

# INSPECTION REPORT

**BARTON ST PETER'S CHURCH OF ENGLAND PRIMARY  
SCHOOL**

Barton-upon-Humber

LEA area: North Lincolnshire

Unique reference number: 118006

Headteacher: Mrs J Denovan

Lead inspector: Mrs L Murphy

Dates of inspection: 29 September – 3 October 2003

Inspection number: 255442

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

© Crown copyright 2003

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 controlled
Age range of pupils:	4 -11
Gender of pupils:	Mixed
Number on roll:	274
School address:	Marsh Lane Barton-upon-Humber
Postcode:	DN18 5HB
Telephone number:	01652 632286
Fax number:	01652 632286
Appropriate authority:	The governing body
Name of chair of governors:	Mrs L Bromfield
Date of previous inspection:	22 June 1998

## CHARACTERISTICS OF THE SCHOOL

The school is an average sized primary school situated near the centre of the town of Barton-upon-Humber in an area of mixed housing. A small proportion of pupils attend from out of the local area. The proportion of pupils eligible for free school meals is broadly average and has risen since the last inspection. Fifty-nine pupils have special educational needs, which is broadly average; eight have a Statement of Special Educational Need, which is above average nationally. The special needs include a range of moderate learning, social and emotional, speech and communication difficulties, and autism. Most pupils are White-British with a small number of pupils of other white and Chinese heritage. All pupils speak English as their first language. Pupils' attainment when they start school is well below average. The school has gained a number of awards including the Basic Skills Mark in 2001, Healthy Schools Award in 2002 and has been in receipt of the Schools Achievement Award from the Department of Education and Skills for the third time in 2002. All of the senior managers are new to post including the headteacher and an acting deputy headteacher.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16173	Mrs L Murphy	Lead inspector	Mathematics, art and design, physical education, religious education and the Foundation Stage curriculum.
8922	Mrs B McIntosh	Lay inspector	
19041	Mr R Linstead	Team inspector	English, information and communication technology, history and special educational needs
16761	Mr M Hemmings	Team inspector	Science, design and technology, geography and music.

The inspection contractor was:

Independent School Inspection Services

3 Harrowby Road  
West Park  
Leeds  
LS16 5HN

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 637833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>12</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>17</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES</b>	<b>20</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>37</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The overall effectiveness of the school is good.** The school is well led and managed. Standards in Year 6 are below average but pupils achieve well as a result of teaching and learning of good quality. The school provides satisfactory value for money because it achieves its success with higher than average costs.

The school's main strengths and weaknesses are:

- pupils' spiritual awareness is excellent; standards in religious education and dance by the end of Year 6 are well above expectations; in art, speaking and listening standards are above expectations;
- the headteacher has high expectations of staff and pupils and sets an exceedingly clear educational direction;
- pupils' good achievement is brought about by effective teaching that makes learning fun, but changes in the teaching of reading in Year 3 to Year 6 have yet to become embedded and problem solving in mathematics is underdeveloped;
- very good procedures for assessment and an enriched curriculum underpin the teaching; in Year 2 most teaching, though satisfactory does not yet match the higher quality of teaching in the rest of the school;
- pupils' attitudes to learning are very good; and
- pupils who have special educational needs achieve well, but work with the gifted and talented pupils is at an early stage.

The school has maintained its standing as a good school since the last inspection. Though standards are not as high, the pupils are starting school at a comparatively lower level. The school has addressed the key issues from the last inspection and improved the opportunities for pupils to take responsibility, has enhanced the quality and range of books and manages the school's finances well. Furthermore communication with staff, resources for information and communication technology and the deployment of teaching assistants are better than before. Importantly pupils' progress has improved, as has the curriculum, the care and guidance provided for pupils and the school's partnership with parents. The school is well placed to continue to improve.

### STANDARDS ACHIEVED

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

*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.*

**Pupils achieve well.** In Year 3 to Year 6 pupils' achievement is good. In the reception class and in Year 1 pupils also achieve well. In Year 2 pupils' achievement is satisfactory.

Standards are above average by the end of Year 2 in writing and broadly average in reading, mathematics and science. By the end of Year 6 standards are above average in speaking and listening. They are below average in reading, writing, mathematics and science because in the past pupils have been adversely affected by a lack of continuity in their teaching. This has now been addressed and pupils are working well. Highlights in the standards attained are those in religious

education where pupils achieve very well indeed, and in speaking and listening where pupils achieve well.

From the low point when they first start school, children achieve well and move up a level so that in the Foundation Stage standards in relation to the goals children are expected to reach by the end of reception are below average.

The below average results of the 2002 national tests for pupils in Year 6 in comparison with similar schools were because of the large proportion of pupils who had special educational needs. This is also the case in the present Year 6. Importantly, these groups of pupils achieve well in relation to the targets set for them.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good.** Pupils' attitudes and behaviour are very good. The rate of attendance is good.

### **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. The quality of teaching is good** overall and pupils learn effectively. Almost a third of the teaching is very good or better and the standards of academic challenge for pupils in Year 6 are good and often very good. Provision for the gifted and talented is at an early stage. In Year 2 the teaching and learning are satisfactory. In the lessons seen, the teaching of religious education was excellent. Underlying the good teaching is a very enriched curriculum, and supporting it is a very good level of care, guidance and support. The partnerships with parents and the community are very good and contribute very well to the rate at which pupils learn.

### **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** Leadership by the headteacher is very good and marked in particular by an excellent clarity of vision and high aspirations, together with excellent induction of staff. This means that other key staff are good leaders and the school is well managed. The work of the governing body is good.

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

Parents have a high regard for the school and all it offers their children. They are particularly pleased with the way their children are taught and cared for and that the school expects children to work hard. They strongly agree that their children are happy at school and behave very well. They like the way the school is run and note the very strong ethos that encourages equality of opportunity and a great sense of fairness.

Pupils have a high level of satisfaction with the school.

### **IMPROVEMENTS NEEDED**

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

- \*improve the teaching of reading in Year 3 to Year 6;
- make sure that all the teaching is at least up to the overall good standard across the school;
- \*develop problem solving in mathematics; and
- identify and meet the needs of the pupils who are gifted and talented.

\* The school has already identified these aspects in its current development plan.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Children are on course to attain levels below those set in relation to the goals children are expected to reach by the end of reception. This represents good achievement, however, given that when they start school children have a great deal to learn in the important aspects of personal and social devolvement, communication, language and literary and mathematics in particular.

Overall, pupils achieve well in Years 1 to 6, other than in Year 2 where their achievement is satisfactory. Standards are below average in English, mathematics and science by the end of Year 6.

#### Main strengths and weaknesses

- Standards are below average overall in English, mathematics and science by the end of Year 6 but pupils are now achieving well;
- pupils who have special educational needs make good progress towards the targets in their individual education plans;
- targets set by the school for pupils to attain the expected level were not met in 2003 because of a high proportion of pupils who had special educational needs, though the targets for higher levels were exceeded;
- standards in religious education are well above those set by the locally agreed syllabus for pupils by the end of Year 6 and pupils achieve very well;
- standards in speaking and listening are above average by the end of Year 6 because the teaching prioritises opportunities to develop pupils' spoken language;
- standards are above average in writing by the end of Year 2 because the good start made in the reception class is built upon well;
- standards in dance are well above those expected nationally by the end of Year 6 because the curriculum is well planned, teachers have a good knowledge of the subject and encourage pupils' self-expression; and
- standards in art and design are above those typically expected nationally because the skills are taught well, imagination is encouraged and artistic flair is valued.

#### Commentary

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

Standards in:	School results	National results
English	26.8 (28.0)	27.0 (27.0)
mathematics	26.8 (25.8)	26.7 (26.6)
science	28.4 (28.5)	28.3 (28.3)

*There were 39 pupils in the year group. Figures in brackets are for the previous year*

1. The school's results in the national tests in 2002 show that pupils attained average levels in English, mathematics and science when compared to all school nationally, but were below average when compared to their prior attainment. This is explained by the fact that, though overall the proportion of pupils who have special educational needs is about average, the proportion in the older years has been particularly high recently as the school has gained a very good reputation for addressing the needs of individuals. This has meant, for example, that in 2003 the overall standards fell, though the school made sure that its targets for higher

attainers were exceeded. In 2004, pupils in Year 6 are on line to attain below average levels. In the present Year 6, a third of the pupils have special educational needs and of these a quarter have Statements of Special Educational Need.

2. Last year the very oldest pupils were taught by more than one teacher over the year. When the national tests were taken, the pupils were taken out of their classroom and placed in an exam situation with unknown staff for some of the tests, which was not conducive to the pupils' giving of their best.
3. The pupils currently in Year 6 have been adversely affected by many staff changes over time. To address this, they now have two teachers who are working together well to make sure that work is matched well to pupils' needs, yet at the same time is appropriately challenging. As a result pupils are working to their full capacity and achieving well.
4. The newly appointed headteacher, not satisfied with existing targets, has taken quick steps to raise standards by leading the staff in the use of the very good procedures for assessment to set challenging targets for each year group. Target groups of pupils have been identified and staff have a clear understanding of what is to be done to meet the targets and how the progress towards them is to be monitored. The positive changes linked to the teaching of good quality means that pupils are achieving well and making good gains in the majority of subjects. The leadership and management of the school are playing a very significant role in this.
5. The ethos of the school lends itself very well to supporting the arts and performing arts. This has a very good effect on standards in art and dance. In art, the links to the community through art exhibitions, visits and visitors is also an important factor in pupils' achievement. The school's ethos encourages pupils to take delight and satisfaction from their artistic efforts and those of others in a self-critical manner. The quality of display is high and contributes to pupils' appreciation and knowledge of art. Pupils give of their very best in dance and quickly learn to interpret music and mood as well as to polish the physical skills needed to portray a range of emotions. The high standards attained in religious education reflect the nature of this church school and the very good and often excellent teaching which brings together pupils' knowledge and understanding through a very considered response and time for reflection.
6. The good skills in speaking and listening come about because staff are careful to plan lessons that include plenty of time for discussion, questions and answers. The high example set by staff of listening to others and sharing ideas influences the pupils' approach and brings about a mature response.
7. In its work to raise standards in reading in Year 3 to Year 6, discrete time has recently been set aside for teaching reading. The use of the time is still becoming established and there is variance in how each class approaches reading. The literacy co-ordinator sets a good example in how best to guide pupils' group reading and make sure that all participate and respond at an appropriate level. This work is lively and actively involves the group in coming to a better understanding of the texts they study and in developing a good range of reading skills. The pupils handle numbers appropriately but are less confident when applying this knowledge to problem solving. The school has already recognised this aspect and is rightly taking action.

### **Standards in national tests at the end of Year 2 – average point scores in 2002**

Standards in:	School results	National results
reading	17.9 (16.5)	15.8 (15.7)
writing	16.3 (14.7)	14.4 (14.3)
mathematics	17.0 (17.4)	16.5 (16.2)

*There were 42 pupils in the year group. Figures in brackets are for the previous year*

8. Standards by the end of Year 2 have been mostly at least above average over a number of years in reading, writing and mathematics. For example, in 2002 they were well above average in reading and writing and above average in mathematics. The present overall average standards in reading, mathematics and science reflect to some extent the beginnings of the lower standards in pupils' attainment on entry, but also a change in teaching which has still to come to terms with the high expectations of this school. An overuse of worksheets in mathematics and insufficient match of work to pupils' level of attainment are slowing progress even this early on in the term. The above average standards in writing this year have come about because of good teaching of basic skills for writing in Years 1 and 2 which build well on children's good start in the reception class.
9. Pupils who have special educational needs make good progress towards the targets in their individual education plans. This is mainly because they receive skilled support in lessons and well-resourced activities that match their learning needs well.
10. Parents and pupils agree that children work hard and this is supported by inspection findings.

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

Pupils have very good attitudes to learning; their behaviour is very good and the school makes very good provision for their personal development. The school's overall provision for developing pupils' spiritual, moral, social and cultural development is also very good. Attendance and punctuality are good.

### **Main strengths and weaknesses**

- Pupils develop self-confidence, are keen to learn and enjoy all aspects of school life;
- the school has a very calm atmosphere where high standards of behaviour are expected and achieved and relationships are strong;
- pupils develop good social skills and there are good opportunities for finding things out for themselves; and
- the excellent development of pupils' spiritual awareness and their understanding of right and wrong underpin the work of the school and reflect the very strong Christian ethos.

### **Commentary**

11. Pupils are keen to learn and to play a full part in the school's life. In many lessons pupils are very well motivated by the teachers' enthusiasm and friendly approach. They are keen to do well but are not pressurised to do so in any way. Pupils feel challenged by the work set and enjoy learning because the teachers make it interesting with a range of practical activities. They have a high work rate and know how well they are doing and what to do to improve. Pupils' high attendance at the wide range of extra-curricular activities illustrates their enthusiasm for school. Pupils readily speak out confidently, whether this is in class or to visitors in school. They are welcomed to the weekly achievement assembly by the teacher in

a bright and cheerful way and they look forward in anticipation to sharing each other's achievements. Pupils are friendly and welcoming and, on their own initiative, offer assistance to visitors, either opening doors or explaining about their work which is on display.

12. Parents said they choose this school because of the high expectations it has of children's behaviour and the values it promotes. They feel that the school ethos does not tolerate bullying and their children gain a very good understanding of what is acceptable and unacceptable behaviour. One of the reasons that pupils behave well so well and enjoy their work is that there is a shared sense of purpose and pride and this creates a distinctly special atmosphere in school. Staff lead by example and the outcome is that children are extremely well behaved. The school has excellent systems for encouraging good behaviour that promote high standards of self-discipline by allowing pupils to be responsible for how they behave. This leads to high mutual respect between adults and the pupils and among the pupils themselves. Pupils are encouraged to take on responsible roles in school, beginning with classroom jobs to older pupils taking on more influential positions, such as school councillors or 'playground pals'.
13. At lunchtimes pupils chat sociably together and play happily in the playground. Teachers challenge pupils well to work collaboratively either in pairs or small groups to talk things through and learn from each other. A very good contribution to the pupils' personal development is the way in which teachers give the pupils chance to show initiative and take responsibility for their own learning. Pupils displayed very good skills of working independently of the teacher in the library to find out about schools in Kenya. Pupils made good progress in this activity because of their very good research skills. The school makes very good use of the community to promote pupils' social development. The regular visits to a residential home for the elderly prove beneficial to old and young alike. Pupils take their own initiative in deciding what activities will be included in their programme of visits.
14. Pupils' spiritual awareness is extremely well developed and underpins all that takes place. There is a welcoming, peaceful atmosphere in the school and music is often used in lessons to create a calming effect. Pupils respond very well to the trust that their teacher places in them. Teachers make positive comments and suggestions to help pupils learn and this develops their self-esteem and confidence. Pupils gain a very good understanding and respect for the life and culture of others through the study of major world faiths. They are very successfully encouraged to reflect on the wonders of the world and their place in it. They experience a spiritual dimension through art, religious education, music, history and geography. Teachers help pupils make connections across their work and raise questions to make them think. Good examples were seen linking art to the study of Kenya in geography and the characteristic effects of the geography of Egypt on its history. Religious education lessons are used effectively to explore thoughts and feelings about codes of conduct and moral issues. In an excellent lesson, pupils came to a better understanding of showing respect in the Sikh place of worship through discussion in an atmosphere of mutual respect.
15. Pupils who have special educational needs nearly all have very positive attitudes to work. This is because of the good quality of teaching and stimulating lessons. They also rise to the challenge in many lessons of being expected to complete the same work as other pupils.

#### **Attendance and punctuality are good**

16. The school has good systems for monitoring attendance and parents are good at informing the school when their child is absent. During the last year, the overall attendance rate has fallen due to an increase in the number of family holidays taken during term time. The headteacher had already noticed a large number of requests for holidays and is aware of the need to

communicate this to parents. Pupils arrive punctually and lessons get off to a prompt start. There have been no exclusions.

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

Authorised absence	
School data	3.5
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.5

*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 provided by the school is good. The quality of teaching effectively brings about a good rate in pupils' learning. The provision made for pupils' care and welfare is very good. The curriculum meets the pupils' needs very well with very good support from parents and the community.

**Teaching and learning**

The quality of teaching is good overall. In all lessons seen, the quality of pupils' learning corresponded to the quality of teaching. Teachers overall make sure that work is well matched to pupils' needs.

**Main strengths and weaknesses**

- The teaching of religious education is very good and at times excellent and results in pupils attaining high standards;
- day-to-day assessment informs the teaching and learning, and concluding parts of lessons are used well to recap and look forward to the next lesson. This means that pupils can assess their new skills and look forward to the next challenge;
- questioning is used very well to elicit pupils' understanding and engage them in discussion, expectations are high and pupils respond very well;
- the teaching in Year 2 has not yet come to terms with the particularly high expectations of teaching and learning in this school in terms of classroom organisation and management of pupils;
- very good subject knowledge and effective methods lead to confident teaching that engages pupils very well. This means that pupils work very hard;
- the changes in the teaching of reading are implemented with varying degrees of expertise; and
- the teaching of physical education is too formal for the youngest children in the reception class.

**Commentary**

**Summary of teaching observed during the inspection in 47 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4 (9%)	10 ( 21%)	24 (51%)	9 (19%)	0 (0 %)	0 (0%)	0 (0 %)

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

17. The very best teaching is high tempo yet makes time for pupils to appreciate the spiritual and contemplative nature of their tasks. The deputy headteacher provides exemplary teaching, for example in religious education, and sets very high standards in teaching for others to emulate.

Excellent teaching brings together a wealth of expertise and subject knowledge so that pupils learn at a really fast rate and, as they say, 'The time just flies by'.

18. The teaching of good quality is dynamic and often consistent across most subjects because subjects are well led and managed. It is well considered and takes good account of pupils' individual needs. So, for example, the quality of teaching and learning of pupils who have special educational needs is good. This is because teachers plan work carefully to meet their learning needs and expect and encourage them to succeed. As a result, the extra help and support for them in many lessons are effective. The good teamwork of teachers and teaching assistants ensures that pupils whose special educational needs arise from emotional and behavioural problems do not disturb learning. Pupils who have Statements of Special Educational Needs make good progress towards the targets in their programmes of work. This is also because of skilful support. Arrangements to assess pupils' special educational needs are good because teachers are skilled in spotting needs early and very accurately. The quality of individual education plans is good as a result.
19. **A top tip to make sure that the targets in pupils' educational plans are used well** is the bright solution in Year 4 where the targets are visible all the time and not tucked away in a file. Each pupil's targets are printed out on to a simple three-sided cardboard stand so that the teacher can see them beside each pupil. They can easily be used by staff and pupils, and the targets guide individual teaching and learning well. Next term's targets go on the next side of the stand.
20. A mark of the good and better teaching is the way in which assessment is built into the tasks so that work is well matched to pupils' needs. Because explanations are clear, no time is lost and pupils' independence is encouraged well – an improvement since the last inspection. At the end of lessons, time is set aside to review the learning that has taken place and to consider the next step. Pupils respond to this maturely and are becoming assured at assessing their own learning through reflecting on how well they have done in relation to the clear learning objectives set for each lesson. Throughout the teaching, questioning mostly engages pupils' interest and at the same time insists on answers, which means that pupils are used to thinking hard and joining in discussion.
21. Expectations are high and, together with effective methods of teaching, bring about a good and often very good pace to pupils' learning, so that in lessons they have time to review previous learning and then quickly come to grips with new ideas and knowledge. However, in the discrete Year 2 teaching, the classroom management and organisation are such that they slow down the pace of pupils' learning to a satisfactory level. Pupils' are not always managed sufficiently well to keep up a good level of concentration and, as a result, their work deteriorates. An overuse of worksheets provides too little challenge for all the pupils.
22. The method of teaching of reading has been changed recently and teachers and pupils are still coming to terms with the new approach. Time is set aside to teach a small group but the tasks provided for other pupils are not always sufficiently challenging. Not all staff are encouraging discussion about the text well enough and so pupils' understanding is not developing quick enough. The teaching of physical education is too formal for the youngest children because it follows a published scheme of work which does not take account of the particular needs of the pupils when they start school.
23. The school's leaders have quickly established the type of teaching required to make sure that the pupils achieve well. The quality of teaching has improved since the last inspection in terms of very good or better teaching despite all the changes in staff. Nonetheless there is some variation across the school and no policy for teaching and learning for reference. Parents are very satisfied with the quality of their children's learning; indeed 96 per cent of respondents to

the parents' questionnaire judge that their children made good progress and 95 per cent agree that the teaching is good.

## **The curriculum**

There is an exciting curriculum for all pupils, with very good provision for their personal and social development.

### **Main strengths and weaknesses**

- The curriculum is very well planned and makes good use of the accommodation;
- a strong emphasis is placed on the performing arts, leading to good standards in art and very good standards in dance;
- a wide range of extra-curricular activities provides enrichment, but few sporting links with other schools;
- the very good provision for the pupils' personal, social and health education is embedded in the school's ethos; and
- there are weaknesses in the provision for problem solving in mathematics and for those pupils who are gifted and talented.

### **Commentary**

24. The planning procedures, which are based on a two-year cycle to meet the needs of pupils in the mixed-age classes, are very good. They effectively incorporate national guidelines including the national strategies for literacy and numeracy and build well on the school's Basic Skills Mark. The planning provides teachers with clear information about the key learning objectives and skills to be taught. An emphasis on giving pupils enjoyable practical experiences so that learning is made fun is high on the agenda. The provision for pupils who have special educational needs is good, and individual educational plans have specific and manageable targets, which enables these pupils to make good progress and achieve well. Teachers plan carefully for the needs of this group of pupils, and teaching assistants are deployed well to support their learning.
25. The accommodation is good, with the school being set in attractive grounds that include adventure trails and a wildlife area which the school uses well to accelerate pupils' learning. Displays are of a high quality and help to provide a stimulating atmosphere for pupils and adults to work in.
26. There is also a strong commitment to developing the pupils' creative talents as well as their academic ones and they are able to take part in a variety of rich and exciting experiences in art and design, drama and music. Visits to places of artistic interest are complemented by a range of visitors, such as theatre groups and musicians who have worked with the pupils to develop a variety of skills. Pupils are also able to take part in musical and drama performances for parents and members of the community.
27. The very good provision for the pupils' personal, social and health education includes carefully planned activities to help them learn to respect the values and beliefs of other pupils and adults and to develop their self-esteem. Social development is effectively enriched by an extensive range of visits, including a residential stay for pupils in Year 5 and Year 6. Pupils are given many opportunities, in and out of classrooms, to show initiative and take responsibility, which effectively helps their personal development and is an improvement since the last inspection.

28. The good range of extra-curricular activities extends beyond the school day. The pupils can join after-school and lunchtime clubs that include sporting and musical activities. Visitors and visits to places of educational interest also enrich the curriculum. The school is working towards developing sporting links with other schools to further strengthen this aspect of the curriculum.
29. The school has not yet identified those pupils who are gifted and talented, which means that their particular needs are not being appropriately met. There are not enough opportunities provided for pupils to suitably develop their problem solving skills in mathematics because this aspect is not regularly taught.

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

Arrangements for ensuring pupils' care, welfare, health and safety are very good. The school provides pupils with very good support, advice and guidance and involves them well in its work and development.

### **Main strengths and weaknesses**

- The school provides a secure and happy environment in which pupils are very well cared for, and this helps them to concentrate on their learning;
- very well-targeted academic support and high quality pastoral support and guidance ensure that pupils achieve well. Teachers involve the pupils very well in the assessment of their own work;
- the arrangements to help new children settle in the reception class are very effective.; and
- pupils regularly have opportunities to express their views about the school and what should be improved.

### **Commentary**

30. The school has a caring Christian ethos and takes very good care of its pupils. Parents feel that their children are extremely well cared for and are happy in school. Regular inspections of the building and equipment are undertaken and appropriate records are maintained. The arrangements for child protection are good and include a designated officer who has received appropriate training. The headteacher has made good arrangements to ensure that new members of staff in school are aware of their requirements in relation to child protection and all other welfare policies and procedures. There is a good number of staff trained in first aid. The school has an appropriate policy for the safe use of the Internet that has been shared with parents and pupils. Pupils are always well supervised, particularly at lunchtimes when the supervisory staff follow well-planned routines to look after the children to support their social development.
31. Most pupils feel that if they have any problems or worries there is a known adult in whom they can confide. They consider their teachers to be caring, kind and very helpful. The learning logs provide a very useful means of private correspondence to teachers where pupils have the opportunity to write things that they are uncomfortable to talk about. The school promotes a healthy lifestyle so that all pupils and staff reach their full potential as recognised in the achievement of the Healthy Schools Award. Good routines are in place to help improve pupils' concentration and staff have received training in this. Pupils are well inducted from one year group to the next and are well prepared for their transfer to the secondary school. The 'playground pals' provide friendship for other pupils during playtimes. They look out for those pupils who may be feeling sad or have no one to play with and encourage them to join in the activities. No one is lonely or without a friend for long at St Peter's. Pupils are inspired and

encouraged by the staff to do their best, and this boosts their confidence and self-esteem so that they achieve well.

32. There is a very effective induction programme to help the children settle quickly and happily into the routines of the reception class. The staff visit the children's homes and this establishes early, supportive links with families and is a very good way of gathering information about the children to maximise support and guidance.
33. Pupils who have special educational needs are very well supported in class and this helps them to take a full and active part in the lessons. The information about pupils' academic achievements is used effectively to regularly set targets and to provide additional support for individuals or groups of pupils who would benefit from extra help. Pupils' involvement in the assessment of their work and in setting targets for their next steps of learning is very good. They have a very good awareness of how well they are doing and what they need to do to improve and this helps them to achieve well. The targets are very clear and focus on aspects of their personal development as well as academic development.
34. The school seeks pupils' views in various ways. All pupils have opportunity to readily express their suggestions or concerns to the class councillors and these in turn are discussed at the council meetings with the headteacher. Pupils know their views matter and, where possible, the school will try and act upon what they say.

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

The partnership with parents and the community is very good. The school works very effectively with parents to improve pupils' learning. There are highly productive links with the community and good links with other local schools that enhance the range of learning opportunities for pupils and help them to achieve well.

### **Main strengths and weaknesses**

- There is a strong partnership with parents which is based upon mutual trust and their confidence in the school. Parental involvement in the life of the school makes a good contribution to pupils' learning;
- very good communication keeps parents well informed about the school and their children's progress;
- the school has developed useful links with other pre-school providers and the main secondary schools to which pupils transfer that support induction and transfer arrangements very well; and
- the school sees the community as a rich resource to strengthen and enliven pupils' learning experiences.

### **Commentary**

35. The school is popular and highly regarded by parents. Parents choose this school because it is very much family orientated and it promotes good moral values and mutual respect within a caring Christian ethos. Some parents move house and others often go through the appeals process in order to secure a place at the school for their children. Parents have positive attitudes to the school and are keen for their children to do well, which has a significant, positive effect on pupils' attitudes to the school and their learning.
36. Parents make a good contribution to pupils' learning and to the life of the school and what it achieves. They accompany school visits, support concerts and other school events and are effective fund raisers. Parents help their children well when work is sent home. A number of

parents and volunteers regularly help in the classrooms. The friends' association is very successful in fostering close co-operation between parents, pupils, staff and the Barton community by organising activities and fund-raising events for the school. Funds raised assist in the purchase of materials and equipment used by the pupils to advance their learning and also contribute to the education of a child from Africa.

37. The school communicates very well with parents through an impressive range of information about the school and their children's progress. This includes a weekly update of children's achievements in the reception classes. The office staff provide an extremely positive and friendly first introduction to the school for both parents and visitors. The website is excellent and provides a wealth of information about the school, its organisation and the curriculum. There is a regular sharing of information about the pupils' progress through the termly parents' meetings, written reports and reviews of progress for pupils who have special educational needs. The annual reports are of very good quality and give a clear picture of how well the pupils are progressing, as well as setting targets for future learning. Children in the reception class take home a weekly achievement record and this is highly valued by parents. The regular curriculum and topic information helps parents support their child's learning at home. Parents find that the headteacher and staff are approachable and accessible at any time for formal or informal discussions, and where there are concerns or problems these are swiftly dealt with. They consider that the highly visible presence of the headteacher both in school and in the playground each day sends out a clear message to them that is welcoming and open in tone.
38. The school capitalises very well on the expertise and resources in the community to improve pupils' learning. There are very strong links with the church. 'Art in St Peter's' is a very good example of the school and community working together and provides funds for pupils to extend their knowledge of the arts, for example, through the theatre. Visits to local museums and places of interest bring a sense of relevance to work in subjects, such as history and geography. Pupils take part in various local and national initiatives and projects. The very good links with industry increase pupils' awareness of what makes a community and the world of work.
39. The school works closely with other primary and secondary schools within the local cluster group. There are regular opportunities for the sharing of curricular issues and staff expertise. The school has good links with the pre-school providers and this ensures that teachers have a good understanding of the new entrants, their needs and capabilities, so as to provide as well as possible for them.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management are good. The headteacher leads the school very effectively. Management by the acting deputy headteacher and in the school as a whole is good. The governance of the school is also good. Management systems are effective.

## Main strengths and weaknesses

- The headteacher strongly inspires, supports and encourages all staff to give their best in teaching, leadership and running the school;
- excellent arrangements to welcome, integrate and guide staff have created a very confident and purposeful school team;
- all share a strong commitment to include each pupil fully in the varied learning opportunities available;
- a very practical plan, created with contributions from staff and governors, pupils and parents, now directs and secures the school's immediate and future development; and
- because nearly all staff have only recently taken on their new leadership and management posts, their initiatives have not yet started to raise standards.

## Commentary

40. The headteacher holds an extremely clear vision for the school: to raise standards across the board and to sustain the high quality of provision for pupils' spiritual and personal development. She has rapidly shared this firm and simple view, inspiring and motivating all members of the school community. The acting deputy headteacher provides effective and sensitive support. Morale is therefore very high – the main reason for the enthusiastic teaching and learning in nearly all classrooms.
41. Teachers new to the school and those taking on new management responsibilities speak very highly of the excellent arrangements to brief and encourage them. All staff appreciate the very good opportunities offered for their professional development, and the valued contributions they can make to sustaining and developing a curriculum that is already very interesting and imaginative. Very early in the school year, teachers' confidence in their new roles has already begun to improve pupils' achievement throughout the school, but particularly in Year 6.
42. Similarly, all staff share the commitment of the headteacher and governors to including all pupils in learning opportunities both in and out of the classrooms. This determination shows in very practical ways. For example, provision for pupils who have special educational needs is good; all staff treat each pupil with great respect; teachers very carefully match pupils' work to their achievement; lessons give good opportunities for pupils to talk about their learning and any problems; assemblies and reviews of learning value a big variety of achievements. However, the school is at an early stage of providing for the particular needs of pupils who have exceptional gifts and talents.
43. The school's development plan steers its work very effectively. This is because all members of the school community are involved not only in achieving its aims, but also in creating them. The plan's sharp focus on improving standards informs staff's professional development, teachers' performance management and the careful monitoring of the quality of teaching and learning. The headteacher and staff place a concerted focus on raising standards. They have used the school's very good assessment systems to target staffing and resources where they will best meet the identified needs. For example, the school appointed an extra teacher to accelerate the progress of pupils in Year 6. The clear improvement in their present achievement shows the effectiveness of this response. It also shows the value of the school's prudent financial management, which made it possible to fund this appointment.
44. The governing body continues to support the school well. This includes carrying out its duties to promote and monitor racial equality, which the school does very well. The stability of the governing body and its close involvement in the life of the school have been of particular

importance during the big changes in the senior management and staffing of the school in the last few months. The trust and confidence of the staff in the chair and other governors because of their hard work, wise appointments and presence in school during the recent upheaval have contributed importantly to the buoyant start to a new school year. The high quality and potential of the teaching force is the most important result of the work of the governing body. Governors have also improved budget and costing strategies so as to ensure that they are adequate to meet any changes in the school's financial circumstances, fully meeting a key issue from the last inspection. Prudent spending and good adherence to best value principles are developing funding to replace an old temporary classroom. These also underwrite very favourable staffing levels and allow the school to obtain and target promptly effective resources to raise standards.

## Financial information

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

Income and expenditure (£)	
Total income	655,674
Total expenditure	625,269
Expenditure per pupil	2,282

Balances (£)	
Balance from previous year	585,418
Balance carried forward to the next	70,256

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

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

The good provision in the Foundation Stage is managed well. Leadership is very good. Children's attainment when they start in the reception classes is well below that expected for children nationally. Children achieve well in both classes because the teaching is good, the curriculum well planned and enriched, and assessment processes are very good. This means that across the two reception classes there is equality of opportunity for all children. Most children are on course to attain standards below those set nationally for children of this age. Levels of teaching and learning have been sustained since the last inspection.

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

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

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

- Routines are becoming very well established even very early on in the term;
- children are given responsibilities and helped to make choices;
- adults are very patient yet rigorous in the standards they set for very good behaviour; and
- snack time is not as well organised as other aspects of the school day.

#### **Commentary**

45. As children start school, standards are well below those typically expected yet, because of the good teaching, children are already achieving well early on in the school year. They are learning to become independent and socially confident because the teaching prioritises these aspects throughout the day. As a result, by the end of the year in the reception classes children are likely to be at a level below that typically expected. Children need much kindly support to tidy up well but the regular routines, and easy storage ensures that this is completed efficiently and that children come to a better understanding about leaving resources ready for others to use. Adults are very good at giving children time to complete simple tasks such as fastening buttons and putting on their shoes without intervening unnecessarily. Consequently, children learn to be independent.
46. The children are developing a good interest in school and are encouraged to concentrate for an increasing length of time by completing one task before moving on to another. Very positive relationships between staff and pupils help pupils to be aware of not only their own needs but also those of others and this reflects the school's ethos very well.
47. Children have a short break in the day to have a snack and drink. This is not as well organised as other aspects because every thing is done for the child. There are lost opportunities for children to pour drinks and wash up after themselves.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- Adults speak clearly, which helps children follow their lead and develop their understanding of language quickly;
- lesson planning is very good and links up many areas of learning so that language is reinforced very well; and
- groups for teaching the first and last parts of lessons are too large and teaching assistants are given too little responsibility.

### Commentary

48. Children achieve well because of the effective teaching across all aspects. As a result, their language skills have improved though standards are likely to be broadly below those typically expected by the end of the reception year. By the end of the reception year children speak more confidently, listen attentively and write simply for a range of purposes. They have made good gains in reading and are beginning to recognise a reasonable amount of key words.
49. The good teaching pays much attention to developing children's spoken language. For example, when children have difficulty in expressing their ideas, adults very often cleverly repeat what a child says, carefully correcting the words to provide a very good exemplar for children to follow. The children often repeat what is said, being at an early stage in their acquisition of language.
50. The curricular planning is very good and provides a focus on literacy and speaking, while at the same time linking topics together to help children come to a better understanding of how what they do links with other areas of learning. Very good use is made of books and stories to underpin the overall curriculum so that, for example, a book shared in literacy will be used as a basis for role play outside. A relative weakness is that in the discrete reception class one adult mostly leads the introductions and final parts of sessions, which means that the teaching assistants are not used well enough to develop language in a smaller group setting. Teaching assistants are very capable, understand the needs of the young children and have a good grasp of the curriculum. In the joined Year 1 and reception class, the teaching is already adjusting planning to ensure that children work in smaller groups.
51. Children are beginning to understand that written words convey meaning. They particularly enjoy the rhymes and rhythms of language because the teaching makes it fun and encourages all to join in. Listening skills are developing but children need much help to take turns and sustain their attentiveness to stories. Higher attainers can write their names but most children have yet to master correct pencil grip and letter formation.
52. Children with special educational needs make good progress because of the good support they receive. They are fully accepted in the class and partake in the full curriculum.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**

### **Main strengths and weaknesses**

- Resources are used well;
- the work is planned so that one task builds well upon another;
- very good use is made of day-to-day assessment to gauge children's progress;
- mathematical games are taught very well and this encourages pupils to co-operate and develop their mathematical understanding and counting skills; and
- higher attainers are not sufficiently challenged.

### **Commentary**

53. Children have a limited vocabulary for mathematics but the effective teaching develops it well so that, by the time they start in Year 1, though not meeting the goals for children of their age, they have achieved well and have developed a certain confidence in using numbers, shape and simple measures.
54. Teaching is good, in part because children work in small groups and resources are planned carefully to develop, for example, understanding of number sequences. The children concentrate for a reasonable length of time and try hard with their task because of the extra attention they receive from an adult in such a small group. Early on in this school year children are either compliant or need much direction to complete given tasks. By the end of the year they are well used to routines and have developed independence in their learning. Counting is taught well, often through rhyme, and children learn how to record their findings. Higher attainers know to check their work and have reasonable methods to do so. This is because the teaching helps children get better at understanding the relationships of numbers and clearly teaches simple skills such as counting on from a given number. However, at times the same work is given to middle and higher attainers and this does not always provide a good level of challenge for the higher attainers. As a result they mark time spending too much time consolidating known facts before moving on. Resources of good quality including number games aid the teaching.
55. A very good range of activities extends children's understanding of mathematics; adults engage children very well in number games and rhymes so that, as time goes by, children are fruitfully employed in a good range of counting and matching games, which they learn to play with friends independent of adults.

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

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

### **Main strengths and weaknesses**

- A good range of resources is used well to develop children's skills in investigation and observation; and
- the team of adults works well together in managing and organising the children.

## Commentary

56. Teaching and learning are good and bring about a good level of achievement so that, by the end of the reception year, though children are on course to attain a level below that typically expected, they have made good gains in their early knowledge about the world.
57. An enriched curriculum includes a very good range of experiences and helps children build well on their previous learning. The teacher's planning is detailed and makes sure that, lesson-by-lesson, extra challenge and knowledge are built in. This means that staff are clear about what is to be taught and children's learning is progressive and extended well. Observational skills are developed well through well-chosen activities and this sets children up well to begin work in science and information and communication technology in Year 1.
58. Teaching is based firmly on practical tasks and all children, including those with special educational needs, benefit from the approach. Adults work very well together in providing a good range of resources which really engage children's attention and make them want to find out more. The adults are good at managing the activities and organising the children so that all children have opportunity to work to their best. Children quickly learn that all will have a turn at the activities and that no one will be left out. In this way trust grows quickly between the staff and children.

## PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**

### Main strengths and weaknesses

- The scheme of work for formal lessons does not best suit the children as they first start school;
- very good use is made of the adventure playground to develop pupils' skills in climbing and balancing; and
- the groups to teach new manipulative skills are sometimes too large and so children have insufficient individual attention.

## Commentary

59. Most children do not have the finer control necessary for writing when they first start school but, because of plenty of opportunities to use pencils, paint, malleable materials and small toys, their skills develop well so that, by the end of the year, they have attained an improved level of control over small tools and utensils. The good level of adult help in practical activities helps children to achieve well and experience success. Staff are very responsive to children's needs. This was the case, for example, at the beginning of the school year when children were adjusting to working in groups and learning how to grip a pencil to form letters correctly. The teaching was initially in too large a group and children did not have the individual attention to really make sure they established a correct hold on pencils to set the tone for fluency in writing later on. This was recognised and the next session was adapted so that only two children worked in a group at a time and they made much faster progress.
60. In the one formal lesson seen in physical education at the beginning of the school year the children did not benefit sufficiently well. This is because the lesson planning based on a published scheme of work did not take sufficient account of the pupils' level of development. Their well below average listening skills and their understanding of instructive language held their development back. In this lesson insufficient support was available from other adults and, as a result, the pace of the lesson was slow. Conversely, in outside play children enjoy

physical activities and most are keen to play outside. Planning is better matched to children's needs and good opportunities are provided for children to use the adventure playground, which provides a good level of challenge for them to improve their balance, climbing and ability to work together.

61. Lower attainers need direct help from an adult and middle attainers are quite diffident, but higher attainers can already balance on a range of levels and surfaces. They make good gains in moving from one level to another and increase the speed at which they can do this. The area is very well supervised.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**

### **Main strengths and weaknesses**

- Imaginative play is encouraged well;
- skills of using a range of media are taught well, though insufficient opportunities are provided for children to mix their own paints;
- adults provide good role models in working alongside children; and
- in music the theory is taught well in a musical context.

### **Commentary**

62. A good range of activities is provided that enables children to acquire skills in painting, modelling and making music. This reflects the very good subject knowledge on the part of adults. Teaching assistants are deployed well so that children benefit from working in small groups. This is especially conducive to developing children's skills of listening through the appreciation of music. It allows the teaching of music theory to be well matched to children's needs. In this an exciting range of activities brings about good progress.
63. Early on in the school year children have very limited skills in handling paint brushes and applying paint. However, there are too few times when children take responsibility for mixing their paints and experimenting with making the shades they want.
64. Imagination is developed particularly well through well-conceived role-play that takes very good account of children's interest and gender and fits in well with the week's topic. Adult intervention encourages the use of simple rules and provides initial ideas through modelling play. Resources are used very well to capture children's imagination and take their play forward.

## SUBJECTS IN KEY STAGES 1 and 2.

### ENGLISH

#### Provision in English is good

#### Main strengths and weaknesses

- Pupils are achieving well because of the good quality of the teaching and effective leadership and management;
- good teaching of basic skills in Years 1 and 2 gives pupils a strong start in reading and writing, though consistency in the new style of teaching reading has yet to be achieved;
- the school develops pupils' speaking and listening skills very well so that standards are higher than expected for pupils' ages by the time they leave;
- teachers set pupils very good examples of speaking, listening, reading and writing; and
- the focus on improving writing is raising standards effectively.

#### Commentary

65. Standards in reading and writing in Year 6 are lower than they have been for the last two years and at the time of the last inspection. This is because of the high proportion of pupils who have special educational needs in this year group and disruptions of their learning and progress last year. However, speaking and listening standards remain above average. In Year 2, writing standards are higher than at the time of the previous inspection. Reading, speaking and listening standards are the same as they were then. This is a good achievement given children's below average language standards when they start in Year 1. Good quality leadership and management have enabled teachers to use the National Literacy Strategy skilfully and confidently so as to meet the needs of faster and slower learners well. Pupils who have special educational needs in relation to language development make good progress as a result of good quality teaching and support.
66. The quality of pupils' **listening** is very good in nearly all lessons because teachers set high standards of concentration in their classrooms. In Years 1 and 2 pupils learn to listen carefully to whoever is speaking, because they see that this is what their teachers always do. Pupils therefore learn a lot, not only by listening to the teacher but also from each other's ideas, questions and experience. Teachers are also happy for pupils to talk about what they are doing as they work. This natural way of learning improves both their confidence and their understanding of language. This is fine except when conversations very occasionally turn into chatter and pupils lose concentration.
67. Good progress in **speech** continues in Year 3 to Year 6. Teachers often encourage pupils to talk through ideas with a partner before answering questions. This very nicely includes all pupils in the developing learning of the whole class. A Year 3 teacher skilfully encouraged very mature speaking and listening when she stated, "I shall not ask for 'Hands up!' because I know that everyone I ask will know the answer because they will have discussed it with their partners." Confidence in speech grows in drama lessons and good opportunities to speak to audiences when pupils present their work to their class or the whole school in assemblies. An important result is that pupils now use speech to explore and improve their learning. They raise key questions during lessons and suggest activities that will help them learn.
68. Good progress in **reading** in Years 1 and 2 is down to staff expertise in teaching letter sounds, shapes and patterns. Teachers also give pupils interesting books that match their reading

levels exactly. Pupils work hard at their reading because they enjoy the varied and stimulating methods teachers use. They want to improve their reading, not least because teachers' story reading skills make the imaginary worlds of books magical and exciting. New arrangements for daily guided reading across the school are at an early stage and an area for development highlighted by the school improvement plan. The quality of the direct teaching of one group while other pupils in the class work independently varies because teachers do not always concentrate on the small group well enough. At times the pupils in the teaching group read one at a time to the teacher and this means that there are lost opportunities for discussion about the text. The tasks set for the remainder of the class are not always well planned to encourage independence and at the same time sustain pupils' learning. As a result, pupils reading independently do not always make enough progress at this time. Parents' effective help with reading at home and good additional adult support at school contribute well to pupils' good achievement overall.

69. However, in Year 3 to Year 6 average and lower-attaining pupils and most boys are not making enough progress. This is particularly so in Years 5 and 6 where more than half the pupils' reading ages are lower than their actual ages. The new headteacher and literacy co-ordinator were very concerned to discover this dip in standards. They have taken prompt action to get all pupils back on course. Teachers now give pupils in all classes extra daily coaching in reading groups. Teachers are not yet sharing their developing good practice and initiatives enough. Arrangements to monitor and improve the range and quality of each pupil's personal reading out of school are underdeveloped.
70. **Writing** is well taught throughout the school. Teachers use the full range of literacy strategy methods and give very clear demonstrations, which rapidly improve pupils' command of the written word. In Years 1 and 2, pupils achieve control of the sentence form and good standards of presentation. They enjoy writing as a result and work hard at it. For example, Year 2 pupils' concentration as they took down dictation was intense. Sensitive teaching encourages them to explore their feelings through writing, for example in prayers and promises in religious education.
71. Enthusiastic and challenging teaching in Year 3 to Year 6 broadens the range of writing. Teachers encourage pupils to enjoy working as writers and develop a personal voice, for example in thoughtful accounts of their religious development on their journey through the school each year. Boys say how much they like writing poetry and stories - a good measure of the school's success in strengthening boys' engagement with English. Both boys and girls choose and use words well to say just what they mean. For example: "I heard the familiar sound of the whistle and I automatically ran to line up." and "The classroom was a brand new world." very nicely register Year 6 pupils' experience of coming back to a new class after the summer holidays.

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

72. Nearly all subjects use and extend pupils' speech well because teachers commonly centre learning on it. For example, very good leadership of discussion in a Year 6 science lesson challenged and rapidly developed pupils' ability to think and investigate scientifically. Teachers' development and use of pupils' reading and writing skills in other subjects is broadly satisfactory. Computer work significantly improves spelling, presentational, editing and drafting work. Writing also develops well in imaginative pieces in history, and in some reflective work in religious education. Teachers also guide and develop pupils' reading skills effectively through research work in history. Below average standards of reading in the present Year 6 are slowing down progress and limiting understanding in both mathematics and science. At times,

worksheets in a range of subjects across the school limit pupils' opportunities to practise expressing themselves in writing.

## **MATHEMATICS**

Provision in mathematics is **good**

### **Main strengths and weaknesses**

- Standards are below average by the end of Year 6, though teaching and learning are good and pupils are now achieving well;
- work is well matched to pupils' needs in Year 1 and in Year 3 to Year 6, but an overuse of worksheets in Year 2 means that not all pupils are set work at an appropriate level;
- assessment is thorough and used well;
- pupils have very good attitudes to their work; and
- pupils are adept at mental calculation but not as strong at applying their knowledge and skills to solving mathematical problems.

### **Commentary**

73. Over time the results in national tests for the groups of pupils in Year 6 have fluctuated in relation to the proportion of pupils who have special educational needs and also through the many changes of staff in Year 3 to Year 6. This year is no exception and pupils are on course to attain at a below average level. However, the headteacher has taken good steps to ensure that pupils in Year 3 to Year 6 are now working to their capacity and this is already paying dividends. Higher attainers are doing well because they are grouped together and the teaching is pacy and challenging. Similarly, lower attainers and those pupils who have special educational needs are taught in a smaller group, which enables much needed consolidation and practice before moving on to the next step. On occasion for this group in Year 6, however, although questioning is well matched to individuals, the middle part of lessons is not always precisely matched to individuals' needs. Good and at times very good support from well-informed teaching assistants provides individual and small group help, which is very beneficial in enabling slower learners in particular to keep abreast of their work. Pupils have very positive attitudes and enjoy the challenges presented in the subject. Very good relationships mean that pupils and staff are working towards common goals, and pupils are not inhibited in asking questions to clarify their understanding. This is because their speaking and listening skills are developed well and the ethos of the school is very supportive indeed.
74. A change in the leadership and management of the subject this school year has been smooth and provides clear direction for mathematics. As it is so very early on in the school year, the subject leader has not yet monitored the quality of teaching and learning. As a result a dip in quality at Year 2 has gone unchecked. Pupils in Year 2 are set work that is often too difficult for lower attainers or that lacks challenge for high fliers. This is because the teaching is over reliant on the use of worksheets which are not matched to pupils' needs. Furthermore, the organisation of the classroom does not lend itself to a fast and challenging start to the lesson. The introductions last too long and as a result pupils are not building well enough on using and applying their mental strategies. Year 2 pupils are at an average level and they can, on the whole, reliably add and subtract numbers, though their understanding of the value of numerals in relations to sets of tens and units is underdeveloped. Pupils are at a lower level overall than in the past years though at a similar level to the time of the last inspection.
75. The school has analysed test data well and identified target groups of pupils to push up to the next level of the National Curriculum. This provides a good strategy for improving pupils'

attainment overall. The work is well led and involves all staff so that all teachers are clear about the part they have to play in raising standards. Analysis has also shown that pupils' skills at solving mathematical problems and applying their numeracy skill are underdeveloped. This is in part because in the past there have been too few opportunities for pupils to practise these particular skills. The changes in leadership have brought about clarity to what is needed and this, together with the good teaching and pupils' ability to work so well collaboratively, means that the stage is set for improvement.

76. Pupils' achievement has improved since the last inspection in Year 3 to Year 6, though standards are not as high. This is because of the high number of pupils who have a Statement of Special Educational Needs. The quality of teaching has been maintained for the older pupils.
77. The national strategy for numeracy is implemented well and due care is taken to make sure that pupils in classes of mixed ages have the right curriculum and challenge. Lesson objectives are clearly identified and used well in the teaching and learning. Each part of the three-part lesson is tackled well and, as a result, the lessons are balanced and pupils make good gains in mental work as well as in recording. Pupils enjoy mathematics and most take pride in their presentation, though some have yet to come to terms with using squared paper to align their calculations to aid accuracy. An intensive time for numeracy at the start of the day is working well to enable pupils to consolidate their weekly learning.

### **Mathematics across the curriculum**

78. Mathematics is used satisfactorily in other subjects. A strength is in collecting and recording data in information and communication technology. Numeracy skills are used satisfactorily in science, and in history pupils' knowledge of chronology draws on their understanding of the number system.

### **SCIENCE**

Provision in science is **good**

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

- Good leadership and management ensures effective teaching and learning and as a result pupils achieve well;
- pupils have very good attitudes to the subject and enjoy the interesting curriculum;
- planning and assessment procedures are good; and
- pupils' skills in making scientific conclusions and the use of information and communication technology in science are relative weaknesses.

#### **Commentary**

79. Over the last few years, pupils' results in the national tests for science have matched those achieved nationally and those in similar schools. Standards of pupils currently in Year 6 are below those expected nationally because of the high number of pupils who have special educational needs. However, the pupils in this class are achieving well as a result of the good quality teaching they receive. Improvement has been satisfactory since the last inspection.
80. The curriculum is well organised, with an emphasis on letting pupils take part in well-planned, practical investigations to develop their skills, knowledge and understanding in the subject. These are often linked to real-life situations so that pupils can bring their own experience to support their learning. During the investigations, there are many opportunities for pupils to

work together in pairs and small groups, which makes a very positive contribution to their personal and social development.

81. Teachers are enthusiastic and confident in their ability to teach well. The lessons are well planned and managed so that pupils of all abilities are given work that suitably challenges them. The activities build well on previous work so that pupils can use previous knowledge to accelerate their learning. Pupils are challenged to show initiative and take responsibility for their learning. This was evident in a very good lesson for pupils in Year 6, in which they had to plan and carry out an investigation to prove the weight of objects in water and air.
82. As a result of the interesting activities and the teachers' enthusiasm, the pupils show much enjoyment in their work. They concentrate well, are very well behaved and show good collaboration skills when working together on investigations. They have a good work rate and take pride in presenting their scientific findings accurately and neatly.
83. The school's planning arrangements are successful in ensuring that all pupils, which importantly includes those in the split-age classes, are given work that matches their ability and so are able to learn progressively. Similarly, assessment procedures are thorough so that teachers have a clear view of their pupils' attainment and know what is needed next to improve their performance in the subject.
84. Pupils' conclusions to their experiments tend to be simple and descriptive, rather than a true evaluation of what they have found out. There is some use of information and communication technology by pupils to assist their learning in science but this is underdeveloped, especially in terms of recording their findings.
85. The co-ordinator provides good leadership and management by being a good role model in teaching and in ensuring that the subject has a high profile within the curriculum.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Good leadership and management since the last inspection have considerably improved pupils' learning opportunities. Pupils achieve well;
- the quality of teaching and learning is good and teachers and pupils make very good use of good quality resources;
- work in information and communication technology engages and includes pupils of differing capabilities very well; and
- assessment does not make enough impact on improving pupils' knowledge and skill.

## Commentary

86. Since the last inspection, good leadership and management have ensured that national training and funding initiatives have been used to good effect. As a result, nearly all pupils are attaining the standards expected for their ages by the end of Years 2 and 6. Two well-resourced computer suites are fully and enthusiastically used each day and there is a computer and printer in each classroom.
87. Recent training enables all teachers and support staff to work confidently with well-motivated pupils. For example, Year 6 pupils described clearly how they had created multi-media presentations based on their research on the Ancient Greek Olympic Games in history lessons. Teachers make good use of information and communication technology to enhance the planning and resourcing of their lessons. Pupils in Year 3 to Year 6 also use the suite well in their own time for revision and at meetings of the computer club.
88. As the school does not know precisely how much pupils use computers at home, teachers are not able to target extra work at school for those whose access is only during lessons. Similarly the developing assessment system does not yet show up individual or class learning needs clearly. The school supports pupil use of the Internet well. Teachers guide pupils to choose high quality educational sites. There are also tight controls at school to protect them in such work.

## Information and communication technology across the curriculum

89. This is used satisfactorily in other subjects overall, but the school is right to target such use as an area for further development. Teachers use information and communication technology well to improve the basic reading and writing skills of pupils who have special educational needs. A good range of software helps pupils' learning effectively in English, mathematics and musical composition, though information and communication technology is not used enough in science and geography. Because the suites make whole-class learning easier, teachers undertake most work there. As a result, they do not always use the computers in their classrooms enough.

## HUMANITIES

Work was sampled in **history** and **geography** with two lessons seen in history and one lesson in geography. Judgements are based on the work pupils completed last year as well as their work this year. In addition discussions took place with subject leaders and pupils, and a range of documentation was scrutinised.

90. In geography pupils reach expected standards. Pupils are able to take part in many practical activities that make their learning enjoyable, at the same time as effectively developing their geographical knowledge and understanding. Teachers make good use of the local area to develop pupils' mapping skills and to broaden their understanding of the different land uses. Pupils in Year 6 spoke enthusiastically about their visit to Cleethorpes as part of their study of a seaside town. They could confidently compare and contrast its facilities with those of Barton-upon-Humber.
91. There are very thorough procedures for checking the progress that pupils make at the end of each unit of study. This enables teachers to set challenging work for pupils of all levels of attainment. It is also very helpful for the subject manager to keep a good overview of standards class by class. The school has yet to write particular assessments linked to each

unit so that there is consistency year on year in what is asked of the pupils. A relative weakness in the subject manager's role is that the checking of teaching and learning through direct observation is underdeveloped and, as a result, the manager does not have a clear view of the quality of teaching provided in the subject. Overall improvement since the last inspection is satisfactory.

92. In history good leadership and management have developed a balanced curriculum to match pupils' ages and understanding, which stimulates their interest and leads to good achievement. Standards are typical for pupils' ages. All the lessons observed during the inspection encouraged learning through observation or research. They also carefully developed pupils' reading and writing skills. For example, after establishing through discussion with the teacher the importance of the River Nile in the history of the Egyptians, Year 4 pupils undertook research tasks using a range of sources to investigate agriculture. Pupils were very keen to share their findings with the class, for example clearly explaining how the counterbalance worked on a shadouf.
93. Conversations with pupils in Year 6 showed the strong impact on their learning of role plays and visits, for example to Elsham and Normanby Halls. Although teachers make satisfactory use of photographs, pupils have only limited practical experience of working with artefacts. Local fieldwork does not yet sufficiently exploit the historical potential of Barton. As a result, pupils' understanding of local history is not as well developed as other aspects. Teachers plan well through good links with art and design, design and technology, English, geography and music, which broadens pupils' understanding of the past.

## **Religious education**

Provision in religious education is **very good**

### **Main strengths and weaknesses**

- Standards are high by the end of Year 6 and pupils achieve very well;
- the quality of written work is good for younger pupils but insufficient by the end of Year 6;
- excellent use is made of role-play supported by an excellent range of religious artefacts and innovative teaching; and
- pupils' attitudes are reverent and they behave very well.

### **Commentary**

94. Standards have improved since the time of the last inspection. The subject has a high status in this school and the time is used well to bring about pupils' very good achievement. The leadership of the subject is very good and provides exemplary teaching for others to follow. In the lessons seen, excellent use was made of role-play such as in Year 1 and Year 2 where pupils concentrated for a great length of time as they were led into transforming their classroom into a church. The way in which the teaching revealed artefacts to set up an altar table was so engaging that pupils were awe struck. For example when a beautiful wooden cross was set on the table and when a flower arrangement was shown, the pupils really appreciated the natural beauty and the teacher made sure that they also understood the symbolism the items represented.

**Excellent teaching of religious education** in Year 5 began prior to the pupils entering the classroom being invited to wash their hands and remove their shoes before stepping over a prayer mat to enter the room set out as a Sikh place of worship. The gurdwara was atmospheric, music and dimmed lights created a spiritual essence. Exceedingly well-organised role-play was supported by first-hand knowledge and excellent use of artefacts from a range of religions. Pupils were familiar with these artefacts owned by the school and used regularly in assemblies, displays and lessons. Pupils handled the religious artefacts with great respect because the teaching engendered trust and enabled pupils to understand the importance of them. A lively curriculum and expert teaching led pupils to explore their feelings about codes of conduct and moral issues through natural references to a range of religions because of the teacher's very good subject knowledge. As a result pupils applied much intellectual effort in their focus on individual and family conduct. Pupils used reflection very well as they prepared to contribute to the conclusion of the lesson. By this time pupils had come to a much better understanding of codes of conduct and simple ethics.

95. The subject is further enlivened by visits and visitors connected to local places of worship and those further a field such as Lincoln Cathedral. In this way pupils get first-hand experience of a range of faiths and traditions. All of this gives pupils a firm foundation in a range of faiths and a high level of understanding about personal beliefs and values. Their depth of understanding of Christianity underpins their appreciation of other world faiths very well. The teaching encourages pupils to open their minds and to be sensitive to the way in which people from a range of faiths worship. It encourages curiosity and discussion and pupils respond maturely. The agreed syllabus is followed closely and implemented in a reflective and innovative way.
96. The quality of written work by the end of Year 6 does not reflect the well above average level of attainment or pupils' writing skills in general. Last year insufficient attention was given to this; furthermore, the recorded work was filed among folders containing work from a range of subjects, so the opportunities for pupils and teachers to look back at previous work, act upon marking and see progression were limited. This has already been rectified in Year 6 where the rigorous teaching is making sure that pupils' work from each subject including religious education is stored appropriately and is easily accessible. This is a good improvement on the situation last year.

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

Work was sampled in design and technology where one lesson was seen. Pupils' work was examined together with schemes of work and teachers' planning. Discussions with pupils also took place. In physical education three lessons were observed – two in dance and one in games. No lessons were observed in physical education in Year 1 or Year 2.

97. In **design and technology** pupils attain the expected standards. The curriculum is well planned overall, so that pupils can use learning in other subjects to develop their skills in design and technology. For example, pupils in Year 6 have used their scientific knowledge and understanding of simple electrical circuits to design and make a burglar alarm. In such activities, they show suitable skills to evaluate their work and say how it might be improved. On the other hand, the use of information and communication technology, especially in the area of control, is not well built into the curriculum and, as a result, is underused. The work of the co-ordinator has a positive effect on learning in the subject, for example through the methods of assessment which make clear what skills pupils have mastered at the end of each unit of work.
98. In the one lesson seen the quality of teaching and learning was good. Clear explanations at the beginning of the lesson meant that pupils made good gains in understanding the characteristics of African masks. As a result, when they chose their materials to make a mask they had a good idea of what was required. The good range of materials was used well to

develop pupils' speaking and listening as they described the resources. The activities were well managed and brought about a good rate of work from the pupils. Very good help in groups cultivated and encouraged pupils' ideas and brought about considered evaluations as pupils were encouraged to think for themselves.

99. In **physical education** standards are well above those typically expected by the end of Year 6 in dance and much higher than at the last inspection because the teaching and learning is of very good quality. Planning is very effective because it is well structured. It guides teachers to concentrate on developing pupils' skills through a staged approach. The very good relationships mean that pupils are not at all self-conscious and co-operate very well. The high level of flair in the teaching encourages pupils to use their intellectual ability as well as their physical skills, so that pupils totally immerse themselves in their dance. They make very good use of demonstration by the adult, building on it and experimenting and improvising. They interpret music well because it is well chosen and discussed throughout the lesson. Teachers have very good subject knowledge and very high expectations of what is possible. Questioning elicits a very good response from pupils and helps to develop their speaking and listening skills and to develop their vocabulary. Praise is well linked to the dance, and the expectation that effort is continuous and pupils are self-motivated is very evident in practice. Pupils have a real sense of pride as they make fast gains in improving their interpretations and in polishing their dance. The teaching provides time for reflection and this adds a spiritual dimension to the pupils' accomplishments. Pupils close their eyes and let the character they portray take over so that the dance is full of joy and sustained effort. Dance is often used in school productions so pupils have the opportunity to share their dance with the church and local community.
100. In the one lesson seen in games the teaching was excellent. The very good outside accommodation was used to advantage and pupils were given much trust to which they responded in an exemplary way. They used the space very well indeed and responded to instructions quickly and alertly with a very good understanding of health and safety. Through high expectations on the part of the teacher and through building on previous work, pupils in Year 5 independently warmed up their muscles before exercise and prepared mentally for their lesson. Skills needed to play netball developed very quickly because of the very good subject knowledge of the teacher and the way the lesson moved on quickly to incorporate simple competitive games. Plentiful resources were used very well. Time was set aside for constructive comment on how to improve, with high level contributions from the teacher and pupils using subject terminology naturally and precisely. Higher attainers moved fluidly and quickly changed direction and speed while average attainers were able to develop their own rules for a simple game.
101. By the time they leave the , though pupils' confidence in water has improved, not all pupils meet the standards required in swimming. For example, last year only half of the pupils managed to swim the required distance. Interestingly, however, half of these attained much higher than this. The school offers series of eight lessons over a year to pupils and makes clear to parents the standards that their children attain.
102. Equality of opportunity is provided for all pupils, and those who have special educational needs are well catered for. Extra-curricular clubs provide extra coaching and enjoyment through a range of games, but the gifted and talented are insufficiently identified and therefore their needs not well addressed. Pupils commented through the pupils' questionnaire that they wanted to have opportunity to play sport against other schools and the headteacher has already taken this on board. The subject is well led and managed because the headteacher has empowered staff to take the lead and responsibility, and the subject leader, though only recently appointed, has responded very well to this and already has a clear overview of what needs to be done. Assessment procedures are good and used well to inform the teaching and learning.

## Art and design

Provision in art and design is **good**

### Main strengths and weaknesses

- Pupils achieve well and standards are above average with particular strengths in painting and drawing;
- the quality of display is very good and enables pupils to appreciate the spiritual aspect of the subject;
- pupils have very good attitudes to art and design and respond very well to the opportunities provided;
- the use of sketchbooks is inconsistent; and
- good leadership and management include very good procedures for assessment.

### Commentary

103. The standards which are above expectation throughout the school come about because of the good subject knowledge of staff, the importance given to display and to developing pupils' spirituality through the subject, and because art and design is well led and managed. The outcome is that pupils achieve well.
104. In drawing reasonable use is made of sketch books, and in the best teaching very good use is made to develop pupils' skills in such aspects as perspective and shading and building up a composition for painting. Though there are inconsistencies in the way and regularity that sketchbooks are used, there are good exemplars that can be used to bring everyone up to the best. Links to other subjects provide good opportunities for sketching and painting and, in this way, a cross-curricular approach develops well and provides many opportunities for pupils to draw and to appreciate the work of other artists.
105. By Year 6, pupils are knowledgeable about a range of artists and have very definite views on what it is they like or dislike and why this is so. Their preferences are articulated well because their knowledge and skills build up progressively, and in lessons teachers draw well on informed discussion, making time to appreciate the broader aspects of art through a spiritual approach such as listening and watching the movement of trees in the wind. Pupils say that art and design is one of their favourite subjects because they are taught skills which they can use at home in their leisure time and share with their families. They also gain much from the variety of after-school clubs they choose to attend.
106. High priority is given to display in all subjects and this means that pupils' efforts are praised and shared with others. Careful use of colour and a range of materials add texture and tone to display pupils' work to advantage. This provides ideas for others and contributes well to the display of work in the annual art exhibition in the town in which the school takes a leading part.
107. Assessment is very good and because the subject is managed well the subject leader has a good handle on standards. The assessment has been matched to the school's tailor-made curriculum and provides a good view of individual achievement, as well as an overview of each class term by term. The standards in this subject have been maintained since the last inspection.

## Music

Provision in music is **good**

## **Main strengths and weaknesses**

- There is a rich and varied curriculum;
- teaching and learning are good, and pupils show enjoyment in their musical activities;
- the pupils' skills in creating musical compositions are underdeveloped; and
- leadership and management are good.

## **Commentary**

108. The school's commitment to developing the performing arts means that most pupils by the end of Year 6 reach the standards expected for their age, having taken part in many exciting musical activities during their time in school. There has been satisfactory improvement since the last inspection. Pupils can join extra-curricular clubs such as the choir and the recorder, along with hand bells groups, or learn to play a musical instrument with visiting teachers. Pupils are encouraged to take part in the musical performances held at various times of the year for parents and members of the community. Pupils in Year 6 benefit from the expertise of a music specialist who comes into school weekly to develop their singing. Such curricular provision has led to the school's gaining an arts award for music in the school and community.
109. Teachers have good subject knowledge and emphasise the use of correct musical terminology in their lessons, which helps to extend the pupils' own vocabulary. They provide exciting activities that challenge pupils of all abilities. As a result, the pupils respond positively and show much enjoyment in their work. They handle musical instruments with respect and show appreciation of the musical talents of other pupils. Though standards overall are at a typical level for pupils' ages, their skills at composing music are relatively not as strong as other aspects; this is because there are fewer opportunities to develop composition.
110. The subject leader leads and manages the subject well, taking a leading role in the extra-curricular activities and in producing the musical performances. The subject leader is an inspiration to pupils and adults in developing their musical skills.

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

No lessons were seen in this aspect. Judgements are based on additional evidence from discussion with staff and pupils and scrutiny of work and documentation.

111. The way in which the school promotes pupils' personal, social and health education and citizenship fulfils the school's aims very well and a very clear lead is taken by the headteacher. The school is a harmonious society in which pupils thrive. It has strong systems to help pupils understand about society and how it works. The micro society of the school provides a very good base to develop pupils' understanding and knowledge and encourages very great respect and consideration for others through very good relationships and attitudes to school. The headteacher leads the staff in setting high expectations and providing very good role models for pupils to follow. In this atmosphere, pupils draw well on their speaking and listening skills and contribute most thoughtfully to a range of discussions. Pupils know that other children and adults will listen to them and, because the atmosphere is so conducive to learning, pupils are not afraid to share their feelings. A very good number of visitors from a range of backgrounds enhance the provision. Pupils' understanding of a healthy life style and how to keep safe is taught well through the curriculum in science and physical education. The achievement of the externally accredited Healthy Schools Award supports these aspects well. Parents have rightly had a say in the sensitive way in which sex and relationships are taught.

112. The very strong Christian ethos of the school helps pupils to explore family life and life beyond their immediate experiences. The school draws very well on local business partnerships to help pupils understand about citizenship and how communities are formed. These close links help pupils understand their responsibilities and contributions to their school and wider community. The school council contributes very well to this and the pupil questionnaire returns show that pupils generally have sensible suggestions to make, for example about the educational and physical resources of the school. Pupils have high levels of self-esteem, nurtured exceedingly well through lessons and times when the school meets together. The appointment of a play leader to teach and encourage collaborative and worthwhile play is paying very good dividends. Pupils enjoy their playtimes because they are very meaningful experiences with good opportunity to develop socially and physically.
113. Pupils know about the consequences of racism and have clear views about racial harmony. Pupils are responsible and grow in independence because the teaching expects much of them. If faced with bullying, pupils know to ask known adults for help. Older pupils show much care for the younger pupils and thoughtfully help them, particularly at playtime.
114. Parents strongly agree that pupils' personal development is promoted very well. They mention in particular the respect shown for others, the family atmosphere and the positive culture across the school. The mission statement of the school to develop pupils' potential and promote mutual respect and responsibility reflected in the quality of care extended to its community is met very well indeed.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

*Inspection judgement*

*Grade*

<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	3

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

<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
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	2
The school's links with other schools and colleges	3

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
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).*