



**Office for Standards  
in Education**

**Inspection report**  
**Forest Lodge Primary School**

**Leicester City Education Authority**

Dates of inspection: 3 and 4 November 2004

This inspection was carried out under section 3 of the School Inspections Act 1996 and was deemed a section 10 inspection under the same Act

© Crown copyright 2004. 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.

Inspection reports are available on the Ofsted web site ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## **Contents**

<b>Section</b>	<b>Page</b>
<b>Basic information about the school</b>	<b>iv</b>
<b>Introduction</b>	<b>1</b>
<b>Main findings</b>	<b>1</b>
<b>Key issues</b>	<b>3</b>
<b>Inspection findings</b>	<b>3</b>
<b>Standards achieved by the pupils</b>	<b>3</b>
<b>The pupils' attitudes, values and personal development</b>	<b>5</b>
<b>The quality of education</b>	<b>6</b>
<b>Leadership and management</b>	<b>8</b>
<b>Implementation of the action plan</b>	<b>9</b>
<b>Appendix – Information about the inspection</b>	<b>11</b>

## **Basic information about the school**

Name of school:	Forest Lodge Primary School
Type of school:	Primary
Status:	Community
Age range of pupils:	3 to 11 years
Headteacher:	Mrs K Cane
Address of school:	Charnor Road Leicester LE3 6LH
Telephone:	0116 2871220
Name and address of appropriate authority:	The governing body, address as above
Chair of governors:	Ms B Chantrill
Local education authority area:	Leicester City
Unique reference number:	120090
Name of reporting inspector:	Mr P Brooker HMI
Dates of inspection:	3 and 4 November 2004

## Introduction

1. Forest Lodge Primary School is situated in the New Parks area in the north of Leicester, a neighbourhood with comparatively high levels of socio-economic deprivation. It is larger than the average primary school, with 334 pupils aged 4 to 11 on roll. In addition 26 pupils attend the nursery. Many of the pupils are affected by social and educational disadvantages. Eighty seven per cent of pupils are of white British heritage, although a wide range of other ethnic heritages is represented in the school. Twenty three pupils have a mother tongue other than English. At 31 per cent, the proportion of pupils entitled to free school meals is above average. Eighty eight pupils are on the school's register of special educational needs, including ten pupils who have a Statement of Special Educational Need. These proportions are above national average figures.

2. The school was inspected in February 2003. The inspection was critical of many aspects of the work of the school and the school was made subject to special measures because it was failing to give its pupils an acceptable standard of education.

3. The governors drew up an action plan to address the key issues from the inspection of February 2003. The school was visited by Her Majesty's Inspectors of Schools (HMI) on four occasions to monitor the progress being made.

4. In November 2004, two HMI inspected the school, assessing the standard of education provided and the progress the school has made, in particular in relation to the main findings and key issues in the inspection report of February 2003.

## Main findings

5. In accordance with section 14 of the School Inspections Act 1996, I am of the opinion that the school no longer requires special measures, since it is now providing an acceptable standard of education for its pupils. The main findings of the inspection are:

- the ability profile of pupils when they enter the school is well below average. Although most pupils in the Foundation Stage achieve the Early Learning Goals for five-year-olds, their physical and social skills and their basic literacy and numeracy are underdeveloped when they enter Key Stage 1;
  - standards of attainment remain very low compared with national averages. Although some pupils attain levels commensurate with their age, considerable numbers do not achieve the levels of which they are capable;
  - in national tests for seven-year-olds in 2003, the proportion of pupils who achieved at least the expected Level 2 in reading, writing and mathematics was very low compared with national average figures and when compared with similar schools. Results in the most recent end-of-Key Stage 1 tests in 2004 showed no overall improvement. Only three of the 55 pupils achieved the higher Level 3 in mathematics; none did so in reading or writing;
  - in end-of-Key Stage 2 tests in 2003 the proportion of pupils who achieved the expected Level 4 in English was well below average, and was very low in
-

---

mathematics and science. Standards of attainment in English were broadly in line with those of similar schools. Results in 2004 showed improvement in mathematics and significant improvement in science, but declined considerably in English;

- achievement is satisfactory overall. The pupils make sound progress in lessons and the majority make at least satisfactory progress over time. However, the legacy of unsatisfactory teaching in the past has left pupils with widespread gaps in their basic skills, and continues to inhibit their attainment;
- the pupils' attitudes and behaviour have improved significantly since the last inspection in 2003. Around the school, the pupils are friendly and respectful towards adults and show consideration for one another. Attitudes and behaviour were at least satisfactory in all lessons, and good or very good in two thirds;
- the school has clarified its policy and procedures in respect of those pupils with the most volatile behaviour, and is proactive in fostering positive attitudes. The behaviour support team has developed good strategies to support the most vulnerable pupils and those most at risk of exclusion. Nonetheless, exclusion figures remain high;
- at 91.2 per cent for the last year, and 91.5 per cent since September, levels of attendance have improved, but remain very low compared with national figures. Punctuality is satisfactory;
- the school has a positive ethos. The pupils are given good support and guidance and their personal development is good. There is good provision for their moral and social development and sound provision for spiritual and cultural development. However there is too little focus on multicultural work or preparation for life in a diverse society;
- the quality of teaching is sound overall with significant strengths. It was at least satisfactory in almost all lessons, including almost half that were good or very good;
- the curriculum is broad and includes all the required subjects in reasonable depth and balance. However it is not sufficiently enriching to compensate for the pupils' lack of wider knowledge and experience;
- assessment is sound overall and systems for target setting have developed suitably. The school makes good use of assessment information. The overall quality of marking is sound, and the best is excellent;
- the school works hard to improve home-school communication and to keep parents informed about the pupils' progress. However, parents are not involved enough in their children's learning or sufficiently aware of their role in promoting achievement;
- the headteacher and deputy headteacher provide very good leadership and management for the school. They have skilfully prioritised developments and

---

have guided the school's long-term improvement. They offer good support for staff and have secured and managed well the external help from the local education authority (LEA). Systems for monitoring the work of the school are well established and have been effective in improving the quality of education. The school is capable of evaluating its own needs to guide its further development;

- the roles and responsibilities of subject leaders and key stage co-ordinators have developed well since the last inspection. The management of core subjects is sound overall with notable strengths. However, subject leadership generally remains underdeveloped;
- the governing body is very well led by the chair. Governors have a clear understanding of their responsibilities and have developed suitable links with staff in order to become better informed about the school's progress. The systematic programme of governors' visits has strengthened the governing body's monitoring role and enables it to hold the school to account;
- the LEA has provided good support through regular monitoring visits and detailed evaluation of the school's progress. The LEA's support and guidance for the school have been very well focused and judiciously managed. The LEA's successful recruitment of key staff has been pivotal to the school's transformation.

## **Key issues**

6. In order to improve the pupils' quality of education further, the governors, headteacher, senior managers and staff need to:

- raise standards of attainment;
- strengthen the effectiveness and impact of subject leadership;
- provide the pupils with a more enriching curriculum.

## **Inspection findings**

### **Standards achieved by the pupils**

7. The ability profile of pupils when they enter the school is well below average. Although most pupils in the Foundation Stage achieve the Early Learning Goals for five-year-olds, their physical and social skills and their basic literacy and numeracy are underdeveloped when they enter Key Stage 1.

8. Standards of attainment remain very low compared with national averages. Although some pupils attain levels commensurate with their age, considerable numbers do not achieve the levels of which they are capable. In national tests for seven-year-olds in 2003, the proportion of pupils who achieved at least the expected Level 2 in reading, writing and mathematics was very low compared with national average figures and when compared with

---

similar schools. Standards of attainment in end-of-Key Stage 1 tests have shown a downward trend in recent years. Results in the most recent end-of-Key Stage 1 tests in 2004 showed no overall improvement: 44 per cent of the pupils achieved the expected Level 2 in reading, 39 per cent in writing and 58 per cent in mathematics. Only three of the 55 pupils achieved the higher Level 3 in mathematics; none did so in reading or writing. Girls do better than boys in almost all subjects at all levels.

9. In end-of-Key Stage 2 tests in 2003 the proportion of pupils who achieved the expected Level 4 in English was well below average, and was very low in mathematics and science. Standards of attainment in English were broadly in line with those of similar schools. Results in 2004 showed improvement in mathematics and significant improvement in science, but declined considerably in English: fewer than half of the 43 pupils achieved the expected Level 4 in English or mathematics although almost three quarters did so in science; five pupils achieved the higher Level 5 in mathematics, three did so in science but none did so in English.

10. Achievement is satisfactory overall. The majority of pupils, including those with special educational needs, make at least satisfactory progress. However, the legacy of unsatisfactory teaching in the past has left pupils with widespread gaps in their basic skills and continues to hinder efforts to raise attainment. Furthermore, standards of attainment and rates of progress are affected by relatively high rates of mobility; 78 pupils joined the school during the last academic year.

11. Standards in English are, in general, below age-related expectations. Overall standards of literacy are low: there are widespread weaknesses in reading, in speaking and listening, and in the quality of writing. Some higher-attaining pupils read well, but their writing often lacks fluency and accuracy. Most pupils take care with their written work, but handwriting is often poor, and most pupils have difficulty sustaining extended writing. A significant number of pupils, including those in Key Stage 2, have an insecure grasp of letter sounds and blends and consequently have weaknesses in writing and reading, for example in spelling and decoding new words. Year 6 pupils showed a good understanding of the storyline of *Carrie's War* and were able to make simple comparisons between the film version and the book. Higher-attaining pupils are beginning to use a wide vocabulary. The school makes good use of data to monitor the pupils' progress and to target specific support. Analysis of the impact of literacy intervention programmes indicates that almost all pupils made sound progress and that half of all those receiving additional support made better-than-expected progress. In writing, overall rates of progress over the last year were in line with, or above, the school's target in eight of the thirteen classes. However there are discrepancies between the best and worst-performing groups, with pupils making unsatisfactory progress in two classes. Moreover, a significant number of pupils in each class did not show improvement in reading over the last academic year. Reading is to be a focus for whole-school development this year. Volunteers from a local business regularly listen to the pupils read. This initiative has had a positive impact on the pupils' desire to read and their enjoyment of literature.

12. In general, the pupils' knowledge, understanding and skills in mathematics are lower than would be expected for their age and ability. Skills in mental mathematics are often weak, but are addressed systematically in lessons through sharply focused mental starter activities. In mental mathematics sessions there is suitable emphasis on developing pupils' factual recall of addition and multiplication facts, and lessons routinely include

investigational work. Year 5 pupils had worked hard to learn their tables and responded positively to the challenge of a 'hot-seating' exercise. However, many younger pupils in Years 1 to 3 had an insecure understanding of place value or recall of number facts. Many older pupils could manipulate numbers accurately, but were less confident in selecting and applying appropriate calculation strategies to given problems.

13. Most pupils make reasonable gains in their knowledge and understanding of scientific concepts and processes. Science teaching covers a suitable range of topics, but lessons include an insufficient variety of practical explorations. In general, the pupils show a sound knowledge and understanding of the topics covered, but are given too few opportunities to develop their skills in scientific investigation. Pupils of all ages have evident weaknesses in predicting, understanding the principles of testing and in interpreting results. Written conclusions are generally accurate, but explanations are often superficial and do not make accurate use of scientific language and terminology.

14. The pupils make satisfactory progress in information and communication technology (ICT) lessons, but their skills are generally below the levels expected for their age. The school has developed the use of ICT across the different subjects of the curriculum in order to consolidate the pupils' ICT skills and to enhance their work in other areas. Year 4 pupils, for example, made good use of a commercial software program to explore and extend their understanding of mathematical symmetry, and Year 5 pupils spoke positively about the geography work promoted by their ICT links with a rural school in Nottinghamshire.

### **The pupils' attitudes, values and personal development**

15. The pupils' attitudes and behaviour have improved significantly since the last inspection. The pupils comply with the school's well-established routines; they are polite, friendly and respectful towards adults and show consideration for one another. Their behaviour was good in assembly, in the lunch hall and around the school during break periods. Attitudes and behaviour were at least satisfactory in all lessons and good or very good in two thirds. The pupils followed instructions, were attentive and interacted sensibly. Since the last inspection there has been considerable improvement in the pupils' ability to sustain their attention and interest in lessons. Even when whole-class sessions were long, they were patient and retained their concentration well. In general, they worked steadily on independent tasks and co-operated positively when asked to work in pairs or small groups. In whole-class sessions and assembly the pupils were keen to learn, and many volunteered answers and participated well. When teaching was interesting, lively or presented unusual activities, the pupils enjoyed their learning. However, a significant number of pupils lack self-confidence and were reticent, particularly when required to articulate extended responses.

16. The school has a positive ethos. The pupils receive good support and guidance and their personal development is good. From an early age the pupils are given a range of responsibilities, which they take seriously. In the Foundation Stage the pupils were expected to co-operate in building goal posts, take turns on the bicycles and other equipment and were encouraged to tidy up after their activities. In assembly nominated pupils were in charge of the music and working the projector. Positive relationships are very well modelled by adults: the staff follow common routines, show respect for the pupils, and are careful to recognise and encourage considerate attitudes and behaviour. A small but significant number of pupils still struggle to behave in socially acceptable ways, but this is well marshalled and effectively managed. There are good levels of adult supervision during break periods and the school's

---

consistent approach ensures that unacceptable or unpredictable behaviour is suitably challenged and firmly addressed. Staff are vigilant and quick to intervene to modify unsatisfactory behaviour. Moreover, the school is proactive in shaping positive attitudes: the pupils are taught the difference between right and wrong; there are clear school rules; and there is an effective system of rewards and sanctions, which is consistently applied. A variety of social and moral issues are addressed systematically through a structured 'circle time' programme. In a Year 2 lesson, for instance, the pupils were encouraged to reflect on different types of kind and unkind behaviour and how to make suitable redress when their classmates were upset.

17. The school has clarified its policy and procedures in respect of those pupils with the most volatile behaviour and is proactive in fostering positive attitudes. The behaviour support team has developed good strategies to help the most vulnerable pupils and those most at risk of exclusion. There are a variety of strategies to improve persistent poor behaviour, including seclusion for the most extreme cases. There is special provision for six pupils who are unable to access the curriculum due to various medical or learning difficulties. These pupils are in classes in the morning, but in the afternoon, when their behaviour was observed to deteriorate, they join a study group and do more active, topic-based activities, including visits to a farm and local supermarket. This specialist provision gives them confidence and builds their self-esteem. Incidents of poor behaviour are meticulously recorded and tracked and the school's analysis shows a consistent improvement in behaviour over the last year with a reduction in exclusions and incidents of poor behaviour in lessons. Nonetheless, exclusion figures remain high. Four pupils have been subject to fixed-term exclusion since September.

18. There is good provision for the pupils' moral and social development and sound provision for their spiritual and cultural development. The pupils know about their own culture but there is too little focus on multicultural work or preparation for life in a diverse society. Although there are a few examples of art work and extracurricular opportunities, such as the newly formed choir, the arts do not make a strong contribution to the pupils' personal development.

19. School assemblies meet statutory requirements. The assembly for Key Stage 2 pupils made a good contribution to their spiritual, moral and social development and provided them with suitable opportunity for reflection. There was an appropriate spiritual content with emphasis on Christian teaching and beliefs, and reference to great people such as Ghandi and William Booth. The award of excellence certificates made a positive contribution to raising the pupils' self-esteem and to the school's communality.

20. At 91.2 per cent for the last year, and 91.5 per cent since September, levels of attendance have shown steady improvement, but remain very low compared with national figures. Punctuality has improved since the last inspection and is satisfactory.

### **The quality of education**

21. The overall quality of teaching has improved significantly since the last inspection. It is sound overall with significant strengths. Teaching was at least satisfactory in almost all lessons, including nine that were good or very good. In all classes there is a well-established climate for learning, adult-pupil relationships are very good, and the pupils are well managed and follow set routines in order to settle quickly to their learning. Short-term planning is sound, and learning activities are well timed and suitably structured. In most lessons teachers

---

---

explained and modelled work carefully so that pupils knew what to do and could envisage the intended outcomes. In general, activities were varied and presented the pupils with a good range of learning styles and suitable opportunities for structured talk. These regular occasions for paired discussion ensured that all the pupils were engaged in learning and allowed them to refine their thinking, to rehearse their writing and to participate more fully in lessons. In many lessons there was good emphasis on active learning, even during whole-class sessions. In a Year 1 science lesson, for example, the pupils rotated around a series of well-planned activities to explore different sensory experiences; they enjoyed the tasks and made good progress in their learning. In the best lessons, brisk and effective management ensured that teaching time was maximised: activities could be quickly and efficiently modified and teaching was able to sustain a demanding pace. In these lessons, all aspects of teaching were purposeful: exposition and questioning were well structured; independent tasks were suitably differentiated according to the needs of each group of pupils; concluding plenary sessions reviewed particular aspects of learning; and marking was detailed and focused on specific improvement.

22. Lessons in literacy and numeracy were particularly well planned, with careful consideration as to what and how the pupils would learn. The most effective teachers were able to teach good or very good lessons across a wide range of disciplines. However, the planning in non-core foundation subjects sometimes lacked clarity. When learning outcomes were weakly defined, the teacher's questioning and the pupils' learning activities lacked clear purpose, and work was insufficiently differentiated to ensure that all pupils could make secure or rapid gains in learning.

23. The quality of learning correlated closely with that of teaching. It was at least satisfactory in 17 lessons, including eight in which it was good or very good. The pupils made good progress when teaching was energetic, purposeful and fun, but the quality of learning was unsatisfactory when teaching lacked adequate direction or challenge.

24. Assessment is sound overall and systems for target setting have developed suitably. The overall quality of marking is sound and the best is excellent. The school has a well-developed system of assessment to monitor the pupils' progress in English and mathematics and makes good use of assessment data. The thorough analysis of national and non-statutory tests enables subject co-ordinators to measure the pupils' rates of progress, to target future support, and to make suitable curriculum revisions in order to address broad areas of weakness. Procedures for transition at the end of the school year are good: teachers have detailed information on the pupils' achievement and areas for improvement. However, the assessment of the Foundation Stage pupils is unhelpful because it overestimates their levels of physical, social and academic development. The format of reports to parents has been suitably revised, and all pupils have literacy and numeracy targets. Most are familiar with these, but targets are underused in lessons and are occasionally unambitious.

25. The curriculum is broad and includes all the required subjects in reasonable depth and balance. However it is not sufficiently enriching to compensate for the pupils' lack of wider knowledge and experience. Since the last inspection there has been significant improvement in the range of learning activities in lessons. The school is aware of the need to develop the pupils' wider learning skills and several teachers have put in place strategies to promote these. In a Year 3 class, for instance, the pupils enjoy the role play routine at the end of each morning session that is designed to develop their oracy and communication skills, and which contributes positively to building their self-confidence and esteem. In addition, the

---

school is beginning to exploit a few well-chosen opportunities to broaden the pupils' experiences; there is a newly formed choir and a number of sports clubs. Year 5 pupils have ICT links with a school in Nottinghamshire through which they have developed their understanding of the contrasting geography of a rural area and knowledge of their own urban locality. In the Foundation Stage there is greater emphasis on experiential learning, with planned visits from the police and fire service. Nonetheless, there are comparatively few opportunities for the pupils to learn about wider cultural, global or local issues. The breadth and variety of art and music work are too limited, and the school takes insufficient opportunity to broaden the pupils' understanding of topical or current events, such as Divali or the elections in the United States.

26. Provision for pupils who have special educational needs is satisfactory. Individual educational plans are up to date and readily available to plan the teaching. Teaching assistants provided sound and often good support for individuals and groups of pupils in classrooms. In the best lessons, they had a clear understanding of their role and were proactive in providing well-focused support, even during whole-class sessions. Support for pupils with emotional and behaviour difficulties is good.

27. Provision for the pupils in the Foundation Stage has improved significantly since the last inspection. The quality of teaching is sound and often good; the learning environment has been improved; there is better integration of communication, literacy and language into activities, such as role play; and systems for monitoring the pupils' progress are in place. The school has recently been successful in securing a grant of £100,000 for refurbishing the accommodation in the Foundation Stage.

28. The school works hard to improve home-school communication and has been unequivocal in outlining to parents its expectations of their conduct. The parents are suitably informed about their children's progress, but are not involved enough in supporting their learning or sufficiently aware of their own role in promoting achievement. Only just over half of parents attended the most recent consultation evening.

### **Leadership and management**

29. The headteacher and deputy headteacher provide very good leadership and management for the school. Clear systems and procedures have been developed for planning, teaching, managing behaviour, and for assessment and tracking the pupils' progress. Systems for monitoring and evaluating the work of the school are well established. They give the headteacher and deputy headteacher a clear overview of the school's strengths and weaknesses and have been effective in improving the quality of education. The headteacher and deputy headteacher have skilfully prioritised developments and have guided well the school's long-term improvement. They have made their expectations clear to pupils, parents and staff; have provided good support for staff; and have managed well the external support from the LEA. A large number of new staff have been effectively assimilated in a short period of time and inducted into the school's routines. The individual training needs of teachers and teaching assistants have been well targeted and supported. The establishment of a good team ethic amongst all staff has fostered a cohesive approach to improvement. The school is well able to evaluate its own needs and to guide its own improvement.

30. The roles and responsibilities of subject leaders and key stage co-ordinators have developed well since the last inspection. The management of core subjects is sound overall

---

---

with notable strengths: subject leadership in English is good, and in mathematics, science and ICT is sound. Curriculum development in each of these subjects is suitably guided by subject action plans. The literacy and numeracy co-ordinators analyse the pupils' performance in end-of-year tests in order to inform revisions to medium-term plans and to assess their progress. This analysis has provided a clear overview of the pupils' specific strengths and areas for improvement. In mathematics, for example, the school has placed greater emphasis on developing the pupils' factual recall of addition and multiplication facts, and lessons routinely include investigational work. In English the focus on improving writing has been suitably developed and its impact analysed. The management responsibilities of other subject leaders and of key stage co-ordinators are developing, but their evaluation and leadership roles are underdeveloped. Subject leaders need to be more analytical of standards and progression in their respective curriculum areas in order to guide developments across the whole school. The school currently has no co-ordinator for the Foundation Stage and relies on external evaluation.

31. The governing body is very well led by the chair. She has worked hard to develop the capacity and skills of the governing body. Governors have a clear understanding of their responsibilities and have developed suitable links with staff. The systematic programme of governors' visits has strengthened the governing body's monitoring role and ensures that governors are well informed about the school's progress, and clear about areas for further improvement. The governing body provides good support for the school whilst effectively holding it to account.

32. The LEA has provided good support through regular monitoring visits and detailed evaluation of the school's progress. The LEA's successful recruitment and retention of key staff was pivotal to the school's transformation following the last inspection. Its support for the school has been very well focused and judiciously managed in order to achieve coherence and maximise impact. Training and guidance from the LEA have systematically strengthened the school's management and enhanced its capacity for self-evaluation.

### **Implementation of the action plan**

33. The inspection report of February 2003 required the school to address four key issues. These principally related to raising standards, and to improving the quality of teaching, leadership and management, and provision in the Foundation Stage. The school has implemented each of the tasks set out in its action plan and has made good progress overall. However, although the pupils' achievement is satisfactory, standards of attainment have not improved and remain too low. There remains work to be done to further accelerate pupils' rates of progress and to raise their standards of attainment.

34. The school's leadership and governance have improved significantly and are very good. Since their arrival in September 2003 the headteacher and deputy headteacher have transformed the school's leadership and have strengthened the management roles of key staff. Systems for monitoring and evaluating the school's progress are good. The governing body is well informed and governors are able to hold the school to account.

35. There has been considerable improvement in the overall quality of teaching and a significant proportion of teaching is consistently good. Intensive support from the LEA has

systematically and effectively improved provision in the Foundation Stage. Teaching in the reception and nursery classes is at least satisfactory and often good.

36. As a result of guidance and support from the LEA and the efforts of the staff and governors, the school now has the capacity to evaluate its own performance and to guide its future development.

## **Appendix – Information about the inspection**

The school was inspected in February 2003 by HMI under section 3 of the School Inspections Act 1996, which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 10 inspection under the same Act. The inspection was critical of many aspects of the work of the school and, in accordance with that Act, the school was made subject to special measures because it was failing to give its pupils an acceptable standard of education.

The school was visited by HMI in July and December 2003, and in March and July 2004 to assess the progress it was making to implement its action plan and address the key issues in the inspection report of February 2003.

In November 2004, two HMI returned to inspect the school for two days. The inspection was carried out under section 3 of the School Inspections Act 1996, and also deemed a section 10 inspection under the same Act.

Nineteen lessons or parts of lessons, one assembly and two registration sessions were inspected. The pupils were observed at break and lunchtimes and samples of their work were inspected. Meetings were held with the headteacher, deputy headteacher, other nominated staff, the chair of governors and a representative from the LEA. Informal discussions were held with other staff and pupils. A wide range of the school's documentation was scrutinised. Account was also taken of the evidence from previous monitoring inspections.

The inspection assessed the quality of education provided and the progress the school has made, in particular in relation to the main findings and key issues in the inspection report of February 2003 and the action plan prepared by the governing body to address those key issues.