

ERRATUM SLIP

Otterton CofE Primary School

Unique Reference Number: 113435
Contract Number: 257102
Date of inspection: 18/05/04
Reporting inspector: Peter Mathias

INSPECTION REPORT - the following paragraph should read as follows:-

2. In Year 2, standards are not sufficiently high in English. The school has correctly identified the need to improve standards of writing amongst boys. Standards in reading currently in Year 2 are also not high enough. In speaking and listening standards are average. Pupils do not draw sufficiently on the skills they acquire in the Reception class in communication, language and literacy, although previously standards have been higher.

INSPECTION REPORT

OTTERTON PRIMARY SCHOOL

Budleigh, Salterton

LEA area: Devon

Unique reference number: 113435

Headteacher: Mrs P Fowler

Lead inspector: Mr P Mathias

Dates of inspection: 18 – 20 May 2004

Inspection number: 257102

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:	Voluntary aided
Age range of pupils:	4–11
Gender of pupils:	Mixed
Number on roll:	81
School address:	Otterton Budleigh Salterton Devon
Postcode:	EX9 7HU
Telephone number:	01395 568326
Fax number:	01395 567338
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Katherine Clarke
Date of previous inspection:	2 March 1998

CHARACTERISTICS OF THE SCHOOL

Otterton is a small, voluntary aided Church of England Primary School situated in a village near to Budleigh Salterton. There are 81 pupils on roll, of whom 11 are in the Reception class. The school holds a School Achievement Award (2001 and 2002). It caters for boys and girls between the ages of four and eleven. Nearly all pupils come from the local area. During the last school year one pupil left the school and four joined at times other than normal. These are typical figures.

Children's attainment on entry to Reception is broadly the same as that of most children of this age. There are 14 pupils who are considered to have some degree of special educational needs. Two have Statements of Special Educational Needs. These are above average proportions.

About five per cent of pupils are eligible for free school meals, which is a below average proportion. Pupils come from homes where there is a spread of social and economic advantage and disadvantage. No pupil has English as a second language. Nearly all pupils come from white British backgrounds. Some 4.4 equivalent full-time teachers left in the last two years and 3.3 full-time equivalent teachers were appointed. There are four full-time teachers who are employed at the school.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21945	Mr Peter Mathias	Lead inspector	Mathematics Science Information and communication technology Music Physical education Foundation Stage
31758	Mr Edward Tipper	Lay inspector	
30705	Mr Graham Stephens	Team inspector	English Art and design Design and technology Geography History

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Otterton is a good school. It gives good value for money. It is very well regarded by its pupils and parents. Standards of pupils' work and the progress they make are good. The teaching is good. The school is very well led and has improved significantly since the last inspection.

The school's main strengths and weaknesses are:

- Starting from an average base, standards in English, mathematics and science are above average by the age of eleven and well above similar schools in the tests for eleven year olds.
- There are excellent links with parents and links with the local community are very strong.
- The leadership of the headteacher is of a very high quality and ensures that pupils by Year 6 achieve very well.
- The quality of teaching is good and is a particularly strong feature in Year 6.
- Pupils have very positive attitudes and behave very well.
- The curriculum is significantly enriched by the provision of a wide range of out of school activities and by very strong links with the community.
- Standards are currently unsatisfactory in Year 2 in reading, handwriting and in the presentation of finished work.
- Provision in mathematics is very good.

The school has made good progress since the last inspection. The quality of teaching remains a strength of the school, particularly for pupils in Year 6. Standards in English, mathematics and science and information and communication technology are above average and higher than at the time of the last inspection. There is now good provision for pupils to work independently and there is now a clear and effective policy for homework. The overall trend of improvement for pupils in Year 6 in the national tests is above the national trend and the school is improving in these tests at about the same rate as most schools.

STANDARDS ACHIEVED

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

Key: A - well above average; B – above average; C – average; D – below average; E – well below average.

Similar schools are those whose pupils attained similarly at the end of Year 2.

N.B. Care should be taken when considering these tables because of the very small number of pupils who took these tests.

Overall, pupils achieve well. Achievement and standards in the Reception class are typical of children of this age. In Year 1 and Year 2 pupils achieve well in general and reach the standards which could reasonably be expected of them. Exceptions to this are in reading and in the quality of handwriting and presentation shown by Year 2 pupils. In Year 3 to Year 6 pupils achieve well and by Year 6 they reach standards above those which could reasonably be expected of them. Pupils with special educational needs achieve well across the school.

Children enter the Reception class with broadly average levels of basic skills and are on course to meet the national standards (the Early Learning Goals) in all areas of their learning. In Year 2 currently pupils generally achieve average standards in speaking and listening and below average standards in reading and writing. In mathematics and science pupils reach standards which are

average. By the end of Year 6 pupils reach above average standards in English in speaking and listening, reading and writing. In mathematics and science standards are also above average. In the national tests for eleven-year-olds in 2003, results were well above average in English, mathematics and science. When compared to similar schools these results were well above average for these schools in English and mathematics and very high in science. By the age of eleven standards in information and communication technology are above expected and pupils have good opportunities to use these skills in other subjects. Standards are in line with those expected in all other subjects and in music standards in singing are well above expected. It was not possible to form a judgment about other aspects of this subject.

Pupils' personal development is very good. Behaviour is very good. Pupils are very keen to please and work very willingly. They are punctual and their attendance is satisfactory. **Pupils' spiritual, moral, social and cultural development is good** and pupils are well aware of their individual responsibilities to the school.

QUALITY OF EDUCATION

Overall, the school provides a good quality of education. Teaching and learning are good overall. Teaching is particularly effective in Year 6 so that pupils in this class make good progress in English, mathematics and science. This is because the arrangements to enable Year 6 to be taught separately in these subjects are particularly well planned and effective. In the lessons seen particular strengths were teachers' very high expectations, very good subject knowledge, careful and skilful questioning and very thoughtful planning. There are good arrangements to assess pupils' progress and very well developed systems to tell pupils what they need to do to improve and to help individual pupils achieve well.

The curriculum is good and meets National Curriculum requirements. The school has recently put in place strategies to improve pupils' writing. There are good arrangements to enrich the curriculum through a good range of sporting and other outside activities and visits. These include the use of off-site facilities for physical education to help to overcome the school's limited provision for indoor physical activities. Care and guidance are good. Links with parents are excellent and links with the community are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The school is well governed. The headteacher and other key staff run the school very well. The headteacher is very committed to the school and works very hard to carry out a significant teaching commitment very well and to manage the school very effectively. The school's leadership is firmly focused on pupils' achievement. Governors support the school well and are very well informed about its strengths and weaknesses.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very positive about the school. Parents are extremely well informed about what is going on in school and about their children's standards and progress. Pupils are very happy at school and value the caring way they are treated. They feel that their views are valued and respected.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- Raise standards in reading and in handwriting and presentation in pupils' work currently in Year 2 (which the school has identified as a priority).

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement in the Reception class is satisfactory. By the end of Year 6 pupils achieve well. Pupils with special educational needs achieve well across the school. Standards in English are currently below average in Year 2 in reading and handwriting and average in speaking and listening. In mathematics and science standards are average in Year 2 and above average in Year 6. At the end of Year 6 standards have improved since the last inspection in English, mathematics and science.

Main strengths and weaknesses

- Pupils in Year 6 achieve well. Results in the national tests for eleven year olds have been well above average for several years. Currently, pupils achieve well above what could reasonably be expected of them when aged seven.
- Standards in Year 2 currently in reading, handwriting and the general presentation of work are not high enough.
- Standards in information and communication technology in Year 6 are above expected and pupils in Year 6 use information and communication technology well in other subjects.

Commentary

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

Standards in:	School results	National results
Reading	17.1 (18.0)	15.7 (15.8)
Writing	17.3 (15.4)	14.6 (14.5)
Mathematics	18.7 (19.4)	16.3 (16.3)

There were 15 pupils in the year group. Figures in brackets are for the previous year.

1. From an average starting point children in the Reception class make sound progress and are ready to begin the National Curriculum in all the areas of learning by Year 1.
2. In Year 2 teachers' standards of pupils are not sufficiently high in English. The school has correctly identified the need to improve standards of writing amongst boys. Standards in reading currently in Year 2 are also not high enough. In speaking and listening standards are average. Pupils do not draw sufficiently on the skills they acquire in the Reception class in communication, language and literacy, although previously standards have been higher.
3. As the table above indicates pupils reached well above average standards in the national assessments for seven-year-olds in 2002 and 2003. In 2001 results were well below average. This is in part related to the small number of pupils who took the tests, where the performance of one or two pupils can have a significant impact on the overall picture. The trend of improvement in these test results has been above the national trend.
4. In Year 3 to Year 6 standards in English, mathematics and science are above average. Pupils achieve well, particularly in Year 6, where the quality of teaching in these subjects is very good and the arrangements for these pupils to be taught as a smaller distinct group are very effective. Standards in the national tests for eleven-year-olds have been well above average over recent years. Results have also been well above those of similar schools. Pupils in Year 6 achieve well above what could reasonably be expected of them when they

were seven years of age. The school's trend of improvement for eleven-year-olds is broadly the same as the national trend. The school has met the targets it is setting for itself in the marks that the eleven-year-olds achieve.

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

Standards in:	School results	National results
English	28.3 (30.5)	26.8 (27.0)
Mathematics	28.3 (29.0)	26.8 (26.7)
Science	31.0 (29.5)	28.6 (28.3)

There were 10 pupils in the year group. Figures in brackets are for the previous year.

5. Standards in information and communication technology are at the expected level in Year 1 and above the expected level in Year 6. Standards are better now than they were at the time of the last inspection. This is closely related to an improvement in the provision of equipment. The school now has a very good range of computers and laptops, which are well used in other subjects as well as information and communication technology.
6. Standards in all of the subjects where it was possible to make a judgment are in line with those expected. While it was not possible to reach an overall judgment about standards in music, pupils across the school sing and play instruments well.
7. Pupils with special educational needs achieve well throughout the school. Assessment procedures are very good and teaching assistants are consulted and contribute well to on-going assessments, ensuring that clear targets for improvement are set. Consequently pupils achieve well because work is well matched to their needs, especially in the core subjects of English and mathematics.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour and their attitudes to their work and towards others in the school are very good. Their overall spiritual, moral, social and cultural development is good. Attendance and punctuality are both satisfactory.

Main strengths and weaknesses

- Pupils are very enthusiastic in their approach to lessons and the activities provided for them outside the school day.
- Very high standards of behaviour exist within the school.
- Pupils develop high levels of self-esteem and confidence and build lasting relationships with each other and adults in the school.
- Attendance was well below that of similar schools last year.

Commentary

8. Pupils have very positive attitudes to everything they do. They respond well to teaching in lessons and are enthusiastic in their support for out-of-school activities. Opportunities to take responsibility are also welcomed. Members of the School Council take pride in carrying out their responsibilities and the older pupils see themselves as guardians of their younger colleagues. Pupils are naturally friendly and helpful to one another and polite and courteous to visitors.
9. The school has a very clear system for ensuring good behaviour, which has the full support of parents and pupils, who, for the most part, abide by the golden rules. Pupils are very attentive in assemblies and there is an atmosphere of ordered calm in the dining hall. They are very

restrained, in the playground which could be a dangerous place without their self-control. Instances of bullying are rare but, when they do arise, most parents and pupils feel that they are dealt with promptly and effectively. There were no exclusions during the last year.

10. Pupils join the school with varying levels of self-esteem. During their time in the school they are helped to gain confidence in their abilities through lessons in personal, social and health education and by the direct example and encouragement of teachers. They also develop their social skills through their many connections with the local community and other schools. By the time they leave the school the majority of pupils are very self-confident and ready to face a world much different from their village school environment. Parents firmly believe that the school encourages their children to become mature and independent.
11. All staff present very good role models for pupils and place great importance on pupils' personal and social development. Consequently, good provision is made for moral, social and cultural education. Staff are skilled at boosting pupils' self-esteem and building their confidence as learners and this contributes much to the good provision for their social development, maintained from the last inspection. Relationships observed both on the playground and in classes confirm that pupils of all ages relate well and are very supportive of each other. All are taught to have a clear understanding of what is right and wrong and understand the consequences of their actions. Regular discussion time held from the Reception class through to Year 3 encourages pupils to reflect on and respect the feelings of others. Members of the School Council have recently requested that these sessions be continued for older pupils. There are good opportunities in lessons and in assemblies for pupils to be made aware of their place in the greater order of life. Cultural development, including multi-cultural awareness, is promoted well through the curriculum, for example by selecting appropriate literature to study in Year 6, through displays and through a good range of visits and visitors.
12. The behaviour of these pupils is very good and they are developing positive attitudes to their learning. All adults present very positive role models and know the pupils well. Consequently, the pupils receive very good support and guidance, not only in class but also on the playground and during extra-curricular activities. Praise in small group work within lessons is used very effectively to raise pupils' self-esteem and to ensure that they are fully included in lessons whenever possible.
13. Last year, the school's attendance level was in the bottom ten per cent across the country. This prompted a detailed analysis of the figures and the identification of those pupils with poor records. These were then targeted in close co-operation with the education welfare officer. An analysis of this year's figures shows an improvement in several pupils' records and an indication that the school's overall attendance level is now around the national average.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.7
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

Exclusions

There were no exclusions recorded for the reporting year

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. Teaching and the curriculum are good. There is a rich provision of out of school activities. The school provides good levels of care and support and helps pupils very well. Links with parents are excellent and links with the local community are very good.

Teaching and learning

The quality of teaching and learning is good. It is very good for pupils in Year 6. Assessment procedures are thorough and well used.

Main strengths and weaknesses

- The consistently high quality of the teaching of English, mathematics and science in Year 6.
- Teachers use assessment information well to set short-term objectives for pupils to achieve and to ensure that pupils are making the progress they should be making.
- Lessons are well planned and prepared, teaching assistants are often used effectively.

Commentary

Summary of teaching observed during the inspection in 18 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	7	6	0	0	0

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

14. Overall, the quality of teaching is much the same as at the time of the last inspection. The quality of teaching in Reception is satisfactory and appropriately fosters the Early Learning Goals for children of this age. In Year 1 and Year 2 the teaching of English is satisfactory. It is good in Year 3 to Year 5 and very good in Year 6. In the best lessons in English work is very well matched to the different abilities in the class. The teacher has very high expectations and relates very positively to each pupil so that all are made to feel important members of the group. Teachers have a very secure understanding of how to teach literacy.
15. In mathematics the quality of teaching is good in Year 1 to Year 5 and very good in Year 6. The National Numeracy Strategy is well taught. The teaching of science is good in Year 1 to Year 5 and very good in Year 6. A particular strength is the very effective way the skills of carrying out investigations in science are taught.
16. Throughout the school pupils' progress is carefully measured. Pupils' performance in the National Curriculum tests for seven and eleven year olds are thoroughly reviewed in order to identify variations and patterns of performance. This information is then well used to address any concerns. For example, the school has correctly identified as a priority the need to improve the writing of boys and is taking action in this area. This action is beginning to have an impact on raising standards.
17. Teachers also rigorously assess pupils' progress in the shorter term. This information is skilfully used to judge if pupils are making the appropriate progress for them. Teachers use this information very well to set meaningful, short-term targets for individual pupils to achieve and to ensure that they reach the standards of which they are capable.
18. Teaching is very good in information and communication technology and teachers plan carefully to ensure that the skills learnt in this subject are taught successfully in other subjects.

It was not possible to form secure judgments about the quality of teaching in other subjects. During the inspection there was some good and very good teaching, particularly in Year 6. In the best lessons teachers plan carefully so that resources for the lessons are very well organised and pupils are able to use them readily, for example when carrying out an investigation in science. Lessons begin briskly and the pace of learning is very good because pupils are eager to learn and find the lessons fun. Teaching assistants are well deployed so that pupils receive well-directed help when they need it. Common shortcomings in lessons occur when:

- the lessons lack sufficient pace and challenge;
- there is an under-emphasis on applying skills previously learnt in new situations.

19. Very good monitoring and assessment procedures support teachers' planning well and ensure that work is well matched to the needs of pupils with special educational needs, taking account of targets set in Individual Education Plans whenever possible. Teaching assistants offer effective support, especially in English and mathematics. Teachers are very skilled at asking questions that include pupils with special educational needs well in lessons and consequently, these pupils have developed very positive attitudes to learning.

The curriculum

Provision is good. The curriculum is broad and balanced and enriched well by the good use of the local environment, visitors and out of school activities. There is a good level of resources and good use is made of the accommodation

Main strengths and weaknesses

- Visits, visitors and extra-curricular activities enrich the curriculum well.
- Provision for pupils with special educational needs is good.
- The school makes best use of the local environment to support learning in subjects across the curriculum.
- A good level of resources supports learning well.
- The lack of a hall and a suitable field makes it difficult to provide pupils with the full range of the physical education curriculum.

Commentary

20. The school has adopted both the National Numeracy and National Literacy Strategies and these are now well embedded. Together with other national schemes of work they support teachers' planning well and ensure that the curriculum meets statutory requirements and provides high standards. These schemes are currently being reviewed to ensure that links between subjects are recognised and explored. For example, work on the Tudors in history also successfully drew on and further developed pupils' geographical, art and language skills.
21. Provision for pupils with special educational needs is good. The Special Educational Needs Co-ordinator monitors provision for special educational needs pupils well. She has established a system in which teaching assistants work closely with teachers to set learning targets, taking into account the outcomes of the very good assessment procedures and ensuring that pupils' needs are met in all subjects.
22. The school provides an extensive range of extra-curricular activities, which are well attended by pupils of all ages; they speak with great enthusiasm about the range of opportunities offered. This enhances the taught curriculum considerably. Parents and members of the local community support the school well by offering their time and a rich variety of clubs such as photography, survival and first aid. A residential activity week is organised for older pupils as well as an overnight camp and both help pupils become more independent and to develop their social skills.

23. The school exploits the local environment well to support learning in subjects across the curriculum. Pupils visit the local mill, survey the river environment, draw cross-sections of the riverbed, draw buildings and explore the seashore and describe it. Visitors such as the school nurse, fire fighters, police officers and older residents, who reflect on life during the Second World War, also enrich the curriculum well. Pupils take part in local music festivals such as the Devon Youth Prom and the Exmouth Music Festival and younger pupils sing at the local old people's home. In this way they are able to share their talents with a wider audience and develop their sense of what it means to be part of a wider community.
24. The school is resourced well and appropriately staffed. The ratio of computers to pupils exceeds the minimum requirement and the library is well stocked. Accommodation is used to best effect. Lack of either a hall or suitable field means that extra demands are made on pupils' time as they have to walk either to the village hall or school field. This is not suitable for field sports because of the uneven surface and fouling by dogs. In the circumstances the school does well to ensure that pupils do have access to a full range of sports, taking part in local tag rugby, football and netball competitions.

Care, guidance and support

The school makes good provision for the care, welfare, health and safety of pupils and also provides them with very good support, advice and guidance. It actively seeks the views of pupils and acts on them in a positive manner.

Main strengths and weaknesses

- Pupils receive a very high level of personal and academic support and guidance and develop very trusting relationships with adults within the school.
- Pupils' views are sought and valued and they are fully involved in setting their own personal and learning targets.
- Pupils are well cared for in a safe and healthy environment.

Commentary

25. Teachers and their classroom assistants get to know their pupils very well. This close relationship ensures pupils receive a high level of support for their personal development. The school also encourages them to support each other in lessons and look out for younger colleagues during break-times. Parents are complimentary about the pastoral support their children receive and the overwhelming majority of pupils feel there is an adult they can go to if they are worried at school. Pupils also benefit from a very high standard of academic support and guidance where regular assessment is used to identify their individual needs and help them develop a good understanding as to how they can improve. A very high percentage feel that teachers help them when they get stuck and show them how to make their work better.
26. Pupils' views are regularly sought on an informal and formal basis, the latter mainly through the School Council. Members of the latter clearly feel their views are taken into account on matters affecting their life within the school. However, opportunities for them to influence directly the way they are taught are limited. They are fully involved in setting their own targets and evaluating performance against them. This helps them take personal responsibility for their own education.
27. The school treats the health and safety of its pupils as a major priority. The constant vigilance of staff supports the regular audits of the premises. Where concerns are highlighted they are scheduled for action depending on their seriousness and the funding available. The recently introduced security system is very effective and all outside visits are subject to detailed risk assessments. The special educational needs co-ordinator is the fully-trained child protection officer, who administers an appropriate system and ensures that all members of staff are

aware of their roles and responsibilities in this very important area. The school is keen to promote a healthy lifestyle for its pupils, which it does through a range of subject lessons as well as an annual healthy eating week. It is currently awaiting accreditation for the healthy schools award.

28. The school gives good overall support to pupils with special educational needs. Their needs are identified and appropriate procedures exist for addressing them. The school places great emphasis on *including* all pupils in the full range of activities offered. The pupils are well known to all staff, both teaching and non-teaching, and consequently receive appropriate support and guidance throughout the school day.

Partnership with parents, other schools and the community

The school has developed an excellent relationship with pupils' parents and carers. Links with the local community are very good and good with other schools and colleges.

Main strengths and weaknesses

- Parents make an excellent contribution to their pupils' learning at school and at home.
- Information provided for parents about the school and their children's progress within it are of the highest standard.
- Links with the local community do much to improve pupils' learning and develop their social skills.
- The school has established good links with other schools and colleges which are of clear benefit to the progress of pupils.

Commentary

29. The information provided for parents is outstanding. The school brochure and governors' annual report are well presented and informative documents. These are supported by weekly class newsletters giving full descriptions of the topics to be covered during the week as well as details of future and past events. Finally, a very professional newsletter, "Otters' Tales", is produced every term by a parent and is packed full of interesting reports on school activities, most written by the pupils themselves. Parents are able to discuss their children's progress towards meeting their individual targets once a term. In support of these they receive interim reports which indicate where their children are, in literacy and numeracy, in relation to the national standards for their age plus a written assessment of the progress made and detailed targets for the coming term. At the end of the year, the annual report is more detailed and includes comments on progress made in all subjects along with a summary of performance against targets set throughout the year. It is not surprising that every parent who returned the pre-inspection questionnaire agreed that they were kept well informed about how their children were getting on, with 86 per cent strongly agreeing with this.
30. Parents are fully involved in the life of the school and are totally committed to helping their children with their learning. The range of out-of-school activities, impressive for such a small school, is reliant on a number of parents who give up their time to run them. They also take their role in helping their children's learning very seriously by attending the annual workshops on topics such as 'developing writing' in literacy and 'calculations' in numeracy. The school also provides them with various booklets on how to help children with their learning. These are eagerly received by most parents. Ninety-seven per cent of parents felt that staff explained how they can help their children with their homework. The parents are very active supporters of the School Association, which raised nearly £3500 last year, a substantial amount for such a small school. This enabled the purchase of, among other things, a whiteboard and digital projector for each classroom.

31. The school is very much the centre of the local community. It has a very good relationship with the adjoining parish church, holding weekly assemblies there and attending services to celebrate the main Christian Festivals. An Ascension Day service was visited during the inspection when pupils were fully involved by the vicar in helping them understand its meaning. The vicar is also a school governor and regular visitor to the school. The school makes use of the village football field for training and the village hall for some physical education lessons. There are also links with local businesses, providing pupils with educational experiences as well as sponsorship for the school. Many of the school events and School Association activities embrace the whole village. The annual Mad Hatter's Parade sees pupils walk through the village before having their creations judged in the village hall.
32. The school has arranged for the use of local secondary schools' facilities to compensate for its own limited capability in providing for activities such as gymnastics. It also welcomes the freshness of approach that student teachers can bring by offering them placements. The school attends many sporting festivals with other primary schools and Year 6 pupils attend an activity break with pupils from another school. These events enable pupils to develop their social skills and increase their confidence.
33. Pupils' Individual Education Plans are detailed and useful. They are reviewed every term by the class teacher, teaching assistant and SENCO; parents are invited to these reviews and older pupils are included if appropriate. The school ensures that learning targets are shared with parents and gives further guidance to parents to clarify how they can best support the school in addressing the targets identified.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are very good and there is a strong commitment to school improvement. The headteacher's leadership is very good. The school is well governed. The school gives good value for money.

Main strengths and weaknesses

- The headteacher sets very high standards for herself and for the success of the school in general.
- Governors have a very good understanding of the strengths and weaknesses of the school.
- Information from monitoring the performance of pupils is very well used to ensure that by the age of eleven pupils achieve well.

Commentary

34. The headteacher, who has a significant teaching commitment, works very hard to ensure that the school is a purposeful and happy place where links with parents are excellent.
35. Parents are rightly very happy with the way the school is run. The headteacher has very meticulously evaluated the school's strengths and weaknesses and has worked closely and successfully with governors. For example, current arrangements for small groups of pupils in Year 6 to be taught separately for English, mathematics and science have been very effective in raising standards for eleven year old by the end of Year 6. The headteacher has also, in English, mathematics and science successfully put in place robust procedures to ensure that pupils are well aware of the "next steps" they need to make to achieve well. When these next steps have been made, pupils are warmly congratulated and their success is shared with other pupils. This helps to promote a very positive ethos and sense of purpose, which is shared by pupils and teachers. These arrangements have successfully overcome potential difficulties which could have arisen as a result of a longer-term trend of teachers leaving the school after a short period of employment. Subject co-ordinators, who often have several different responsibilities manage their subjects well.

36. Governors play an effective part in determining the future direction for the school and in addressing its current needs. They play their full part in determining and evaluating the success of the school development plan, which is detailed and accurately focused on the needs of the school. Governors are well informed because of the close working relationship which exists between themselves and the professional teaching staff. The chair of governors sets a very good example in this and is regularly involved in the life of the school. Governors have very successfully identified the need to improve and increase the school's accommodation and they manage the school's finances skilfully and well. There are good procedures in place to ensure that spending decisions are carefully evaluated, that money is well spent and best value is achieved. While there is a higher than average carry forward, these funds are carefully ear-marked to maintain a future need to support an advantageous pupil:teacher ratio. Bearing in mind standards pupils achieve at the end of Year 6 and the quality of education provided, the school gives good value for money.
37. Since the last inspection the school has made good improvements and the key issues of the inspection have been well addressed. There are now good opportunities for pupils to show initiative and to make decisions, for example through the School Council. A thorough and well-understood homework policy is in place, which is used effectively.
38. The Special Educational Needs Co-ordinator provides good leadership. She has a very good overview of need throughout the school and monitors pupils' progress well. She offers very good support and guidance to both teachers and teaching assistants.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	271,953
Total expenditure	246,327
Expenditure per pupil	3,241

Balances (£)	
Balance from previous year	27,641
Balance carried forward to the next	25,626

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision in the Reception class is satisfactory and is the same as at the time of the last inspection. Overall, starting from an average base nearly all children are on course to reach the Early Learning Goals in all the areas of learning by the time they leave the Reception class.

At the time of the inspection there were twelve full-time Reception children. They are taught in the class with Year 1 pupils. An experienced teaching assistant supports the children and often uses another part of the school to teach these children separately. The attainment of the current Reception children is similar to that of other four-year-olds. By the end of the Reception Year the majority of children attain the Early Learning Goals in all areas of learning. The children achieve well in their personal, social and emotional development; their achievement in other areas of learning is satisfactory.

Since the last inspection some improvement has been made in the Foundation Stage accommodation. Recently part of an adjoining house has been successfully converted into an indoor area which children in Reception use regularly. They have good access to outdoor play facilities including large apparatus, although overall space is limited. Relationships between adults and pupils are very positive and, as a result, children settle into new routines happily and quickly. The teacher plans carefully to ensure that children receive a wide range of experiences appropriate to their abilities. However, because of the limitations of the classroom, which is shared with Year 1 pupils, children's creative experiences are not consistently developed as well as they could be if they were in a different setting.

The teaching is satisfactory. The teacher and the teaching assistant successfully encourage pupils' language development in all areas of learning. There are clear and constructive links with parents to ensure that children make a successful start to their education. In the best lessons the teacher promotes conversation well by a series of informal questions, which promote discussions, e.g. when discussing Katie Morag's *Island of Struay*. Teachers plan carefully to ensure that a good range of resources is readily to hand to encourage children to learn through structured play. However, sometimes lessons are too teacher directed for these young children, who make better progress when they receive more individual support from an adult.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The Reception children achieve well in their personal, social and emotional development.
- The Reception children are well supported by an experienced teaching assistant who works well with these children.
- In some lessons and activities the limitations of the classroom inhibit the quality of the children's learning experiences.

Commentary

39. In the area of personal, social and emotional development the children's achievement is good. The children have well-planned opportunities to play happily together and to get on. They are able to choose and use resources independently and change their clothes unaided. They play with a sense of purpose and enjoy sharing their excitement with other children and adults.

40. The children achieve satisfactorily in **communication, language and literacy**. The teaching is satisfactory. Speaking and listening skills are successfully encouraged, for example in role play about the "Post Office" or "Shoe Shop", and when beginning to learn the sounds that letters make. They are beginning to write letters that make the sounds that they are learning. The children have individual reading books and take the books home regularly and work is often well matched to the different abilities in the class.
41. In **mathematical development** the children achieve satisfactorily and the quality of teaching and learning is satisfactory. By the end of the Reception Year children are able to appreciate mathematical language to identify position and are able to assemble a set of instructions to guide a robot around a course. They know from first-hand experience how shapes fit together. They are beginning to learn to count to 10 by combining two numbers.
42. Provision in **knowledge and understanding of the world** is satisfactory and by the time children leave the Reception class they are ready to begin the National Curriculum. The quality of teaching is satisfactory. There are well-planned opportunities for children to investigate and observe at first-hand, for example on a farm visit. They are able to follow a map of Katie Morag's journey around the Isle of Struay and draw a simple map of their own routes to school.
43. Children achieve satisfactorily in their **physical development**. No judgment can be made about the quality of teaching as no physical development lessons were observed. The teaching assistant takes the children for physical development lessons outside in the small playgroup and in an area set aside for children of this age to use. They have good opportunities to use large play equipment and to develop their co-ordination and control of their physical movements.
44. In **creative development** children achieve satisfactorily overall. The quality of teaching is satisfactory. Children are given good opportunities to choose from a range of activities. For example, the children have a good range of painting, drawing and making activities. However, because of the limited space available in the classroom, children have limited opportunities to develop their skills and imagination through extended role-play and to pretend in well structured and organised environments.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well throughout the school and standards are above average in Year 6 in reading and writing and well above in speaking and listening.
- Teaching is good overall and very good Year 6.
- Good assessment procedures inform teachers' planning well.
- Pupils apply their literacy skills well to support learning across the curriculum.
- Standards of handwriting and presentation in Year 2 are currently below expected.
- The subject is well led and managed.

Commentary

45. Standards are above average in reading and writing in Year 6 and well above in speaking and listening. Currently, standards in Year 2 are below average in reading and writing and average in speaking and listening. However inspection evidence indicates that this very small cohort of pupils entered the school with standards well below average. A majority of them also have

special educational needs and often receive additional support with their learning from either the class teacher or the well-informed and effective teaching assistant. The school has identified the need to raise standards in English for these pupils.

46. In Year 2 speaking and listening are average. The teacher is skilled at encouraging pupils to explain and justify by the effective use of praise and encouragement, boosting the pupils' self-esteem and encouraging them to further efforts. Standards of speaking and listening are well above average in Year 6. Pupils speak confidently and seize the opportunities offered to discuss their work and school experiences. They are given many opportunities to speak for a purpose in lessons, for example to empathise with how characters in a book might feel, and the teacher is skilled at asking further questions that encourage them to reflect and explain their thinking.
47. Reading in Year 2 varies from well above average to well below and is below average overall. The teacher works hard to engender positive attitudes to books and reading and works closely with parents in this regard, commenting in home-school books and giving detailed advice if necessary. Discussions with pupils confirm that they enjoy books and they talk about both pictures and content with enthusiasm. Standards in reading in Year 6 are above average. Pupils are confident readers and have developed very positive attitudes to books and reading. Several had chosen to read the challenging text selected for their literacy lessons – 'The Other Side Of Truth' by B. Naidoo - and were able to explain with clarity what had attracted them to it. They could name their favourite authors and also poets such as Spike Milligan and Michael Rosen. They have direct access to a well-stocked library and this, combined with information from the Internet, ensures that they have a wide range of written material to support learning in subjects across the curriculum. Books are displayed to good effect throughout the school.
48. The school has identified the improvement of boys' writing as a priority for improvement and there are clear indications that this focus is beginning to have a positive impact on standards, especially in Year 6, where, although one in five pupils has special educational needs, standards are above average and a significant minority above average. These pupils have many opportunities to write for a purpose and for different audiences, completing tasks in school, writing for a regular magazine published by the school and distributed in the local community and for class anthologies of poetry, stories and descriptions. Writing in Year 2 is below average, with a significant minority of pupils at an early stage of letter formation. Overall standards of presentation in Years 1 and 2 are unsatisfactory. Although the school has recently reviewed its handwriting policy, the skills taught are rarely reflected in pupils' written work.
49. Teaching is good overall and very good in Year 6. Procedures for the assessment of pupils' work are good and teachers ensure that pupils, especially in Year 6, are very aware of exactly what they need to do in order to improve. Planning is well informed by on-going assessment and all teachers work very well with the teaching assistants who support pupils with special educational needs. Work is matched to the age and ability of the pupils and consequently lessons proceed at a good pace. Pupils throughout the school have developed very positive attitudes to all aspects of literacy, as reflected in the examples of homework completed to a high standard by several pupils.
50. The subject co-ordinator leads and manages the subject well. She monitors both planning and teaching and has a clear vision of what needs to be done to raise standards still further.

Language and literacy across the curriculum

51. The school exploits opportunities well to write in subjects across the curriculum, often applying the pupil's word processing skills to good effect. They empathise with characters like Emmeline Pankhurst in history, write reports in science and précis research on mountains in geography.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards and progress in Year 6 are high because lessons are very well taught and the arrangements for teaching these pupils as a separate group work well.
- Results in the national assessments in Year 1 and Year 2 have improved significantly recently.
- The subject is well led and the assessment information which is regularly collected and is effectively used to help pupils achieve well.

Commentary

52. In 2003 national tests for eleven-years-olds, pupils achieved well above average results when compared to schools nationally and achieved results in line with similar schools. When the performance of these pupils is compared with the standards they reached when they were seven, these pupils achieved much higher standards than could reasonably have been expected of them then. Currently standards are above average and show an improvement since the last inspection. A particularly strong feature is the trend of improvement in results in the Year 2 national assessments, which were very low in 2000 and 2001. In 2002 and 2003 these results were very high compared to schools nationally and to schools considered to be broadly similar.
53. The quality of teaching and learning is very good throughout the school, with some very good teaching in Year 6, and all teachers have a firm understanding of how to teach numeracy well. The current arrangements to teach this subject to Year 6 as a small group, separate from Year 4 and 5, who also share the same class, are effective. These pupils work willingly and enthusiastically. They learn well, as do pupils with special educational needs across the school.
54. In the best lessons the teachers have high expectations of what should be achieved in the time available. The lessons begin at a brisk pace, which is maintained throughout the lessons' length. The teachers review previous learning through searching questioning and place good emphasis on mental calculations and the use of different strategies to find a sensible answer. Pupils are encouraged in a lively way to use appropriate mathematical language, for example when considering different types of "average". The teachers make good links with other areas of mathematics, for example probability and the use of graphical forms to display information. Pupils are very successfully encouraged to enjoy their investigations and to recognise the links between the different areas of mathematics they are studying. They use information and communication technology confidently to analyse and illustrate their results when investigating the range of results possible when throwing a number of dice.
55. Teachers make very good use of the assessments they make regularly of pupils' progress. This information is translated into very clear objectives for individual pupils to aim to achieve. Pupils are successfully encouraged to comment against these objectives about any difficulties they have experienced. Teachers then provide further support and extra challenge where appropriate.
56. The leadership of this subject is very good. The co-ordinator has a very clear understanding of the subject and high expectations of what can be achieved. Very good support and guidance is given to younger and less experienced teachers. There are effective procedures to look at the success of teaching and learning and to take an overview of the standards pupils are reaching. Resources are good in quality and quantity and are well used.

Mathematics across the curriculum

57. Good use is made in other subjects of the skills pupils learn in mathematics. For example, links with information and communication technology are strong and pupils in Year 6 use computers confidently to process mathematical data and to display their results in a variety of graphical forms. Younger pupils learn the language of direction and apply their skills to instructing a programmable toy to move around the classroom. Number skills are also well used in geography and in design and technology.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils have a good understanding of how to make a test “fair” and of the importance of predicting a likely outcome.
- The presentation of pupils’ work in Year 1 and Year 2 is not as good as it should be.

Commentary

58. Standards in Year 2 are average and pupils achieve appropriately. In Year 6 standards are above average and pupils achieve well. Overall standards have improved since the time of the last inspection. No teaching was observed in Year 1 and Year 2 or in Years 3, 4 and 5, so no overall judgement about the quality of teaching is made. However, from talking to pupils and teachers and by looking at pupils’ previous work it is clear that throughout the school pupils have a good understanding of how to carry out scientific enquiries and to learn from direct experience.
59. In Year 1 and Year 2 pupils have a good understanding of how to measure the brightness of different light sources and how shadows are made. They use scientific language confidently when making judgments about how light will pass through “clear” and “opaque” material. They know that it is important to keep things the same if a series of tests is to be fair. However, in contrast to the careful and neat way pupils record their work later in the school, pupils in Year 1 and Year 2 do not take sufficient care to present their findings in well-organised forms. Their drawings lack sufficient details to exemplify the observations they make. Standards in Year 6 are above average, which is reflected in the 2003 national test results. Pupils achieve well and benefit significantly from the good teaching they receive.
60. In the best teaching the lessons are very well planned so that a very good range of resources and materials are to hand, for example, when studying the effect of microbes on food. The teacher questions well to make the subject come to life. This is achieved by relating the effect of microbes to pupils’ own experiences, for example when milk goes off. Pupils are very successfully encouraged to hypothesise, for example that “warmth and dampness will always promote rot”. They are continually questioned to refine their general assumption, for example about the impact of drying foods and how microbes react to light. The teacher provides good opportunities for pupils to record their findings in a variety of ways. This includes the use of a digital camera to picture, for example a piece of bread at the point at which the experiment begins and its changes subsequently. Very good emphasis is placed upon the importance of “fair” testing and all pupils in the class are aware of the importance of prediction and the relationship between constants and variables. They discuss confidently their deductions and are able to explain what will happen if a constant is changed.
61. The subject is well led; resources are well managed and are of a good quality and quantity. The co-ordinator keeps a careful eye on standards and ensures that the information, which is collected through regular assessments, is well used to make sure that all pupils achieve high standards by the time they leave the school at the end of Year 6.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils' achievement is above the national expectation and is much improved since the time of the last inspection.
- There has been good improvement in resources and staff expertise and confidence.
- Pupils have positive attitudes to information and communication technology, which helps them make progress.
- There are good opportunities for pupils to practise their information and communication technology skills in other lessons.

Commentary

62. Standards are in line with those expected in Year 1 and Year 2 and above those expected by Year 6. There has been good improvement since the last inspection, when standards were in line with those expected. Since that time the school has invested heavily and successfully in improving the range and quality of equipment for this subject. Pupils are now able to have easy access to a well-equipped computer suite as well as to laptop computers, which are all used regularly. This is reflected in the enthusiastic way pupils learn and the progress they are now making.
63. Teaching is good overall and teachers hold high expectations of their pupils, for example in Year 1 and Year 2, where pupils were successfully encouraged to enter a complicated series of instructions into a programmable toy to enable it to move around the room. Older pupils in Year 6 are well challenged to think of ways information and communication technology is used in everyday life to monitor and control activities. Despite very uncomfortably hot conditions in the computer suite, pupils concentrated well and maintained their interest for long periods to complete input and output procedures related to their work in monitoring and controlling.
64. Pupils are given good opportunities to utilise their knowledge in other subjects and to take a pride in talking about what they have made for themselves. For example, pupils in Year 6 explained in detail how they put together and made a "PowerPoint" presentation to illustrate the parable of the Good Samaritan and the history of the Tudor Dynasty.
65. The subject is well led. Teachers receive good support and guidance and the co-ordinator has a clear commitment to continue to raise standards further. Resources are of a good quality and there is a good ratio of computers to pupils. The computer suite is well used but is very uncomfortable to work in during hot weather. Software is easily available and is well organised.

Information and communication technology across the curriculum

66. There are good opportunities to use computers in other subjects, for example in mathematics and science to record and interpret data and to practise control skills. They are also well used to gather information in geography and history. Pupils confidently reassemble information to form their own projects or topic books, merging text and pictures accurately. They use their word processing skills well to write reports for the school magazine and to make formal and mature presentations, for example through "PowerPoint". The Computer Club, which is held regularly, is well attended and provides extra opportunities for pupils to practise their skills.

HUMANITIES

67. Work in **history** and **geography** was sampled as only one lesson was seen in each subject. Consequently, it is not possible to make a judgement about overall provision. Scrutiny of work and discussions with pupils indicate that standards are broadly average and that the school is in a strong position to raise standards further. Standards are similar to those found at the last inspection.
68. The school makes best use of visits and visitors to enrich both subjects and to make the work both interesting and relevant. Older pupils dress in Victorian costume and visit the local mill to help them imagine life working in a factory in early Victorian times and younger pupils discover buried objects in sand trays assisted by a real archaeologist. They draw profiles of the local riverbed and visit the local waterworks to discover where water comes from. Discussions with pupils confirm that they are developing very positive attitudes to both subjects.
69. There is clear evidence that the progression of skills associated with each subject is beginning to be taught and that the staff, who manage the subject collectively, share a clear vision for its further development. A good start has been made to implement on-going assessment procedures and cross-curricular links are well exploited.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

70. These subjects were sampled during the inspection but not in sufficient detail to provide a judgement on provision.
71. No lessons were seen in art and design or design and technology. One lesson was seen in music in Year 2. In physical education, one swimming lesson in Year 1 was seen and one games lesson in Year 2 was observed. In Year 3 to Year 6 no lessons in physical education were seen.
72. Discussions with staff and pupils and scrutiny of photographs, displays, planning and work samples indicate that standards in **design and technology** and **art and design** are average.
73. Photographs reflect a variety of art and design activities taking place on art day including the making of garlands and colourful skirts for dancers to wear in the school concert. A visiting sculptor helped pupils create tiles for an external wall mosaic and in history pastels are used to good effect to create self-portraits in the style of Holbein. The school is developing cross-curricular links between art and design and other subjects well.
74. In design and technology the school is in the process of adapting national schemes of work to make them more relevant to the needs of the school. Consequently, the planning and making of healthy snacks in Year R/1 was linked to a Caribbean Day and wind-up mechanisms in Year 2/3 helped create 'moving' nativity scenes. Discussions with pupils confirmed their positive attitudes to the subject but the need to design for a purpose and to review outcomes in order to improve them still further is not embedded.
75. **Music** has a high profile in the school and many pupils learn to play an instrument. They are taught the clarinet, flute and violin. They perform with poise and confidence. They enjoy practising their skills and extending their repertoires. They have good opportunities to perform in local functions and to take part in the Exmouth School's orchestra. Pupils sing well in assemblies where they show good diction, intonation and feeling. They have a sense of harmony. They copy the good examples set by their teacher, who sings expressively. In the one lesson seen the teachers showed very good subject knowledge and an outstanding ability to make the lesson fun as pupils learnt about "ostinato". They produced a wide range of rhythms and pulses very well using their bodies as instruments. Pupils were very successfully taught to appreciate "timbre" in a range of novel ways, which they enjoyed tremendously.

76. In **physical education** standards in swimming in Year 1 are appropriate for the age of these pupils and these pupils have good opportunities to learn to swim at a nearby leisure facility. The school also makes up well for the lack of a school hall by using facilities in the village and further afield. Whist space is very limited in the outdoor playground, pupils benefit from opportunities to experience the whole curriculum in physical education, which is carefully planned and organised. There are good opportunities for pupils to take part in a range of team games, both during physical education lessons and in after school clubs, which are well supported by parents and adults from the local area.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

77. The provision for personal, social and health education and citizenship is good. In Reception there is satisfactory provision for these children's personal, social and emotional development. Pupils are independent and get on with each other and adults very well. Pupils' views are respected and acted upon.

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	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
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	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
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	1
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
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).