

# INSPECTION REPORT

**CRANFORD CHURCH OF ENGLAND PRIMARY  
SCHOOL**

Cranford

LEA area: Northamptonshire

Unique reference number: 121966

Headteacher: Mrs L Schneidereit

Lead inspector: Mrs Jayne Clemence

Dates of inspection: 7 – 9 February 2005

Inspection number: 266688

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Primary  
School category: Voluntary Controlled  
Age range of pupils: 4 – 11  
Gender of pupils: Mixed  
Number on roll: 74

School address: Church Lane  
Cranford  
Kettering  
Postcode: NN14 4AE

Telephone number: 01536 330300  
Fax number: 01536 330659

Appropriate authority: Governing Body  
Name of chair of Mr D Childs  
governors:

Date of previous September 1998  
inspection:

## CHARACTERISTICS OF THE SCHOOL

Cranford Primary School is a small village school. The standards of attainment on entry to the foundation stage vary widely from year to year, but are average overall. The numbers of children are relatively small, and a high proportion of pupils with special educational needs join throughout the school. There is a relatively high level of mobility, as approximately one third of the pupils start at different times throughout the school. The proportion of pupils with special educational needs is average, though the number of pupils with a statement of special educational needs is above average. The range of special educational needs includes moderate, specific and emotional and behavioural needs. There are no pupils who speak English as an additional language. The vast majority of pupils have a white ethnic background, with a very small minority from other heritages. The percentage of pupils claiming free school meals is very low. There are no facilities for cooked meals at the school, and all pupils bring their own packed lunches. Pupils' social backgrounds, though average overall, vary enormously from year to year.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22629	Jayne Clemence	Lead inspector	English, foundation stage, religious education, music, art and design, personal, social, and health education and citizenship
32677	Brian Horley	Lay inspector	
1224	Graham Todd	Team inspector	Mathematics, science, information and communication technology (ICT), physical education, special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Cranford Primary School provides an **unsatisfactory** standard of education for its pupils. Leadership and management are unsatisfactory. A significant proportion of pupils underachieve because they do not make enough progress as they move from year to year. Teaching and learning are unsatisfactory overall. The school provides unsatisfactory value for money.

**In accordance with section 13(7) of the School Inspection Act 1996 I am of the opinion, and HMCI agree, that the school requires special measures since it is failing to provide its pupils with an acceptable standard of education.**

The school's main strengths and weaknesses are:

- Many pupils are underachieving in English, mathematics, science and ICT; pupils with average ability and higher attainers are not challenged sufficiently, so standards are not as high as they should be.
- Unsatisfactory teaching across many subjects is hindering learning; the pupils' rate of progress is unacceptably uneven and variable as they move through the school.
- Assessment procedures are unsatisfactory; pupils' achievements are not tracked rigorously.
- The headteacher's leadership and management are unsatisfactory, and strategies for monitoring standards, teaching and learning are ineffective; the roles of the senior teacher and subject leaders are underdeveloped.
- There is good provision for pupils' spiritual, moral, social and cultural development; personal, social and health education is effective in helping pupils to become mature and responsible.
- Staff create a positive atmosphere for learning where pupils behave well, have good attitudes and develop positive relationships between themselves and adults.
- Accommodation is unsatisfactory overall, and for physical education, facilities are poor; standards in physical education are hindered as a result.

The school has made unsatisfactory improvement since its last inspection. Some issues such as assessment, analysing pupils' progress and monitoring the quality of teaching and learning remain weaknesses. In addition, there has been a sharp decline in the overall quality of education provided.

### STANDARDS ACHIEVED

It should be noted that the number of pupils in Year 6 varies, and is sometimes less than 10 pupils. Care should thus be taken when interpreting data because of small numbers, relatively high mobility, and a high proportion of pupils in some year groups with special educational needs.

Results in National	All schools	similar schools
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Curriculum tests at the end of Year 6, compared with:	2002	2003	2004	2004
English	E	A	B	C
Mathematics	E	B	B	C
Science	E	A	C	D

*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. The prior attainment grades have not been used because of the small year group size and high mobility factors specific to the school's circumstances.*

Achievement is **unsatisfactory** overall. Although the 2004 Year 6 results compared to all schools were above average in English and mathematics and average in science, this masks the underachievement by many pupils in Years 2, 3, 4 and 5. Pupils' achievements vary widely between subjects as they move through the school. Pupils of average ability and higher attainers are not making the gains that are expected over time. Standards in the current Year 2 are average in reading, well below average in writing and below average in mathematics and science. As the school has very limited assessment information from Year 1, it is difficult for them to demonstrate the pupils' progress, or to identify what level of the National Curriculum they should be working at when they start in Year 2. This is a crucial weakness as pupils' progress cannot be monitored and checked rigorously enough at this stage. Standards in the current Year 6 are average in English, mathematics and science. Achievement is unsatisfactory overall in Years 2, 3, 4 and 5. There are particular weaknesses in Years 2 and 3. Most children reach the goals expected by the end of reception and achieve satisfactorily, except in their personal and social development where they achieve well and exceed expectations. Standards in ICT in Years 2-6 are below average and pupils' achievements are unsatisfactory, as their ICT skills are not developed systematically. Pupils with special educational needs achieve satisfactorily in all years. **Pupils' personal qualities**, including their spiritual, moral, social and cultural development, **are good overall**. Their attitudes and behaviour are good. Pupils' attendance is satisfactory.

## QUALITY OF EDUCATION

**The quality of education provided by the school is unsatisfactory. Teaching and learning are unsatisfactory** overall. Teaching and learning in the foundation stage are satisfactory, and there are some examples of good teaching and learning in Years 4, 5 and 6. Teaching and learning are unsatisfactory in Years 2 and 3, and teaching over time is unsatisfactory as pupils move through the school. The curriculum is satisfactory overall. There is satisfactory provision for pupils with special educational needs and they are supported systematically. There are satisfactory links with parents, the community and other schools. The quality of care is good, but academic guidance for pupils to improve is unsatisfactory.

## LEADERSHIP AND MANAGEMENT

**Leadership and management are unsatisfactory.** The headteacher's leadership and management are unsatisfactory because they are not having a consistent impact on raising standards and improving pupils' achievements. Management procedures at all levels for monitoring standards, teaching and learning are underdeveloped. The school's self-evaluation is unrealistically generous. The work of the governing body is satisfactory as it is taking a robust and probing approach in challenging the school, and holding it to account. Governors now have a sharp and candid overview of the school's relative strengths and

weaknesses. They show tenacity and determination in their quest for improvements, and ensure that all statutory requirements are met.

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

Parents express satisfaction with the school overall. Pupils enjoy coming to school and feel their views are taken into account. Some parents would like their views to be taken into account more fully, and are concerned about bullying at lunchtimes. The inspection team found no evidence of bullying, but there is scope for ensuring that parents feel more involved in school life.

## **IMPROVEMENTS NEEDED**

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

- Raise pupils' standards and achievement, giving priority to English, mathematics, science and ICT.
- Improve leadership and management, and develop the roles of the senior teacher and subject leaders.
- Improve the quality of teaching and learning and establish robust assessment procedures.
- Resolve the weaknesses in accommodation and resources.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Pupils achieve unsatisfactorily. There is widespread underachievement by many pupils. Children in the foundation stage achieve satisfactorily overall, and, across the school, those with special educational needs achieve satisfactorily. Standards in Year 2 are well below average in writing, below average in mathematics and science, and average in reading. Standards in Year 6 are average in English, mathematics and science. Standards in ICT are below average in Years 2-6.

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

- Many pupils underachieve in English, mathematics, science and ICT; their skills are not developed systematically.
- Pupils with average ability and higher attainers are not challenged rigorously; they do not make the progress that could be expected over time.
- Pupils' achievements vary significantly between subjects and year groups as they move through the school.
- Pupils' achievements, particularly in Years 2 and 3, are hindered by unsatisfactory teaching and learning.
- Pupils throughout the school achieve well in their personal, social and health education; they understand the principles of good citizenship.

#### **Commentary**

1. There is significant underachievement by many pupils as they move through the school. It is acknowledged that the number of pupils in any given year is often less than 10, and care should be taken when interpreting data because of those small numbers, the relatively high proportion of pupils in some year groups with special educational needs, and the mobility of pupils moving into the school. With such small numbers, it is crucial to examine how well individual pupils achieve from year to year, as test performance can vary widely. Evidence from lessons, scrutiny of work and the school's assessment information shows that many pupils do not make enough progress as they move through the school.
2. The school's assessment records, which have been newly instigated, show some pupils making little or sometimes no movement between levels of the National Curriculum over a one-year, two-year, and sometimes three-year period in English and mathematics. Many of these pupils are of average or above average attainment, and could be expected to make gains of at least two thirds of a level of the National Curriculum in any one year. In some instances, pupils are moving only one third of a level over a two-year period in reading, writing and mathematics. There are other pupils who have regressed over time, or at best reached a plateau in their progress. Assessment procedures have not been sufficiently robust, and procedures for monitoring pupils' progress have been weak, therefore pupils' underachievement has gone unchecked.
3. Pupils in Years 2 and 3 are underachieving because the work they are required to do is not well matched to their range of needs, and average and higher attaining pupils are

not challenged sufficiently. Pupils' workbooks showed many instances where work set was the same for most pupils, regardless of their year, or individual needs, and an over-reliance on worksheets and low level colouring activities. In science in the most recent national tests, no pupils in Year 2 reached the higher level (Level 3) even though almost one third of the pupils reached the higher level in reading. This erratic picture reflects weaknesses in teaching, and variations in teachers' subject knowledge between subjects. Standards in ICT in Years 2- 6 are below average and pupils' achievements are unsatisfactory. The pupils' ICT skills are not being developed systematically, and there are missed opportunities to use ICT across other subjects of the curriculum. Pupils are not being prepared adequately for future life in this area.

4. Pupils achieve well in their personal, social and health education (PSHE). They make good progress from an early age in their personal development, and grow in confidence and maturity. This is due to the positive atmosphere and good PSHE teaching. Teachers instil a sense of well being in the pupils and show much kindness, respect and tolerance for them as individuals. They do not set high enough challenges, though, for their academic achievements.

**Standards in national tests at the end of Year 2 – average point scores in 2004**

Standards in:	School results	National results
Reading	16.4 (17.3)	15.8 (15.7)
Writing	12.8 (17.0)	14.6 (14.6)
Mathematics	16.8 (16.8)	16.2 (16.3)

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

**Standards in national tests at the end of Year 6 – average point scores in 2004**

Standards in:	School results	National results
English	28.1 (28.7)	26.9 (26.8)
Mathematics	28.1 (27.9)	27.0 (26.8)
Science	29.2 (31.3)	28.6 (28.6)

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

5. Improvements in standards since the previous inspection have been unsatisfactory, as there has been a marked decline from the good achievement reported at that time.

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

Pupils' attitudes and behaviour are good. Their spiritual, moral, social and cultural development is also good. Attendance is satisfactory and punctuality is good.

**Main strengths and weaknesses**

- Pupils are well behaved and form good relationships with adults and other pupils.
- Pupils have positive attitudes to school and are friendly and caring.
- The school provides well for pupils' personal development; pupils grow in confidence as a result.

**Commentary**

6. Most pupils are pleased to be at school and take an active part in the activities provided. During the substantial building work at the school, after-school activities were very limited and pupils spoke enthusiastically about resuming clubs such as bell-ringing. The school is good at promoting good relationships. Pupils are keen to take on responsibility when offered and many act as monitors in classes and school activities such as handing out hymn books for assemblies. In the reception year the majority of children are well on course to achieve the early learning goals in personal, social and emotional development.
7. The school has maintained the good behaviour found at the last inspection. Around the school pupils behave well, are polite and relate well to each other and adults. During the inspection most pupils greeted adult visitors courteously and were keen to talk about themselves and their school. In classes there are occasional instances of inappropriate behaviour but these are quickly and effectively dealt with by teachers. Before the inspection a significant minority of parents expressed concern over possible bullying at the school. However, during the inspection no evidence was found to support this view and the school has appropriate systems in place to deal effectively with any rare occurrences. There were no exclusions in the last school year.
8. There are good opportunities for pupils' spiritual, moral and cultural development. Good links with the parish church provide a Christian ethos, which the school builds on through classes and assemblies. During the inspection, an assembly focused on the meaning and symbolism of Ash Wednesday. This enabled pupils to understand more fully aspects of the celebrations and principles of the Christian faith. There is little ethnic or cultural diversity amongst the pupils but the school works well to prepare them for life in a multi-cultural society. In a class the pupils explored the human rights of children, including those in other societies. Key festivals from other faiths are celebrated and the older pupils are taken to visit the Hindu temple in Wellingborough. Pupils' social development is enhanced by their involvement in activities such as the yearly May Day celebrations and their dealing with local senior citizens. The school ensures that pupils develop a clear sense of right and wrong and encourages respect and consideration amongst the pupils for one another and adults, regardless of their individual differences or backgrounds.

***Attendance in the latest complete reporting year (%)***

Authorised absence		Unauthorised absence	
School data	6.1	School data	0.0
National data	5.1	National data	0.4

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

9. The school has good procedures to monitor absence and punctuality. As a result it takes immediate action to deal with any problems and there is no unauthorised absence. However, the overall attendance level is below the national average as a significant number of parents take holidays during term time.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education for pupils is unsatisfactory. Teaching and learning are unsatisfactory. The curriculum is satisfactory but the accommodation is unsatisfactory. The headteacher and staff ensure good care for the pupils but the quality of academic guidance

for pupils is unsatisfactory. Links with parents are satisfactory, as are links with other schools and the community.

## **Teaching and learning**

Teaching and learning are unsatisfactory overall. In the foundation stage, teaching is satisfactory. Assessment procedures are unsatisfactory.

## **Main strengths and weaknesses**

- Unsatisfactory teaching and learning over time is resulting in many pupils underachieving in the core subjects of English, mathematics, science and ICT.
- Unsatisfactory procedures for assessing pupils mean that work is not always well matched to their needs.
- Weaknesses in teaching Years 2 and 3 are lowering pupils' achievements and rate of progress.
- There are some examples of good teaching for older pupils, but much of the effort is aimed at helping them to catch up and cover gaps in their learning from previous years.
- Good teaching in PSHE is helping pupils become mature and take responsibility for themselves and others.

## **Commentary**

10. The quality of teaching and learning has declined since that reported at the previous inspection, when it was judged to be good and included a much higher proportion of very good teaching. The weaknesses in assessment reported at that time remain, and progress towards addressing this issue has been poor. The leadership's unsatisfactory monitoring of teaching and learning has not helped the quality of teaching to improve sufficiently, or to eradicate weaknesses in part of the school.
11. Teaching in the core subjects of English, mathematics and science in Years 2 and 3 has weaknesses. In all three subjects, average attaining pupils and higher attainers are not challenged rigorously enough. The unsatisfactory teaching in Years 2 and 3 is having a direct and negative impact on pupils' learning and achievements. Characteristics of this unsatisfactory teaching included work that was the same for all pupils in mixed age groups, resulting in unsatisfactory learning for the majority of pupils. There were poor explanations of tasks - leading to misunderstanding and lost time for learning. In turn some pupils became justifiably frustrated and unmotivated. In science, unsatisfactory subject knowledge hindered the pupils' learning as they were not challenged to think further in their scientific work.
12. Teaching and learning for pupils with special educational needs are satisfactory overall, as their needs are identified appropriately, and they have satisfactory support in lessons. Teaching assistants make a useful contribution to the pupils' learning, and establish productive working relationships with the pupils. Teaching in the foundation stage is satisfactory, and there are good features, for example in developing the children's personal and social skills.
13. The examples of good teaching for older pupils in Years 4, 5 and 6 are having a positive impact on the pupils' learning. In the most effective teaching, pupils were

challenged rigorously, and work was organised efficiently for their very wide ranging ages and individual needs. Teachers in Years 4, 5 and 6 are working hard to fill the gaps in the pupils' learning. However, owing to the weaknesses in the school's assessment, they do not always have a secure foundation of the pupils' knowledge upon which to build. This means that teachers are working hard to help pupils catch up before being able to move on. This is an unsatisfactory and unsustainable situation.

14. The good teaching in PSHE is assisting the pupils to become mature, gain in confidence and take a sense of responsibility for themselves and others. The good teaching is also helping pupils to understand the impact of their actions on others.
15. Other evidence to support unsatisfactory teaching and learning included scrutiny of the pupils' work books, and assessment information. This and other evidence indicated their unsatisfactory progress and achievements over time. Pupils' work, particularly in Years 2 and 3, shows insufficient progress between Years 2 and 3, and many pupils working at the same levels across both years. Many tasks were the same for everyone, for example in mathematics and science, and not well matched to the wide ranging needs of, for example, average attaining pupils in Year 2 or higher attaining pupils in Year 3.

**Summary of teaching observed during the inspection in 15 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	5	8	2	0	0

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

## **The curriculum**

Overall, the pupils have access to a satisfactory curriculum, but accommodation and resources are unsatisfactory. The provision of additional enrichment activities to support learning is satisfactory.

### **Main strengths and weaknesses**

- The curriculum is enriched by good opportunities for pupils to learn a musical instrument and residential visits to Germany.
- The curriculum planning in mathematics and science in Years 2 and 3 is unsatisfactory.
- The accommodation is unsatisfactory; pupils' achievements in ICT and PE are hindered by poor facilities and limited resources.
- The curriculum for PSHE is good and effective in helping pupils become mature and confident.

### **Commentary**

16. The youngest pupils in the school are taught with Year 1 and receive a sound foundation stage curriculum, with the exception of physical development. This is because the accommodation for the foundation stage has no separate outside facilities for the children, and this in turn hinders their learning in physical development.
17. The structure for teaching literacy, numeracy and science is now satisfactorily embedded in the school, and the issue from the last inspection regarding religious education has been resolved. However, there are some problems in planning for the mixed year groups. For example, there is insufficient liaison between teachers in Years 1 and 2 about the rolling programme in mathematics and science. The passing of key information between the year groups is too informal and, as a result, some aspects of the curriculum are not being taught in sufficient depth and pupils' learning suffers. Teachers are frustrated at the lack of facilities for teaching ICT; access to computers is inadequate and is affecting standards.
18. The curriculum is enriched by good opportunities for teaching music. Pupils are learning to play recorders, guitar and other instruments. The teaching of German and the residential visits to Germany, which are a highlight of the year, are strong features of the curriculum. Building works have meant that extra-curricular activities are restricted.
19. The curriculum is modified satisfactorily for the pupils identified with special educational needs. They receive sound preparation and support for the next stage of their education. The school is implementing the special educational needs code of practice well. All identified pupils have good individual education plans with precise learning targets. This is an improvement since the last inspection, when the quality of these plans was identified as a weakness.
20. The curriculum for PSHE is good. The "life bus" visits the school and supports the work done in science, PSHE and circle time, where pupils discuss their thoughts and feelings about a range of issues. During the inspection, a small group of pupils with special educational needs were observed being taught by an experienced teaching assistant. Sound questioning enabled them to talk helpfully about their emotions.

21. The accommodation is unsatisfactory. Playground space is very restricted and there is no discrete play area for children in the foundation stage. The facilities for physical education are poor. The dance lesson observed in the hall was impeded by the limitations of the accommodation, lack of resources and poor facilities overall. Pupils' space was severely restricted; this impacted on learning by limiting inventiveness when devising their dance routine. Standards in PE and provision for children's physical development are hindered by these weaknesses in accommodation and facilities. There is no toilet for the disabled and facilities are unsuitable for wheelchair access.

### **Care, guidance and support**

There are good arrangements for pupils' care, welfare, health and safety. The provision of academic support, advice and guidance is unsatisfactory. The involvement of pupils through seeking, valuing and acting upon their views is satisfactory.

### **Main strengths and weaknesses**

- Good health and safety procedures ensure that pupils work in a safe environment.
- The provision of academic advice and support to pupils is unsatisfactory, as it is based on unsatisfactory monitoring of pupils' academic progress and development.
- Pupils have good and trusting relationships with their teachers.
- The school has a good system to contact parents immediately if there is an unexplained absence.

### **Commentary**

22. The school has effective procedures to ensure that the site is maintained in good condition. The recent extensive building programme has required staff and governors to assess regularly how to minimize the disruption to pupils' education while ensuring safety. Following completion, the headteacher and governors carried out a rigorous and comprehensive survey of the site. Regular checks are made of the many mature trees on the site and remedial action taken where necessary. Child protection procedures are in place and effective. The headteacher has recently attended a course on the subject and an outside tutor is scheduled to carry out training for all staff and governors. Systems for the control of medicines are in place and a number of staff are trained first-aiders. The school has a good system to telephone the parents immediately if a child does not arrive at school and no explanation has been received.
23. This is a small school where pupils are well known to their teachers, who monitor their personal development systematically. Systems for monitoring and assessing academic development are not securely in place. As a result teachers are unable to provide pupils with timely and well-informed advice and guidance to enable them to make satisfactory progress. This is unsatisfactory, whereas it was good at the time of the last inspection.
24. Virtually all pupils state that there is at least one adult who they would go to with a problem and they believe that teachers are fair. Relationships between pupils and staff are good.

### **Partnerships with parents, other schools and the community**

The links with parents, other schools and the community are satisfactory.

### **Main strengths and weaknesses**

- Pupils benefit from the good links with the local church; this helps to enrich the curriculum.
- The school provides comprehensive information about activities and events; this helps parents to stay informed and be involved in school life.

### **Commentary**

25. The partnership with parents is satisfactory, whereas at the last inspection it was good. Parents feel that the teachers are approachable and that most problems are dealt with quickly and effectively. The school carries out regular surveys to obtain parents' views on specific issues. However, in the parent survey conducted for the inspection, a third of the parents felt that the school did not seek their views or take them into account as much as they would like. During the inspection some parents felt that following the rebuilding, the new entrance to the school restricted informal contact with staff. However, most parents still believed that staff were approachable and that any concerns would be quickly dealt with.
26. Regular newsletters inform parents of activities in school and celebrate those pupils who have received awards for good work or behaviour. This in turn helps to keep parents up to date with school activities, events and special celebrations.
27. The school is one of a group of primary schools working with the Latimer Community Arts College, which also supports the school with specialist teaching in dance. Secondary pupils undertake work experience at the school, as do student teachers from University College Northampton.
28. The school is closely linked with the local parish church, which enables pupils to develop their social skills and better understand their own culture. Regular services at the church are attended by parents and other villagers and the vicar takes assembly at the school during most weeks. Gifts collected for harvest festival are distributed to local senior citizens, who are also invited to the school for a yearly tea party. Each year the school runs a May Day celebration with dancing and a fete to which villagers are invited.

## **LEADERSHIP AND MANAGEMENT**

Leadership is unsatisfactory, and the management strategies for raising standards are ineffective. The role of the senior teacher is underdeveloped and subject leaders have a limited overview of their subjects. The governance of the school is satisfactory. The governing body is led ably and governors are pursuing rigorously the relevant and central issues linked to the school's underachievement.

### **Main strengths and weaknesses**

- The headteacher does not have a realistic assessment of the school's strengths and weaknesses; this is a weak foundation for future improvement.

- Procedures for monitoring teaching and learning are unsatisfactory; staff have little awareness of what they must do in order to improve their teaching.
- The role of the senior teacher is underdeveloped, and the headteacher has an unsustainable range of responsibilities.
- Some subject leaders do not have a complete overview of standards, teaching and learning across the school; this limits their effectiveness overall.
- Governors have become increasingly involved in monitoring the school's work; they have broad and relevant expertise that assists the school, and they both challenge and support its work appropriately.
- Leadership has been hindered by long term building and accommodation difficulties that have led to lost time for managing the school's priorities.

## Commentary

29. The headteacher and staff have created a positive atmosphere where pupils are encouraged and valued for their individual contributions. There is tolerance, respect and kindness, where everyone is included as a matter of course. This ethos reflects clearly the school's Church of England heritage and emphasises the values and principles of its Christian foundations.
30. There are weaknesses in the headteacher's leadership and there are unsatisfactory management strategies that hinder some of the wider hopes and aspirations for the pupils. The school's evaluation of its own performance is unrealistically generous and there is compelling evidence to show that many pupils are underachieving. Despite this evidence, the school judges pupils to be achieving well overall. The procedures for tracking individual pupils' achievements and progress are unsatisfactory, and whilst there is some useful information being gathered, too little action is being taken to redress the pupils' longstanding underachievement, for example in Years 2, 3 and 4.
31. The monitoring of teaching and learning is unsatisfactory. It is not sufficiently robust in helping teachers to improve, or to fully eradicate weaknesses in their professional practice. Whilst the headteacher monitors teachers' planning very regularly, the frequency of lesson observations is far less. This means that weak teaching is not challenged or improved effectively, and pupils' learning is hindered as a result.
32. The role of the senior teacher is underdeveloped and unsatisfactory overall. Although there is much informal personal support provided to the headteacher, there is a lack of strategic support for whole school issues such as raising standards and improving the quality of teaching and learning. The headteacher and senior teacher have limited formalised time or robust structure for meeting as a senior team. These arrangements are too informal for the purposes of monitoring the school's work, tracking progress and evaluating the impact of actions on standards, teaching and learning.
33. Subject leadership is shared amongst the small team of teachers. The subject leadership for English, mathematics and ICT is being held by the headteacher, and although there is an overview of what is happening in Years 4, 5 and 6, this is not matched by the same level of understanding for Years 2 and 3. Subject leadership for science has a similar weakness, as there is insufficient awareness of teaching, learning and standards in Years 2 and 3. This reduces the overall effectiveness of teachers, as the staff team's energies are not being directed collectively towards raising standards.

34. Governors represent a diverse and skilled governing body. They have been instrumental in improving aspects of the accommodation and have organised themselves efficiently in their work. They are now pursuing the school's standards and pupils' achievements rigorously, and there is no sense of complacency in their quest for improvement. The chair and chairs of other committees have a sharp overview of the school, and recognised themselves the issues raised during the inspection. Although in the past, governors have been giving much attention to the school's accommodation, the current governing body have a clear and appropriate agenda for improvement. They have had some, but not all the necessary information at their disposal regarding pupils' achievements. The information comparing the school's standards in Years 2 and 6 compared to the national picture and other similar schools has revealed only part of the overall picture of standards and achievement through the school. The very recent gathering of information by the headteacher regarding pupils' individual achievements and progress over time adds further vital and necessary information for governors.
35. The school accommodation has been undergoing much renovation over time, leading to disruption and turbulence for pupils and staff. The headteacher has managed this challenge with tenacity and determination, though this has led to lost time for other vital aspects of management such as monitoring standards, teaching and learning. The headteacher's teaching time of three days per week, as well as subject leadership for three core subjects, is currently unsustainable. These factors, coupled with further building works planned for in the future and ineffective delegation of responsibilities between the headteacher and senior teacher, seriously restrict the capacity to bring about the required improvements.

***Financial information for the year April 03 to March 04***

Income and expenditure (£)		Balances (£)	
Total income	249253	Balance from previous year	70850
Total expenditure	227564	Balance carried forward to the next	92539
Expenditure per pupil	2917		

36. All finances carried forward are allocated appropriately for specific purposes linked to accommodation needs.

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

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

37. The provision for children in the foundation stage is satisfactory. Improvements since the last inspection have been satisfactory. Leadership and management of the foundation stage are satisfactory, and there is a clear agenda for continued improvement.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

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

- There are many good opportunities for children to express their ideas and opinions.
- Children are encouraged from an early age to take responsibility, work together and understand the impact of their actions.
- Children are valued and respected, and as a result, their self-confidence and self-esteem grow rapidly.

#### **Commentary**

38. Children achieve well in their personal, social and emotional development, and the teaching is good overall. They are on course to exceed the goals expected for their age by the end of the reception. Children arrive eagerly at school and they are interested and keen to learn. The good relationships between children and adults mean they are prepared to have a go, try new activities and are not afraid to make mistakes. They are increasingly willing to join in with group work, and realise the importance of thinking about others' needs as well as their own. During the school day, there are regular times where children sit together with an adult and have conversations about their work, likes and dislikes and preferences. They become confident and willing to share their ideas with others as a result.
39. Teaching emphasises the importance of showing respect for one another regardless of individual differences, and children learn quickly that they are valued and important members of the class. The teacher has a range of useful information about the children's individual personal and social needs that helps children settle quickly into school life.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

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

- The good use of the interactive whiteboard helps children develop their reading skills effectively.

- The good relationships established between the teacher and children from an early age ensure they are confident to communicate with adults and one another.
- Resources for children to use and develop their writing skills are underdeveloped.

### **Commentary**

40. Children achieve satisfactorily in their communication, language and literacy skills, and the teaching is satisfactory overall. Children are on course to meet the goals they are expected to reach by the end of reception. The interactive whiteboard is used effectively to develop further the children's language and literacy skills. The teacher has well chosen programs that are graded to become more challenging for children as they first match objects, shapes then words.
41. Children have useful opportunities during the day to speak and listen to one another. In a satisfactory lesson where children were identifying and discussing characters from the story Jack and the Beanstalk, children were able to identify certain emotions and feelings that could be attributed to Jack and other characters in different scenes.
42. Although there is a writing table where children might use their writing skills, there are few resources that encourage children to use their writing skills. There is an absence, for example, of pens and pencils, paper, jotters, diaries and other items for children to use. This is a missed opportunity.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- There is good use of the interactive whiteboard for developing children's mathematical skills.
- There are some good uses of number in everyday practical situations.

### **Commentary**

43. Children achieve satisfactorily in mathematical development and teaching is satisfactory. Children are on course to reach the goals expected by the end of the reception. The interactive whiteboard is used extensively for helping children identify shapes, recognise patterns and notice sequences for themselves. The mathematical programs are well matched to assist children in finding specific shapes, sorting them into categories and building patterns for themselves. The activity absorbs the children and helps them work with growing independence.
44. There are useful references to number in everyday situations, for example when children are required to notice how many of them are absent. The classroom has a good range of resources that require children to use numbers. This in turn ensures they are becoming increasingly familiar with written numbers as well.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

## **Main strengths and weaknesses**

- There are good links that help children to understand the everyday uses of technology and the world around them.

## **Commentary**

45. The teacher's good subject knowledge when using the interactive whiteboard helps children to understand the purposes of technology in every day life. Programmable toys are well chosen and children use them well, for example Barnaby Bear was strapped to the floor robot, and being taken to a given destination, following the children's' instructions. There are good links with other areas of learning, for example in mathematics, shape and space, and in geography as children were learning about the concept of giving and following directions. Good teaching means that children achieve well and are on course to reach the expected goals by the end of reception. They are not yet exceeding expectations as the teacher is relatively new to the school, and the impact of her expertise is at its early stages for the children.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **unsatisfactory**.

## **Main strengths and weaknesses**

- There is no separate outdoor space for children in the foundation stage, and facilities such as the hall are poor.
- There are very few resources for children to use outside for the purposes of developing their physical skills.

## **Commentary**

46. Although the teacher makes the best of the space and accommodation, there is no separate facility for the children to use as an outside play space. This means that their development is hindered and restricted unhelpfully. The school is working hard to rectify this weakness but the accommodation restrictions pose serious challenges; as a result, whilst teaching is satisfactory achievement is unsatisfactory and children are unlikely to reach the expected goals by the end of reception.

47. There are very few wheeled toys or other items suitable for developing the pupils' physical skills. The teacher makes good use of poor facilities in the hall, though these are shabby, cramped and restrictive for a whole class of children. In addition, the hall is situated in a separate area of the school, requiring the children to go outside in all weathers in order to access the building.

## **CREATIVE DEVELOPMENT**

48. It was not possible to make a judgement on provision or standards, though the planning for this area is detailed and comprehensive for the children's wide ranging needs.

## **SUBJECTS IN KEY STAGES 1 and 2**

## ENGLISH

Provision in English is **unsatisfactory**.

### Main strengths and weaknesses

- Many pupils are underachieving in English, including reading, writing, speaking and listening.
- Unsatisfactory teaching over time has hindered pupils' learning and rate of progress.
- Subject leadership is unsatisfactory; strategies for monitoring teaching, learning and standards are underdeveloped.

### Commentary

49. Pupils' achievements in English are unsatisfactory overall. In Year 2, standards are average in reading, and below average in speaking and listening. Standards are well below average in writing. In Year 6, although some pupils are reaching average and above average standards, achievement over time is unsatisfactory. Standards in writing and speaking and listening have lagged behind those in reading.
50. An analysis of the pupils' work and scrutiny of their achievements between year groups show unsatisfactory teaching and learning over a significant period of time. Although there was good teaching observed, for example in Years 4, 5 and 6 in English, pupils' learning has been hindered historically by changes in staffing, and lack of relevant experience in teaching the National Literacy Strategy. The headteacher strives to ensure gaps are filled and pupils' learning is accelerated towards the top end of the school but pupils need to be making steadier and more even progress during the preceding years. The small group work and additional literacy support are effective in contributing towards this acceleration. Overall, however, this is an unsatisfactory position whereby longstanding weaknesses in teaching and learning have gone unchecked. Teachers' lesson plans generally follow the National Literacy Strategy, but insufficient account is taken of what pupils can already do.
51. The unsatisfactory teaching in Years 2 and 3 is hindering pupils' learning. The use of time, for example thirty minutes daily "quiet reading", lacks challenge and the teacher's expectations are too low for what the pupils could achieve. The lack of structure to these sessions means that a significant amount of time is spent each week with pupils underachieving in reading, when they could be learning much more. Pupils' reading records from Year 2 to Year 3 show approximately forty per cent of the pupils remaining at the same level, with no movement upwards at all. Very few pupils made the expected progress over time. Writing records for the same pupils show a similarly weak picture and slow, sometimes minimal progress over time. Scrutiny of pupils' books shows an over-reliance upon undemanding and low level worksheets and, in many instances, the same work being set for a very wide range of ages and abilities. Opportunities for speaking and listening as a structured part of the lesson are underdeveloped. Although pupils listen to one another attentively, they could be challenged more to think and express their ideas and opinions.
52. For older pupils, for example in Year 5, there are similar weaknesses in achievements over time in reading and writing. Although there is a relatively high proportion of pupils with special educational needs in the current Year 5, other pupils reaching average and above average levels when they were in Year 2 have not made the expected

progress over more than two years. There are examples of higher attaining pupils making only small steps of progress in reading, in some instances moving only one third of a level in two years, rather than the expected two thirds of a level in one year. The pupils' records for writing show a similarly unsatisfactory picture, whereby some average attainers in Year 2 made modest progress in Year 3, but regressed back to their original writing levels in Year 4 from those achieved two years previously. This uneven and variable picture cannot be attributed to such factors as special educational needs, mobility or size of group, as the pupils' individual assessment records tell a clear story of underachievement over at least a quarter and sometimes one third of some pupils' school lives.

53. The subject leadership and management are unsatisfactory. They has not been effective in ensuring that pupils achieve as they could and make the progress that would be expected. Although curriculum planning is monitored very regularly, the quality of teaching and learning is not monitored systematically, and weaknesses in teaching have not been identified or eradicated. The assessment records in their present form have only just been formulated, and there has been no rigorous analysis or rationale for such widespread underachievement in English, other than weaknesses in Years 4 and 5 caused through staff turbulence. Improvements since the last inspection have been unsatisfactory, as standards reported at that time have declined.

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

54. Language and literacy across the curriculum are unsatisfactory. There are missed opportunities to develop pupils' language and literacy across other subjects of the curriculum. The pupils' speaking and listening skills are not developed systematically, and their literacy skills are too dependent on the teacher rather than a whole school approach to developing those skills consistently.

### **MATHEMATICS**

The provision in mathematics is **unsatisfactory**.

## **Main strengths and weaknesses**

- Good teaching for pupils in Year 6 is enabling some pupils to attain above average standards.
- In Years 2 and 3, the weaknesses in the curriculum are resulting in a lack of challenge for many pupils.
- Many pupils are underachieving in mathematics and not making enough progress.
- Assessment is unsatisfactory; it is not used effectively enough to inform teaching and learning.

## **Commentary**

55. Standards in mathematics in Years 2 and 3 are below average. In Years 4 to 6, standards are average. However, inspection evidence found that throughout the school, a number of average and higher attaining pupils are not achieving the standards they could. In the case of the higher attaining pupils, much of the work set for them is not challenging enough. Last year, teachers worked hard with pupils in Year 6 to 'catch up' on work that should have been covered in previous years. Good quality teaching and extra booster classes enabled this year group to attain above average standards in the 2004 national tests. There is no significant difference between the achievement of boys and girls. The identified pupils with special educational needs receive sound support from teaching assistants and, as a result, they are making satisfactory progress with their learning.
56. Teaching is unsatisfactory overall. In Years 2 and 3, the scrutiny of pupils' work showed that the same work is given to all pupils in these classes in many instances; much of it consists of worksheets. This is not helping the pupils to set out their work correctly or show the teacher how they have arrived at answers. With both year groups receiving the same work, it means that few demands are being put on the pupils. Too many are working within a comfort zone with too little progress being made between Years 2 and 3. It is not surprising that pupils quickly go off task when the work for many of them lacks challenge. Teaching in Years 4 to 6 is satisfactory overall, with some good teaching being observed in Year 6 during the inspection. Key learning objectives are written clearly on the board, shared with the pupils at the beginning of each lesson and reinforced in the plenary sessions. Mathematical language is being well taught and pupils' books indicated that problem solving is being taught particularly well. ICT is starting to be used more effectively to support learning, for example, the work seen on symmetry in Year 5. However, there is little evidence of pupils using ICT for graphs, tables or the interrogation of data. This is an area correctly identified by the school for development. The main weakness in the teaching is assessment. Currently, it lacks rigour and is not being used effectively enough to set precise individual learning targets to track pupils as they move through the school.
57. Subject leadership and management are unsatisfactory. The demanding role of the headteacher makes it difficult for her to directly monitor subject development, teaching, learning and assessment. Overall, there has been insufficient improvement since the last inspection.

## **Mathematics across the curriculum**

58. Mathematics is used satisfactorily in other subjects. Pupils were observed working in groups, developing a dance sequence and moving in time to the music. They were encouraged to be aware of rhythm and beat as they counted accurately to the music.

## **SCIENCE**

The provision in science is **unsatisfactory**.

## **Main strengths and weaknesses**

- Higher attaining pupils in Years 2 and 3 are underachieving; this is because the curriculum is not planned effectively enough.
- Pupils in Year 6 are achieving well because of the good quality teaching.
- The co-ordinator is keen to improve the provision, but has no time allocated to do this.

## **Commentary**

59. In Years 2 and 3, standards are currently below average and are similar to those attained in the 2004 national tests, where too few pupils reached the higher Level 3. Standards in Years 4 to 6 are average and rising; this is because of the good subject knowledge and good quality of teaching by the co-ordinator. Pupils' achievements in science are unsatisfactory overall, and they are not making the progress that could be expected over time. The weaknesses in Years 2 and 3 are hindering pupils' achievements and progress. Teaching assistants provide sound support for pupils with special educational needs and, as a result, they make satisfactory progress. Inspection evidence found no significant difference between the performance of boys and girls.
60. The quality of teaching is unsatisfactory overall. In Years 2 and 3 the curriculum is not planned carefully enough; for example, assessments and records of prior teaching are not being passed on from Year 1. This means that pupils make a poor start in Year 2. The scrutiny of pupils' work showed that a significant number of pupils were not being extended. The work lacks depth and insufficient demands are being made on the pupils. Their exercise books contained far too many worksheets, and showed that too much time is wasted in colouring pictures. The pace of lessons is too slow and pupils' enquiry skills are not being systematically developed. By way of contrast, the teaching in Years 4 to 6 is good. The pupils observed were keen and eager to respond to the challenging questions. Enquiry skills were effectively developed, using questions such as, "What if...?" and "What do you think...?" In the plenary session the teacher effectively reinforced why argon gas is used in a light bulb. Assessment in science is unsatisfactory. The analysis of national test results has commenced, but further work is needed to improve individual target setting so pupils' progress can be tracked as they move through the school. At the moment there is a pattern of uneven progress; in some instances too little progress is being made over a three-year period.
61. Currently, subject leadership and management are unsatisfactory. The co-ordinator has a great deal of expertise and is very keen to move the subject on. However, she does not have the opportunity to visit other classes, share her expertise, and monitor teaching and learning. The school recognises that the use of ICT needs further development. Insufficient thought has been given to how it can be used for research, data logging and recording, for example, in graphical and tabular form.
62. There has been unsatisfactory improvement in standards since the last inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

The provision in ICT is **unsatisfactory**.

## **Main strengths and weaknesses**

- Standards are below average because pupils do not have enough access to computers.
- Assessment is unsatisfactory; currently the school cannot confirm standards.

## **Commentary**

63. Throughout the school standards in ICT are below average. The majority of pupils are not achieving the standards they could. Currently, pupils are not working at the expected levels; they are learning skills that should have been taught in previous years. Overall, pupils' achievements in ICT are unsatisfactory. This is because of the poor access to ICT. As a consequence, pupils in Year 6 are likely to leave school without the necessary skills, knowledge and understanding to access the secondary curriculum.
64. Over the years, limited access to computers has meant that pupils have not been able to develop their skills in a systematic way. Currently, there are too few computers and much of the hardware is dated and has insufficient memory to run the latest software. Storage of pupils' work has also been a problem because the computers are not networked. Indeed, one class has only two computers and no Internet connection. Unsurprisingly, there is a very limited range of work of the quality one would expect to see for pupils in the primary phase.
65. Teaching observed during the inspection was satisfactory. However, the work presented for scrutiny shows that teaching over time has not been of this quality, even with the limited resources available. Little evidence was seen in the work scrutiny of things such as charts, tables, multimedia presentations and spreadsheet modelling. Limited use is being made of the Internet and email because of the slow speed of the computers. Assessment is unsatisfactory, and is an area the school knows needs improving. At the moment they are unable to confirm standards and track pupils' progress in a systematic way.
66. The leadership and management of ICT are unsatisfactory. Currently the subject is being co-ordinated on a temporary basis by the headteacher. Parents, governors and teachers see ICT as a priority for development. However, unresolved problems over accommodation are delaying the development of the provision. Foremost is the lack of available space.
67. There has been insufficient improvement since the last inspection. Without a large investment in resources and staff training, the capacity for improvement remains limited.

## **Information and communication technology across the curriculum**

68. The use of ICT is starting to be planned in different subjects, but this work requires much more emphasis, and overall it is currently unsatisfactory. A good example was observed during the inspection when pupils in Year 2 were learning to program a robotic toy. In another lesson pupils were exploring two-dimensional shapes to find lines of symmetry.

## **HUMANITIES**

*Religious education was sampled because no religious education lessons took place during the inspection. History and geography were not inspected.*

69. In **religious education**, pupils reach standards expected in relation to the requirements of the locally agreed syllabus by Year 6. The pupils are able to discuss key themes of major world faiths, and there is an appropriate range of artefacts and resources to help them in their understanding. There are very close links with the local church that help pupils understand the central principles and beliefs of Christianity. The subject is satisfactorily led. The use of ICT as an integral part of the subject is underdeveloped.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

*Music, physical education, art and design were sampled. Design and technology was not inspected.*

70. The school has a strong **musical** tradition. The expertise from music teachers and instrumentalists adds much to the pupils' musicianship skills and achievements. Many pupils learn to play a musical instrument, and all pupils learn to sing.
71. Satisfactory teaching and learning in lessons seen in **physical education** were characterised by sound planning and appropriate use of resources for developing dance skills. The poor accommodation for PE in a hall that is unfit for its purposes does nothing to enhance the subject. In addition the lack of proper resources for PE, including climbing frames, hinders the pupils' achievements.
72. Unsatisfactory teaching and learning in the lesson seen in **art and design** meant that pupils were not sufficiently challenged in their work. Expectations were too low, and resources inadequate for their purpose. Many pupils lost valuable learning time, as they were unclear of the task and what they were required to do.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

*This area of the curriculum was sampled.*

73. The school has a positive and caring atmosphere where pupils' personal, social and health education is developed effectively. Pupils learn to look out for one another in school and around the playground. The school has a strong sense of family and belonging.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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