

INSPECTION REPORT

ST BERNADETTE'S CATHOLIC PRIMARY SCHOOL

Shevington

LEA area: Wigan

Unique reference number: 106508

Headteacher: Mr K McCourt

Lead inspector: Mr J Palk

Dates of inspection: 3rd - 5th May 2005

Inspection number: 267754

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

© Crown copyright 2005

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 - 11 years
Gender of pupils:	Mixed
Number on roll:	159
School address:	Church lane Shevington Wigan Lancashire
Postcode:	WN6 8BD
Telephone/Fax number:	(01257) 401 125
Appropriate authority:	The governing body
Name of chair of governors:	Kathleen Winstanley
Date of previous inspection:	6 th November 1998

CHARACTERISTICS OF THE SCHOOL

St Bernadette's is smaller than most primary schools with 159 pupils aged 4-11 taught in single year groups. The school serves families from a range of social circumstances that is similar to those found nationally. All pupils are white British.

The number of pupils eligible for free school meals is below average. There is an average number of pupils with special education needs; most of these have moderate or specific learning difficulties. A few have physical needs. Four pupils have a statement of special educational needs. This is above average.

An average number of pupils leave and join the school other than at usual times. Children join the Reception class in September and their attainment overall is average.

At the time of inspection there were a number of temporary staffing arrangements in place.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23630	J Palk	Lead inspector	The provision for pupils with special educational needs Mathematics Information and communication technology Geography
8943	M Manning	Lay inspector	
30144	E Hastings	Team inspector	English History Music
22421	V McGrath	Team inspector	The provision for children in the Foundation Stage Science Art and design Design and technology Physical education

The inspection contractor was:

Tribal Education
1 - 4 Portland Square
Bristol
BS2 8RR

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637 833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 5
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6 - 8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	8 - 11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	11 - 12
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	13 - 22
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	23

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school. Standards are broadly in line with the national average. Teaching and learning are good and pupils are very well motivated to give their best. The leadership and management are good. All staff and governors are clear about the next steps to further improve the school. The school gives **good** value for money.

The school's main strengths and weaknesses are:

- The provision in the Reception class is very good.
- The headteacher and deputy headteacher provide a very clear steer to school improvement.
- All pupils achieve well in English, mathematics, science and information and communication technology (ICT).
- Pupils' behaviour is excellent in lessons and this enables them to learn well.
- The provision for pupils' personal development is very good.
- The provision for pupils with special educational needs is very good; teaching assistants provide very good support.
- The teaching in Years 1 and 2 is very good.
- The curriculum offers some good additional experiences but it is not balanced enough to ensure pupils achieve well in all subjects.

The school has made good improvement since the last inspection. The main issues have been addressed well and standards are rising quickly in English and mathematics because teaching in these subjects has improved. Overall, teaching is much stronger with some very good developments in assessment that helps teachers target support to meet pupils' individual needs. The provision for pupils to learn ICT skills has improved well. The time given to teaching all the subjects to a good enough standard in Years 3 to 6 varies too much. The school's ability to check on the progress it is making is strong and the school is in a very good position to improve further.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A	B	C	E
mathematics	A	B	C	E
science	A	C	B	C

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

Achievement overall is **good**. Although the most recent results show a downward trend in English and mathematics, they are improving rapidly. The school is taking effective action to remove the areas of underachievement in English, particularly in writing, and mathematics. Pupils in Year 6 have made up the lost ground and are now attaining average standards in English and mathematics. Higher attaining pupils are achieving satisfactorily but a small number of average pupils could still achieve more in mathematics. Standards in science are above average.

All children make good progress through the Reception class and the majority are on course to exceed what is expected by the time they start in Year 1. Pupils in Years 1 and 2 achieve well because the work is well matched to their needs. By the end of Year 2 standards are above average in reading, writing, mathematics and science.

Throughout the school, pupils with special educational needs are making good progress towards their individual targets because of very good support. Most reach at least average standards in English and mathematics. Standards in ICT are in line with expectations. Improved teaching and better resourcing are helping pupils to achieve well. Standards in geography are below average in Year 6 because there are inconsistencies in the rate of progress through Years 3 to 6. Standards in art and design and design and technology (DT) are average but older pupils could be challenged more to extend a good base of skills.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are **very good**. Pupils value each other and behave very well. Attendance is above average; punctuality is very good and all pupils are keen to get on with their work.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**. Overall teaching and learning are **good**. Lessons are well managed. Relationships between pupils and teachers are very good and teachers' successfully encourage pupils to contribute to lessons. Teaching assistants are deployed very well indeed and offer very good support to teachers and pupils. Teachers in Years 3 to 6 are making good use of assessment information in their planning but there is scope to make better use of the school's guidance in teaching geography, art and design and DT.

The curriculum overall is satisfactory. It is sparkling and very well planned in the Reception class and Years 1 and 2 but is patchy in its quality through the other classes. There is not enough time given to teaching physical education (PE) and this limits what pupils can achieve. There have been good developments across the school in opportunities for writing but pupils in Years 3 to 6 could be challenged more to use their numeracy skills. Pupils' care and welfare are very good. There are good links with the community, especially the church, and secondary school.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The school is well led by the headteacher who has a very clear understanding of how to bring about improvement. However, difficulties in recruiting staff, together with a number of long term absences, impacted on how well some pupils achieved, particularly in Years 3 to 6. These problems are now behind the school and the improvement is very evident. There is a strong sense of teamwork. Pupils' achievements are well tracked and teaching is monitored effectively. Not enough has been done to make sure that all subjects get enough teaching time. The work of the governing body is good. They have a clear grasp of the school at all levels and are equal partners in its plans for improvement. Finances are used well to deploy staff effectively to meet the range of needs. Statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the work of the school. Pupils enjoy lessons and are very positive about their learning and the support they receive.

IMPROVEMENTS NEEDED

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

- Raise pupils' standards in geography in Years 3 to 6.
- Review the breadth and balance of the curriculum in Years 3 to 6.
- Address the inadequate time given to teaching PE through the school.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good overall, although it varies in different subjects.

Main strengths and weaknesses

- Children's achievement in the Reception class is good.
- Throughout the school pupils' achievement in English, mathematics, science and ICT.
- In mathematics and writing standards are rising quickly.
- Older pupils' achievements are not as high as they should be in art and design, DT and geography.

Commentary

1. Children are achieving well in the Reception class because of very good teaching, an exciting and challenging curriculum and good accommodation and resources. The adults keep a close track of children's progress and provide well-matched activities. The headteacher and the determined leadership of the class teacher encourage the partnership with parents. This makes a good contribution to children's achievements. Most children are well above average in their personal development and above average in English, mathematics and their knowledge and understanding of the world when starting Year 1, and are average in other areas of learning.

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

Standards in:	School results	National results
reading	17.8 (16.9)	15.8 (15.7)
writing	14.2 (14.1)	14.6 (14.6)
mathematics	17.2 (15.8)	16.2 (16.3)

There were 26 pupils in the year group. Figures in brackets are for the previous year.

2. Inspection found that standards in writing and mathematics in Year 2 have improved considerably over the year and are now above average. This is the result of improved focus on individual pupils' needs and the early identification of difficulties they are having in literacy skills. Standards are above average in mathematics with pupils learning a strong base of calculation skills that they use confidently to solve a range of mathematical problems. Standards in science are good with a number of exciting opportunities to work practically and extend their investigative skills. The curriculum is well linked, providing some rich opportunities for pupils to apply their literacy and numeracy skills in a range of subjects.

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

Standards in:	School results	National results
English	27.0 (28.2)	26.9 (26.8)
mathematics	27.0 (28.3)	27.0 (26.8)
science	29.8 (29.2)	28.6 (28.6)

There were 26 pupils in the year group. Figures in brackets are for the previous year.

3. An analysis of the 2002 to 2004 Year 6 test results shows a declining performance in English and mathematics tests. A number of factors including small cohorts and variations in the

number of pupils with special educational needs have had a detrimental impact on test results. Also changes in staff and temporary teachers had led to a lack of continuity in pupils' progress through Years 3 to 6 and achievements for a number of higher attaining pupils were unsatisfactory. Inspection evidence indicates that standards in English and mathematics are quickly improving as a result of good teaching and good use of assessment information when preparing lessons. Standards could be higher in DT, art and design and geography in Year 6.

4. Standards in speaking and reading are above average in Year 6. Pupils achieve well because there are good opportunities for them to work together, sharing and presenting their ideas. Pupils' progress in reading is carefully tracked and small group reading lessons are well planned to meet individual needs. Standards in writing are above average in Years 3 to 5 and average in Year 6. This represents good achievement for these pupils given their previous attainment at the end of Year 2. There are higher expectations of what these pupils should be achieving and a good range of experiences that supplement the work done in lessons to extend their skills.
5. Standards in mathematics are rising quickly and whilst average in Year 6 are above average in Years 3 to 5. Pupils are achieving well because of improved levels of support and the emphasis on investigative and practical learning. There are a small number of average attaining pupils in Year 6 who lack sufficient confidence in applying their knowledge of number facts to solving problems and this prevents them from reaching the higher levels. There are not enough opportunities outside mathematics lessons for these pupils to develop their skills. Standards in science continue to rise and are above average. Pupils have a very good general knowledge in science. Progress in scientific investigation skills is good in Years 3 to 5 but only satisfactory in Year 6 because practical work is not sufficiently challenging.
6. The very good levels of support help pupils with special educational needs progress well and ensure they meet their learning targets in English, mathematics, science and ICT.
7. The evidence available to judge standards in other subjects showed variations in pupils' achievements. Pupils' ICT skills are in line with expectations through the school. Pupils are achieving well because the school has improved resources and trained staff in the use of software. This is helping pupils catch up quickly. Standards in history are average and improving because of the good emphasis in the provision for pupils to acquire research and investigation skills. Standards in geography are average at the end of Year 2 but below average in Years 5 and 6. There is insufficient attention given to teaching geographical skills or to using pupils' good numeracy skills. Whilst standards in art and design and DT are above average by the end of Year 4, at the end of Year 6 they are too low. This is because not enough is expected of pupils.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to learning and their behaviour are very good and significantly influence their achievements. Personal development, including spiritual, moral and social development, is very good. Pupils' cultural development is good overall. Attendance is good and punctuality very good.

Main strengths and weaknesses

- Relationships between staff and pupils are very good.
- The very positive ethos in the school encourages high pupil motivation and very good personal development.

Commentary

8. Pupils feel valued, safe and relaxed in the schools' positive atmosphere. They are proud of their achievements and talk enthusiastically about their lessons and out of school activities. The very positive relationships between staff and pupils provide a very good example for pupils who are co-operative and caring in their relationships with each other. For example in a

Year 4 science lesson pupils shared equipment, listened to and adjusted to each other's suggestions very well.

9. Pupils' behaviour overall is very good and in lessons and assemblies is excellent. The school sets high expectations, based on consideration and respect for each other. Parents strongly endorse the view that pupils behave well and are positive about the role models set by teachers and other staff to promote tolerance, kindness and good conduct. The playground is used safely and sensibly. Pupils in Years 1 and 2 enjoy using a wide range of games equipment at playtimes. Older pupils mix sociably at break times and are keen to explain the rules of the playground. No incidences of bullying were observed and there were no exclusions in the last year.
10. Parents feel the school is effective in encouraging pupils to become mature and independent and inspection findings support this view. Reception children achieve very well in their personal, social and emotional development, and pupils continue to demonstrate high levels of self-confidence and autonomy as they move through the school. The very strong links with the church, and the high status of religious education (RE) within the school, contribute to very good spiritual development. Pupils regularly reflect on their own beliefs, feelings and views and consider the circumstances of others. Pupils appreciate their own cultural traditions well through the good range of music opportunities and involvement with the local community. The pupils learn about the lives of other people through their connections with the wider Catholic community but this is not developed in their geography lessons.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.6	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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good overall.

Teaching and learning

Teaching and learning are good overall. The procedures for, and the use of, assessments are good.

Main strengths and weaknesses

- The teaching in the Reception class and Years 1 and 2 is very good.
- Lessons are well organised and resourced.
- The teachers use assessment information well to match work to meet the needs of all pupils.
- There are still some variations in teaching quality in Years 3 to 6.

Commentary

Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	10	13	5	0	0	0

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

11. In the Reception and Years 1 and 2 classes the teachers provide a wide range of exciting and rewarding experiences. The teaching is sharp; at all times teachers check on how well

individual pupils are learning through targeted questions and close attention to checking pupils' work. Expectations are often very high and work is well matched to pupils' needs.

12. Throughout the school the teachers manage the lessons very well. There are high expectations that pupils will work independently and in groups. Lessons are carefully planned to ensure a broad range of opportunities to discuss and develop ideas. There is some very good use made of resources, for example the interactive whiteboard. Opportunities for practical work are well prepared and suitability challenging. Pupils with special educational needs are sensitively included. They gain much from the chance to share and present ideas to the class. Teaching assistants work extremely well prompting pupils to answer questions and giving individuals attention during the main part of the lesson. They also work very effectively with small groups and individuals.
13. The rigorous assessment systems, a balance of regular tests and teacher assessments, enable teachers and support staff to track pupils' progress in English and mathematics. Teachers use this information to accurately plan work and to adjust their teaching strategies.
14. Where teaching and learning are satisfactory rather than good, it is because the pace of the lessons slowed towards the end. There was not enough checking up on how well pupils understood new ideas despite these being clearly presented at the start of lessons. Some teachers' marking does not show pupils what they might do to get better. The scrutiny of pupils' work also revealed that in some classes the art and design, geography and DT work was undemanding and insufficient to extend pupils' skills. Guidelines to help with lesson planning in these subjects are not being used rigorously and result in variable rates of progress.

The curriculum

The quality of the curriculum is satisfactory. Some good enrichment enhances pupils' learning. The accommodation is satisfactory and resources are good.

Main strengths and weaknesses

- The curriculum for pupils with special educational needs is very good.
- Not enough time is spent teaching some subjects and there are insufficient opportunities for pupils to apply their mathematical skills in other lessons.
- Some new ideas have been successfully introduced to broaden pupils' experiences.
- Good quality resources support learning well in most subjects.

Commentary

15. The school makes sure that all pupils benefit equally from what it provides. In particular, there is improved provision for development of the higher attaining group of pupils in English and mathematics. The teaching assistants understand the nature of special educational needs very well and use a good range of strategies and resources to help these pupils in lessons. The teaching assistants' skills, such as in speech and language and physical therapy teaching are used very well.
16. The breadth and balance of the curriculum overall is very good in the Foundation Stage. There is a lack of balance in Years 1 and 2 because insufficient time is given to the teaching of PE and this affects what pupils are able to attain in the subject. In Years 3 to 6 there is not enough time given to PE, geography and DT. This results in pupils not achieving as much as they could. Regular poetry writing, history workshops and theatre groups enrich pupils' experiences and have made a strong contribution to raising standards in English. With the exception of science, teachers do not identify opportunities for pupils to use and apply their numeracy in other subjects in Years 3 to 6. Consequently opportunities for average attaining pupils to consolidate their understanding are missed.

17. A recent innovation has been the introduction of a 'carousel' to provide a wider range of curricular experiences for Years 3 to 6, including environmental education, investigative science, music and French. This is an effective use of staff expertise and contributes well to the enrichment of the curriculum. Its overall effectiveness is yet to be evaluated by the school, but the project clearly indicates the school's desire to make the curriculum more enjoyable.
18. Music tuition, sports coaching and educational visits support subject studies. A good range of after school sporting activities, including football, netball, rugby, tennis, hockey and judo, also enhance the provision for pupils' personal and social development as well as having a significant impact on individual achievements.
19. The library and ICT suite have recently been remodelled and now provide good quality facilities for developing reading and ICT skills. Three interactive whiteboards support teaching and learning well. Other resources to support teaching across the curriculum are of good quality and enhance provision. A good number of well-trained support staff provide well for the different ability groups with whom they work.

Care, guidance and support

Pupils are looked after very well in school. They are given good guidance and support.

Main strengths and weaknesses

- The youngest children have a good introduction to school.
- All staff have a good knowledge of the pupils.
- The school effectively seeks and acts on the views of pupils.

Commentary

20. There are very good arrangements for children starting Reception to get to know staff and the school before they start. Children start full time in small groups so that they can have the full attention of staff. They visit regularly and so become familiar with routines. Parents are very happy with the arrangements made and feel their children settle down well.
21. In most subjects those pupils who are struggling a little are clearly identified. Teachers regularly analyse individual pupils' progress with teaching assistants and the assessment co-ordinator to ensure that the necessary support is put into place in lessons. There are clear targets set out for pupils, including higher attainers, in English, mathematics and science that ensure consistent progress. The school has put in place very good strategies to provide the help that pupils with special educational needs require, including working with outside agencies. The support is very well managed within the timetable and pupils' achievement very regularly monitored. It is an important element of the inclusive nature of the school that these pupils are made to feel confident and happy in their groups because of the skills shown by the teaching assistants.
22. The school pays very good attention to all aspects of pupils' health and safety and their welfare. Parents know that their children are happy in school and are right to feel confident that they are well looked after. Parents can make use of the early morning club for their children in the secure knowledge that they are happily and safely occupied. All staff and some governors have had up-to-date child protection training and procedures are clear and known.
23. The school council is particularly influential in helping to set rules and guidelines because their role is to collect suggestions and personal concerns from pupils throughout the school. Under the guidance of the headteacher they regularly discuss any issues that arise. The pupils' eco-council has made practical arrangements to involve all pupils in contributing towards caring for the environment, for example, through organising an efficient recycling scheme.

Partnership with parents, other schools and the community

Links with parents, the community and with other schools and colleges are good.

Main strengths and weaknesses

- There is a very strong sense of partnership with parents.
- Parents are very well informed about the work their children do although not all feel they know enough about whether they are meeting their targets.
- The school works closely with the community and with other schools.

Commentary

24. Parents think highly of the school. Staff are open and welcoming and this engenders in parents a sense of trust and confidence in the work of the school. Parents' positive opinions in the questionnaire were confirmed by talking to those around school and nothing negative of significance arose. Parent governors actively make themselves available at parents' meetings so that they can find out if there are any issues that they can help with.
25. The school makes sure parents have access to plenty of information about the curriculum. They also have invitations to workshops about literacy and numeracy, so that they can help their children at home. Pupils' targets are shared with parents at meetings and in reports but interim feedback is not regular enough to keep parents informed.
26. Pupils' transfer to secondary school is managed well. Teachers come from the high school to give them lessons and Year 7 write letters to Year 6 pupils to make the transfer as pleasant as possible. The school benefits from having regular parent helpers and contacts with the church community, who share their experiences and skills in lessons and topic work. Regular volunteers also come from a large business concern to support pupils in developing communication skills.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The leadership by the headteacher and key staff is good. Management is good overall, as is governance.

Main strengths and weaknesses

- The headteacher has the ability to instil in others a sense of purpose and there is decisive and systematic action taken to address weaknesses.
- The Foundation Stage is very well led and managed.
- The governors are very well led.

Commentary

27. The headteacher and deputy give a very strong steer to monitoring the school's performance. Satisfactory systems are in place for checking on the effectiveness of the school's work in order to identify priorities for further development and to ensure there is no slippage in pupils' achievements during temporary staffing arrangements. As a result there has been a strong focus on monitoring teaching and tracking pupils' progress. A systematic approach has been taken to raising standards; the priorities have been writing, mathematics and ICT. For example, the underachievement in writing has been tackled through enlisting support from the local educational authority (LEA), as well as frequently analysing pupils' written work and introducing a programme of writing across the curriculum. In the same way the drive to improve the resources and teachers' expertise in teaching ICT has led to some good

achievement in the short term. The regular monitoring of lessons and teachers' planning in these subjects sustains the improvements in standards.

28. There is good management of the temporary staffing arrangements. The information gathered on pupils' progress is carefully used to design individual programmes for those pupils who may need extra help or more challenging work. Comprehensive training programmes has been established for teaching assistants who support small groups in the classroom and to help individual pupils with special needs. The carefully managed deployment of support staff has improved the effectiveness pupils' learning. This has had an impressive impact on the progress of lower attainers and those higher attaining pupils who had slipped behind with their writing and mathematics. A programme of subject monitoring is not fully implemented because of staff changes resulting in some temporary arrangements. As a result there is still some lingering weakness in subject management in geography, art and design and DT.
29. There are good systems in place for monitoring the effectiveness of the Foundation Stage, particularly children's progress and the effectiveness of teaching. Adults plan and assess very well together and the effective links with parents and pre-school ensure the provision for children is adjusted appropriately.
30. As well as its role in planning for the future, the governing body is fully involved in the life and management of the school and plays an important part in the development of a common sense of purpose. The chair of governors ensures that the governors are at the heart of school self-evaluation, particularly in the monitoring of professional development training. This is successfully ensuring that staff expertise is not affected by staff mobility.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	483,188
Total expenditure	484,618
Expenditure per pupil	2,901

Balances (£)	
Balance from previous year	19,661
Balance carried forward to the next year	21,091

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **very good**. Children achieve well and by the end of the year are attaining standards well above those expected in personal and social development and above average in communication, language and literacy, mathematics and knowledge and understanding of the world.

There is a very good parental partnership; information about individual children's progress is regularly shared, parents are informed about what their children will be learning and are encouraged to help them at home. Very good assessment procedures ensure activities build on previous understanding, and are well matched to the needs of the children. A detailed self-evaluation and improvement process has been carried out, leading to achievement of the Wigan Quality Standard for Early Years Education in 2004. Alongside the commitment and enthusiasm of the team, the award has contributed to very good improvement since the last inspection and to establishing very good leadership and management for the Foundation Stage.

The indoor accommodation is good and resources are very good. The school acknowledges the need to improve the use of a satisfactory outdoor area to promote all areas of learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- There are regular opportunities for children to initiate activities and very good relationships lead to very effective emotional development.
- There are clear and consistent expectations of very good behaviour.
- The outdoor environment does not provide the same potential for independent activities as the classroom.

Commentary

31. The personal, social and emotional development of most children on entry is above average. All of the children are well on their way to exceeding the expectations in the early learning goals and their co-operative skills are well above expectations. The very good teaching characterised by the good use of time, stimulating resources and deployment of staff leads to very good levels of children's learning through play. This promotes concentration and perseverance very well. The good balance of adult-led and child-initiated activities encourages very good independence and collaboration. Children frequently share equipment and accommodate each other's needs well. Adults regularly give praise and encouragement that in turn lead to very good levels of self-confidence and enthusiasm.
32. There are missed opportunities for collaboration in outdoor challenges such as constructing on a larger scale, creating imaginary worlds or for role-play. There are good quality resources for such activities and good storage for them, but they are not stored in the area where they can be used all year round. Consequently, outdoor activity is constrained.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching is very good.
- Practical and lively teaching of letter sounds contributes to very good achievement in reading and writing.
- Children's talk is encouraged and promoted very well.

Commentary

33. Very good teaching leads to above average standards in all aspects of communication, language and literacy and to some very good achievement. Children respond very enthusiastically to questions, and express their views and feelings very well.
34. Children's language and communication skills are regularly assessed and the expectations placed on them are well matched to their needs. Children showing slower rates of progress than expected are quickly identified and teaching is adapted to meet their individual needs. Consequently children with special needs have progressed very well in reading and writing, following well planned individual support. There are good opportunities for parents to become involved in the process of teaching reading. The systematic teaching of letters and sounds, the use of large books to promote an enjoyment of books and teaching of specific skills in small groups, leads to some very good achievement. The reading area is rather cramped, however, limiting access to only two or three children at a time. Lack of space also constrains the display of books and does not provide a quiet and comfortable reading area. Consequently, despite their interest in books few children elect to use this area.
35. The teaching of writing is very good. Children are given good individual support as they write in small groups with an adult, and are encouraged to use their knowledge of sounds and letters to build words and sentences independently. The majority write, using plausible spelling and simple punctuation. This shows very good achievement in writing, and competencies above those expected for their age. Recently the children have enjoyed an exciting range of writing opportunities: for example, writing letters to the giant, following Jack's visit; a description of the village following a walk to the shops; and have enthusiastically recorded Brunel Bear's experiences after taking him home for a visit.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The well-planned activities contribute to children's good achievement.
- Teaching is good and the teaching assistant makes a very positive contribution to learning.

Commentary

36. Assessments show the progress made by children is good. Most children complete simple calculations, count accurately in ones, twos and tens and have a good understanding of shape and measurement. Overall, children are above average. Teaching is well planned and the activities are stimulating and practical. In one activity, involving the number five, children quickly learned how to recognise if a number is odd or even, and went on to record simple addition sentences.

37. The teaching assistant encourages children's talk and the correct use of mathematical vocabulary. Support for children in small groups is well organised to ensure all are valued. This leads to good achievement by children of all abilities. Very good support for those with special needs ensures their needs are continually assessed and met well.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD, PHYSICAL DEVELOPMENT AND CREATIVE DEVELOPMENT

The provision in these areas was sampled.

38. A collection of photographs shows children enjoying a rich and stimulating range of first hand experiences to develop their **knowledge and understanding of the world**. For example, they have visited the village and drawn maps to show the location of main features, developing a good sense of place. They have studied growth in the garden, and enjoyed fruit tasting and baking for a class party. During the school science week they observed planets in the planetarium and sorted objects, having identified if they would float or sink. They regularly use the computer to read and write, displaying good control of the mouse. They have also used a programmable toy to develop their understanding of direction, distance and turn.
39. Very good teaching, learning and achievement was observed when children used the outdoor environment for gardening. They worked very well with a visiting governor, and planted their own flowerpots. They displayed a very good understanding of what plants need to grow and confidently raised their own questions such as, 'Can you eat all bulbs?' They independently labelled their flowerpots and cleared away efficiently.
40. Inventing scenarios in the 'builders merchants', made a good contribution to children's **creative development**. Work on display shows they have also used materials to make model boats and used a range of paint and collage material to make fish. However, these art materials are not made available during child-initiated activities and this constrains the children's opportunities to select and use art materials for their own purposes. The staff have acknowledged the need to improve this by providing more space and easier access for children.
41. Pupils use the school hall at least once a week for **physical development**, using climbing apparatus and small games equipment. They have access to wheeled toys in the adjacent outdoor environment, but the process of moving these toys from one outdoor area where they are stored, to another where they can be used, is cumbersome and leads to some underuse. Whilst resources for physical activity are good, they are not used frequently enough as part of child initiated activities in order for children to achieve well in their physical development.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are above average in English in Year 2.
- All groups of pupils are achieving well throughout the school.
- Teaching and learning are both good.
- English is well led and managed.

Commentary

42. By Year 2 pupils have above average speaking skills. They express their ideas well in class discussion and in response to questions from the teacher. Many have a good range of vocabulary to use in everyday conversation, and a variety of adjectives to elaborate their ideas. They are confident to speak in front of the class. Reading skills have been consistently above average since the time of the last inspection, and continue to be a strong feature of pupils' attainment. Standards in writing have shown fluctuations over time but have shown good improvement this year and based upon inspection evidence are judged now to be above average.
43. By Year 6 standards overall are average and above average in Years 3 to 5. Pupils are confident in their speaking skills, and this element of their English is above average throughout the school. An example of this was evident from the way Year 6 pupils phrased questions to a visitor to the class, skilfully weaving in supplementary elements. Pupils' reading skills are competent and above average through the school. Writing skills are above average in Years 3 to 5 and average in Year 6; this represents good achievement by this year group particularly for lower attaining pupils. Recent test results have shown a decline in performance because higher attaining pupils have not been achieving well enough in their writing. However, the slide has been halted. The teaching through the school is good and assessment information is being used well to ensure work is demanding of these pupils.
44. All groups of pupils are making good progress. This was particularly evident in lessons, and in the examples of pupils' written work. By Year 2, pupils produce imaginative writing in a variety of styles, with well-formed handwriting and accurate use of basic punctuation. Year 6 pupils also write for a variety of purposes using clearly formed handwriting. Ideas are expressed imaginatively, confidently and competently. Higher attaining pupils are now making the progress expected of them. The lower attaining pupils have made some very good gains particularly in expressing their ideas accurately. Average attaining pupils have made good progress this year to reach average standards. However, some average attaining pupils do not organise their writing using complex sentences and the more advanced grammatical structures to move them up to the higher levels of attainment in writing. This is because these are aspects of writing that did not receive enough attention in previous years. Nevertheless, the majority of pupils have a secure grasp of the organisation of writing to attain the expected level. All work hard in lessons and show very positive attitudes to work, and are keen to do their best. Presentational skills have improved as pupils take a greater pride in their written work.
45. Teaching is very good in Years 1 and 2. In these classes skilled teachers demonstrate very strong command of the subject and have high expectations of pupils' response. The very challenging lessons ensure that pupils develop good comprehension and vocabulary. Lessons are very well organised, build well on previous learning and ensure that all groups are well supported. Classrooms are language rich environments with good links made between subjects. For example, in a Year 1 history lesson pupils wrote lines of poetry relating to a story they were told in history.
46. Teaching in Years 3 to 6 is good and well matched to pupils' needs. The use of the interactive whiteboards enriches the teaching, and is used well to promote interest and learning. The use of 'talking partners' in class impacts well on pupils' confidence and ensures their involvement. There is strong emphasis on developing vocabulary in all subjects and this has boosted the achievement of pupils. The high expectation teachers have of pupils' writing results in well-crafted stories. Good assessment procedures are used to identify possible underachievement although some marking does not help pupils to see how they can improve the quality of their work. Teaching assistants are well trained and highly skilled at teaching small groups. They make a significant contribution to the learning of different ability groups, including those with special educational needs and some of the higher attaining pupils.

47. The subject is well led and managed. Planning has been revised to take account of the needs of pupils at all levels of attainment in the different genres of writing. The focus on improving writing and identifying support for the higher attaining pupils has been instrumental in improving the quality of writing throughout the school. Teachers have regular updates on using new ideas about teaching and they have benefited from help given by an outside trainer. The identification of underachievement has enabled the school to put support where it is most needed. This is clearly having a positive effect upon attainment at both ends of the ability spectrum, and is a clear indicator of the capacity the school has to raise standards further.

Language and literacy across the curriculum

48. The school has been successful in developing the use of writing to support other subjects, including science, history and ICT. The strategy of 'talking partners' has also effectively been employed across the curriculum, and has become part of teaching.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils are achieving well.
- The good teaching places a strong emphasis on practical work and problem solving.
- The subject is well led and managed.
- Numeracy skills are not developed adequately in other subjects.

Commentary

49. Since the last inspection there has been some underachievement in mathematics. This is now being successfully addressed through improved teaching and assessment. In all lessons, good attention is paid to the different needs of pupils. As a result, standards are improving and are above average at the end of Year 2 and in most other year groups. Higher attaining pupils achieve well. They build confidently on their secure base of number knowledge. Their progress is carefully tracked and work is challenging and well matched to their needs. Lower attaining pupils are confident tackling problem solving and choosing the best strategies. In Year 6 standards are average; some Year 6 pupils lack confidence in using large numbers and are uncertain of the strategies that would help them to arrive at answers to problems quickly and accurately.
50. Teaching is good overall, with some that is very good in Years 1 and 2. Computational skills are taught well. In particular most pupils learn how to use their knowledge of numbers well. Some very good quality practical work is well managed, for example, using shopping situations to extend and challenge pupils of different abilities to use their skills to solve problems. The determined focus on practical problem solving was very well demonstrated in a Year 4 lesson. Pupils at the start of the lesson were uncertain about symmetry but by the end of the very good teaching were drawing inferences from the data they had collected. The shapes were thoughtfully prepared so that pupils also learned to describe the properties of irregular and regular polygons. Practical work is extended well through homework that involves parental support.
51. Teaching is good in Years 3 to 6. Lessons are organised effectively and the emphasis placed on the 'thinking' process is a real strength. Teachers are confident in what they are teaching and becoming more adventurous and consequently pupils are getting better at using strategies to solve problems. For example, in a Year 5 lesson, calculating where zoo managers would be advised to reduce costs, pupils quickly and accurately applied multiplication and division strategies to help them identify which animals should be sold. Pupils are grouped in lessons according to their needs and the provision of some very good

support by adults ensures pupils learn well in lessons. The starts of lessons are good, with a focus on mental arithmetic that is paying dividends in improving pupils' general understanding. The use of individual whiteboards to display answers quickly, together with the encouragement to work in pairs is effective in developing pupils' confidence. Short problem solving activities with a mix of demanding questions ensure that pupils have something to aim for. However, some lessons end too abruptly. There is not enough time to draw together the learning and not enough challenge in the way questions are framed. Teachers' marking of pupils' work is also variable. In Years 4 and 5 it is of a high standard but in Years 3 and 6 pupils' mistakes are sometimes ignored and uncorrected.

52. The subject co-ordinator has a very clear grasp of strengths and weaknesses in the subject, although she has only been the subject co-ordinator for a short time. This is because there are good procedures for monitoring teaching and standards. The school benefits, in particular, from training courses and school based training for all staff. The action taken to halt a decline in National Curriculum test performances has been impressive. A very thorough set of assessment procedures has been introduced and their use is regularly monitored. This is ensuring that pupils' progress is checked on regularly and that any areas of mathematics where pupils are unsure are being taught.

Mathematics across the curriculum

53. The use of mathematics in other subjects is not systematically planned. The use of ICT to support pupils' learning in mathematics is satisfactory with some good experiences gained through working with spreadsheets that extend pupils' numeracy skills. In science pupils use graphs and tables and measure results but these opportunities do not challenge the abilities of older pupils. There is some evidence of graphing and data collection being used in geography but these are not planned to make learning more demanding.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are above average in Years 2 and 6.
- Pupils achieve well because teaching is good in Years 1 to 5 and they are well motivated to learn.
- There is not enough development of older pupils' investigative skills.

Commentary

54. Above average standards are attained by the end of Year 2 and Year 6. Well-planned and stimulating opportunities for practical science ensure good achievement up to Year 5. Progress is particularly good in Years 4 and 5. Investigative work in Year 6 is not as challenging and achievement in this final year is satisfactory.
55. Teaching is good, and in some classes is very good. No teaching was observed in Years 1 and 2 but pupils' work shows science topics are systematically planned to ensure skills and knowledge are developed in stimulating contexts. In a Year 4 lesson clear explanations and high levels of challenge exemplified very good teaching. Pupils were encouraged to raise their own questions and then set up tests to find out what might affect the bulbs' brightness. Whilst lessons in Year 6 offered good opportunities for pupils to make observations, there were some missed opportunities for encouraging pupils' own predictions or hypotheses. Decisions about what to test, and how, are made for the pupils. This offers insufficient challenge to promote good learning of scientific skills, and little experience of having their own views confirmed or challenged.

56. Learning is good because pupils are highly motivated. Pupils of all abilities respond and behave very well, enjoying very positive relationships with teaching assistants and teachers. Support and guidance through marking, however, is variable. This needs to be improved in some classes in order to help pupils understand how they can improve in relation to the main learning purposes of the task. Pupils work well in collaborative situations. Links with other subjects are exploited effectively as pupils use their literacy skills well when recording, and apply their measurement and data handling skills when observing change or testing their theories. In a Year 6 lesson the interactive whiteboard was used effectively to encourage discussions about the factors that cause food chains to become disrupted. The rapid pictorial representation of how these factors affected dependant animals ensured pupils gained good scientific understanding of the effects of environmental change.
57. Leadership and management are good. Since the last inspection there has been good improvement in the teaching of science skills. Assessments are used to identify aspects of provision needing improvement, and to track pupils' progress over time. Planning and pupils' work is regularly reviewed to ensure a consistent approach to teaching. There have been good initiatives in the last year to raise the status of science, including a science week and additional guidance to help teachers plan opportunities for exploration and investigation.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- The teaching is confident and pupils are achieving well.
- There is very good leadership and management.
- The improvement since the last inspection is good.

Commentary

58. Standards are average throughout the school and improving quickly. This represents good achievement, given the previous attainment and experiences of the pupils. Pupils in Year 2 are confident in using two programs simultaneously and work on laptops quickly and competently. There is regular coverage of most aspects of the subject, and skills by Year 6 are average. Pupils are sufficiently prepared to enter the secondary school, and confident in working with a range of programs. Pupils use the Internet competently to search for information and are adept at copying and editing text and graphics for use in their own documents. Pupils use ICT in increasingly sophisticated ways to publish their work and to produce multimedia presentations. The older pupils learn to use a spreadsheet and understand how to search a database and compile their own. There are still some gaps in pupils' experiences because these are not being taught regularly. These include more complex work with digital images and the use of sensors to record changes in temperature, light and sound. There is a comprehensive plan to address these gaps later this term.
59. Teachers and teaching assistants have a good level of computer competence. The high level of collaborative skills demonstrated by pupils ensures some good learning in lessons. Despite the location of the ICT suite in a corridor the teaching is effective and pupils learn well. Teachers and assistants are well organised and manage sessions very well.
60. The decisive action taken by the co-ordinator since autumn 2003 has resulted in good improvement on this key issue from the last inspection. There has been a coherent plan to raise expectations at all levels with improved resourcing for ICT, training for all staff and a manipulation of the timetable to ensure laptops and the small suite are regularly in use. Consequently teaching has improved and pupils' skills have quickly come up to expectations. Two teaching assistants have trained to act as technical assistants, maintaining the efficiency of computers, ensuring that teachers spend their time teaching rather than dealing with

technical problems. A potentially highly effective assessment booklet is in place that gives teachers a very effective view of pupils' progress. The subject co-ordinator has a very clear grasp of the future development and high aspirations for the subject.

Information and communication technology across the curriculum

61. This is satisfactory. The co-ordinator has ensured that teachers emphasise the use of ICT to support learning in English, mathematics, art and history by providing training and resources. There is still not enough use of ICT to support science and geography lessons.

HUMANITIES

Pupils' work was sampled in geography and history but not enough lessons were seen to judge provision.

Geography

62. In geography standards by the end of Year 2 are broadly average. There are good ranges of well-chosen activities that extend pupils' understanding of their town. The comparison of photographs of a French town with those of their own encouraged close observation skills. A study of the island inhabited by Finn McCall resulted in a three-dimensional plan that extended pupils' knowledge of features and their importance in peoples' lives. Through mapping the journeys of fictional characters from books read in literacy lessons, pupils have learnt to use symbols and describe direction.
63. This good work is not built on well enough through Years 3 to 6 and standards are below average. Pupils' mapping skills are at a poor level with pupils in Year 5 and 6 recording the location of shops during a high street study with no reference to grid references or appropriate symbols. Whilst there is a good link with literacy through the report writing on 'Our Town' there is little analysis of pedestrian and traffic movements. Subject guidelines have been updated but they are not always being followed. Some of the work is too undemanding and the subject has suffered because of a lack of consistent leadership.

History

64. There was insufficient evidence to judge pupils' achievement in history, but inspection evidence indicates that standards by Year 6 are broadly average. Provision is much improved since the last inspection. Well chosen and interesting artefacts provide an authentic look into Victorian lifestyles, and ensure good development of pupils' knowledge and understanding. Research skills are developing well using a variety of resources, including the Internet and interactive history programs. History workshops, visits and visitors are used to bring a more realistic and 'hands on' approach that pupils find enjoyable. This helps to ensure the subject's popularity. The well planned opportunities to develop pupils' writing skills in history have contributed to the good progress they are making in knowledge and understanding.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Pupils' attainment was sampled in art and design, DT, music and PE.

Art and design

65. Only two lessons were observed in art and design, and therefore it is not possible to make a judgement on the quality of overall provision. However, on the limited evidence available in a small sample of sketchbooks and in the wall displays, standards in Year 2 are above average and are similar to those expected by Year 6. This indicates good improvement since the last inspection in Years 1 and 2; standards have been maintained in Year 6.

66. Pupils' awareness of other cultures is promoted well through art in Years 2 and 5. Younger pupils explored mehndi patterns and Divali celebrations, using a wide range of photographs and artefacts as stimuli for their work. Year 5 pupils studied the work of Aboriginal artists to learn about the use of symbols and colour to represent emotions. In the lessons observed in Years 2 and 4 pupils showed very good attitudes to their work and they achieved well in their understanding of how to apply a range of techniques when making clay pots and when exploring colour in mythical landscapes.
67. There is good curriculum leadership, offering very good planning guidance for teachers, which supplements national guidance. This enables teachers to make good links with other subjects. The subject leader has also produced additional teaching materials, which promote the use of technical vocabulary and utilise the work of other artists. These are used to good effect for broadening pupils' awareness of designs for different purposes, for example in head wear and pots. Management of the subject is satisfactory. The range of work produced in Years 3 to 6 is narrow, indicating there is insufficient time and opportunity to extend well-established skills through drawing and painting. Currently the systems for monitoring the quality of teaching or pupils' progress as they move through the school are underdeveloped.

Design and technology

68. The samples of pupils' work in DT in Year 2 are above average. In the work, which was very well linked to their studies in geography, Year 2 pupils designed, made and evaluated cranes and boats for transporting goods from Finn McCall's island. Their models incorporated pulleys for lifting and presented good joining and finishing skills. Year 1 pupils used sliding mechanisms to create scenes of traditional tales and enjoyed making fruit salad in food technology lessons.
69. Pupils in Years 3 and 4 designed and made shoes and chairs for different characters. Individual designs were well finished and pupils evaluated their work well, acknowledging how well their design purposes had been met. Discussion with older pupils, and the narrow range of outcomes produced by pupils in Years 5 and 6, indicate there is insufficient challenge and opportunity in Years 5 and 6 to maintain the above average standards reached by Year 4.

Music

70. Music is valued throughout the school and pupils enjoy their musical experiences singing, playing, composing and listening to music. Pupils sing tunefully and keep to time and rhythm well. Currently, some 45 pupils are taught to play an instrument by peripatetic staff. These include brass, guitar, keyboard, piano and violin. Only two lessons were seen and pupils demonstrated the ability to clap out rhythms and keep in time well. Singing was tuneful and pupils kept to time and rhythm well. Opportunities are provided to encourage pupils to compose and perform their own work, and they show good knowledge of musical vocabulary such as pentatonic scales and ostinato. The subject is well led. The three staff with specialist skills and knowledge are deployed well. The useful self-assessment procedures enable pupils to know how well they are progressing. Pupils in Years 3 to 6 are involved in a choir and a musical performance as part of the Vivace Trust performing at Wigan, and then the Royal Northern College of Music. This has a significant impact on how pupils value this subject.

Physical education

71. The time allocation for PE is only one hour per week, which is insufficient to ensure a well-balanced PE programme. The standards in a games lesson by Year 6 were below those expected for their age. A scrutiny of planning and discussions with pupils and staff indicate most activities within the programme of study are not taught at sufficient depth. Discussions also reveal there is insufficient breadth in the PE curriculum in most year groups, indicated by the pupils' narrow experience of gymnastics and dance.

72. The recently appointed PE co-ordinator has initiated a good extra-curricular programme and has reviewed the teaching. In the process the shortcomings in the subject, including the need to provide in service training in order to improve the subject expertise of teachers, have been recognised. Governors have been informed of the need to improve the time allocated to promote good achievement by all pupils. There is good involvement in the School Sports Co-ordinator Programme, which has extended coaching and competitive opportunities, and introduced some specialist teaching to PE lessons. Accommodation for PE is good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The provision for pupils' personal, social, health and citizenship education (PSHCE) was sampled.

73. Speaking to pupils it is clear that they are familiar with 'circle time' which is when they talk together about things that concern them. The school council is used to develop behaviour guidelines and pupils' own interpersonal skills. They are expected to feed back information to their classes throughout the school. A weakness is that pupils do not have roles within this council to gain experience of managing meetings or controlling a small budget. The eco council helps pupils to understand their personal and social responsibilities within the school and also the wider community. Good attention is paid to healthy eating and use is made of professionals such as the school nurse to teach sex education and other aspects of the PSHCE curriculum.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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