

Validation report:	La Mare de Carteret Primary School
Validation dates:	30 January – 3 February 2017
Managing Inspector:	Gary Johnstone
Type of school:	Primary
Age range of learners:	4-11
Gender of learners:	Mixed
Number on roll:	285

Introduction

The validation was carried out by a team of three HM Inspectors, who spent three days in the school observing lessons, talking with learners and looking at their work, engaging in discussions with staff and parents, looking at school records and other documentation, and scrutinising responses to the pre-validation questionnaires.

The context of the school

Le Mare De Carteret Primary School was built in the mid-seventies and is co-located with a high school. The school has a two form entry. At the time of the validation visit the school roll was 285. The school has identified 52% of pupils as having special educational needs. The current headteacher and deputy headteacher have been in post since September 2015.

How well do children learn and achieve?

Learners' experiences

Across the school, children's experiences are outstanding. The purposeful and joyous learning is developing happy, friendly children who are successful learners. From Reception to Year 6, children are independent leaders of their own learning and fully involved in the life and work of the school through the many worthwhile leadership opportunities. Their talents, skills and expertise are recognised, developed and used very effectively to lead the learning of others. The highly positive ethos for learning is embedded across the school and children frequently support each other in a very mature way to complete tasks with minimum adult intervention. Staff provide helpful oral and written comments that enable children, as individuals, to make appropriate progress in their learning. Children articulate the purpose of lessons with confidence and know what they need to do to improve over a period of time, for example in their writing and mathematics.

Children are highly motivated to learn through the many exciting and creative learning opportunities that often provide an element of surprise that stimulate the children's imagination. For example, during a trip to the beach, a parent, unexpectedly for the children, surfaced from the water with a message in a bottle as part of a planned writing lesson. A key feature of the school is the nurturing and caring environment. All staff know children as individuals very well and have high expectations for their social and emotional development to ensure they successfully learn and achieve. Most children relate very well to each other and to the adults who work alongside them in classes and in the activities that take place outdoors. Children are proud of the school and the exciting learning that takes place. Children enjoy coming to school and are confident that staff treat them with respect and expect them to take responsibility for their own learning in class.

In lessons, children are clear about the purpose of their learning. They can also articulate very well their feelings when faced with challenging tasks, and importantly the strategies needed to overcome any problems they may encounter. This was observed by HM Inspectors on many occasions, with children supporting each other, for example in mathematics lessons when learning new strategies. All children participate in a wide range of high quality experiences that enable them to make valuable contributions to the life and work of the school. The digital leaders, personal, social and health education focus group, sports leaders, leaders of learning and sewing leaders are a few of the many examples of leadership opportunities for children that impact very positively on the life and work of the school. The extensive range of after-school and lunchtime clubs are very well attended and almost every child participates in at least one. They include; book club, 24 game club, netball, bilingual singing, French club, 'wake up shake up' before school club, happy puzzle club, coding club, science club, breakfast club, 5-aside football, sewing club, and homework club. The participation rates of all children in clubs and the wider life of the school are closely monitored. Staff remove any barriers to ensure all children can participate. The science club for children in Reception and Year 1 is an example of an after-school activity initiated after the review of science experiences within the school. Children requested more opportunities to explore science concepts through experimentation.

Children were observed having great fun and excitement undertaking a 'volcano' chemical reaction experiment.

Improvements in performance

The school develops very well through a wide range of engaging experiences, children's confidence, independence and skills for learning. This session, all children at Key Stage 2 will benefit from residential experiences ranging from a planned 'sleepover' in school, to further afield in Year 5 with the cultural residential trip to France. These activities are very well planned and underpinned by the development of key skills for life, ensuring all children achieve widely. Children participate and are successful in community events such as the Swimathon, Beachwatch, Everest challenge, Eisteddfod, carol singing and the Christmas Fayre. The school is very proud of the money raised in the Everest challenge. The introduction of sea-swimming for all children is a very good example of staff knowing the school community very well and using this knowledge to develop valuable lifelong skills.

Children and staff achievements are regularly celebrated through social media, newsletters and the press. Increasingly, there is alignment with achievement and learning in school. The school is trialling an online learning journal to improve further children's skills in knowing themselves as learners and taking greater responsibility for their achievements and progress. The embedding of individual learning journeys is a key feature of the school and its approach to developing each child individually and holistically.

The digital leaders group is a very good example of children sharing their expertise very effectively. They manage content on the school's website including uploading tutorial videos to support children's learning at home. They provide peer support for younger children learning to code at the club and in class. Across the school, children are developing their citizenship skills very well. They are also developing well their knowledge of health and healthy lifestyles through the school's participation in the 'Healthy Schools Award'.

In recent years, the school has improved levels of attainment in reading, writing and mathematics. The data for year 2016 shows overall, by the end of Key Stage 2 at Year 6, children make better levels of progress than the Bailiwick average in writing and mathematics. By the end of Key Stage 2, the number of children achieving the minimum expected level continues to improve, although it remains just slightly below the Bailiwick average. During their first year in school in Reception classes, almost all children make very good progress in their learning and, by the end of the year, almost all are assessed as making progress well above the Bailiwick average for children of the same age. In 2016, at Key Stage 1, by the end of Year 2, the majority of children had achieved the Bailiwick expectations of attaining L2b+ in reading, writing and mathematics. Overall, attainment data shows that children make very good progress in their learning through Key Stage 1, with the numbers of children making expected or very good progress above the Bailiwick average. In 2016, at Key Stage 2 by the end of Year 6, most children had achieved the Bailiwick expectations of attaining L4b+ in reading. The majority achieved the Bailiwick expectations of L4b+ in writing and mathematics. This is slightly below the Bailiwick average.

Overall, attainment data shows that the number of children making expected progress in Key Stage 2 in their learning is below the Bailiwick average in reading, and in line with the Bailiwick average in writing and mathematics. These results are higher than in previous years. Predicted levels for 2017 indicate that children will continue to make expected and very good progress across reading, writing and mathematics. The school is monitoring closely the impact of all interventions and plan to continue to use their effective use of data to continue to improve outcomes for all learners including children who are more able.

The school should continue with plans to build on the very good progress children make in their learning, ensuring this includes more able children and to seek to improve the attendance of a small number of children.

Across the school, most children listen and speak with confidence. Almost all talk confidently about their learning and communicate effectively working in pairs and small groups. They communicate effectively with each other in a variety of situations. Of note is the wide variety of high-quality, real-life contexts to develop their listening and talking skills through the many leadership opportunities. In class, children use sophisticated interpersonal and communication skills to organise themselves and each other to complete group tasks and challenges. From the earliest years, they demonstrate effective problem-solving skills when faced with challenges. Across all stages, children write well for a variety of purposes. The recent focus on improving writing is reflected in the improved progress of children. Staff provide a range of motivating contexts and settings for children to write and most are making very good and improving progress in this area. Writing targets are set and agreed with children. This enables children to make better progress and keeps them focused on their work.

Reading is promoted well across the school and overall children make very good progress. The school has plans to improve further children's attainment in reading through a more progressive approach. At Key Stage 1, children develop their reading skills through a blend of structured reading texts and exploratory activities such as 'literature circles'. At Key Stage 2, a range of teaching approaches including literature circles and target readers develop children's skills in fluency and understanding texts in depth. Children frequently read texts related to their topic work and other real-life contexts. They evaluate the author's use of language and how this impacts on the reader.

The school should continue to develop children's skills in reading as planned, including providing access to high-quality texts that develop fluency, increase vocabulary and have a suitable challenge for each child and develop critical thinking skills.

Overall, children make very good progress in mathematics including in shape, position movement and problem-solving. The support of parents adds value to the 'maths passports' that children use to support their progression in mental calculations. These are consistently well applied across the school and as a result, almost all children are confident in basic concepts which support their skills in problem-solving. At Key Stage 1, children explore numbers and complete simple written calculations. Almost all children complete written calculations with confidence. At Year 3, the majority of children can measure accurately a wide range of objects in centimetres and convert these to millimetres. Children complete written calculations well and in Year 6, they

can use three-digit whole numbers within a range of operations with confidence. They can work with negative numbers and calculate area and perimeter with success. Importantly, children can transfer their learning in mathematics to other areas of their learning. For example, older children accurately complete challenging word problems, calculating rations and portions from a budget linked to their WW2 topic. The school should continue to raise attainment in mathematics as planned.

The improvement planning process is well-embedded. The school's priorities for improvement are underpinned by rigorous self-evaluation approaches with clear measures of impact and outcomes for children. Over the past year, the school has successfully taken forward the identified priorities and made very good use of questionnaires, discussions and graffiti boards to elicit everyone's views. The stability in leadership and strong direction has impacted positively in the impact of the current and previous improvement plans. As a result, children are highly engaged in their learning and more make better progress from their previous levels of attainment.

How well does the school support children to develop and learn?

Teaching for effective learning

Teachers and Learning Support Assistants (LSAs) are very supportive of children in all aspects of school life. In classes, there are examples of excellent teaching at all stages of the school, and overall, standards of teaching are high. Children are very well engaged in almost all lessons. There are many opportunities for children to work collaboratively in pairs or in groups. The tasks that teachers set are well-planned, with clear explanations. In a few classes, children could be set to task sooner with less teacher input. This would help the pace of learning to improve. Overall, teachers differentiate work very well and build in appropriate challenge for all children. Children enjoy responding to these challenges and engage enthusiastically in the activities set for them. Staff consistently share well the purpose of lessons. In the best lessons, children are encouraged skilfully to explain their thinking. Timely interventions by teachers help to consolidate and move learning forward for children. Almost all teachers use a variety of strategies which engage children, and provide purposeful and joyous learning. Children respond enthusiastically to these very well-planned opportunities.

Teachers know their children as learners very well and build on their prior knowledge and experiences. Children are encouraged to take responsibility for their own learning and enthusiastically self and peer-assess their work. This reflection allows children to develop their independence and resilience and to make improvements to their work. Almost all teachers are clear in their instructions and explanations which is helping children to understand and make progress. In best practice, teachers skilfully judge how and when to intervene when children are on task. They set differentiated tasks with appropriate success criteria. Almost all teachers very skilfully respond to the needs and interests of children taking account of these factors in reshaping lessons rather than rigidly sticking to lesson plans.

Information and Communication Technology (ICT) is used well across the school. Children are comfortable in using a range of applications to help take forward their learning. Overall, teachers are skilled in using ICT to enrich learning and enhance

further their teaching. Children's ideas and work are shared using the interactive whiteboard. This allows teachers to focus the steps children have taken to achieve success and to explain where learning can take different routes.

Meeting learning needs

The school has very well considered and highly-effective approaches to identifying, reviewing and evaluating the wide range of children's learning and wellbeing needs. As a result of the school's sector-leading and innovative approaches to seeking and providing strategies and interventions, the needs of children who require additional support are extremely well met. The Inclusion and Wellbeing Manager (IAWBM) oversees the very effective staged-intervention process. She maintains a very helpful overview of all children who have additional support needs and the range and types of support they are receiving. Importantly, the impact of the extensive range of intervention groups and support strategies on individual children's progress and development is continuously monitored and evaluated by senior leaders. As a result, there is compelling evidence to demonstrate that the school provides an excellent level of support and care for all children.

Across the Reception and primary stages, staff know children extremely well as individuals. Staff are very responsive and sensitive in how they meet the varying individual needs of children. Across the school, staff demonstrate a very nurturing and caring approach. They skilfully support, challenge and extend children's learning where appropriate. Overall, staff plan a variety of interesting, worthwhile activities and tasks which meet children's needs very well in almost all lessons. Staff in the Reception classes use a wide range of practical and natural resources which supports very effectively children's learning. Across the Reception and primary stages, HM Inspectors observed staff differentiate children's learning very well to help meet their varying needs. Overall, staff are skilled in using a variety of strategies and active learning and teaching approaches which help to address any barriers to learning that children may encounter.

Staff use attainment and progress data very well to rigorously track children's progress which helps to ensure that children received the best support to achieve the best possible outcomes. This includes the on-going sharing of information and analysis of data in relation to particular groups of children, including those who require additional support. As a result, senior leaders are able to allocate resources, including LSA time, flexibly according to children's needs.

The school works in close partnership with a range of services and agencies to identify and support children's needs. Professionals from these agencies provide valuable one-to-one support for many children. The school leadership team ensures that teachers and support staff also benefit from the expertise, advice and guidance from other professionals and specialist visiting staff. As a result, the school is successfully building the capacity of the staff team to meet the wide range of needs that children have. Children requiring emotional support or extra help are quickly identified and very well-assisted to meet their needs at difficult times in their learning.

Staff across the school demonstrate dedication, passion and a clear commitment to providing the highest quality care and education for all children. All staff willingly

participate in training and professional learning to ensure they have the skills and knowledge to help all children to achieve success and reach their potential. Staff's job descriptions reinforce their specific focus on meeting the needs of children. The school's IAWBM ably carries out her remit and has a clear overview of how well support arrangements impact for all of the children's varying needs. Her calm, knowledgeable and nurturing approach instils trust and confidence in staff and children alike.

The team of LSAs provide consistently high-quality support to children to assist them in their learning and development. LSAs work closely with teachers in lessons. Effective communication and the very strong ethos of team-work is helping to ensure that teachers and LSAs feel well supported in their roles. LSAs lead small groups of children out of class to provide very high quality support for literacy and numeracy. Children really value and clearly benefit from the input of LSAs, such as for hand-massage and reading in literature circles.

The school's inclusive vision to value every child, every parent/carer, every member of staff and of the school community is clearly reflected in the day-to-day life of the school. Commendably, school leaders are mindful of the health and wellbeing needs of the staff team. As part of the school's ambition to achieve accreditation as 'Healthy Schools' status, daily after-school sessions which focus on the health and wellbeing of staff have been established. For example, staff can participate in Pilates, massage and 'Feel Good Fridays', when staff can relax, reflect on the high points of the week, and begin the weekend in a positive frame of mind.

Detailed support plans are in place for children who require this. Class teachers and support staff are involved in the creation and review of these plans, and use them very well to ensure that learning experiences and activities help children to make progress. Staff use these well when planning to meet particular children's needs. Teachers break down the long-term support plans into shorter term targets which are supporting individual children's progress. The school should continue to involve children and their parents in reviewing targets within individual support plans.

Curriculum

Children, at all stages, benefit from a broad and balanced curriculum which makes the most of different contexts for learning and develops children as successful learners, confident individuals, effective contributors and responsible citizens. The headteacher has led a highly successful process of staff and stakeholder involvement and consultation to create a shared vision, values and aims for the school. As a result, there is a real sense that the curriculum is becoming more dynamic, relevant and active and that it is developing children's skills for life, learning and work.

Staff are very responsive to children's interests and incorporate their views in planning for learning. The curriculum across the school is tailored very well to meet the needs and interests of children. There is a strong focus on literacy, numeracy and health and wellbeing. Children really appreciate the many visitors that come in to school, as well as visits and trips to places of interest. These experiences help to enrich their learning and add value to the curriculum. There are increasing opportunities for children to learn outdoors in their school grounds, at the beach and further afield. The local area

provides a rich context for learning. Staff are actively researching different ways to accredit children's learning and achievements outdoors, for example through the John Muir Award.

During the inspection, staff talked very positively about their involvement in curricular change. In particular, they highlighted how they enjoyed the flexibility that new approaches to curriculum design offered, and that they felt they could better respond to the needs and interests of the children. They felt well equipped to adapt their current practice to the new 'Big Curriculum' plans within the Bailiwick. Many staff in La Mare de Carteret Primary School willingly contribute to system-wide improvement by helping to lead curriculum design and contributing to island-wide subject working parties. This is mutually beneficial for the Bailiwick and the school. The school are developing an appropriate three-year plan to develop and implement the new curriculum model. There are also plans to review how subject leaders undertake their responsibilities in order to utilise their skills and experience in a more flexible, responsive and collaborative way. As a result of this creative and forward-looking thinking, La Mare de Carteret Primary School staff are very well placed to implement the forthcoming new curriculum model.

The school has appropriate programmes and frameworks in place for all curricular areas. The staff team have spent considerable time refreshing many of these programmes and topics to ensure the children experience a vibrant and relevant curriculum. Leaders for each curriculum area demonstrate very effective leadership and passion for their subjects. Each leader carries out a robust and focused work scrutiny review of their subject each term. This includes: reviewing across the school how learning in their subject is planned; scrutinising samples of children's work from each class; and interviewing this same sample of children to seek their views on their learning in that subject. As a result, the school has reliable and very valuable data on the quality of learning and attainment in all curriculum areas. Staff can demonstrate the impact of this sector-leading monitoring and evaluation of the curriculum in the improvements that are made as a result of self-evaluation. For example as a result of the audit of digital technology, a new framework to develop children's digital skills in a progressive way as they move through the school has been created. Subject leaders formulate action plans in order to continuously improve their area. These plans are collated and synthesised by the headteacher in order to inform the whole-school improvement plan.

The school has, over recent years, made connections with a range of partners who enrich, complement and provide opportunities for achievement within the curriculum. The contribution of partners is very well-planned. Recent developments include the regular support from a local financial company. Children and the school community are clearly benefitting from this partnership. For example, through volunteer mentors for reading, maths passport testing, help with renovating the school grounds and other outdoor learning, breakfast club, developing financial awareness and coding club.

Reception staff have established very effective arrangements to help young children make a smooth start to Reception. This includes visiting children at their nursery placement and/or at home, prior to starting Reception. The 'Readiness for School' programme is very much appreciated by parents in helping them and their children make the transition from Reception to Year 1. Arrangements for children as they

transfer to secondary school are strong and have been developed over recent years to ensure more effective joint working and sharing of information about prior learning and the needs of learners. Staff work well with local secondary schools to provide appropriate support for all children as they move to secondary. Children with special educational needs receive appropriate additional support from secondary school staff prior to starting Year 7. In addition, a coherent programme for children moving from year to year, based on the school values, has been developed. As a result, there is very good communication between teachers within the school. This ensures a shared understanding of what is being learned across the school, and supports building on children's prior learning. Staff share detailed information on what has been learned when children move to new classes and teachers. Commendably, this also includes information about individual learners and aspects affecting their learning. This teamwork ensures that children's needs are very well met at all points of transition.

How well does the school improve the quality of its work?

Improvement through self-evaluation

In Spring 2016, following initial training from Education Services, children were involved in leading a school inspection after applying for and being interviewed for the job. Eight children were selected and were given training to enable them to undertake their duties. This sector-leading initiative gave children a significant role in school improvement and a stronger voice in how the school should operate. The children produced an insightful and professional report which highlighted very accurately the school's strengths and areas for improvement. Their evaluations and observations added to a range of evidence which has helped the school make changes for the better. This session the school has built on this by appointing additional children as leaders of learning with wider responsibilities. They will be involved in another inspection in 2017, as well as leading evaluative activities throughout the session. The newly appointed leaders of learning have already begun an audit of the learning environment within the school.

Parents welcome the opportunity to be involved in the school's 'vision day' where they were able to discuss to the recently developed vision and values. They feel the Parents' Group and Parent Representatives are helping to support self-evaluation leading to improvement. Questionnaires and surveys, including those for parents and carers, in addition to formal and informal gathering of views after Parents' Evenings and school events, have given school leaders helpful feedback on recently introduced initiatives. This helps them to make judgements based on sound evidence and educational thinking. For example, the maths passports used across the school have been streamlined over the last few sessions, taking into account feedback received from children, parents and staff.

Promoted staff rigorously monitor the work of the school. The cycle of monitoring is outlined clearly for all staff within the robust monitoring calendar. Teachers use a range of assessment strategies to monitor children's progress. They plan collaboratively with stage partners and other staff. They are increasingly making good use of assessment data to secure improvement. In Year 2 and Year 6, local and external moderation arrangements against Bailiwick and national standards, helps to confirm the accuracy of teachers' judgements. Teachers are empowered to develop

their own professional learning, skills and knowledge. Working together, groups of teachers and LSAs engage in areas of research and share their findings with the wider staff group. Teachers have benefited from the opportunity to engage in peer observation and discussion and are keen to use this as a way of extending the range of approaches and strategies they use in class to support learning.

The agile and responsive nature of the school's self-evaluation has allowed very good progress to be made in, for example, the Reading Recovery initiative where evidence is showing greater impact on learners. The school has trialled successfully a number of approaches to improve its communication strategy with parents and partners, including a 'you said – we did' methodology.

The school has rightly identified the benefits to planning for the longer term and this will be a useful mechanism to support the introduction of curricular change.

Leadership of improvement and change

The headteacher demonstrates outstanding leadership and commitment to the school. She has a clear vision for improvement. She works with energy and enthusiasm and has brought the staff team together in a shared endeavour. Together, the staff team are determined to create opportunities for all children to enjoy, learn and succeed and to raise standards further. The headteacher is very ably supported by the deputy, the inclusion and wellbeing manager and the wider leadership team. They work very well individually and collectively with staff - encouraging, supporting and expecting the best in all areas of school life. Key Stage leaders and curriculum leaders make an important contribution to school improvement. They provide valuable leadership and direction to their peers. They analyse skilfully data on the progress of groups of children which is shared with senior managers. They often model good practice and help to bring about consistency of high standards. They have developed skills and experience which will help as the school moves towards new ways of working with the new curriculum.

Staff model themselves as continuing and lifelong learners undertaking a range of professional learning activities and achievements. Through their participation in teacher learning communities, both teachers and LSAs are driving forward important improvements. For example, some children are making good progress as a result of recently introduced methods of supporting reading. Others are benefiting from relaxation techniques and nurturing approaches. Staff at all levels feel empowered and demonstrate energy, innovation and enthusiasm in seeking new approaches to support children's learning.

Staff are very mindful of the feedback they give to learners. Following professional learning and reflecting on research evidence, they carefully and skilfully praise children's hard work and efforts. They encourage children to overcoming future challenges and build their resilience. Teachers, working together, have improved the planning processes and procedures for delivering the curriculum more effectively and consistently across the school. They have also supported the professional learning and development of fellow professionals on the island by sharing their knowledge expertise through highlighting good practice.

In line with the expectations of Education Services, all staff participate in an appropriate performance management process which helps them identify their strengths and areas where further professional learning will improve their practice.

Stakeholders' views

Parents are very pleased with almost all aspects of the school. They are proud of the school and its improving reputation within the community. The whole school are delighted when visitors see first-hand how the school's values are experienced by children, staff and parents on a daily basis. Children, too, are very proud of their school. They believe the school is helping them to become confident individuals. Almost all enjoy learning at school and say that staff encourage them to do their best. Children feel safe and cared for within the school. They feel that staff and other children treat them with fairness and respect. There is a strong emphasis on self-evaluation and a commitment to continually improve. All staff, teaching and non-teaching, children, parents and other school partners contribute in different and important ways to school improvement.

Summary

Capacity for improvement

The school has worked very hard to address the points for action in their last validation visit. The headteacher provides very effective leadership resulting in the school making significant progress over time. Systems to evaluate and improve the work of the school are robust and highly effective with some being sector-leading. Teachers and LSAs engage very well in an impressive array of professional learning activities with a focus on improving outcomes for children. The school is using data very intelligently to help staff reflect on the experience for children and to improve learning and teaching. As a result of the guidance, support and challenge from the highly effective leadership team, we are confident the school has high capacity for continuous improvement.

This validation visit found the following key strengths.

- Happy, motivated children who successfully lead their individual learning journeys.
- The headteacher's outstanding leadership in managing change and securing improvement.
- The leadership team's drive, with the support of all staff, to create a culture of achievement where all feel safe, valued and succeed.
- Excellent self-evaluation approaches which are leading to improved outcomes for learners.
- Very high quality children's learning which has been enriched through greater partnership with parents and the community.

We discussed with staff and Education Services how they might continue to improve the school. This is what we agreed with them.

- As planned, continue to develop further the curriculum to prepare children well for the future.

Here are the evaluations for La Mare de Carteret Primary School.

Improvements in performance	very good
Learners' experiences	excellent
Teaching for effective learning	very good
Meeting learning needs	excellent
Improvement through self-evaluation	excellent
Leadership of improvement and change	excellent

What happens at the end of the validation?

We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvements. As a result, we will make no further visits in connection with this validation. As part of its arrangements for reporting to parents on the quality of education, Education Services will inform parents about the school's progress.

Gary Johnstone
HM Inspector

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Appendix 1

<p>Excellent</p> <p>6</p>	<p>Outstanding or sector leading</p> <p>An evaluation of excellent applies to provision which is sector leading. Pupils' experiences and achievements are of a very high quality. An evaluation of excellent represents an outstanding standard of provision which exemplifies very best practice and is worth disseminating beyond the school. It implies that very high levels of performance are sustainable and will be maintained.</p>
<p>Very good</p> <p>5</p>	<p>Major strengths</p> <p>An evaluation of very good applies to provision characterised by major strengths. There are very few areas for improvement and any that do exist do not significantly diminish pupils' experiences. Whilst an evaluation of very good represents a high standard of provision, it is a standard that should be achievable by all. It implies that it is fully appropriate to continue to make provision without significant adjustment. However, there is an expectation that the school will take opportunities to improve and strive to raise performance to excellent.</p>
<p>Good</p> <p>4</p>	<p>Important strengths with areas for improvement</p> <p>An evaluation of good applies to provision characterised by important strengths which, taken together, clearly outweigh any areas for improvement. An evaluation of good represents a standard of provision in which the strengths have a significantly positive impact. However, the quality of pupils' experiences is diminished in some way by aspects in which improvement is required. It implies that the school should seek to improve further the areas of important strength, but take action to address the areas for improvement.</p>
<p>Satisfactory</p> <p>3</p>	<p>Strengths just outweigh weaknesses</p> <p>An evaluation of satisfactory applies to provision characterised by strengths which just outweigh weaknesses. An evaluation of satisfactory indicates that pupils have access to a basic level of provision. It represents a standard where the strengths have a positive impact on pupils' experiences. However, while the weaknesses are not important enough to have a substantially adverse impact, they do constrain the overall quality of pupils' experiences. It implies that the school should take action to address areas of weakness by building on its strengths.</p>
<p>Weak</p> <p>2</p>	<p>Important weaknesses</p> <p>An evaluation of weak applies to provision which has some strengths, but where there are important weaknesses. In general, an evaluation of weak may be arrived at in a number of circumstances. While there may be some strength, important weaknesses will, either individually or collectively, be sufficient to diminish pupils' experiences in substantial ways. It implies the need for prompt, structured and planned action on the part of the school.</p>
<p>Unsatisfactory</p> <p>1</p>	<p>An evaluation of unsatisfactory applies when there are major weaknesses in provision requiring immediate remedial action. Pupils' experiences are at risk in significant respects. In almost all cases, staff responsible for provision evaluated as unsatisfactory will require support from senior managers in planning and carrying out the necessary actions to effect improvement. This may involve working alongside other staff or agencies in or beyond the school.</p>