background.

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

Achievement is satisfactory overall. By the end of the Reception class, almost all children are likely to attain or exceed the national goals for early learning. They make good progress in speaking and listening skills and in their personal development. The 2003 test results in Year 2 were above the national average in reading, average in writing and well above average in mathematics. They were as good as similar schools in reading and mathematics but lower in writing. Too few pupils attained the higher Level 3 in writing and in science. Several pupils underachieved. This year's results in Year 2 show significant improvements in writing and science. The under performance in Year 2 for the last two years has been successfully remedied. Pupils' achievements in Years 2, 3 and 4 are now satisfactory. Pupils' achievement overall is satisfactory in Year 6. Improvement in the Year 6 test results over the last five years is broadly in line with the national trend. There are now no significant differences in the rates of progress in the different year groups. However, pupils throughout the school have not achieved as well in science as they have in English and mathematics. Pupils' personal development **is good**. Their moral and social development **is very good**. Their spiritual and cultural development **is satisfactory**. Pupils' behaviour, attitudes and attendance are good.

QUALITY OF EDUCATION

The quality of education including teaching and pupils' learning is satisfactory overall. In Years 1 and 2, the quality of teaching is good. Some good teaching was observed in all classes. Members of the support staff contribute well to pupils' learning. Teachers plan their work in detail, but assessment procedures to support pupils' learning are not fully in place and they are not provided with sufficient guidance about what they should learn next. Hence, pupils only make satisfactory progress. There are some weaknesses in the teaching of science and religious education. Provision for pupils with special educational needs is good and they achieve well. The curriculum is satisfactory. Teachers have planned additional time to teach literacy and numeracy resulting in higher standards in these subjects. There is an imbalance in the amount of time devoted to some non-core subjects. Good use is made of extra-curricular activities and educational visits to enhance the pupils' learning. The care of pupils is good. They are contributing well to school development through the School Council. Good links exist amongst parents and other schools. The good relationships and the warm friendly atmosphere within the school provide a secure environment which promotes learning.

LEADERSHIP AND MANAGEMENT

Leadership and management by the headteacher, senior staff and subject leaders are satisfactory. The leadership of the headteacher is satisfactory with many good features. He has a clear overview and a positive approach. Day to day management is good. The atmosphere is calm and the school runs smoothly. However, systems for monitoring and evaluating the quality of teaching, the curriculum, and the standards pupils achieve are not sufficiently well developed. The school has recognised this and included these aspects in a detailed school improvement plan. Governance is satisfactory. The governing body is very supportive of the school. Governors are proud of the school's achievements and are committed to securing additional accommodation to enable the curriculum to be taught more effectively but they do not hold the school sufficiently to account for its standards.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are supportive of the school. They appreciate the approachability of the headteacher and the standards pupils achieve; that their children like school and are making progress. They also expressed concerns about the accommodation and the impact upon learning. Inspection evidence confirms this and that further improvements are needed. Outdoor provision for Foundation Stage children is unsatisfactory. Pupils have positive views of their school and speak highly about their teachers. They think they are making progress and behave well.

IMPROVEMENTS NEEDED

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

- Develop the skills of monitoring and evaluation, especially for teaching and standards.
- Develop assessment procedures to inform curriculum planning.
- Improve outdoor provision for the Foundation Stage children.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is **satisfactory** throughout the school. Standards achieved within the school are **above average**. In the Foundation Stage the vast majority of children are on track to meet or exceed the national goals for early learning by the end of the Reception year. In the Foundation Stage, the overall standards are well above average in personal, social and emotional development and in communication, language and literacy; they are above average in all of the other areas of learning. In Year 2, standards in reading and mathematics are above average and average in writing and science. Standards in Year 6 are above average in English and mathematics and average in science. Standards in information and communication technology are above average in Year 2 and average in Year 6. The achievement of pupils with special educational needs is good. The achievement of other groups is satisfactory.

Main strengths and weaknesses

- In Year 6, standards are above average in English and mathematics.
- Standards in Year 2 are much higher than the last two years in writing and science.
- Pupils with special educational needs, English as an additional language and Travellers make at least satisfactory progress; their achievement is good.
- Standards in science and religious education are not high enough.

Commentary

1. The majority of children enter the Reception class with levels of attainment above those that are typical for their age. They settle into the routines of the Reception class quickly and are confident learners. Progress in communication, language and literacy is good, reflecting the strong emphasis placed on this area in teaching and learning. Progress in personal, social and emotional development and music within creative development are also good. By the end of the Reception year, most children are likely to have made satisfactory progress in the other areas of learning and to have attained or exceeded the early learning goals.² Their achievement is good in personal, social and emotional development and in communication, language and literacy, and is satisfactory in the other areas of learning. In Years 1 and 2, pupils make satisfactory progress in reading and mathematics but only just satisfactory progress in their writing and in science. Pupils' knowledge and use of information and communication technology is developing well, particularly in Year 2, where standards in information and communication technology are good. Pupils use the interactive white board with confidence. Overall, achievement is satisfactory. In Years 3 to 6, pupils make satisfactory progress in English, mathematics and science. Progress in information and communication technology is satisfactory. Achievement is satisfactory.

² The early learning goals are nationally agreed benchmarks for assessing children's skills, knowledge and understanding at the end of their Reception year. The six areas of learning for which early learning goals are set are personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development; creative development.

2. Pupils with special educational needs, pupils for whom English is an additional language and Travellers make satisfactory, and sometimes good, progress. The good teaching and the good additional support provided in classrooms means that these pupils achieve well. They have the confidence to take part in all classroom activities and work in small groups. Effective use is made of specific targets in pupils' individual education plans to help them develop strategies to tackle their learning needs. The achievement of gifted and talented pupils in mathematics and physical education is satisfactory but there are weaknesses in the provision in English and not all pupils achieve their full potential. There are no significant differences in the overall performance of boys and girls or other groups of pupils at any age.
3. The results of the Year 6 national tests in 2003 were above the national average in English, mathematics and science. When compared to similar schools, the results were similar in English and mathematics but below in science. Overall, the school performed above all schools nationally and in line with similar schools. Although the results were slightly lower than in 2002, the pupils, based on their Year 2 National Tests results, made good progress in Years 3 - 6. Overall, they achieved satisfactorily.

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

Standards in:	School results	National results
English	28.1 (29.9)	26.8 (27.0)
mathematics	28.1 (29.3)	26.8 (26.7)
science	29.4 (28.8)	28.6 (28.3)

There were 28 pupils in the year group. Figures in brackets are for the previous year

4. The results of the Year 2 national tests in 2003 were above the national average in reading, well above average in mathematics and average in writing. The results were comparable to similar schools in reading and mathematics but were not as good in writing. Some pupils underachieved in writing as too few achieved Level 3 in 2002 and in 2003. These pupils, currently in Years 3 and 4 have made good progress as a result of higher teacher expectations and greater consistency in teaching. They are working at a reasonable level and their achievement is now satisfactory. Standards in the current Year 2 are much higher and a reasonable number of pupils are working at Level 3. Pupil's achievement in Year 2 in writing is now broadly satisfactory.

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

Standards in:	School results	National results
reading	16.9 (16.0)	15.7 (15.8)
writing	14.5 (12.7)	14.6 (14.4)
mathematics	17.5 (15.6)	16.3 (16.5)

There were 29 pupils in the year group. Figures in brackets are for the previous year

5. Teachers' assessments in 2003 indicated that overall standards in science were above the national average but not as good as similar schools. All pupils achieved Level 2, which put the results for Level 2 in the top five per cent of schools nationally; however, only one pupil attained the higher Level 3 which was well below all schools nationally and similar schools. There was significant underachievement in the Year 2 science standards

in 2002 and 2003. The results for 2004 are much better and the percentage of pupils attaining Level 3 in writing and science is now similar to the national average. Pupils' achievement in science is broadly satisfactory. The pupils currently in Years 3 and 4 have made reasonable progress. Although they are working at the nationally expected levels some are still not achieving their full potential.

6. No judgments were made on standards and achievement in history, geography, music, design and technology, and art and design. Standards in physical education are average and achievement is satisfactory.
7. The most significant factors in the pupils' attainment of above average standards are the consistency of quality teaching, the good contributions of the teaching assistants, the emphasis placed on supporting those pupils with special educational needs, English as an additional language and Travellers, and the good attitudes to work including the contribution of regular homework.

Pupils' attitudes, values and other personal qualities

Attendance is good and punctuality is very good. Pupils' attitudes are good and behaviour is good. The overall provision for pupils' spiritual, moral, social and cultural development is good.

Main strengths and weaknesses

- Clear principles are established in school and this enables pupils to distinguish right from wrong.
- Pupils show great interest in school life and the range of activities provided.
- Pupils take seriously their responsibilities of living in a community.
- Pupils' enjoy freedom from bullying, racism and other forms of harassment, grow in confidence, and most have very high self-esteem.
- Self-knowledge, spiritual awareness, and the appreciation by the pupils of different cultural traditions are in need of further development.
- Not all lessons stimulate a desire to learn in the pupils.

Commentary

8. The attendance rate at the school has remained above the national average for the past three years. There have been no exclusions in the past academic year.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.7	School data	0.1
National data	5.4	National data	0.4

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

9. Pupils say they enjoy school and like the teaching and get help when they have difficulty with their work. Most members of staff have confidence in their approach and do not lower their expectations of their pupils. They act as good role models. This enables pupils to distinguish right from wrong and understand what is acceptable and unacceptable in

terms of attitudes and behaviour. This makes a valuable contribution to their moral development.

10. Behaviour in and around the school is good and is particularly good in the Reception class. Pupils say incidents of bullying are rare and when they do occur the school is quick to deal with them. They say that the school is a racially harmonious community where they take opportunities to look after those younger than they are and help each other in lessons. They appreciate the friendly ethos of the school where all pupils are valued and included. This is helping their own personal development and ensuring they grow into confident young people with high self-esteem.
11. Very good moral development is fostered well through clear rules and reminders of why the pupils should consider the needs of others. The provision for the pupils' social development is very good. Pupils are able to work successfully as a member of a group or team and they show great respect for other people, living things and the environment. The older pupils in particular, are ready, willing and able to exercise responsibility and leadership when called upon to do so. Provision for pupils' spiritual and cultural development is underdeveloped. The school provides some opportunities for pupils to explore values and beliefs of others, through religious education. However, there are insufficient occasions offered to pupils for them to experience and appreciate moments of beauty and mystery; through music and art for example. Assemblies do not sufficiently encourage time for reflection on themes connected with human feelings, emotions and deeper issues.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **satisfactory** quality of education for all its pupils. Teaching is **satisfactory**. Good teaching was observed in all classes. Pupils with special educational needs are supported well. The use of assessment is good in the Foundation Stage, and satisfactory in Years 1 to 6. Overall, the curriculum is satisfactory, but there are weaknesses in Years 1 to 6. The curriculum is enhanced by a good range of extra curricular activities. Pupils are making satisfactory progress overall, their achievement is satisfactory.

Teaching and learning

The quality of teaching and learning is satisfactory overall. It is good in Years 1 and 2. Assessment is good in the Foundation Stage and satisfactory in Years 1 to 6.

Main strengths and weaknesses

- Teachers promote pupils speaking and listening skills well in most subjects.
- The teaching of pupils with special educational needs and Travellers is good. Learning support assistants contribute significantly to all pupils' learning.
- Teachers insist on high standards of behaviour; they encourage and engage their pupils well. Pupils' apply themselves to their work and are keen to learn.
- Assessment procedures in Years 1 - 6 are not rigorous or consistent enough.
- Pupils do not always know or understand how they can improve their work.

Commentary

Summary of teaching observed during the inspection in 41 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0 %)	2 (5%)	23 (56%)	16 (39%)	0 (0%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

12. Teaching and learning are satisfactory overall. Some good teaching was observed in all classes, and most of the satisfactory lessons contained elements of good teaching. There are no significant variations in the overall quality of teaching and learning across the school. However, in the Years 1 and 2, teaching was generally of a higher standard. Teachers are implementing the literacy and numeracy strategies well and provide good support to pupils with special educational needs, Travellers and those with English as an additional language. Teaching assistants and volunteer helpers are used well, particularly to support the teaching of literacy and numeracy.

13. At the last inspection teaching was judged to be good and eight out of ten lessons were taught to a good or better standard. During this inspection, the percentage of good or better lessons has fallen slightly but there were unsatisfactory lessons at the last inspection but none during this inspection. Progress in improving the quality of teaching and learning since the last inspection is satisfactory. However, there is insufficient monitoring and evaluating of the quality of teaching by senior management and co-ordinators to ensure that the good practice is promoted and consolidated across the school.

14. Teachers' subject knowledge is satisfactory overall. In literacy and numeracy it is good and teachers are now promoting this knowledge in other subjects, such as design and technology and geography. Teachers collaborate and share their subject expertise, for example in information and communication technology. This approach is having a positive impact on the quality of teaching and in improving the richness of the curriculum offered to the pupils. A particular strength is the way in which the teachers engage the pupils in speaking and listening activities and the way in which they are developing the pupils' awareness, knowledge and understanding of subject specific vocabulary. This approach is evident in all lessons.

15. Teachers plan their lessons in detail, and in most lessons include tasks matched to pupils' different levels of ability and attainment. Learning objectives are clearly identified and, in the majority of lessons, shared with the pupils. However, some learning objectives are too broad and lack a sharp focus. Often they are not followed up during or at the end of the lesson or in teachers' marking of the pupils' work. Consequently, the vast majority of pupils only make satisfactory progress overall as they are not always clear about what they are learning, or how their learning can be applied and what they have to do to improve.

16. The quality of teachers' questioning is good in most lessons. Teachers ask a wide range of open-ended questions and challenge their pupils with supplementary questioning. Specific pupils are targeted to ensure they have understood the concepts. Teachers encourage the pupils to work independently and collaboratively and, where appropriate, to use the 'buddy' or 'partner' strategy to discuss solutions, particularly in the mathematics lessons.

17. The good relationship between teachers and pupils promotes good behaviour and encourages pupils' positive attitudes to work. This has a significant impact upon standards, as the pupils want to please their teachers by working hard. Teachers are good role models and organise lessons effectively. This results in a good working atmosphere in most lessons and a positive approach to learning by the pupils. They are keen to follow up their work in school and undertake homework on a regular basis. This makes a satisfactory contribution to learning.
18. The school has made some changes to improve assessment since the last inspection. While many strategies are in place for Years 1 to 6, particularly in core subjects, the assessment procedures are not implemented consistently or with sufficient rigour to ensure that pupils know and understand what they have to do to improve. In the Foundation Stage assessment procedures are good and are used well to respond to individual pupils' needs, particularly those pupils who potentially have special educational needs. The school plans to develop the role of subject co-ordinators to undertake and monitor assessments in their respective subjects.
19. Although the teachers mark pupils' work regularly, the quality of the marking is unsatisfactory. Teachers' comments are often restricted to praise, and seldom offer constructive comments on how pupils might improve their work. Comments are not linked to the learning objectives. As a result, some pupils do not know how well they are doing and what they must do to improve. Some work is left unmarked.
20. Pupils are given a range of nationally recognised tests, for example, the optional Year 3, 4 and 5 tests, in addition to the statutory Year 2 and Year 6 national tests. However, the results are not analysed in enough depth, particularly in science, to identify clearly the strengths and the areas of weakness in the delivery of the curriculum and in pupils' learning. The school is aware of the need to undertake an in-depth analysis of the results and individual pupils' performance, and has included this in the school development plan. The school is developing a reasonable system for recording the pupils' test results. There are satisfactory plans in place to upgrade the current system of using information and communication technology to record pupil assessments.
21. Assessment information is being used satisfactorily to set non-statutory targets for the end of Year 2 national tests in reading, writing and mathematics, and the statutory targets in English and mathematics for the end of Year 6. Non-statutory targets are set for science for Year 6 but not for Year 2. The targets set for Years 2 and 6 are reasonably challenging.
22. Assessment procedures for pupils with special educational needs are good. Individual educational plans are appropriate and reviewed thoroughly. As a result pupils with special educational needs make good progress. The school is in the process of drawing up the criteria for the identification of gifted and talented pupils. Appropriate support is provided for the more able and gifted pupils in mathematics and physical education.

The curriculum

The curriculum for pupils in Years 1 to 6 is **satisfactory** overall. Learning is enriched by a good range of extra-curricular activities. The curriculum for the Foundation Stage is generally good, particularly for personal, social and emotional development, communication, language

and literacy, and aspects of creative development. It is unsatisfactory for physical development because children do not have enough opportunity for physical challenge in the outdoor provision. Accommodation and learning resources are unsatisfactory overall.

Main strengths and weaknesses

- The curriculum is planned to meet statutory requirements and includes religious education, personal, social and health education, and citizenship.
- Good support is provided by the learning support assistants who help most pupils, including those with special educational needs, to achieve the lesson objectives or targets in their individual education plans.
- There are too few multi-cultural resources to help pupils become informed members of a multi-cultural community.
- Accommodation for children in the Foundation Stage is unsatisfactory because there is no appropriate outdoor provision to support spontaneous adventurous play or to challenge pupils physically.

Commentary

23. The curriculum for pupils in Years 1 to 6 includes religious education, personal, social and health education and a civic award programme. It is planned to meet statutory requirements for all subjects, but a recent focus on mathematics, English, science and information and communication technology has meant that other subjects are not taught in sufficient depth. The school does not monitor the curriculum rigorously enough to make sure that all subjects are taught and assessed at an appropriate level. The curriculum is enriched by particular events, for example design and technology/science/art focused weeks, which allow pupils to explore ideas within a specific subject. Pupils are given the opportunity to meet the national target of 25 metres for swimming, although the majority exceed this and are involved in award schemes for swimming beyond the requirements of the National Curriculum. Statutory requirements with respect to sex and relationship education and drugs awareness are met. The National Literacy and Numeracy Strategies are implemented effectively and support planning for each attainment target in mathematics and English. There has been some linking of subjects to enhance pupils' learning, and this will be extended this summer, when the school reviews the structure of the curriculum in the light of advice from the nationally approved primary strategy Excellence and Enjoyment. Information and communication technology is used well in some classes, allowing pupils not only to build up skills, but to use information and communication technology capability in other subjects.
24. The Foundation Stage curriculum is well planned, with a strong emphasis on personal, social and emotional development, communication, language and literacy, and music, and often areas of learning are linked together. The curriculum for physical development is affected by the poor provision of designated outdoor play space and poor use of the space available.
25. All pupils, including those with special educational needs, Travellers and those with English as an additional language have access to broadly the same curriculum. Additional members of staff help lower attaining pupils to achieve the lessons' objectives and achieve the standards of which they are capable. Individual education plans provide a satisfactory guide to the special provision. There is effective deployment of teaching assistants, some of whom are well trained and qualified to boost pupils' performance in

literacy and numeracy in particular. There is a register of gifted and talented pupils who are offered some opportunity to work at higher levels through the deployment of expert staff. Such support has not yet been identified for those gifted in language and literacy. Higher attaining pupils, however, do not have an opportunity within the general curriculum to work more independently to follow personal interests or additional research beyond the focus of the lessons. This limits the achievement of this group of pupils.

26. The general curriculum is enriched by a range of additional opportunities, including residential and other educational visits linked to the topics pupils are studying. The school has also occasional visiting artists and musicians who contribute to pupils' curriculum opportunity. These, however, are too infrequent to raise the general cultural awareness, which was viewed as a shortcoming at the last inspection and it has not improved. The curriculum does not reflect sufficiently the contribution of black and ethnic minority people in all areas of human endeavour. Teachers and other providers run after-school clubs, for example drama, French, art, mathematics, and chess. Pupils have good opportunities to participate in sport, for example, football, cricket, and athletics.
27. The school is well staffed, with a good mix of teachers who have a range of expertise in different subject areas, for example, in music and information and communication technology. Teachers have some opportunity to share good practice informally, but this aspect needs to be planned more formally to exploit it more fully. There are sufficient support staff with the correct qualification and understanding to meet the needs of the curriculum and contribute to the assessment of pupils with whom they work.
28. Accommodation is unsatisfactory overall. The school has not undertaken substantial re-decoration in recent years. This means that it looks rather uncared for and in need of refurbishment. Some aspects of the building, for example the windows which open outwards and one teaching base, are hazardous. The Reception accommodation is inadequate because it does not offer children the opportunity for more adventurous and spontaneous outdoor play, which is an important part of the nationally agreed Foundation Stage curriculum. However, the recent building extension, linking the two buildings together has provided a much needed additional classroom, secretary's office and reception area, special educational needs room and an entrance hall. This has enhanced the accommodation significantly and enabled teachers to deliver the curriculum more effectively.

Care, guidance and support

The provision for pupils' care, welfare, health and safety are **good**. The provision of support, advice and guidance based on monitoring are satisfactory. Procedures for gathering pupils' views are good.

Main strengths and weaknesses

- The School Council provides a valuable opportunity for pupils to be involved in school improvement.
- Induction³ arrangements for new pupils are good.

³ Induction refers to the arrangements for receiving pupils new to the school, helping them to settle and make friends.

- Procedures to ensure pupils' work in a safe and healthy environment are in need of development.
- There are good and trusting relationships between most staff and most pupils.

Commentary

29. This is a caring and friendly school where teachers and support staff know their pupils well. Parents are happy with the care given to their children and consider the inclusive family ethos a major strength of the school.
30. Pupils, including those with special educational needs, Travellers and those for whom English is an additional language are well supported by the good relationships that exist. Pupils feel that members of staff treat them fairly and with respect. The induction process for new pupils is of a high quality and leads to most pupils being able to settle quickly into school routines.
31. Statutory requirements relating to child protection and health and safety are in place and some provision is made for those users who have disabilities. However, parts of the school building are in need of repair, replacement and refurbishment. Other matters concerning health and safety were drawn to the attention of the school during the inspection. Child protection procedures are secure. The policy is implemented effectively and is in line with that of local childcare procedures.
32. The school considers pupils' views mostly through the School Council. Pupils approve of this and say they are valued, listened to, and that their views are taken seriously.

Partnership with parents, other schools and the community

The school has a **good** partnership with parents. It has **satisfactory** links with the community and **good** links with other schools and colleges.

Main strengths and weaknesses

- Parents are very satisfied with the school and with what it provides.
- Information to parents is good overall but a few communications lack sufficient detail.
- The school continues to develop links in the local community.
- The good links with other schools ensure pupils transfer happily into their next stage of education and also help to enhance the curriculum.
- Procedures to ensure satisfaction and to deal with any concerns or complaints are very good.

Commentary

33. Parents are very satisfied with the work of the school. They say their children enjoy school and that the teachers are friendly and accessible. Parents agree that their children are expected to work hard. Parents consider the school to be well led and managed and agree that it runs smoothly. They like the fact that the members of staff, including the headteacher, are available at the beginning and end of the school day. This ensures that any worries or concerns that they might have are speedily and effectively dealt with.

34. The end-of-year progress report sometimes lack targets for improvement in English, mathematics and science. There is insufficient information in reporting the other subjects of the curriculum in terms of what a child knows, understands, and can or cannot do. The school prospectus lacks absence rate details. Parents' views are sought on certain matters but there are no formal regular arrangements in place for them to be consulted on school improvement. The school recognises the need to address these concerns
35. The school has some involvement with the local community through the Friends' Association. Pupils visit the local church and other places of interest. The older pupils travel further afield for a residential visit. The school has recognised that it needs to be more outward looking in engaging local groups to come, use the schools facilities, and engage businesses to support what the school does. Visitors to the school include representatives from, the library service and National Children's Home.
36. Links with other schools in the area are good and serve to raise awareness of issues relating to the pupils before they transfer to secondary school and in identifying those children coming into the Foundation Stage from pre-school groups. Older pupils visit the local secondary school to use their information and communication technology and library facilities and younger pupils have attended science workshops with other local primary schools. This is much approved of by both pupils and parents alike, and is having a positive effect on the pupils' attainment.

LEADERSHIP AND MANAGEMENT

The leadership, management and governance of the school are **satisfactory**. The leadership of the headteacher is satisfactory with good features. The leadership of other key staff is satisfactory. The management by the headteacher and key staff is satisfactory overall. Governance is satisfactory.

Main strengths and weaknesses

- The leadership by the headteacher promotes a positive ethos which supports inclusion well.
- A good school development plan which focuses on the key areas for improvement.
- The school is orderly and operates well and there is a calm atmosphere.
- There is a lack of rigour in monitoring the quality of teaching, learning and the balance of the curriculum.
- Assessment procedures have not been firmly established within the school.

Commentary

37. The headteacher has a clear overview for the development of the school. Much work has been done to develop positive relationships with parents and to create a team committed to raising standards and providing pupils with a good education. The headteacher and senior staff provide good role models for staff and pupils. They promote the inclusive ethos of the school well. All groups of pupils are made welcome. This contributes much to the pupils' social development and prepares them for living in the wider community. Many of the subject co-ordinators have recently assumed responsibility for their subjects and have a good understanding of what they have to do to develop their respective roles as co-ordinators. This includes monitoring and evaluating the quality of teachers' planning and teaching, pupils' learning and the development of assessment within their subject

area. The school is well placed to develop the roles of the senior management team and the co-ordinators in order to achieve higher standards.

38. Management is satisfactory and the school is an orderly establishment. The headteacher and senior teacher work together effectively to ensure the school operates in a calm, purposeful and methodical manner. The school secretaries provide a re-assuring and welcoming presence for pupils and visitors alike.
39. The quality of school development plan is good. Its priorities are based on a good understanding of the strengths and weaknesses of the school and focuses on improving standards. The actions are appropriate and success criteria clear. Appropriate references are made to finances and cost analysis.
40. Arrangements for performance management⁴ are satisfactory. The outcomes have been used to support teachers in their professional development and to help to raise the standards achieved by the pupils. Arrangements for the induction of new staff are good. The recently revised staff handbook provides new and supply staff with useful basic information. Links with other primary schools and the local secondary school are good and make a good contribution to the pupils' learning. Year 6 visits to the secondary school to use the information and communication technology suite ensures they are learning the appropriate skills and are being well prepared for their transfer to secondary school.
41. However, the senior management team and co-ordinators are not sufficiently rigorous in monitoring the quality of teaching and learning, or the balance of the curriculum, and in ensuring that assessment procedures are rigorous and implemented consistently. As a result, there are inconsistencies in practice and in curriculum provision within the school. For example, some teachers do not allocate sufficient time to teach some subjects. The good practice evident in many lessons is not being built on to ensure that pupils are offered consistency of approach and that they make good progress throughout the school. The school is aware of these shortcomings and plans to review the organisation and delivery of the curriculum.
42. The governance of the school is satisfactory. All statutory requirements are met. Governors are committed to, and supportive of, the school. They are proud of the school's achievements and are committed to securing additional accommodation to enable the curriculum to be taught more effectively. Several governors spend a considerable amount of time working as volunteers in the classrooms. The governors provide reasonable challenge but are not fully aware of the strengths and areas for development within the school and do not hold the school sufficiently to account for its actions. The governors are aware of the school development plan and some were involved in its drafting. Governors are keen to promote an inclusive education for the pupils and have supported the provision of special education well. Appropriate consideration has been given to promote race equality and for those with disabilities. The governors are aware of the need to further develop provision for gifted and talented pupils.

⁴ Performance management refers to the arrangements for evaluating and improving the work of teachers and other members of staff.

43. The school and the governors monitor the financial expenditure well. The bursar is very efficient and ensures that the principles of best value are applied satisfactorily. There are very good systems in place to ensure that accurate records of projected and actual expenditure are maintained. Although the expenditure per pupil is above average, the school provides satisfactory value for money.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	575,861
Total expenditure	551,603
Expenditure per pupil	3,048

Balances (£)	
Balance from previous year	78,559
Balance carried forward to the next	24,258

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision is **satisfactory** overall, although it is very good for communication, language and literacy, and good for personal, social and emotional development.

Main strengths and weaknesses:

- There is a strong emphasis on developing the early skills of speaking and listening, reading and writing.
- Good planning and thorough assessments support children at different levels of attainment.
- The provision for physical development is constrained by limited accommodation and resources.
- The provision for music is good because of the expertise of the class teacher.
- Support for children with special educational needs is good.

Commentary

44. The majority of children enter the Reception class with levels of attainment above those expected for their age. They settle into the routines of the Reception class quickly and are confident learners, making satisfactory progress overall. Progress in communication, language and literacy is good, reflecting the strong emphasis placed on this area in teaching and learning. Progress in personal, social and emotional development and music within creative development are also good, again reflecting the priority given to these areas and the expertise of the teacher. The provision for children to learn through physical activities outdoors is narrow in range and constrained by shortcomings in resources and accommodation. Most of the children are on course to attain the national goals for early learning goals in all areas and some are likely to exceed them, which indicates satisfactory achievement overall from the above average attainment on entry.
45. Teaching is satisfactory overall, though good in personal, social, and emotional development, communication, language and literacy, and music. Teaching is strongest when it is direct and shared by large groups or the whole class. The teacher introduces new ideas well and uses very good resources, which allow children to have good opportunities to be fully involved and to understand new learning well. Occasionally resources are inappropriate. For example, when introducing the story of 'The Secret Letter', the book was too small to allow children to use the linguistic and pictorial cues as the story unfolded. In this lesson, however, good questioning allowed pupils to speculate about who sent the letter. Occasionally, the size of the group of children is rather too big to introduce complex ideas with enough depth and involvement and to check children's understanding. For example, when classifying self-addressed letters by village, the children were too crowded together for staff to direct their attention to the postcode or the name of the village. This activity would have benefited from a large-scale map of the neighbourhood on which to display the particular envelopes as they were identified and to allow children to revisit the ideas in smaller groups.

46. Accommodation in the Foundation Stage is unsatisfactory and not enough action has been taken to ensure that all Reception children have enough opportunity to enjoy the full range of physical experiences and to take part in spontaneous and adventurous outdoor play. Insufficient attention has been given to maximising the space in the Reception classroom by reducing the amount of resources currently stored there. This has an impact on children's movement around the room and also reduces learning opportunities because it could be used more efficiently for additional role-play areas or tabletop work to allow children to follow a line of interest independently.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**, so that children achieve very well and many exceed the early learning goals. Standards are well above average overall.

Main strengths and weaknesses

- Children's attitudes to learning are good.
- Children form good relationships with adults and classmates.
- The quality of teaching and learning is good.
- Children are given clear guidelines for acceptable behaviour.

Commentary

47. Children in Reception are very confident and work happily on tasks on their own or together. They contribute well to class activities and are alert to new ideas, for example, noticing when grouped together in their home villages, the common postcode in each group. Children confidently talk about what they are doing, or raise questions, knowing that their teacher and other staff will value their efforts and praise them.
48. Children work together harmoniously, helping each other, sharing new ideas, and playing well together, for example in the "Sycamore post office", where they adopt conventional and appropriate language over the post office counter and confidently offer services to new customers. They worked together well. For example, around the sand tray they listened carefully to each other's ideas, contributed to a "dinosaur drama", where they built on each other's ideas with confidence and mutual approval.
49. Teaching and learning are good. Planning supports personal and social development across all areas of learning. Children are encouraged to listen carefully to each other and collaborate on tasks when appropriate.
50. All members of staff encourage children to understand the rules and boundaries of behaviour. They use positive but gentle and assertive approaches, which allow time for reflection and are invariably successful. Children have golden rules which they understand and can signal their own achievement, for example in being considerate and kind to others with a golden sun award. Misbehaviour is also identified, which helps children take responsibility for their own conduct and take action to improve it when necessary.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**, so that children achieve well, with many exceeding the early learning goals. Standards overall are well above average.

Main strengths and weaknesses

- There are many opportunities for children to develop speaking and listening skills so that they communicate very effectively.
- Teaching puts a strong emphasis on speaking and reading and writing skills.

Commentary

51. The children make good progress and achieve well. The majority have attained the expected goals and many have exceeded them. This is because there is a very strong emphasis on this area of learning and the quality of teaching and learning is good. Effective planning ensures that communication, language and literacy are identified strongly in all areas of learning. Children make good progress, developing good speaking and listening skills. They are happy to talk about what they are doing and to challenge ideas with confidence. For example, when asked why the wet sand could not be poured through a sieve they acknowledged its limitations with good judgement and also explained the qualities of wet sand for making shapes and patterns by showing that it could be pressed through the sieve.
52. The teacher uses good open questions well to help children develop language generally and also to reinforce the particular language of the topic, which this half-term is “the postal service”. Children use vocabulary linked to the topic with confidence in answering questions and in their role-play. The rather cramped classroom limits opportunities for further role-play outside the topic focus, which reduces the more spontaneous and imaginative talk in domestic or fantasy play.
53. Teaching concentrates strongly on early literacy skills, which are very well taught. Every opportunity is offered for children to read and write. The post office role-play area stimulates children to read stories like “Postman Pat” and to write letters to each other. Throughout the day children are encouraged to listen to and read stories in the book area. The teacher uses shared reading activities well, drawing children’s attention to visual clues and asking open questions to help children predict what might happen next. Children rise to the challenges well and are highly imaginative when answering questions. Most children recognise the sounds at the beginning and end of words and recognise letters and a good number of words, and higher attaining children are writing simple texts for class books, to caption pictures or to sequence a story. In one reading session, children became completely absorbed in the books they were reading, some choosing class-made books from previous topics or well loved stories. Others listened to stories in the book-corner with obvious pleasure, turning over the pages of the book as the story progressed. Here was a group of children who really enjoyed reading and could concentrate for some time on this activity.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Good opportunities for mathematical development are built across all areas of learning.

- The current “postal service” topic provides good opportunity for mathematical development.

Commentary

54. Achievement is satisfactory. Nearly all children are on course to attain the national goals for early learning in mathematics by the end of the school year and a significant number have exceeded them. Standards overall are above average. Almost all children recognise numbers and can count a set of objects and solve simple addition and subtraction problems practically, and, in some instances, mentally. Children are developing good strategies for mathematical calculation. For example, they know when a number is odd or even and explain that when numbers can be paired without any left over the number is even. Some children can recognise two-dimensional shapes, describing attributes with appropriate language and accuracy. In the post office they can recognise square and oblong envelopes and the three-dimensional shapes of a range of parcels which need to be posted.
55. The postal service topic offers many opportunities for mathematical development, for example, in classifying the shapes of envelopes, putting them into groups in the post office sorting office, and comparing numbers of letters to be delivered to different villages. Having brought self-addressed envelopes from home, the children are helped to understand the significance of the postcodes and how these numbers give information which helps the letters arrive at the correct destinations.
56. Children use their mathematical knowledge well in other areas of learning. For instance in their art work on Kandinsky they used tissue paper cut into two-dimensional shapes to create artistic effects by overlapping them on a painted background. Work in books indicates that children are using their mathematical knowledge in a range of activities, for example, by measuring the length of ribbons and snakes and using the appropriate language of comparison. They order sequences in life-cycles of plants and animals, using time connectives like “first” and “then” with confidence. Children enjoy number rhymes and songs, for example with numbers reducing by one as the song unfolds.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **satisfactory**. Many children achieve the early learning goals and some exceed them after starting from above average levels on entry. This is an improved picture from the last inspection. Standards overall are above average.

Main strengths and weaknesses

- There is a good range of learning opportunities for children to understand the natural world and their local environment.
- Children use everyday technology and information and communication technology to support their learning.

Commentary

57. Children enjoy a range of experiences which helps them find out about the world around them and their local environment. Work in books demonstrates the many experiences the

children have had across the school year to explore the natural world and their local environment. They dress up warmly for winter walks, enjoy many weather-watching activities, and walk in the local environment, collecting specimens like autumn leaves and seeds to examine in the classroom. They grow beans and record their growth on a chart. They study the direction of the wind through blowing bubbles. Children also bake cakes to see how heat changes the raw ingredients.

58. Work on display shows that children are learning about life-cycles, for example of the ladybird. In this topic they have come to understand the interdependence of animals in the natural world. For example, that the ladybirds lay their eggs near aphids, which the larvae will eat when they emerge. Each stage of the life-cycle is recorded on a large attractive wall display, with captions to describe the process. Children enjoy talking about the ladybird picture and use the appropriate terms, like “larvae”, “pupae” and “mini-beasts”. This work is displayed at too great a height for children to revisit the learning and re-read the captions. While display space is limited, for such an important piece of learning every effort needs to be made to have it at eye-level.
59. Children know a good deal about the postal service and the journey letters take from the pillar box to their destinations. Through discussion and a variety of activities they know how the postal service is financed, how letters are carried to far away places in different vehicles, and the mechanics of sorting letters by their postcode. They are introduced to field-study research by useful home-work tasks, for example drawing pictures of their local post box, indicating that some are classic round pillar boxes and others are holes in walls or attached to posts. The children’s drawings demonstrate that they are noticing important details, for example which king or queen was on the throne when the post box was made, through the “VR”, “GR” or “ER” logo on each box. They recorded their findings in well executed sketches, some using a digital camera for additional information. They also brought self-addressed envelopes from home to contribute to the resources of their “Sycamore class post office”.
60. Children construct models and structures with a range of media, for example designing a village in duplo, with a clear purpose in mind, and demonstrating the ability to assemble the structure to meet its purpose.

PHYSICAL DEVELOPMENT

Provision in physical development is generally **satisfactory**.

Main strengths and weaknesses

- The planned curriculum promotes satisfactory achievement overall.
- Lack of appropriate outdoor accommodation reduces opportunity for the more physically challenging activities and spontaneous adventurous play.

Commentary

61. Children are given opportunities to develop physical skills through timetabled physical education lessons using the hall and this is why the provision is satisfactory overall. However, the children do not have an adequate designated Reception class play area. The paved area outside the classroom is too small to offer a broad enough range of activities which children can carry out spontaneously. There is very limited climbing

apparatus to help children develop confidence in large movements like climbing, balancing, travelling along different circuits or developing an awareness of space. Such skills-work is confined to time-tabled hall lessons. Opportunities for spontaneous and adventurous play are not possible.

62. Finer movements, such as holding and using writing, painting and cutting equipment, are well supported in the range of activities provided. Children use pencils and hold them effectively to form recognisable and well shaped letters. They also demonstrate good dexterity in a range of tasks, for example, matching two-dimensional shapes in a tessellated pattern on the carpet or gluing and painting delicate tissue paper to achieve a Kandinsky-like design.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**, and good in music.

Main strengths and weaknesses

- Good opportunities to enjoy songs and music making are planned across all areas of learning.
- Good opportunities for preparing and applying a range of media for artistic effect are built in to the school day.
- There are limited opportunities for role-play outside the class topic because of limitations of space.

Commentary

63. Children enjoy singing and music making across all areas of learning and benefit from very good teaching. Singing skills develop well, and children extend their knowledge of high and low sounds and melody because the teacher has a good voice and exploits every opportunity to help children build up their own skills. For example, in registration the teacher sings out the names and a greeting, with a different melody for each child, and the children echo a response, using the same melody, intonation and pitch, achieving high standards. Children enjoy making music spontaneously with untuned percussion instruments, and demonstrate a good knowledge of rhythm as they clap and use body movements when singing in the playground.
64. Children are given good opportunities to paint and draw and use a range of media to create an artistic effect. Displays indicate imaginative use of resources, for example using beans and seeds to create patterns. During the inspection children studied the work of Kandinsky and Klee and used tissue paper shapes and paint-wash to create a similar effect. Children recorded work using paper sculpture, three-dimensional modelling and collage, for example to produce the life cycle of the ladybird.
65. The class post office gives children good opportunity for imaginative role-play and for demonstrating from personal experience an awareness of the conventional language and behaviour commonly found in real post offices. Limited space in the classroom reduces opportunities for children to role-play in other settings, for example domestic or fantasy, though through dressing up they are able to transform themselves to other worlds.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**. While standards are above expected levels in reading and writing, achievement is satisfactory because the pupils start from an above average level of attainment on entry to the school. The quality of teaching is satisfactory overall, with some good and very good teaching. The level of challenge for higher attaining pupils is an area of concern.

Main strengths and weaknesses

- Standards are above average and pupils' achievement is satisfactory.
- Writing standards have improved in Year 2.
- Teaching does not sufficiently challenge the most able.

Commentary

66. Standards in the 2003 tests in Year 2 were above the national average in reading and average in writing. When compared with similar schools however, standards were similar in reading but much lower in writing. In reading, 97 per cent of pupils attained the nationally expected level, including 31 per cent who exceeded it. This is well above average. In writing, while 90 per cent attained the expected level, only three per cent of pupils exceeded this. Since pupils begin in Year 1 with standards above expected levels, this represents unsatisfactory achievement in writing.
67. Current standards for reading and writing are above average in Years 2 and 6. The improvement in writing in Year 2 is due to very good teaching as well as a higher percentage of pupils with the potential to attain expected levels. In Year 6, whilst standards are above average, fewer pupils are working at the higher Level 5. This is partly due to the lack of challenge for the more able.
68. The majority of pupils make satisfactory progress in reading from above average levels of attainment at the beginning of Year 1. In Year 2, they read with good expression and accuracy and are able to identify the main points from the text they are reading. In one lesson they looked at how a non-fiction reference book was organised, with lists of key vocabulary, illustrations, and text, from which questions were raised. Using texts where some words were deliberately hidden from view, pupils were able to identify the hidden words, demonstrating good ability to choose not only the right word but the appropriate type of word, whether verb, adjective, noun or adverb. They refined their choices, moving from over-simplified "people" to the more precise "passengers" because of their good understanding of what they were reading. They enjoyed learning new and interesting vocabulary like "stalagmite" and "stalactite", and worked hard to find answers for the questions posed on each page. The teacher made very good use of information and communication technology resources to project an image of a double page spread of the focus book. In this way she was able to draw pupils' attention to the detail, spelling, grammar, and punctuation, as well as demonstrating how meaning can be inferred from a range of clues. Because of this, pupils with special educational needs were very well supported, and the lesson was very inclusive. Higher attaining pupils were able to demonstrate good inference skills.

69. In Year 6 pupils read with confidence from a number of texts in English lessons but also in other subjects of the curriculum. They can appraise with good judgement an author's work and see, for example, how authors can reset a traditional fairy story to bring humour to its reading. In "After Ever Happily", the poet told the traditional story back to front. Pupils studied its construction and understood the skill demonstrated by moving away from the more conventional pattern.
70. In writing, standards are above average in Years 2 and 6. This suggests satisfactory achievement overall, but an improved picture for writing in Year 2. For example, pupils write with confidence in lively and generally interesting ways. They use good techniques ("SUDDENLY!") and personal asides ("but the funniest thing was...") to engage the reader, as good writers do. More able pupils used more sophisticated approaches to build up drama and repetition to emphasise, for example "really, really, really big". Spelling indicates a satisfactory standard, with pupils using phonics to help them select from spelling options. While they sometimes made errors, for example "cumftiball" for "comfortable", such miscues indicate a growing awareness of the possibilities. Teaching does not appear to provide spelling strategies to help the pupils when they try to write unfamiliar words. Current standards in Year 6 are above average, with a significant percentage exceeding expected levels, though fewer than in 2003. Work in books indicates that pupils are writing more interesting and complex sentence with appropriate punctuation. Pupils are given the opportunity to practise their writing skills beyond the literacy lessons, with a strong emphasis on the importance of choosing an appropriate style for specific purposes and audience. Pupils demonstrate an awareness of the importance of engaging the interest of the reader and often start their stories with imaginative sentences.
71. Teaching is satisfactory overall, although good, and sometimes very good teaching was observed, particularly when information and communication technology resources were used to enhance learning. Planning draws on the National Literacy Strategy guidance, with appropriate focus on word, sentence, and text level work. Good support is provided for lower attaining pupils and those with special educational needs because members of staff are well prepared and know how to help pupils make progress and achieve the lesson's learning objective. Good opportunities for speaking and listening in groups are built into every lesson, allowing pupils to be fully involved in their learning and helping them contribute with confidence to whole-class discussion. Some teachers indicate clearly through target-setting what pupils need to do to improve, and others offer guidance on how to check their writing to make sure it is of a high standard and meets teachers' expectation for overall presentation, punctuation, spelling, and grammar. Such support allows pupils to take responsibility for improved standards. Marking in some books is also of a high standard, which allows pupils to understand what progress they have made and also what they can do to raise their level of achievement. These teaching strategies are very effective but are not consistently demonstrated in each year group. In Years 1 and 2 such strategies are well applied and are having an impact on overall standards. Inconsistencies in daily assessment and expectations are reducing the overall quality of teaching. Occasionally teachers do not allow pupils to take enough initiative in lessons, for example, in reading a key text or writing up ideas as discussions proceed. In some classes, the layout of the tables in straight lines, rather than in clusters, makes it difficult for teachers and pupils to move around the classroom and for the teachers to work with groups of pupils.

72. The literacy co-ordinator was absent during the inspection, but the leadership has identified a number of good strategies to support the school's key task of raising standards, particularly for the more able. For example, pupils are given additional opportunity to write outside the literacy hour, to practise learned skills in "publishing books" or for corridor displays. Writing is emphasised across other subjects of the curriculum with good effect. For example, in their work in history, pupils in Year 5, challenged Cortes to explain his destruction of the Aztec culture or wrote diary extracts as if from one of the conquistadors. They drew on their knowledge of historical facts to write with appropriate detail, and on their knowledge of writing styles to choose the appropriate format. Information and communication technology is used well in classes where resources are available. The interactive whiteboard particularly offers great scope for teaching literacy skills and classroom computers for writing composition and research skills. A good system has been introduced into the library which assists pupils in researching information and enables teachers to track how the pupils are using the library. However, priority has not been given to monitoring the quality of teaching and learning in order to share good practice and to ensure that the pupils are making good progress.

Language and literacy across the curriculum

73. Curriculum planning includes a good range of speaking and listening opportunities in lessons. Pupils discuss ideas before feeding back as a group to the rest of the class. This enables a fuller involvement of all pupils and also allows the less experienced to rehearse ideas before writing them in their books. There are satisfactory opportunities for developing writing skills in other subjects of the curriculum.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are above average at the end of Years 2 and 6.
- There is good teaching in all classes.
- Pupils in several classes use information and communication technology to support their work.
- There is a strong focus on developing pupils' numeracy skills.
- Pupils' work is not marked with sufficient rigour.

Commentary

74. Standards in the 2003 tests in Year 6 were above the national average and in line with similar schools. The results in 2003 were lower than in 2002 but represents good progress compared to their performance in 1999 when in Year 2. In Year 2, the results in 2003 were well above the national average and comparable with similar schools. The percentage of pupils attaining the higher Level 3 was well above the national average and above that in similar schools. Pupils' overall achievement was satisfactory given the above average level of attainment on entry to school.
75. Current standards in Years 2 and 6 are above average. In Year 2, the vast majority of pupils are working at or above the expected level for their age. Approximately one third of

the year group are working at the higher Level 3. The consistently good teaching, together with the effective use of the interactive white board, is enabling these pupils to achieve well. In Year 6, overall standards are above the nationally expected levels. Approximately 90 per cent of the pupils are attaining or exceeding the nationally expected level. Some pupils, particularly the more able, are being challenged effectively and are achieving high standards. Analysis of individual pupils' performance data indicates that these pupils have made satisfactory progress during their time at school and their achievement is satisfactory.

76. Good teaching is evident in all classes. Teachers are implementing the National Numeracy Strategy well and are beginning to ensure that mathematical skills are consolidated through other subjects. There is a strong focus on developing pupils' numerical and investigative skills and the development and the correct use of mathematical vocabulary. However, pupils' knowledge of shape, space and measures and their ability to interpret questions, although taught to an acceptable standard, are not as well developed. The pupils' speaking and listening skills are being developed well in most lessons. Teachers are using open-ended questioning techniques effectively and frequently challenge pupils with good supplementary questions, for example, pupils were asked to explain how they had calculated their answer and if they could think of any alternative strategy for obtaining the answer. Teachers are making better use of information and communication technology to promote pupils' learning in mathematics. Pupils in Year 2 use the interactive whiteboard with confidence and enjoyment. Effective links are being developed with the secondary school when pupils visit and use the information and communication technology suite to support their learning in mathematics.
77. Good use is being made of a number of techniques advocated by the National Numeracy Strategy. For example, individual dry wipe board, "follow me" cards, and discussions with a partner. However, insufficient use is made of counting sticks and blank number lines to aid the pupils' understanding and ability to calculate numbers.
78. Teachers mark pupils work on a regular basis and frequently include complimentary comments. However, there are few developmental remarks and pupils are often unclear about what they have to do to improve. Some teachers' expectations on the presentation of pupils' work is too low. There is a strong commitment to educational inclusion and boys and girls of all abilities and backgrounds are effectively supported and achieve satisfactorily. The warm relationships established by the teachers are resulting in good behaviour and attitudes to work. Pupils of all abilities work together well; they discuss their work sensibly in pairs or groups, and appreciate each other's contributions and efforts.
79. The leadership and management of the subject are satisfactory. The co-ordinator has a satisfactory overview of provision within the school and a clear view of how the role can be developed. This includes the further monitoring and evaluation of teaching and learning and the analysis of test results.

Mathematics across the curriculum

80. Pupils are applying their mathematical skills satisfactorily in many other subjects. For example, in science to draw graphs, in art and design to experiment with shapes, and in design and technology for estimating and measuring. Mathematical vocabulary is

promoted well in many lessons. The school is rightly planning to place more emphasis on developing and promoting mathematical skills through other subjects.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils' investigative skills and subject vocabulary are being developed well.
- There are significant improvements in standards by the end of Year 2.
- There is good coverage of the National Curriculum requirements in the main but a few strands are not covered in sufficient depth.
- The role of the co-ordinator is underdeveloped.

Commentary

81. In the 2003 national tests and tasks, the school's results were above the national average in Years 2 and 6 but were not as good as similar schools. This can be attributed to too few pupils in Year 2 gaining the higher Level 3 and a relatively large group of pupils with learning difficulties in Year 6. The percentage of pupils in Year 6 attaining the higher Level 5 was in line with similar schools.
82. Although standards in Year 2, for the last two years, were above the national average overall, too few pupils attained the higher Level 3. This represented significant underachievement by many Year 2 pupils during this period. However, there have been marked improvements in standards this year and more pupils are working at the higher level. Pupils in the current Year 3 and 4 classes, as a result of focused and structured teaching, have made good progress. Their achievement is now satisfactory. Scrutiny of the current Year 6 pupils' work indicates that overall standards are above average but too few pupils are working at the higher Level 5. However, when the results are analysed against their Year 2 teacher assessments, all pupils have made at least satisfactory progress over the last four years. Although higher standards could be attained in both Year 2 and Year 6, pupil achievement is now satisfactory throughout the school. There is no significant difference in the performance of boys and girls.
83. Teaching is satisfactory. Teachers ensure that there is generally good coverage of National Curriculum requirements although in a small number of classes a few aspects of the curriculum are not taught in sufficient depth. Teachers are developing pupils' investigative skills well and use questioning skills effectively. They provide opportunities for the pupils to develop their speaking and listening skills and to broaden their use and knowledge of scientific vocabulary. However, teacher expectations are not sufficiently high when pupils are recording their work. Although a framework has been produced to enable pupils to follow a scientific format for the presentation of their work, it is not implemented with the same degree of rigour in all classes. The quality of marking is frequently unsatisfactory and pupils do not know what they have to do to improve their work. Pupils' literacy and numeracy skills are used to good effect, particularly in Year 6, and pupils in Year 2 are using their information and communication technology skills well to support their learning.

84. The role of the co-ordinator is at an early stage of development. She has recently returned from a lengthy period of absence and has not yet regained a comprehensive overview of standards or the quality of teaching. No analysis has been undertaken on the strengths and weaknesses within the curriculum, test results or scrutiny of pupils' work. However, the co-ordinator is well aware that these are areas for development. The school has set realistic targets for Year 6, but no science targets have been set for Year 2.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**. There has been satisfactory improvement since the previous inspection.

Main strengths and weaknesses

- Subject leadership is good.
- The application of information and communication technology across the curriculum is good.
- There are insufficient resources to allow teachers to implement the programme of study in full, particularly where accommodation is insufficient to provide a computer suite.

Commentary

85. Pupils' achievement is satisfactory and standards are average. This is an improvement from the last inspection when a lack of resources and a lack of teacher competence in the subject affected the overall provision and the standards attained. The school has implemented a broader programme of study, and pupils' knowledge and skills encompass a wider range of information and communication technology applications across the curriculum. For example, in Year 1 pupils controlled a simple floor robot by programming it to move in a set sequence, and in Year 5 pupils used information and communication technology to provide a background of electronic sounds for their musical composition inspired by Gustav Holst's "Planet Suite".
86. Standards in Year 2 are better than are found typically because of good teaching, enhanced by the use of an interactive whiteboard, which teachers and pupils use to good effect. Pupils are confident in their use of the computer keyboard and mouse. They can log on, find a named programme within a menu, and use onscreen cues correctly. They also print and save their work. Most pupils can use a simple word processor, including the space bar, shift key, delete, and some punctuation keys.
87. No information and communication technology lesson was observed in Year 6. However, in other subjects across the curriculum these pupils demonstrate an ability to use the word processing programme independently, whilst modifying and editing texts. They can create and import images into a text to enhance overall presentation. They are able to research simple factual information from the internet, and the school ensures safe use of this system. They can use a search engine to find information.
88. There were several lessons where information and communication technology was used well. It enhanced the learning opportunities and utilised pupils' skills and previous knowledge to develop their understanding further. In these lessons pupils achieved well because good teaching ensured that they understood the different applications and how they might be harnessed to improve their learning in different subjects. Pupils with special

educational needs also achieved well, not only because there was adult help to support them, but also because information and communication technology resources helped them access learning more successfully. In most lessons which involved the use of information and communication technology, teachers gave clear explanations and ensured effective integration of the information and communication technology activity with the subject learning. There is a good level of expertise among the staff and a strong co-ordinator to support less experienced teachers and to help them to plan effective lessons. Teachers demonstrate and explain very carefully, and the questions they ask are targeted appropriately to help pupils at different levels of experience to make good progress. Less able pupils are supported by classroom assistants who give careful and more detailed step-by-step explanations of the processes.

89. The subject is well led by a co-ordinator who has expertise and very good teaching skills. She has produced a strategic action plan to develop the subject further. The only interactive whiteboard in the school is made available to teachers by an exchange of classrooms. This is an unsatisfactory state of affairs, particularly as the school cannot provide a computer suite for whole-class teaching. The school is building up its resource by acquiring laptop computers for pupils as well as teachers, but governors need to speed up this process to ensure that there are sufficient resources available to implement the programmes of study for information and communication technology effectively.
90. Information and communication technology was used effectively in music and literacy. For example in Year 2, pupils recorded their new learning and teachers assessed their progress towards a particular learning objective. The co-ordinator needs to monitor curriculum outcomes more rigorously to ensure that agreed record-keeping is maintained by every class teacher. Thus, pupils' progress could be checked and support provided for less than confident pupils. Planning for the future development of the subject is appropriate and is a strong feature of the leadership. The plans focus on developing the use of lap top computers and establishing interactive white boards in other classes.

Information and communication technology across the curriculum

91. Information and communication technology is used well across the curriculum. Its use in a significant number of lessons enhanced learning through whole-class demonstration and individual and paired work.

HUMANITIES

92. In humanities, work was sampled in **history** and **geography**. Three lessons were observed in geography and none in history. These subjects were not the focus of the inspection. It is therefore not possible to form an overall judgement about provision. Provision in **Religious Education** is only just satisfactory.
93. In the **geography** lessons, the teaching was satisfactory overall, and in one lesson the teaching was very good. In this lesson, effective use was made of the interactive whiteboard which enabled the teacher to bring the lesson alive and to challenge and consolidate the pupils' knowledge and understanding. In all lessons the teachers promoted pupils' speaking and listening skills well and encouraged the correct use of geographical vocabulary. The pupils worked hard and achieved satisfactorily. Pupils with special educational needs are supported well by the learning support assistants. Scrutiny of pupils' work and teachers' planning indicates that pupils will achieve at least the expected standards in Years 2 and 6. Good use is made of trips and extended visits to support the curriculum. During these visits good cross- curricular links were made.
94. The requirements of the National Curriculum for **history** are being met. No direct teaching or learning was observed. Judgements are based on work sampling, scrutiny of curriculum planning, displays and discussions with the co-ordinator, and pupils. There is evidence to show that pupils are making satisfactory progress in their knowledge of historical events and that they are likely to achieve the expected level in Year 6. They are developing their information and communication technology skills to support their learning and they are beginning to reinforce and apply their writing skills in their work. Visits to places of interest make a good contribution to developing the pupils' knowledge, skills and understanding and make a satisfactory contribution to pupils' social and cultural development.
95. The responsibility for the co-ordination of history and geography curriculum has only recently been transferred to the enthusiastic co-ordinator. A good start has been made on reviewing and evaluating the schedule for teaching the different topics in geography. Draft plans have been drawn up which will enable the teachers to deliver the geography curriculum with a better balance.
96. The co-ordinator now plans to undertake a similar review with the history curriculum. The school recognises the need to further develop the co-ordinator's role. Currently there are too few opportunities for the co-ordinator to monitor standards of teaching and learning or to offer advice to other members of staff.
97. The use of assessment is underdeveloped and does not provide teachers with a clear understanding of the skills and knowledge the pupils have achieved. Teachers do not mark the pupils' work with sufficient rigour and rarely identify in the marking what the pupils have to do to improve.

Religious education

Provision for religious education is **only just satisfactory**.

Main strengths and weakness

- Pupils are encouraged to apply their learning to their every day lives.
- The co-ordinator has good subject knowledge but the role is underdeveloped.
- There is too little monitoring of the quality of teaching and learning.
- The amount of pupils' written work is limited.

Commentary

98. The analysis of pupils' work, discussions with the pupils and staff, and lesson observations, indicate that the standards in Year 6 are broadly in line with those expected by the locally Agreed Syllabus. This is similar to the situation at the time of the last inspection.
99. In Year 6, the majority of pupils have developed a reasonable understanding of the patterns of the natural world and how they relate to the creation stories associated with the major religions; for example, Christianity, Islam, and Hinduism. Younger pupils demonstrate an appropriate understanding of Bible stories and are developing a good understanding of Christianity and Judaism. In a Year 1 lesson, pupils were able to identify a number of acts of celebration, for example, Christmas, Eid, Shebbat and link them to the different faiths.
100. Pupils are encouraged to share their knowledge and understanding of different religions and to show respect for religions other than their own. They develop their speaking skills well during the lessons and listen carefully to each other.
101. The leadership and management of the subject require improvement. The co-ordinator has good subject knowledge but is not monitoring the quality of teaching, pupils' work and standards. In too many classes the amount of work recorded is insufficient and is of too low a standard. In some classes not enough time is devoted to the teaching of religious education and some teachers' expectations on the quality of work are not high enough. Marking in some classes is unsatisfactory. Procedures for assessing and recording the pupils' achievements are not in-place. The co-ordinator has recently returned from a lengthy period of absence and is aware of what needs to be developed. There are appropriate links with local churches.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No judgements were made on provision in **art and design, design technology, and music** as they were not a main focus of the inspection. Only one design technology and one music lesson were observed, and in art, work completed on a sketching trip to the local church was discussed with Year 4. Several lessons were observed in **physical education**, and provision is satisfactory.

Main strengths and weaknesses

- The curriculum plan indicates appropriate coverage of art and design, design technology, and music in termly projects.
- The school has adopted nationally approved schemes of work to ensure that all aspects of each subject are covered.
- Little evidence of design technology was available to assess the quality and range of the subject.
- Assessment procedures are under-developed.
- There is little monitoring to ensure that subjects are taught in enough depth.

Commentary

102. Evidence shows that all aspects of **art and design** are taught satisfactorily throughout the school. Work is blocked to allow more opportunity to complete art and design projects. For example, the very impressive calendar, for which each class produced work, was of a very high quality, and was inspired by the work of Monet, Karen Armitage, Paul Fischer, and Breughel. Other work was well displayed around the school, showing pupils' involvement in a range of media, including painting, batik, printing, sculpture from natural materials, art enhanced by information and communication technology programmes, and high quality clay work for tiles and vessels. The school plans an art week to allow pupils to complete projects, often with the support of artists and crafts people. Some pupils are working on clay mosaics to produce a school sign, embossed with leaves of the trees from which the classes are named. In the week of inspection, Year 4 pupils went on a sketching trip and were keen to discuss and evaluate their work on their return, describing how they had developed their work by changing techniques and using lead pencils of varied softness and hardness. Pupils' sketchbooks are used in some classes, but there is little rigorous assessment or monitoring of standards in art and design across the school.
103. Evidence shows that **design technology** is planned for each year group. There is little completed work on display, other than photographs of past projects, and Year 2 work linked to work in art and design. Only one lesson was seen, where pupils in Year 6 investigated bread products and the contribution bread makes to a healthy diet. This work gave them the opportunity to practise good research skills, by recording data on appearance, ingredients, texture, and taste of a range of types of bread. Pupils clearly enjoyed this work and declared preferences between pitta and pumpernickel, for example. There is no evidence of a structured approach to assessment or monitoring of standards.
104. Evidence from curriculum documentation and time-tables indicates that **music** is taught to pupils throughout the school. A specialist teacher works for one day a week. One lesson in Year 5 was observed where pupils composed their own musical pieces with tuned and untuned percussion. They linked the work to information and communication technology by producing a sound track to enhance the overall composition. This was presented as work in progress at an assembly and was greatly appreciated by the other pupils. Generally, however, music does not feature significantly in assembly. Pupils did not sing and were not given the opportunity to listen to and appraise music as part of the assembly programme, and therefore it made no contribution to pupils' spiritual development. There was little assessment or monitoring of standards across the school.

Physical Education

Provision is **satisfactory**.

Main strengths and weaknesses

- Although the site presents problems, there is strong commitment by all members of staff to teach physical education and to ensure that the pupils develop their physical skills.
- The enthusiasm of the physical education co-ordinator to extend pupils' opportunities for physical education by ensuring that pupils are offered a good range of after-school activities and good use is made of local facilities in order to support the curriculum.
- Some teachers do not teach the basic skills sufficiently well.

Commentary

105. All aspects of the physical education curriculum are taught satisfactorily. Good use is made of the restricted school accommodation, the local swimming pool, and other school and residential activity centres to ensure the pupils receive their curriculum entitlement. The teachers do well to teach physical education within the constraints of the building, to ensure coverage of the programme of study, and for the pupils to attain the standards they achieve. Good extra-curricular opportunities are offered to all pupils to enable them to take part in a wide range of out of school activities and in local tournaments.
106. The attainment of most pupils throughout the school is in line with national expectations. Pupils of all abilities including those with special educational needs make satisfactory progress in developing their physical skills. The pupils' achievement is satisfactory. The school provides good support for pupils who are talented.
107. The quality of teaching is satisfactory. Some teachers teach the subject well and pupils make good progress in these lessons. However, in contrast, where a teacher's subject knowledge is less secure, basic skills are not taught as routine and are not reinforced during the lesson. Demonstration followed by practice is not always used effectively in some lessons. As a result, pupils do not make sufficient progress in these lessons. Pupils are generally well behaved in the lessons. They work with sustained concentration and try their best. Good opportunities are provided in some lessons to develop their wider vocabulary. For example, in a Year 4 dance lesson, pupils described the characters, their feelings, moods and actions before they portrayed them in movement and mime. Some facial expressions were exquisite and demonstrated a good understanding of the activity.
108. The co-ordination of physical education is satisfactory. The co-ordinator has a strong commitment to raise standards and the profile of physical education within the school. However, insufficient time has been allocated for the monitoring of the quality of teaching and the standards pupils achieve. Resources to support the teaching of physical education are good. There has been satisfactory improvement in provision since the last inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision is **good**.

Main strengths and weaknesses

- There is a positive approach by the school to developing the pupils' personal, social and health education and citizenship.
- Pupils work together well in pairs and small groups.
- Pupils show an increasing sense of responsibility and maturity as they move through the school and are keen to undertake responsibilities and be part of a team.
- Pupils are keen to take part in "circle time" and show respect for each other's contributions.

Commentary

109. The quality of provision for personal, social and health education, including sex education and drugs education is good. The school places a significant emphasis on developing this area of the curriculum. Most classes allocate time each week for personal, social and health education. These sessions help the pupils to share their thoughts, develop relationships and gain a better understanding of the school community. Racial harmony is promoted well and pupils show interest in, and respect for, one another's traditions and beliefs. Pupils are keen to take responsibility for various tasks in the day-to-day life of the school, and to become team captains and/or a member of the School Council. The effects of the good provision for pupils' personal, social and health education are reflected in their good behaviour and attitudes towards learning. Overall, this represents a marked improvement since the last inspection.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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