

INSPECTION REPORT

BRIDESTOWE COMMUNITY PRIMARY SCHOOL

Bridestowe, Okehampton

LEA area: Devon

Unique reference number: 113246

Headteacher: Mrs S Maiden

Lead inspector: RWG Thelwell

Dates of inspection: 8th – 9th June 2004

Inspection number: 255603

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	51
School address:	Bridestowe Okehampton Devon
Postcode:	EX20 4EL
Telephone number:	01837 861361
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr M Fogerty
Date of previous inspection:	23 rd – 26 th March 1998

CHARACTERISTICS OF THE SCHOOL

The school is set in the heart of the village of Bridestowe, six miles to the south west of Okehampton. At present, 51 pupils are on roll; this includes 12 children in reception. Pupils are drawn from a cross-section of society and come, in the main, from the villages of Bridestowe and Sourton. Nearly all children attend pre-school settings before joining the school at the start of the school year in which they become five. Attainment on entry is assessed as being in line with that expected for children of this age. There are two classes, each catering for pupils from more than one year group. However, since January, the school has funded a third class for half of each week to reduce the size of the infant class. The proportion of pupils identified as having special educational needs (SEN) is broadly in line with the national average; no pupils have statements of SEN allocated to them. All pupils have English as their first language. The school gained the Healthy Schools Award in 2004.

Although only a few pupils join and leave the school each year, with such small year groups even a small number of pupils doing so can have a significant impact on performance profiles, particularly between Years 2 and 6. Such was the case for pupils in Year 6 assessed in 2003. As such, comparison with similar schools is made against those with a similar eligibility of free school meals.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20977	Mr RWG Thelwell	Lead inspector	Areas of learning for children in the Foundation Stage, Mathematics, Science, Geography, History, Physical education, Religious education.
9847	Mrs F Hurd	Lay inspector	
30438	Mr R Guest	Team inspector	Special educational needs, English, Information and communication technology, Art and design, Design and technology, Music, Personal, social and health education.

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school that serves its pupils and community well. Under the very good leadership of the headteacher, staff and governors have established a very positive and caring ethos that results in pupils achieving well in their academic and personal development. The school gives good value for money.

The school's main strengths and weaknesses are:

- The school's commitment to inclusion results in good provision for all pupils irrespective of their stages of learning, or their behavioural or sensory needs.
- Despite an above average proportion of pupils with special educational needs (SEN) pupils in Years 2 and 6 achieve well to attain average standards in English, mathematics and science. In writing, standards in Years 2 and 6 are above average; this represents very good achievement.
- Effective teaching throughout the school results in pupils' very positive attitudes to learning.
- Pupils benefit from a good curriculum enhanced by an extensive range of visits and out of class activities.
- The element of the information and communication technology (ICT) curriculum relating to 'control' needs to be developed further for pupils in Years 3 to 6.
- The school's very good care, guidance and support of pupils are built on strong and very effective links made with parents and carers.
- The lack of a school hall restricts aspects of the school's provision, especially the gymnastic development of older pupils.

Since the school was last inspected in 1998 improvement has been very good and has resulted in steady gains made in pupil achievement. All issues identified in the last report have been addressed. The quality of teaching, which is now monitored regularly, has improved considerably. The role of subject co-ordinators has developed significantly, as has the use of assessment. Considerable improvements have been made to accommodation and resources, and provision for religious education now meets the requirements of the locally agreed syllabus. Rates of attendance are much improved and are now very good.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	D	C	C
Mathematics	E*	A	A	A
Science	E	C	A	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
As fewer than 80% of pupils have appropriate assessment data relating to the previous key stage, comparisons with similar schools are based on eligibility for free school meals within the range of more than 8% and up to 20%.*

Whilst care should be taken in comparing results from year to year when the size of year groups is small, overall results are noteworthy and show significant gains have been made in each subject since 2001. In assessments for 2003, all pupils reached the nationally expected levels in mathematics and science, and the proportion gaining the higher levels in English, mathematics and

science was well above the norm. Results of assessment for Year 2 showed standards were average in reading, writing, mathematics and science.

Pupils achieve well overall. Children currently in reception achieve well. Nearly all children are on course to reach the recommended levels in each area of learning by the end of reception; the majority having already gained them. The small numbers of pupils now in Years 2 and 6, where the proportion of pupils with SEN is above the norm, achieve well to reach average standards in English, mathematics and science. Above average attainment in writing for these pupils reflects very good achievement. Work reviewed in other National Curriculum subjects and religious education was at an appropriate level for the pupils concerned. However, further emphasis is required on the 'control' (making things happen) element of the ICT curriculum.

Pupils' personal qualities including their spiritual, moral, social and cultural development are good overall. Pupils have very good attitudes to learning and behave very well. They get on very well with each other and the adults with whom they work. Attendance is well above average.

QUALITY OF EDUCATION

The school provides a good quality of education for its pupils. Teaching is good overall. During the inspection, teaching of reception children was consistently good. Particular strengths were noted in the teaching of literacy and numeracy. Teachers have very good subject knowledge and high expectations of pupils. Thorough planning results in work that is well matched to pupils' stages of learning. Pupils benefit from a good curriculum enriched by an extensive range of visits and out of class activities. The school give pupils very good care and guidance. The school's very good links with parents and the community make a strong contribution to pupils' learning. Very good links are maintained with other schools.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good. The school benefits from the very good leadership of the headteacher, who with good support from the staff, has established a culture of evaluation and improvement. Management is effective, with subject co-ordinators playing a full part in monitoring provision and outcomes of subjects. The governance of the school is good. Governors carry out their duties well and are involved fully in strategic and financial planning. With the exception of minor omissions in the school prospectus, governors ensure all statutory requirements are met and that all pupils have equal access to the curriculum and associated resources.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views of the school. They value the strong relationships teachers develop with pupils. They consider pupils are taught well and make good progress. Parents value the accessibility of staff. Pupils enjoy school and the work given them. They feel they are known well, valued and supported in all they do.

IMPROVEMENTS NEEDED

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

- Develop further the 'control' element of the ICT curriculum for pupils between Years 3 to 6.
- Work with the Local Education Authority, to improve accommodation that will provide sufficient space for all pupils to perform the gymnastic element of the physical education curriculum freely to the standards of which they are capable;

and, to meet statutory requirements to:

- Ensure the school prospectus contains all required information.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards in English, mathematics and science are average for pupils now in Years 2 and 6. When taking into account that the proportion of pupils with special educational needs in both year group was above average, this represents **good achievement**.

Main strengths and weaknesses

- Pupils currently in Years 2 and 6 achieve very well to attain standards in writing above those expected for their ages.
- Pupils with SEN, and those who are more able, achieve well.
- Children now in reception achieve well in all areas of learning.
- Across the school, pupils make good gains in their personal development.

Commentary

1. In recent years, nearly all children have reached the required levels in each area of learning by the end of reception. This represents satisfactory achievement when taking into account attainment on entry was similar to that expected for this age. However, it should be noted that the number in each year group is very small, and as such, even a small number of pupils joining or leaving can have a marked effect on the performance profile of each year group. Similarly, caution is needed when making comparisons of assessment results on a year-to-year basis, as the performance of each pupil has a disproportionate impact on statistics.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	13.0 (17.4)	15.7 (15.8)
Writing	13.0 (16.1)	14.6 (14.4)
Mathematics	15.0 (17.0)	16.3 (16.5)

Figures in brackets are for the previous year

2. In recent years, the small number of pupils involved in statutory assessments at the end of Year 2 has meant standards, as indicated by test results, have varied considerably from one year to the next. As such, direct comparisons of performance are unreliable. Results for 2003 showed the extremely small number to be assessed reached the nationally expected levels in reading, writing, mathematics and science. Results for the previous two years involving a larger (though still small) number of pupils were consistently above, or well above, nationally expected levels in reading, writing and mathematics.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.0 (28.0)	26.8 (27.0)

Mathematics	29.4 (29.0)	26.8 (26.7)
Science	30.6 (29.0)	28.6 (28.3)

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

3. Results for eleven year olds in English matched the average of all schools nationally. Standards in mathematics and science, in which all pupils reached nationally expected levels, were well above average. In each of the three subjects, the proportion of pupils gaining the higher levels was much above the norm. Overall, pupils achieved well. Whilst year-to-year comparisons involving small year groups should be treated with caution, results showed steady gains had been made over two years in English, mathematics and science. When comparing performance with similar schools, results were average in English and well above average in mathematics and science.

4. Children now in reception make good progress and achieve well. Inspection evidence indicates that whilst nearly all are on course to reach the recommended levels for each area of learning by the end of reception, around two-thirds have already met the expected levels. Following a review of statutory assessments for pupils in Years 2 and 6 in 2003, it was decided that in order to raise standards further, in addition to its ongoing focus on speaking and listening, and on the quality of pupils' writing, the school would give a greater emphasis to pupils' strategies towards problem solving. Inspection evidence confirms these foci to have been successful in terms of pupil performance.

5. Standards for the small number of pupils now in Years 2 and 6 are average in English, mathematics and science; this represents good achievement. However, in the writing element of the English curriculum, current seven and eleven year olds achieve very well to attain standards above those expected for their ages. Attainment in information and communication technology (ICT) meets nationally expected levels for pupils at the end of Years 2 and 6, and achievement is satisfactory. However, whilst there are strengths in text handling and use of the Internet for research, further emphasis is required on the 'control' element of the ICT curriculum for pupils in Years 3 to 6. Work sampled in other National Curriculum subjects between Years 1 and 6 indicated work to be at an appropriate level for the age groups concerned. Although no judgement is made on overall attainment in religious education, a review of work shows provision meets the requirements of the locally agreed syllabus.

6. Pupils who have SEN attain standards appropriate for their abilities and personal circumstances. They achieve well and make good progress in terms of prior attainment and targets in their individual education plans.

7. The school narrowly missed the targets set by the local authority for the proportion of pupils in Year 6 to reach the expected levels in literacy in 2003. It met them in numeracy. Whilst the targets set for 2004 are challenging, they are attainable. The school's very positive attitude towards raising standards gives pupils every opportunity to achieve their full potential.

Pupils' attitudes, values and other personal qualities

As at the last inspection, **pupils' attitudes and behaviour are very good**. Attendance and punctuality are very good, and pupils' personal development is good overall.

Main strengths and weaknesses

- Pupils’ social and moral development is very good.
- The school has very high expectations of pupils’ conduct and works to achieve them.
- The school deals effectively with all forms of harassment, and there are very few occasions on which unacceptable behaviour occurs.
- Pupils are notably self-confident and willingly accept responsibility.
- Pupils’ spiritual and cultural development is good.
- Many children in the Foundation Stage achieve the expected goals in personal, social and emotional development well before the end of their reception year.

Commentary

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.7	School data	0.0
National data	5.4	National data	0.4

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

8. Attendance is well above national averages, an improvement on the last inspection. Parents and carers make every effort to get their children to school, and conscientiously report any absence. Registration fulfils statutory requirements and is analysed electronically. Pupils enjoy coming to school and quickly settle down to work.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
44	0	0
1	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

9. Pupils are very positive about their school: the Ofsted questionnaires they returned showed that most think they find out new things in lessons, have to work hard and that teachers listen to them. During the inspection behaviour was never less than good and nearly always very good. There is a very strong family feeling about the school: older pupils look after younger ones in the playground. Behaviour is managed to a consistently high standard, following the school’s stated aims of mutual respect and courtesy. Staff are well aware of the potential difficulties posed by the gender imbalance for girls, as well as the potential for boisterous games to escalate into play-fighting.

10. Pupils know their targets in literacy, numeracy and personal development, and are eager to learn. The very good relationships that underpin school life are a major force behind enjoyment and enthusiasm for work.

11. The school ensures that pupils have opportunities to learn about cultures and faiths other than their own, and that they gain a good understanding of Western traditions in art, music,

religion and literature. Assemblies make a positive contribution to pupils' spiritual development. Teachers are well aware of the educational and spiritual value of the beautiful school grounds, and make good use of them whenever possible. Pupils respect the feelings and beliefs of others, and even the youngest have a very good understanding of right and wrong. In such a small school, it is unnecessary to make formal arrangements for pupils to take responsibility: pupils expect to help their peers and their teachers and do so cheerfully and without hesitation. The School Council, established last September, immediately took on a significant role: pupils organised the purchase and nature of a range of toys for playtimes, and are currently raising money for a memorial bench. Councillors are noticeably confident and articulate, and are excellent ambassadors for their school. The school undertakes much charitable fundraising, with many activities organised by pupils themselves.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is good with very good features. The curriculum is good, and is enriched by an extensive range of visits and out-of-class activities. Provision for pupils with SEN is good. The school takes very good care of its pupils. Partnership with parents is very good, as are those links maintained with the wider community and other schools.

Teaching and learning

Teaching and learning are good with very good features. Particular strengths are in the teaching of literacy and numeracy. The quality of teaching has improved significantly since the last inspection. Good procedures for assessment are used very well to determine what pupils know and can do, and help in the planning of what is to be taught next.

Main strengths and weaknesses

- The small number of pupils in each class benefits the quality of teaching and learning.
- Children in reception are taught well.
- The key skills of literacy and numeracy, together with science, are taught well.
- Teachers' very good subject knowledge, together with thorough planning, results in lessons that meet the needs of all pupils ranging from those with SEN to high attainers.
- Teaching assistants have a positive impact on pupils' learning.
- Good assessment procedures are used very well to determine what pupils know and can do, and to plan what is to be taught next. Marking is very good.

Commentary

Summary of teaching observed during the inspection in 12 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	7	1	0	0	0

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

12. When last inspected the school had two classes. Although the number of pupils on roll has changed little, the school has since created a third class for half the week that, as well as reducing class sizes considerably, enables teachers to focus on pupils with a closer range of ages and levels of attainment. As a result, significant gains have been made in the quality of teaching and learning.

13. The teaching of children in reception is consistently good. Knowledge and understanding of the needs of this age group are reflected in the preparation and delivery of lessons, and in the very careful monitoring of children's performance. Very detailed planning, based on recommended early learning goals, covers all required areas of learning for children of this age. Children are provided with a good range of interesting activities that have a good balance between tasks, teacher directed activities, and those children choose for themselves. This marks an improvement on the last inspection that found children had insufficient opportunities to make choices, thus restricting independent learning. Much learning is gained through play, with adults often working alongside children to explain, question and enthuse. In lessons observed, many opportunities were created to develop and extend children's language; these were a marked feature of the good practice observed.

14. Teachers make very effective use of the National Strategies for Literacy and Numeracy to plan lessons that are both interesting and challenging. In both subjects teaching was very good in two-thirds of lessons observed. All teachers focus well on pupils' speaking and listening skills. Questioning is used well to elicit pupils' understanding and to develop vocabulary and use of language. Pupils' reading books are closely matched to their abilities, and pupils are given good opportunities to develop writing skills in other subjects. In mathematics, interesting activities, allied to clear explanations, reinforce pupils' understanding of concepts taught. A particularly effective element in numeracy is the emphasis placed on pupils having to explain the strategies used to arrive at their answers. In science, good teaching results in pupils carrying out a variety of investigations that enable them to use their developing skills of scientific enquiry to good advantage, and learn well.

15. Pupils with SEN are taught well, and, in keeping with the inclusive nature of the school, are included fully in all activities. Effective support enables them to meet targets in their individual education plans. Teachers provide equally well for higher attaining pupils who are given tasks well matched to their stages of learning.

16. Thorough planning, underpinned by teachers' very good subject knowledge, ensures lessons meet the different learning needs of pupils in each class, and contributes significantly to the good achievement noted. In all lessons observed, learning objectives were explained clearly at the outset, ensuring pupils knew what was expected of them. At all times, teachers had high expectations of pupils in terms of performance and behaviour. Teaching assistants contribute well to pupils' learning and work in close collaboration with teachers who ensure all persons working with pupils have a clear understanding of lesson objectives, methods and resources to be used.

17. In response to the findings of the last report, the school has improved significantly its procedures for, and use of, assessment. Information gained from the school's good procedures to assess what pupils know and can do is used very effectively to track and measure pupil progress, modify curriculum provision, and set targets for learning. The oral feedback given to pupils in class, together with marking of work in pupils' books, is very good.

Teachers take much care to record appreciation of effort and ensure pupils have a clear understanding of how they can improve.

The curriculum

The curriculum is good.

Main strengths and weaknesses

- The curriculum is broad and well balanced.
- The curriculum is enriched by an extensive range of visits and visitors, together with a good range of out-of-class activities.
- Pupils' equality of access to the curriculum is very good.
- Good provision is made for pupils' personal, social and health education (PSHE).
- Provision for pupils with SEN, and those who are high attainers, is good.
- Whilst the school makes good use of its accommodation and grounds, the lack of a school hall has a negative impact on aspects of provision.

Commentary

18. Children in reception are given a good range of activities that cover all required areas of learning. The curriculum for pupils in Years 1 to 6 is broad and well balanced, has an appropriate emphasis on literacy and numeracy, and meets statutory requirements. The school ensures all pupils are included fully in all activities regardless of their stages of learning, behavioural or sensory needs. Teachers make very effective use of national strategies for teaching literacy and numeracy, together with a comprehensive range of schemes of work that are adapted for use in mixed age classes. Such schemes help ensure the systematic development of pupils' knowledge, skills and understanding as they move through the school. The resulting planning of lessons is both thorough and detailed, and incorporates good provision to assess what pupils know and can do. Links made between subjects are good.

19. The school makes good provision for pupils' personal, social and health education. A clear and helpful policy guides such provision and incorporates the school's approach towards drug misuse. The sex and relationships policy has been reviewed recently by the governing body, and, following further discussions, is due to be approved following the current inspection. Pupils' understanding, and work relating to citizenship, is supported well by the work of the School Council, in which pupils play a full part.

20. The curriculum is enriched by a very good range of educational visits, together with visitors and out-of-school activities that includes a residential activity week. Pupils have good opportunities to show initiative as they organise 'Fruity Fridays' as part of their healthy eating initiative. Despite having a small number of pupils on roll, the school participates in area sports activities including local soccer tournaments.

21. The school complies fully with the Code of Practice for children with SEN, and provision is good. Individual education plans are clear, realistic and achievable. Teaching assistants provide good support for such pupils within lessons. Able pupils are identified and their special talents catered for.

22. The school maintains very good links with the on-site pre-school setting, from which nearly all reception children come. These, together with equally good links made with secondary

schools to which pupils move on to, allow for transfer between schools to be smooth and trouble free.

23. Within the teaching staff, there is a good balance of experience and expertise, and a high level of teamwork. All staff make effective use of the on-site accommodation which lacks a hall. Whilst the school uses facilities in the village to enable all required elements of the physical education curriculum to take place, the small size of the hired hall, does not always allow older pupils to perform aspects of gymnastics to the levels of which they are capable. The school is successful in minimising the disruption caused by having to transform the largest classroom daily, first into a place of worship for the whole school, then later, into a dining hall. The premises are well cared for, and are clean and tidy. Pupils have good access to the well organised library and have a librarian to assist them for part of the week. Overall, resources for learning are good.

Care, guidance and support

Provision for pupils' care, guidance and support is very good. Arrangements for the health and safety of all in the school community are very good. The involvement of pupils through seeking, valuing and acting on their views, is good.

Main strengths and weaknesses

- Procedures to ensure pupils work in a safe and healthy environment are very good, an improvement on the last inspection.
- The extent to which each pupil has a good and trusting relationship with one or more adults in the school is very good.
- Induction arrangements for pupils entering reception are very good; they are good for pupils joining other year groups.

Commentary

24. The school's monitoring of personal development is extremely thorough, and teachers endeavour to offer guidance and support which reflects all facets of each pupil's character and personal abilities. The small number of pupils means that staff can offer individually tailored support and guidance, and teachers work closely with parents to help pupils achieve their full potential both personally and academically. Procedures to support special educational needs are good and the school identifies and supports gifted and talented pupils well.

25. Governors regularly make risk assessments of the site and ensure any perceived hazards are dealt with: risk assessments are made in advance of off-site visits. There are four first aiders. The headteacher, who is the child protection liaison officer, is appropriately trained and ensures all staff are fully briefed. The site is secure and the school has no problems with vandalism or graffiti. Staff responsible for the wellbeing of the youngest children take great pains to ensure they settle in happily and they and their parents or carers quickly feel at home. All pupils have at least one strong and trusting relationship with an adult in the school, and are rightly confident that someone will always be available to help with their problems.

26. There are very good arrangements for pupils under five and their parents to become familiar with school. Children make several pre-visits and the school has very strong links with its neighbouring pre-school facility, ensuring an easy transition. The school makes every effort to welcome older pupils and their parents into the Bridestowe School family. The School

Council is being well used as a forum for staff to gauge pupils' opinions on various issues. It reports back to the whole school after its meetings. The size of the school ensures that all pupils' opinions are noted and respected.

Partnership with parents, other schools and the community

Links with parents are very good. Links with the local community are very good, as are those maintained with other schools and educational establishments.

Main strengths and weaknesses

- The school makes good efforts to involve parents through seeking, valuing and acting on their views.
- Parents are very supportive of their children's learning.
- Procedures to ensure satisfaction and to deal with any concerns or complaints are very good.
- Information for parents is satisfactory.

Commentary

27. Those parents who returned Ofsted questionnaires were very positive, being confident in particular that behaviour was good, and that the school was approachable, well led and managed. Currently it is impossible to welcome parents into assemblies, or to stage productions, and a school hall is top of the improvements parents would like to see. The school regularly uses surveys to get parental opinion on a variety of issues, and reports back on the findings. Each family has a link governor during their child's time at school. Newsletters give a full picture of school life and curriculum information is clear and helpful. The prospectus is of high quality but omits some statutory information. The governors' report fulfils statutory requirements and is attractively designed. Pupils' annual reports do not explain whether pupils are working at, above or below the level expected of their age group, and provide no opportunity for pupils themselves to comment on their progress. They do, however, demonstrate the detailed personal knowledge staff have of their pupils. Parents are strongly encouraged to get involved with school life: fundraising and social events organised by the Friends' Association are very well supported. A number of parents work in school as non-teaching staff, and there are five parent governors. Three parents help run clubs after school, and others help with school maintenance tasks. Parents willingly provide transport or escorts for off-site visits.

28. The school has strong links with both the two local churches, using their facilities for public performances, welcoming clergy at assemblies, and attending special services. Pupils contribute to the local newsletter, regularly sing around the village, and welcome many local people to school events. Women's Institute members hear readers every week. A local hotel raises money for the school by a staff draw. The Tavistock and District Conservation Project helped to develop the environmental area, and the South West Lakes Trust installed composting equipment. Okehampton Community Recreation Association organises extracurricular events on the site; these are open to other schools.

29. The siting of the toddler group and pre-school is another strong community link. Staff share planning with the pre-school and regularly welcome its children into school. It compensates well for limited resources and facilities by its close relationship with neighbouring schools through the Okehampton Educational Council: for example by shared staff training, policy development, and shared sporting and enrichment activities for pupils. The school shares members of the teaching and administrative staff and curriculum resources with another local primary school, and has a termly sporting fixture with a special school. There are strong links with Okehampton Community College (to which most pupils transfer) and transition is very well managed.

LEADERSHIP AND MANAGEMENT

The **leadership and management of the school are good**. The **leadership of the headteacher is very good**. The management and governance of the school are both good.

Main strengths and weaknesses

- The headteacher provides caring, supportive and well focused leadership.
- The headteacher has developed an effective team of teachers who work very well together.
- Subject co-ordinators are effective in leading and managing areas of the curriculum for which they are responsible.
- Management and provision for children with SEN are good.
- The school's culture of self-evaluation is underpinned by a well constructed school improvement plan designed to take the school forward.
- There are minor omissions regarding required information in the school prospectus.
- Governors play a full and active part in the management of the school.
- The school's finances are managed well.

Commentary

30. The headteacher provides very good leadership. She sets a very clear direction for the school's development, based on her thorough understanding of the needs of pupils. In her quest to raise and maintain standards and provision, she has built a strong team of teachers who are hard working and share a common vision about what needs to be done to improve further. Together, they have established a very caring, supportive and inclusive ethos that promotes and supports pupils' learning.

31. Since the last inspection, the role of subject co-ordinators has been developed significantly. Co-ordinators now manage their subjects effectively and are involved fully in the monitoring and development of the subjects for which they have responsibility. A further improvement since the last inspection is in the monitoring of the quality of teaching and learning. Such evaluations are now undertaken on a regular basis by the headteacher, staff, and members of the local authority. Provision for SEN is managed well; the work is shared effectively between the headteacher and the part-time SEN teacher. They keep very clear records and ensure provision meets statutory requirements.

32. The school has successfully developed a culture of self evaluation, whereby all adults in the school strive for self improvement. This has been supported by the effective development of procedures for the performance management of all staff. The school uses a wide range of assessment materials to evaluate all aspects of performance. The thorough analysis of assessment results provides information that is used by staff and governors to modify curriculum provision, monitor pupil progress, and set targets for learning. The school's ongoing development is supported by a very clear and well structured improvement plan. It sets appropriate targets, and includes costs and timescales, together with success criteria by which outcomes will be evaluated.

33. The governing body carries out its duties well. With the exception of minor omissions in the school prospectus, statutory requirements are met, including those relating to a daily act of collective worship. Governors are fully supportive of the school; they have a good

understanding of its strengths, curriculum provision and the standards pupils achieve. Governors are involved fully in the strategic and financial planning of the school.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	186,714	Balance from previous year	8,651
Total expenditure	173,684	Balance carried forward to the next	13,029
Expenditure per pupil	3,405		

34. Finances are managed effectively. This reflects the findings of the most recent audit of the school's financial management systems, undertaken on behalf of the local authority, which found procedures to be good. The few minor recommendations for improvement raised by the audit have since been addressed. The school's budget is linked closely to the improvement plan, and the school seeks to ensure that services it purchases are provided at the best value. In addition to providing a small contingency fund, money carried forward is allocated for appropriate expenditure.

35. Although expenditure per pupil is above the national norm, when taking into account the good quality of education provided, pupils' good achievement, together with prudent use of funds available, the school gives good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage (reception) is **good**. Since the last inspection, the school has improved provision regarding children's independent learning, and produced and implemented a policy to guide teaching and learning for children of this age. At present, 12 children are in reception; they share a class with pupils in Years 1 and 2. Very good induction procedures help children's smooth entry into school. Over recent years, assessment of children on joining reception has shown overall levels of performance to be broadly in line with those expected for this age. Inspection evidence indicates that whilst nearly all children are on course to reach the officially recommended levels for each area of learning by the end of their reception year, around two-thirds have gained them already.

Main strengths and weaknesses

- Children currently in reception achieve well in all areas of learning.
- Children are taught well and benefit from a curriculum that provides a good range of relevant and interesting activities for each area of learning.
- Information from good assessment procedures is used very effectively to provide appropriate and suitably challenging learning opportunities.
- Leadership and management of the provision for children in reception are good.

Commentary

36. Children make good progress in their **personal, social and emotional development**, and achieve well. They settle quickly into the day-to-day life of school through effective teaching and the support given them by their older friends during lunch and playtimes. Sensitive talk, and guidance from adults, help children understand the difference between right and wrong, and reinforce their understanding of acceptable and unacceptable behaviour. Adults set up a good range of activities that require children to share and take turns. Children do so willingly. They follow adults' clear, well paced instructions and begin tasks eagerly. Relationships between children, and with all whom they work and play, are very good.

37. Achievement in **communication, language and literacy** is good. Children are taught the importance of listening carefully and taking turns to speak. There are many planned opportunities for children to speak with, and listen to, adults and classmates, as for example during a 'show and tell' session when children listened to, and asked questions about, a fossil brought in by one of their friends. Carefully chosen texts, together with a well taught programme of phonics (letter sounds) are used well to help children recognise an increasing number of

words in familiar context. Such was the case when children enjoyed ‘helping to read’ the story of ‘Goldilocks and the Three Bears’. Whilst all successfully undertook tasks relating to their letter of the week ‘n’, a small number of children were heard to read texts confidently from the reading scheme. Through a variety of activities, children learn the correct way to shape letters and copy examples of writing with increasing control. Inspection evidence indicates that in addition to all children being able to write their own names, over half write simple sentences unaided.

38. Progress and achievement in **mathematical development** is good. Children count and order numbers to ten, and understand *one more than* and *one less than*. They sing and play a range of number rhymes and finger games, and put together number puzzles and jigsaws to reinforce learning. Children sort objects in a variety of ways, for instance, by colour, shape and size, and by threading objects and repeating patterns. Most children know the correct mathematical names for a square, circle and triangle. Throughout all activities, adults work directly with children to support, reassure, question and praise. Such was the case in one very effective lesson observed when children used ‘minibeasts’ to carry out counting and addition activities to ten.

39. Achievement in **knowledge and understanding of the world** is good. As part of their topic on ‘Minibeasts’, children made effective use of the school’s environmental area, nature trail and pond, to learn about habitats of different creatures, and how plants grow. During the inspection, the findings of a ‘minibeast walk’ generated much interest and gave children good opportunities for observation, discussion and drawing. The classroom and extensive school grounds are used to good advantage in developing children’s awareness and understanding of place and position. Good opportunities are given for children to use computers and develop skills in the use of the mouse and keyboard. On several occasions during the inspection, children were observed using computers confidently to enjoy a wide range of interactive programs. Good provision is made for children’s religious education.

40. Achievement in **physical development** is good. In their fine manipulative skills, children handle tools, scissors, paintbrushes, construction kits and malleable materials safely and with increasing control. In an outdoor activity lesson, children responded well to adult encouragement as they worked enthusiastically on a number of ‘parachute’ games¹. A review of planning confirms appropriate opportunities for children’s outdoor structured play with a range of activities and resources to support physical development and enhance aspects of children’s co-operative and imaginative play.

41. Children achieve well in **creative development**. Children use a good range of media to draw, paint and print. Vibrant paintings of butterflies on display successfully accompany the mural of ‘The Very Hungry Caterpillar’. Having listened to a story about a fictional island, children worked carefully, enthusiastically and with much collaboration to create their own large model island out of papier mâché. Children make good use of *small world* toys to create imaginary environments. Good opportunities for structured role play are provided in the ‘Three Bears’ House’, where children take turns to enact the roles of Goldilocks and the three bears, with adults often supporting activities successfully to encourage the use and development of language. In music making, children successfully handle and play a range of simple instruments and enjoy singing songs from memory.

¹ Such games are intended to aid children’s physical development, hand to eye co-ordination and collaborative skills. Children stand around and hold the outside of a piece of material (the parachute). They take it in turns to carry out tasks involving running around or under the parachute in a given direction to a position stated by their teacher. Other tasks include children controlling and moving a ball across and around the parachute from one person to another.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Overall standards in English for current seven and eleven year olds are average. This represents good achievement.
- Pupils now in Years 2 and 6 achieve very well to attain standards in writing above those expected for their ages.
- Teaching for pupils of all ages and abilities is very effective and results in pupils' very positive attitudes to English.
- Good procedures for assessment are put to very good use in planning lessons and setting pupil targets.
- The subject is led and managed well.

Commentary

42. Whilst results of assessments for Year 2 in 2003 showed standards in reading and writing were average, they were well above the norm for pupils in Year 6. Overall standards for the small number of pupils currently in Years 2 and 6 are average. This represents good achievement when taking into account the above average proportions of seven and eleven year olds with SEN. Differences in attainment between year groups or from year to year should be viewed in the context of very small year groups where the attainment of each pupil has a marked effect on data. Pupils with SEN are identified early and are given good support to develop their literacy skills, and achieve well in terms of their prior attainment.

43. Standards in speaking and listening are satisfactory throughout the school. Pupils listen attentively in class, both to teachers and each other when working in pairs or in small groups where opinions are valued. Pupils speak confidently and use an appropriate breadth of vocabulary. Opportunities for pupils to speak to larger audiences either in assemblies or in public are restricted by the small number of pupils and the lack of a hall in which to present productions to larger numbers of the village community.

44. Standards in reading are average at the end of Years 2 and 6. Pupils benefit from a range of reading activities and good parental support at home. By the end of Year 2, pupils summarise stories and predict events as they read, using a satisfactory range of cues to help them decode unfamiliar words. Pupils now in Year 6 discuss events and characters, and higher attaining pupils read expressively and fluently. Discussions with pupils reveal that whilst few boys enjoy reading for pleasure, many girls do so; they read regularly and have favourite authors.

45. The standard of writing is good throughout the school. Pupils' write in a wide variety of purposes and styles. Their work is both thoughtful and imaginative. From early on in school, pupils are well versed in drafting work and reviewing it before final versions are written. By the end of Year 6, handwriting is good, and pupils use punctuation well. In most instances, presentation of pupils' work is good.

46. Teaching in English is very good overall. Strengths include:

- Teachers' very good subject knowledge.
- Thorough planning with clear learning objectives and different activities for pupils at different stages of learning.
- Good support of pupils with SEN enabling them to be included fully in all activities.
- Very good relationships where teachers know their pupils very well and are able to motivate them to achieve their full potential.
- Very good marking of work that encourages and helps pupils to improve.

47. The result of such teaching can be seen in pupils' very positive attitudes towards the subject. Pupils participate fully and with much enthusiasm in all activities; they strive to achieve well.

48. The subject is well led and managed. Careful monitoring of teaching and learning, together with the use of information from assessments, is used very effectively to track progress of individual pupils and year groups, to modify curriculum provision where necessary, and set targets for learning.

Language and literacy across the curriculum

49. Most other subjects contribute well to the development of language and literacy, as for example, in science, where pupils write up the results of their investigations. In history pupils produce accounts of historical events and of life in past ages. Work in geography requires pupils to make written comparisons between different localities and climatic zones, whilst studies relating to religious education provide good opportunities for writing about aspects of different world faiths. Work in each subject often requires pupils to incorporate information researched from either reference books or from the Internet.

MATHEMATICS

Provision in mathematics is **good with very good features**.

Main strengths and weaknesses

- The attainment of pupils currently in Years 2 and 6 matches that expected for their ages; this represents good achievement.
- Very effective teaching results in pupils' very good attitudes towards mathematics.
- The subject is effectively led and managed.
- Across the curriculum, pupils use their developing skills in mathematics to good advantage.

Commentary

50. Standards for the small number of pupils currently nearing the end of Years 2 and 6 match those expected nationally for their ages. This represents good achievement when taking into account the proportion of current seven and eleven year olds who have SEN is above average. Whilst this seems a less positive position than at the time of the previous inspection when

standards for both age groups were reported to be above average, little can be gained from making year-to-year comparisons involving such small year groups.

51. Following a review of statutory assessments in 2003, the school decided that in order to raise standards further, greater emphasis should be given to the strategies pupils adopt when solving problems. Lesson observations confirm this focus has been successful in terms of pupil performance. For example, pupils in Year 2 demonstrated clearly their understanding of the operations required in order to solve a range of problems regarding crabs in a rock pool. Pupils in Year 6 explained confidently the process used to 'translate' (move) successfully on paper, a geometric shape from one quadrant to another, and, how given the grid co-ordinates for two 'translations', pupils could predict the grid co-ordinates for subsequent moves.

52. During the inspection the quality of teaching in mathematics was at least good in all lessons observed. It was very good in two-thirds of lessons. Teachers make effective use of the National Numeracy Strategy, together with commercially published documents to support planning and provision of a good range of activities that are well matched to pupils' stages of learning. As a result all pupils, ranging from those with SEN to high attaining pupils, achieve well. In all mathematics lessons seen clear learning objectives were shared with pupils so they knew what was expected of them. Teachers were very secure in subject knowledge and had suitably high expectations of pupils' behaviour and performance.

53. The impact of such effective teaching is that pupils are keen to learn and respond very well to tasks they are given. A particularly successful feature of all mathematics lessons is the emphasis placed on pupils' mental and oral activities. Whether in the introductory 'warm up' session to the lesson, or during the main activities, pupils are eager and confident to explain how they arrive at their answers. They respond enthusiastically to questions such as, "Why do you predict that?" or "How do you know?" Pupils respond well to teachers' praise and encouragement in lessons. For example, a younger pupil glowed with pride after successfully completing a challenge and having been told, "Excellent. That's very good work."

54. Leadership and management of mathematics are effective. Assessment procedures are good and enable the school to track the progress of individuals and groups of pupils, to modify programmes of work and set targets for learning. Regular monitoring of lessons enables good practice to be shared.

Mathematics across the curriculum

55. Lesson observations and a review of work confirm pupils apply their developing skills of mathematics to good advantage in other subjects: for example measuring and calculating results in science investigations; weighing and measuring in food and design technology; timelines in history; and scales and co-ordinates in geography.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards for pupils now nearing the end of Years 2 and 6 match those expected nationally for their ages. This represents good achievement.
- There is a strong emphasis on scientific enquiry.

- Older pupils do not make enough use of ICT to report and illustrate findings of investigative work.
- The quality of teaching results in pupils' positive attitudes to science.
- The subject is led and managed well.

Commentary

56. Results of statutory assessments in 2003 showed that all pupils in Years 2 and 6 reached levels expected nationally for their ages, and that the proportion of Year 6 pupils gaining the higher level was well above the national average. The proportions of current seven and eleven year olds with SEN are greater than last year and are above the national average. As such, the average standards attained by each year group can be seen as good achievement.

57. A review of pupils' work, together with lesson observations, confirms a strong emphasis of scientific enquiry. The emphasis on practical activities, together with the school's ongoing focus on speaking and listening, enables pupils to learn well through setting up and conducting a good range of interesting investigations requiring them to predict, experiment and observe. In so doing, pupils gain a clear understanding of the need to ensure their investigations are carried out in a 'fair' manner. The subject provides good opportunities for pupils to work collaboratively, to discuss how to solve tasks, and talk about what they observe. Whilst pupils make effective use of the Internet to research aspects of science, older pupils do not make sufficient use of their developing skills in ICT to report, record and illustrate their investigations. The school has already identified this as an aspect for further development and is taking steps to improve this element of provision.

58. The effective teaching observed in science was due largely to teachers' good subject knowledge and thorough planning. As a result, pupils receive a programme of interesting and challenging activities that are well matched to their stages of learning. Pupils are given clear explanations of lesson objectives and of what is expected of them as lessons unfold. Teachers encourage pupils to observe carefully, predict what might happen, carry out the investigation, then try to explain their findings using the correct vocabulary. Pupils enjoy the practical nature of science lessons and respond well to adults' praise and encouragement. Pupils are particularly enthusiastic, and sensibly behaved, when using the nature trail and ponds within the school's grounds. These facilities are used to good advantage in support of aspects of science relating to 'living things' and the environment.

59. Leadership and management of science are effective. There is regular monitoring of teaching and learning, which, together with information gained from 'end of unit' assessments, enables the co-ordinator to ensure curriculum provision is constantly under review. As such, pupils are given every opportunity to perform to the levels of which they are capable.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- The ratio of computers to pupils has improved since the last inspection, and is now good.
- Pupils are enthusiastic to learn new skills.
- Pupils' text handling skills and use of the Internet for research are effective.
- The element of the curriculum relating to 'control' is underdeveloped.

Commentary

60. Standards for pupils now in Years 2 and 6 meet those expected nationally for their ages and represent satisfactory achievement. Pupils demonstrate much enthusiasm for ICT, and clearly enjoy the tasks given them and work well with partners or in a group.

61. Since the last inspection, the school has improved significantly its provision for ICT by increasing the number of computers available to pupils, to a position where the '*computer to pupil ratio*' is better than the national figure. The good number of closely positioned computers within the class for pupils in Years 3 to 6, form a 'mini-suite' that enables these pupils to be taught new skills effectively. The school is now looking to improve provision for pupils in Year 2, who, for half the week are taught separately from their friends in the reception and Year 1 classroom, and have no immediate access to computers.

62. Only one lesson for ICT was observable. This was well managed and enabled pupils eagerly to take the opportunity to develop new skills regarding writing sequenced instructions for a programmable toy to follow. A review of pupils' work, together with displays, shows all aspects of the required curriculum are covered, with particular strengths noted in pupils' text handling skills and their use of the Internet for research. However, the school has already identified the need to give further emphasis to the 'control' (making things happen) element of the curriculum for pupils between Years 3 and 6.

63. Leadership and management of ICT are satisfactory. Assessment procedures regarding pupils' use and application of skills are now being developed. There is a shared awareness of the need for further development of staff expertise, and an understanding of future requirements in terms of hardware and programs needed to keep abreast of latest expectations, and to give pupils appropriate experiences.

Information and communication technology across the curriculum

64. With the exception of reporting and illustrating investigative activities in science in Years 5 and 6, pupils make satisfactory use of their developing ICT skills in other areas of the curriculum. A strength is in the use of the Internet to research information to support learning.

HUMANITIES

65. Only one lesson was observable in geography, and none could be seen in history or religious education. As such, insufficient evidence is available to make overall judgements on standards or the quality of teaching. However, a review of planning together with past work shows the programmes of study for geography and history meet the requirements of the National Curriculum, and provision for religious education complies with the locally agreed syllabus.

66. Pupils' previous work, together with displays, confirms that in **geography** pupils in Years 1 and 2 have satisfactory opportunities to learn about their own environment and compare and

contrast it with life in other localities. For example, having listened to a story about life on a fictional island, pupils in Years 1 and 2 undertook a range of activities to develop their appreciation of the differences between their own locality and that of a small island and to develop an understanding of physical and human geographical features. Through the travels of Henry, their class bear, pupils gain an appropriate understanding of places and countries further afield. Work in Years 3 to 6 involves pupils in learning what life is like in an African village, how rivers are formed, and giving consideration to local and global environmental issues. Work reviewed was to a standard in keeping with levels expected for pupils' ages.

67. In **history**, pupils in Years 1 and 2 gain a satisfactory understanding of lives of famous people such as Florence Nightingale, and of important events including The Great Fire of London. Pupils learn how homes and their contents, together with toys, have changed over time. Between Years 3 and 6, work sampled shows pupils work at an appropriate standard on topics relating to the Victorians, Invaders and Settlers, and Life in Ancient Greece. Good emphasis is placed on pupils' understanding of primary and secondary sources of evidence, and how they are used to gain information about the past.

68. Work in books and on display, indicates that in **religious education**, by the end of Year 2, pupils have undertaken work on parables, including 'The Prodigal Son', of Christian celebrations such as Christmas and Easter, together with the Hindu festival of Divali. A review of work in Years 3 to 6 confirms work at an appropriate level covering aspects of faith relating to Christianity, Judaism, Hinduism, Islam, Sikhism and Buddhism. As such, this represents an improvement on the findings of the last inspection when attainment at the end of Year 6 was judged unsatisfactory.

69. A common strength in provision for all subjects is the effective use of visits to support learning, for opportunities to develop writing skills, and, for older pupils in particular, use of ICT to research information. Each subject makes a positive contribution to pupils' spiritual, moral, social and cultural development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

70. Only one lesson could be observed in art, and none could be seen in design and technology, music or physical education. As such, no judgements can be made regarding overall standards or quality of teaching. However, observation of an **art and design** lesson, together with a review of teachers' planning, confirms pupils perform at levels appropriate for their ages. Art work on display around the school indicates pupils use a variety of media and materials for work in observational drawing, painting, collage and textile work. Visits to galleries and art centres enhance further pupils' experiences and awareness in art, and, most recently, pupils successfully designed a new logo for the inter village news sheet.

71. Work on display, together with a review of work in pupils' **design and technology** folders, indicates the programme of work provided for pupils meets with National Curriculum requirements. Pupils have suitable opportunities to plan, make, then evaluate completed items. Work seen was of an appropriate standard. Activities ranged from designing and making a money holder, to creating a tapestry depicting 'Androcles and the Lion' involving 'talking pictures', together with books with moving parts. The current satisfactory provision for food technology will soon be improved further with the planned development of a cooking area.

72. Although no lessons were observable in **music**, singing in assemblies was good. A review of resources, together with planning, suggests provision and attainment in music are

satisfactory. Whilst the school has no music specialist, teachers make use of a clear and helpful scheme, together with a comprehensive range of commercially recorded music to support pupils' learning. Pupils have access to instrumental tuition provided by visiting music specialists, and the school is planning to provide recorder tuition in the near future.

73. In **physical education**, a review of planning, together with photographic evidence, confirms that whilst the school has no hall, use of a nearby hall, together with the school's own playgrounds and field, enable all required elements of the curriculum to be covered. However, the small size of the hired hall has a negative impact on older pupils' attainment as it restricts aspects of performance in gymnastics. Appropriate provision is made for outdoor adventurous activities both within the school grounds and whilst pupils attend residential visits. Swimming sessions at a nearby pool, together with seasonal use of the school's outdoor learning pool, enable nearly all pupils to swim the required 25 metres by the time they leave at the end of Year 6. The school has a positive outlook towards sports and pupils benefit from participating in a good number of sporting events and tournaments with other schools.

PERSONAL, SOCIAL AND HEALTH EDUCATION

74. Provision for pupils' personal, social and health education (PSHE) is good. Although no lessons regarding this element of provision could be observed, discussions with staff and pupils, together with a review of teachers' planning, confirm the school considers pupils' personal development as an integral part of its work. From early on in their schooling, pupils are taught to appreciate the difference between right and wrong. Pupils help in establishing class rules and make informed choices about their own lifestyle. They themselves initiated and organised a healthy eating day. Pupils' views are valued and individual responsibility is developed through a range of activities including older pupils helping to supervise younger pupils' use of the school grounds, and supporting everyday administrative tasks.

75. Provision for PSHE is supported by policies to promote drugs awareness and sex and relationships education; the latter has recently been reviewed by governors and is awaiting ratification.

76. Pupils learn about people in other countries and cultures, and help raise funds for charitable causes. In so doing, pupils come to appreciate the situations of others less fortunate than themselves. The many extracurricular activities provided by the school, including residential visits, foster still further pupils' personal and social development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2

The quality of the school's links with the community	2
The school's links with other schools and colleges	2

The leadership and management of the school	3
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).