

INSPECTION REPORT

PORT ISAAC COMMUNITY PRIMARY SCHOOL

Port Isaac

LEA area: Cornwall

Unique reference number: 111912

Headteacher: Mr S Bishop

Lead inspector: Mr R Burgess

Dates of inspection: 5–6 May 2004

Inspection number: 257213

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 years
Gender of pupils:	Mixed
Number on roll:	36
School address:	Mayfield Road Port Isaac Cornwall
Postcode:	PL29 3RT
Telephone number:	01208 880494
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs B Hawkins
Date of previous inspection:	22 June 1998

CHARACTERISTICS OF THE SCHOOL

This rural community school, situated on the north coast of Cornwall, is much smaller than the average primary school. Following a period of several staff changes some five years ago, numbers have fallen. There are 36 pupils on roll, with a similar number of boys and girls in two classes. The attainment of most children on entry to the school is below average, although the full range of abilities is represented.

The number eligible for free school meals, 15.4 per cent, is similar to the national average. The proportion of pupils who have special educational needs is below the national average, with about 6 per cent on the register. The school provides for most from its own resources but additional help has been sought from specialists for a few pupils with social, emotional and behavioural problems. There is one pupil with a Statement of Special Educational Needs, which is below average. There have been several changes of staff since the previous inspection, with the headteacher in post since 2000. The school received a School Achievement Award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20950	R W Burgess	Lead inspector	Mathematics Science Art and design Design and technology Music Physical education Religious education Foundation Stage Special educational needs
31754	C Roberson	Lay inspector	
21245	W Lowe	Team inspector	English Information and communication technology PSHE and citizenship Geography History

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good and effective school. It is a happy and friendly school and is providing a good education for all its pupils. As a result, all achieve well. Detailed records show that individual pupils make good progress throughout the school. The very small numbers and good quality of teaching ensure that pupils with special educational needs also make good progress, with most achieving the standards expected of them. Much has been achieved under the very capable leadership of the headteacher. All pupils enjoy coming to school, although several take holidays in term time owing to the nature of their parents' employment and this is reflected in the below average attendance figures. Even when the high costs are taken into account, the school is still providing satisfactory value for money.

The school's main strengths and weaknesses:

- The headteacher has a clear vision of where the school is going and what needs to be done.
- The level of achievement for individual pupils is good. Pupils with special educational needs do particularly well here.
- The quality of teaching and learning is consistently good throughout the school and good use is made of assessment.
- The members of the governing body, many of whom are new, have a very good understanding of the school.
- Pupils have a good attitude towards school, behave well and enjoy a very supportive relationship with staff. Consequently, the ethos for learning is very positive.
- All pupils have equal opportunities throughout the curriculum.
- Attendance is unsatisfactory mainly owing to the number of parents who because of the seasonal nature of their employment take their children on holiday during term time.

The level of improvement from the previous inspection has been good despite a high number of staff changes, including the headteacher. It reflects the quality of leadership and management provided by the headteacher and governors. Challenging work is set in most lessons and the quality of curriculum planning is good. As a result, pupils are motivated and try hard to produce good work. There are plenty of opportunities for pupils of all ages to take responsibility and to show initiative. The school has successfully improved provision for outdoor play.

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	B	A	B
Mathematics	D	E	B	A
Science	E	C	C	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.*

Pupils' achievement is good throughout the school. In 2003, only ten pupils took the national tests in Year 6 and just four pupils sat the tests in Year 2. Comparing the performance of so few pupils to that of pupils in all other schools or similar schools is therefore not realistic. When viewed over the last four years the trend has been one of consistent improvement in pupils' performance. The level of achievement for individual pupils, including those pupils with special educational needs, is good throughout the school. The good quality of provision for the children in the Reception class is partly due to the added influence of older pupils in the same class as well as the support of a skilled teaching assistant. It ensures that all children do well and most attain the Early Learning Goals in all

six areas of their curriculum by the end of their Reception Year. Inspection evidence confirms that the pupils currently in Year 6 and in Year 2 achieve well, although much of their work is average in English, mathematics and science. In religious education, standards throughout are in line with the requirements of the Cornwall Locally Agreed Syllabus. Attendance is well below average and punctuality is satisfactory.

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Most pupils have a good range of well-established personal and social skills. The curriculum provides pupils of all ages with good opportunities to work together, enhancing their social interaction. As a result, most are self-confident and enjoy trusting relationships with all adults.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The overall quality of teaching and learning is also good. Assessment procedures and their use are good. Key strengths in teaching and learning are the good use made of full and part-time teachers with specific areas of expertise, for example in art, and the contribution to pupils' learning of the extremely competent teaching assistants. The staff provide pupils with high levels of care, support and guidance.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The leadership by the headteacher is very good. The quality of governance is good. Overall, management is effective. All statutory requirements are met. The very effective leadership of the headteacher is largely responsible for the good improvement that has been achieved since the previous inspection, despite the disruption caused by several changes of staff, and by falling pupil numbers, which has necessitated a reduction in the number of classes. Strategic plans have been carefully developed and implemented and good financial management underpins these. There are good procedures to monitor standards and the quality of teaching. There are good plans to develop leadership by other staff who are newly qualified teachers and only recently been appointed. The principles of best value are applied to all areas, ensuring that resources are used wisely and efficiently.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents and pupils have positive views about the school. Areas of concern for some parents were about pupils' behaviour, bullying and information about pupils' progress. Inspection evidence shows that pupils' behaviour is of a good standard and bullying is not a problem at the school. Parents are well informed about pupils' progress and have excellent access to teachers at any time.

IMPROVEMENTS NEEDED

The school has no significant weaknesses but should:

- continue to raise standards as has been achieved successfully over the last four years and is recognized by the School Achievement Award presented in 2003;
- continue to impress upon parents the impact on pupils when taking holidays in term time.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall, pupils' level of achievement is good. Most children enter the school with below average levels of attainment but the full range of abilities is present. Most children in the current Reception Year are likely to achieve the learning targets set for them in the Early Learning Goals by the end of their Reception Year. By Year 6, school records show that all pupils have made good progress in relation to their prior attainment. Most of the work seen during the inspection was average in the core subjects of English, mathematics and science.

Reliably comparing pupils' overall performance in the national tests for Year 2 and Year 6 pupils with that of pupils in all other schools or in similar schools is difficult because of the very small numbers involved. Similarly, in the current Year 6, there are only three pupils and in Year 2, there are only four. This also makes it very difficult to judge the overall standards being achieved by all pupils in Year 2 and Year 6. When an overview of the last four years and the ability of individual pupils in each cohort are taken into account, the trend has been one of consistent improvement in pupils' performance.

Main strengths and weaknesses

- Children do well in their Reception Year because of the good quality of provision for them in most areas.
- The rate of progress is good for all pupils throughout because of the level of support and good quality of teaching.

Commentary

1. The good provision for the children in the Foundation Stage ensures that they quickly settle into school and make good progress. All are well on course to achieve the Early Learning Goals they are expected to reach in all six areas of learning, by the end of their Reception Year. The close relationships, which are possible because of the very small numbers, help to give children confidence. As a result of this and the effect of having older pupils to rely on in the same class, all make particularly good progress in their personal, social and emotional development. The class teacher or the skilled teaching assistant, working separately with Year 1 and 2 pupils, usually teaches literacy and numeracy to Reception children. This arrangement helps children to build on their already advanced knowledge and to make very good progress in these two areas. Children's progress is also good in all other areas, including their physical development. They benefit from playground adventure equipment and the freedom to use physical education equipment such as bats, balls and hoops at playtimes.
2. Pupils make good progress throughout, thanks largely to the consistently good quality of teaching. Additionally, all pupils have a good attitude to their learning and most behave in a mature and sensible way in lessons. The majority of parents who responded to the questionnaire sent out prior to the inspection agreed that staff expect pupils to work hard. The small numbers, interesting curriculum and good resource levels are other factors which contribute significantly to the good progress pupils make.
3. Teachers plan literacy and numeracy sessions very well and provide pupils with challenging work. All pupils have individual targets for these two subjects, clearly displayed in the front of their exercise books. In Years 5 and 6, high standards in reading are achieved as pupils discuss aspects of a book they are reading with a part-time English

specialist. Pupils produce a lot of written work and it is mostly neatly presented. In science,

insufficient emphasis is given to investigations and pupils need more opportunities to conduct experiments in order to raise standards further.

4. In ICT good use is made of the good numbers of computers in the school's computer suite and pupils are confident in their use of the computers. Older pupils make good use of the Internet to research their work in different subjects. In religious education, standards are in line with the requirements of the locally agreed syllabus in both Year 2 and Year 6. Provision to teach pupils about other world religions is satisfactory. As a result, pupils are knowledgeable about other faiths and show a good understanding of other cultures as well as their own.
5. The pupils with special educational needs are supported very well and teachers ensure that they take a full part in all lessons. The quality of teachers' planning ensures that they have suitably challenging work and teaching assistants give them valuable support in many lessons. Care is taken to incorporate pupils' specific targets for learning in lesson planning. As a result, pupils' achievement is very good.

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

6. These are not included in the report as there were less than ten pupils in the year group

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

Standards in:	School results	National results
English	28.2 (28.7)	26.8 (27.0)
Mathematics	28.2 (27.9)	26.8 (26.7)
Science	30.0 (29.6)	28.6 (28.3)

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

Pupils' attitudes, values and other personal qualities

Standards of behaviour are good throughout the school. Pupils have good and positive attitudes to work and play. Pupils' spiritual, moral, social and cultural development is also good and their personal development is very good. Attendance is unsatisfactory.

Main strengths and weaknesses

- The school very successfully promotes personal development and pupils respond very well to opportunities provided for them.
- The majority of pupils behave very well and pupils are learning to be very responsible and considerate, fully aware of what is right and wrong.
- Older pupils readily help those younger than themselves, and relationships within the school are very good.
- Pupils are generally punctual but attendance figures as a whole are well below those of schools nationally.

Commentary

7. Pupils speak enthusiastically about what they like about school and why. They clearly like knowing everyone so well and they appreciate being part of a small village school because people are friendly and kind. This year they have benefited greatly from the "Creative Partnerships" project, which has involved pupils in many extra activities aimed at developing their potential, ambitions, creativity and imaginations. Older pupils are given extra responsibilities, as Super Seniors or Trustees, which they take on board happily. Circle Time encourages them to share ideas and pupils say they can comfortably talk to any adult in

school. Extra activities after school are enjoyed by pupils of all ages, and, overall, pupils' personal development is very well promoted both in the planned activities and through being involved in such a close community.

8. Standards of behaviour are good overall and there is evidence to demonstrate that for the very small number of pupils who find it less easy to behave well all the time improvement occurs quickly once they settle into school routines. Expectations are very clearly conveyed. The few rules, which are displayed around the school, are relevant to the pupils. Adults provide good roles models and always speak respectfully and politely to pupils. Relationships are very good within the school and pupils know that their efforts and actions are noticed and valued. Pupils are developing a good understanding of other faiths and beliefs as well as the principles of fair play and justice. They learn about different qualities such as determination and compassion through, for example, listening to stories during assembly. They take an active part in helping within their community and local environment.
9. Older pupils readily help the younger children, for example during paired reading once a week, and boys and girls play happily together on the playground. During dinner they sit in "Houses" in four mixed age groups and get along very well. The whole school really enjoys the 10 minute morning "Wake Up" session after assembly when older pupils lead a well-paced keep-fit routine to music with good humour and plenty of energy. Pupils remain busy in lessons and when working outside the classrooms and talk with enthusiasm about the "Japanese Garden", with which they are fully involved. Pupils from a young age are encouraged to listen carefully and are on course to achieve the Early Learning Goals in personal and social development by the age of five.
10. The school has effective procedures to record and monitor attendance but whole school figures have been below 94% for the last three years. Since September 2003 figures have dropped further to around 92% and this is mainly because of the number of holidays being taken by families who themselves work in tourism locally during term time. In addition, two children were on an extended visit abroad for two months and in such a small school their absences made a significant contribution to the less than satisfactory overall rate that term. Figures during the summer term usually improve because of the seasonal nature of employment but there is no escaping the fact that attendance is an issue facing the school. Punctuality for many is very good but overall, for the whole school, it is satisfactory because of the numbers of late arrivals.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.0
National data	5.4

Unauthorised absence	
School data	0.8
National data	0.4

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

Exclusions

There have been no exclusions in the last school year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Children in the Reception Year are given a good start to their education because of the good quality of provision. Pupils of all ages, including those with special educational needs, benefit from the good quality of education provided by the school. Teachers make good provision for the range of attainment within their class. The curriculum is good. Effective planning details what pupils are

expected to learn each year. Records of pupils' progress are clear and are used well to update Individual Education Plans. The school provides good support for pupils' personal and academic development. There is good attention to child protection and health and safety. The care and commitment of staff for the personal development of each child are good. There is a sensitive awareness of all pupils' needs, and teachers and other staff value all pupils equally. The school's links with parents are good. The school has been actively involved with other agencies in developing facilities in and around the school.

Teaching and learning

The quality of teaching and learning is good. Assessment procedures are good and information is used well. The previous inspection in June 1998 described teaching as good throughout. Aspects of teaching have been improved since then, for example, planning to ensure continuity and progression in learning.

Main strengths and weaknesses

- Consistently good teaching ensures that children learn well throughout the school.
- Good use is made of teachers with specialist skills.
- Teachers are very well supported by extremely conscientious and knowledgeable teaching assistants.
- Assessment procedures are well established and effective.

Commentary

11. The children in the Foundation Stage benefit from the good teaching, a skilled teaching assistant and a well-resourced classroom. Being with older Year 1 and 2 pupils also benefits the children in their Reception Year. Higher attaining children are able to work alongside older pupils in groups and all readily accept the help and support of others, ensuring that Reception children make rapid gains in their personal and social skills. Literacy and mathematical skills are particularly well promoted throughout the school and the well-established routines and emphasis on speaking and listening help improve pupils' confidence and self-esteem. The majority of parents responded positively to questions relating to the quality of teaching. They felt the staff expected pupils to work hard, treated pupils fairly and encouraged them to become more mature. The good partnership with parents helps to create the very positive ethos for learning which exists in the school.
12. Pupils benefit from the good spread of expertise covering all the subjects of the National Curriculum. Expertise in art, for example, is used effectively and gives pupils the chance to develop an appreciation of art and design. The class teachers work together very effectively to ensure that pupils' learning is a continuous process. The close and trusting relationships pupils have with their teachers are a key factor in promoting a very good ethos for learning in the school. Pupils behave maturely and responsibly in lessons and can be allowed the freedom to work together in groups, often independently of their teacher. Teaching assistants support teachers well.
13. All teachers plan their lessons carefully, trying to match work to the ability level of individual pupils and at the same time providing sufficient challenge to maintain interest. Class teachers insist on high standards of behaviour and enjoy very good relationships with their pupils. A strong feature of teachers' planning is the way skills from other subjects are integrated into most lessons. For example, in their work on the "Edible Garden" project pupils' literacy skills and scientific knowledge about wildlife and habitats were needed, and in science mathematical skills are often used as pupils collate the results from investigations or record temperatures and measurements. A scrutiny of pupils' work provided sufficient evidence of pupils being provided with good opportunities to use computers in most subjects.
14. Provision for pupils with special educational needs is good. Teachers set the targets for the pupils in their class and these are checked carefully by the special needs co-ordinator to make

sure they are relevant and sufficiently challenging. Care is taken to include these targets in the planning of pupils' work. This ensures that all pupils are fully included in lessons and that the tasks they are set are matched to their ability level. As a result, most pupils with special educational needs achieve the targets set for them.

15. Much time has been spent on establishing the good assessment procedures for the core subjects of English, mathematics and science. The assessment of pupils' attainment and progress is undertaken regularly and in depth for the core subjects. Results of assessments made of progress in pupils' work and their performance in the national tests are carefully analysed. Assessment information is used to modify the planning for future work and to carefully track progress from year to year. Teachers and pupils make very good use of time at the end of lessons to evaluate pupils' progress and understanding.

Summary of teaching observed during the inspection in 14 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	2	11	1	0	0	0

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

The curriculum

The curriculum provided by the school is good and ensures that its pupils receive a broad and balanced range of learning opportunities.

Main strengths and weaknesses

- The school ensures that all its pupils have full access to the curriculum.
- The pupils are well prepared for the next stage in their education.
- The range level of opportunities provided for the pupils to participate in activities that develop their sports skills and enrich them culturally is good.
- The accommodation and resources provided by the school are good overall. The small size of the hall sometimes inhibits physical activities.

Commentary

16. The pupils are prepared well for the next stage in their education with visits by teachers from the local senior school to teach subjects such as physical education and design and technology. Familiarisation visits to the secondary school are arranged for Year 6 pupils and they are given the opportunity to get to know pupils from other primary schools through various cluster activities. These activities ensure that the pupils see familiar faces when they start in their new school.
17. The school supports its pupils well with activities outside the normal school day. For example, there is a wide range of sporting activities, and opportunities for visits to exhibitions and other places of interest are provided. Pupils are also able to take part in a residential visit during their time at the school.
18. The school maintains a good level of curriculum provision and development. Provision for personal, social and health education meets statutory requirements. In addition to maintaining full coverage of the National Curriculum, the school is also taking part in a "Creative Development" programme designed to enhance the self-esteem of its pupils through participation in a wide range of creative opportunities. The match of teachers to the needs of

the curriculum is generally satisfactory. Good levels of support staff and visiting subject

specialists are used well used to enhance the effectiveness of the curriculum. All pupils are given the opportunity to take a full and active part in the life of the school.

19. There is a well-equipped computer suite and pupils are able to take full advantage of the many opportunities in information and communication technology provided for them.

Care, guidance and support

The care, guidance and support offered to all pupils are good. Processes for seeking pupils' views are very good.

Main strengths and weaknesses

- The "School Meeting" held every Friday fully involves every pupil.
- Under the thoughtful direction of the headteacher a range of pupils' needs is fully supported.
- The headteacher is vigilant about health and safety and all issues surrounding the proper care of children.

Commentary

20. The high priority given to seeking pupils' thoughts and feelings on the running of the school is an area of strength. It is based on good relationships and the positive lead given by the headteacher. There is a well-established forum for seeking the views of all pupils on a weekly basis. Brief minutes and discussion with pupils show that the school is active in seeking pupils' ideas on a range of issues which affect them directly. For example they decide how to raise funds for local charities. Their suggestions for improvements to the building and grounds are taken on board. They also discuss the thought for the week, which could be something like "making others feel good". They warmly congratulate each other when awarding house points and certificates. In addition, a governor meets representatives from every year group once a term to talk openly about school life.
21. Classes are small and adults get to know pupils very well. Relationships are very supportive. Thorough assessment of academic progress and achievements together with careful monitoring of personal and social development means that the next step is planned and purposeful. Targets are set which the pupils know about, and for those who have special educational needs there is very good support offered. Relationships with outside agencies are sought and are beneficial in meeting needs properly. Pupils trust the adults in the school and know they can turn to them for advice, which is always kindly and sympathetically given. Positive behaviour is especially well promoted but despite close support from the education welfare service a very small minority of pupils have not attended as often as they should.
22. Many policies that guide care and welfare have been reviewed. The majority of responsibilities are inevitably taken on by the headteacher, and training in important areas such as child protection and first aid is well covered. Pupils in care are fully supported and meetings held in school are attended by the headteacher and outside professionals. Medical needs are understood and record keeping conscientiously undertaken. The school secretary also plays an important role in care and welfare. Young children are carefully introduced to life in Reception and settle in quickly. Parents express appreciation of the way the school gets to know individuals and helps them to succeed.

Partnership with parents, other schools and the community

The school has good and effective links with parents, the community and with other schools.

Main strengths and weaknesses

- The headteacher has a genuine desire to constantly improve links with parents.
- The school is not isolated from its community and benefits from a range of constructive links in the locality.
- Links established with other schools and institutions are in place and effective.

Commentary

23. Staff are readily accessible to parents. Written information provided for parents is of a good standard, is always well written and well presented and, in the case of the newsletter, is very regular. The new prospectus is particularly impressive and gives a very good picture of life at the school. Parents' evenings are arranged twice a year but not all parents choose to attend. The headteacher has in recent years sought the views of parents through questionnaires and responds quickly to their concerns and anxieties when these are brought to his attention. He is ever mindful that the school needs to be proactive in seeking to involve even more parents, both in the life of the school and in the support they can give at home to learning. A pack for new parents of Reception pupils is being completed. Despite some parents reporting that they are less satisfied with some aspects of school life than others, many do hold positive views of the school and recognise the challenges it faces and the improvements it has made. On balance, links are good because, even though some parents express their dissatisfaction openly about some areas, there is evidence to show that the headteacher works hard to always resolve any concerns and to keep all parents properly informed. In addition, parents who come into school are made to feel very welcome by the initial contact with the secretary, who knows families well.
24. Overall links with the community are good. Pupils get involved in community events such as at Christmas time when they join in festivities in the village. Members of the community, including parents, enjoyed a recent "Open Day" through which the school was able to promote itself within the village. Volunteers also support the school in, for example, the art lessons. The school is used out of hours for evening classes. Many parents are very supportive of the school and give a lot of help through the Friends Association, which also includes members of the community. Governors from the community are also very committed to the school and determined to see it develop.
25. Links are developing well with the village playgroup. Children and parents are invited to visit the school prior to children joining when they are four. Links are in place with both nearby secondary schools and are good with the one to which most pupils go when they are 11. For example, secondary staff takes some lessons in design and technology in the summer term. Expertise is shared and information passed on in time for staff to get to know the needs of the new intake. Regular sporting activities with primary age pupils in other schools are much enjoyed. Opportunities for the school to further extend links with other primary schools in the area have increased since undertaking the "Creative Partnership" project and, overall, these links and friendships impact positively on the quality of provision for all pupils.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school by the headteacher are very good. Other key staff are recent appointments but their leadership is satisfactory. Governance of the school is good. All statutory requirements are met by the school governors.

Main strengths and weaknesses

- The experienced headteacher leads and manages the school very well.
- There is a strong commitment to inclusion and equality of opportunity.
- The headteacher and all staff provide very good role models for pupils.
- Governors are very supportive of the school.

Commentary

26. Leadership and management have been strengthened since the previous inspection thanks largely to the determination and commitment of the headteacher. He has a clear vision of what needs to be done and where the school is going. Most parents agree, saying they thought the school was well led and managed and that they are comfortable about approaching the school. The headteacher's leadership of the curriculum is very good, ensuring that all pupils achieve well. The support provided for pupils with special educational needs is particularly effective and ensures that these pupils meet and sometimes exceed the individual targets set them. There are a number of other significant factors in the raising of achievement, the chief one being the ethos for learning created by all staff who work at the school. All pupils benefit from individual attention and staff make absolutely sure that all are treated equally and are fully included in all activities.
27. The school's self-evaluation procedures are good. The full-time and part-time teachers share curriculum management responsibilities. Co-ordinators have audited curriculum provision. However, this has been disrupted by staffing changes.
28. Governors are forward looking and regularly review performance data and attainment targets. All, including the four new governors, are committed to school improvement and to promoting the school locally. There are good relationships between governors, the headteacher and staff and all are very keen to support the school. They are involved in evaluating aspects such as the quality of learning and how successfully the priorities in the School Improvement Plan are addressed. This helps to ease some of the burden of headship and gives governors a clear picture of their school. Governors have the confidence and necessary knowledge to challenge and question the headteacher to effectively influence the strategic development of the school.
29. Management structures within the school are satisfactory given that the two assistant teachers are both newly qualified and recently appointed. Data are analysed well by the headteacher looking at national test results in Years 2 and 6 and how well individual pupils are progressing through Years 3 to 5 so that targets can be set for each pupil. The school administrative assistant has a clearly identified role and responsibilities and helps to ease the demands on the busy headteacher's time. This enables the headteacher to concentrate more on his class teaching role.
30. Governors monitor expenditure effectively and it is linked closely to the school's priorities as set out in the School Improvement Plan. They were advised that resources for ICT needed updating and are investing in more new computers and the latest technology. This facility will be available for adult education out of school hours.
31. The school has a surplus budget. This has been saved to help fund the improvements to the ICT facility. Current spending is sustainable. The expenditure per pupil is very high compared to most schools but this is due to the effect of the very small number of pupils attending the school. Taking this into account along with the level of pupils' achievement, the quality of teaching and learning, the variety of curriculum opportunities and the effective leadership and management, the school gives satisfactory value for money.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	186,620
Total expenditure	186,438
Expenditure per pupil	4,439

Balances (£)	
Balance from previous year	15,404
Balance carried forward to the next	15,586

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in Reception is **good**. The quality of teaching and learning is good. As a result, children are given a good start to their education and achieve well. All are well placed to attain the Early Learning Goals before the end of their Reception Year in all six areas of learning. Resource levels are good and outdoor provision has been improved since the last inspection. The accommodation is good.

At the time of the inspection, there were only eleven children in their Reception Year. These children share the classroom with pupils in Years 1 and 2. A benefit of this arrangement is that older pupils often help and support Reception children and the more able can work alongside older pupils, accelerating their progress. The very favourable pupil to teacher ratio and added support of an extremely conscientious teaching assistant help to ensure a high quality of provision for the Reception children. As a result, all, including those with special educational needs, make good progress.

The children's attainment on entry to the school is below average overall, although the full range of ability is represented. The enthusiastic teacher, who was appointed at Easter 2004, and teaching assistant work very effectively as a team, ensuring good provision. Reception children are taught together, sometimes by the class teacher and sometimes by the teaching assistant. Literacy and numeracy skills are promoted well in these group sessions. All activities are closely supervised by adults. Planning is carefully structured and fully meets the learning needs of all children. Assessment procedures are good. Visits to the school are arranged for parents and children prior to admission, ensuring a good exchange of information about individual pupils. The teacher closely monitors the children's achievements and the information gathered is used well to set the next targets for learning.

The accommodation is good for the number of children. The teacher provides regular access to large outdoor play equipment and to sand and water play areas. The outdoor area is used effectively and children are provided with exciting and interesting activities, which effectively support all the six areas of learning. Classroom resources and those for outdoors are good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The teacher has a good understanding of the needs and interests of young children and ensures that they feel important and valued.
- Adults and older pupils are good role models for the children. As a result, their behaviour is invariably good.
- Routines are well established and children know precisely what is expected of them. This gives them confidence.
- All children enjoy very good relationships with staff and other pupils.

Commentary

32. Children's personal development is good because of the good care and quality of teaching that they receive. Staff know the children well and respond to their needs effectively.
33. The children are eager to learn and are attentive. They settle quickly and happily to the wide range of activities provided. They are well behaved and many are mature in their relationships and attitudes. Most have the confidence to talk about what they are doing and to ask and

answer questions. Skills of independent learning are promoted well. Children are given the freedom to choose activities and most show a very good level of concentration. Children have no difficulty in sharing resources or in taking their turn.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Activities are exciting and stimulating and are planned effectively to capture the children's interest, encouraging them to speak, listen, read and write.
- The systematic development of reading skills is carefully planned, enabling children to achieve well in this area of learning.
- Children are provided with many opportunities to understand about writing as a method of communication and to develop their writing skills.

Commentary

34. Children quickly develop confident speaking skills owing to the caring and supportive atmosphere created by the teacher and teaching assistant. Each child knows that he or she is special and has something important to say. Most have enough confidence to share their news with the rest of the class each morning. Sessions at the end of the lesson provide good opportunities for the children to explain what they have been doing and to help them to consolidate their learning.
35. Reading skills are promoted very well through many opportunities to respond to stories and other written text. When the teacher begins the 'big book' story, it guarantees the full attention of everyone. Children enjoyed joining in with the story 'Rainbow Fish' as they became familiar with the repetitive pattern of words. In the reading area, children enjoy looking through books and most are able to 'tell' the story using clues from the pictures. Virtually all are able to give the phonic sound of the letters of the alphabet.
36. The large majority of children are already well on the way to achieving the early writing targets. Evidence from work completed so far confirms the good progress children are making. All writing activities are under the close supervision of the teacher and teaching assistant, who encourage the use of the phonic sound of the letters as children write labels for fruit or sentences using simple words. Some higher-attaining pupils are familiar with capital letters needed at the start of their name.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Mathematical skills are taught very well.
- Support staff are used well to help move learning forward.
- Mathematical skills and language are systematically taught.

Commentary

37. Teaching is good because the teaching and learning of mathematics are often set in naturally occurring contexts. For example, the children count the number of children who require a school dinner and those who are having sandwiches. The terms 'more than' and 'less than' are used regularly and misunderstandings corrected as a matter of course. Children are set mathematical tasks in small groups using well-designed games and activities that help children to learn in a practical way. Adults question the children whilst they are engaged in a variety of activities and are good at getting them to count and recognise numbers, shapes and sizes. As a result, children achieve very well and make good progress so that, from a below average starting point, they attain the standards expected by the end of the Reception Year.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

38. No specific lessons were seen covering this area of learning and so there was insufficient evidence to make a reliable judgement about overall provision. Teachers' planning shows that children are provided with a wide range of carefully planned and stimulating activities, building effectively on their previous experiences. The development of technical language is carefully planned into activities through discussions and questioning. Computer skills are taught effectively and this enables the children to become more independent and confident as they use the mouse confidently to work through a range of programs. Good use is made of the space outdoors and of visits in the wider locality.
39. Cross-curricular links are a strong feature in this area of learning. Children use their senses by carefully touching, smelling and tasting a range of fruits. They grow plants from seeds and join in with Year 1 and 2 pupils as they find out about the Great Fire of London.

PHYSICAL DEVELOPMENT

40. There was insufficient evidence to judge provision in this area of learning. Although space indoors is limited, there is a good range of resources available to children to promote their physical development. Skills, such as cutting out shapes and using pencils, crayons and glue brushes, are well developed. The outdoor area has been significantly improved since the last inspection and is spacious, and resources for outdoors are plentiful and used effectively. Each playtime, for example, all children have good access to the adventure play equipment on the soft-fall surface in the playground and a wide range of physical education equipment. Older pupils often help and encourage their development of skills by coaching and playing with the Reception children.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Skills are taught well.
- Good opportunities are provided for children to practise the skills that they are taught, during their play.

Commentary

41. Standards in creative development are average. Children are taught skills in a wide range of art activities. Children are given the opportunity to sing and play percussion instruments in formal lessons. The classroom has a well-equipped role-play area, where children have the opportunity to initiate activities, to work independently and concentrate for long periods. They

use all their senses in wide-ranging activities that encompass all areas of learning in a way that is natural to young children.

42. Teachers' planning and finished work on display shows that the children are provided with time to experiment, communicate, be imaginative and discover things for themselves. The use of the sand and water areas encourages children to relate well to one another as they develop language, imagination and practical skills.
43. All enjoy singing and joining in with the actions for songs. Resources for drawing and painting are good. Children enjoy using a variety of materials, for example, playdough, clay and paint, and proudly show their painted autumn leaves or printed designs on wrapping paper they made.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision for English is **good**.

Main strengths and weaknesses

- The pupils attain good standards in their reading and speaking and listening skills.
- Teaching is good and sometimes very good.
- The pupils attain a good level of overall achievement.
- Information and communication technology is very well used within the subject.
- The scheme of work ensures full coverage of the National Curriculum provisions and a good level of progress and continuity.

Commentary

44. Care must be taken when comparing the school's national test results with those of other schools nationally because of the small numbers of pupils involved. However, a scrutiny of their work and lesson observations clearly indicate that the majority of pupils in the school are on course to achieve standards in line with national expectations. They are reaching a good level of attainment in speaking and listening and are able to express themselves clearly and sensibly. In lessons they listen carefully to their teachers and to each other.
45. The level of reading achieved by the pupils is good when compared with the expectation for their respective age groups. The pupils understand the use of indexes and contents pages and the function of publishers, authors and illustrators. The school provides a good selection of fiction and the non-fiction section of the library is well set out with books that are in good condition and easily accessible.
46. The pupils in the school are making good progress with the development of their writing skills. They are provided with a wide range of opportunities to use different styles of writing, for example, poems, recipes, extended stories and descriptions of events. In Year 6 a pupil wrote, "The river is a tap running all day long" as an example of the use of metaphors. Another Year 6 pupil wrote, "The woods looked like a dark, dim dungeon" as an example of the use of descriptive language. Pupils use punctuation well, and, although there is room for improvement in some cases, the general presentation of their work is satisfactory. In their writing they are able to express themselves clearly and their spelling is for the most part accurate.
47. From lesson observations and the scrutiny of the pupils' work it is evident that the teaching of English is good overall, and sometimes very good. There are good levels of expectation and challenge in the content of lessons and pupils show a keen interest in the activities provided. Adult support within the classrooms is very well used.

48. The pupils have individual targets that are decided on by a process of negotiation with their teachers. There is a termly review of the targets set and pupils are thus able to judge their own progress. General assessment procedures within the subject are good. Teachers mark written work regularly and their comments provide a satisfactory level of feedback for their pupils.

Language and literacy across the curriculum

49. Overall, there is good use of language and literacy skills across the curriculum. The school provides a good range of opportunities for the pupils to use their literacy skills. Pupils have good opportunities to use their speaking and listening skills in many subjects. Pupils frequently use their writing and reading skills, for example, in history when pupils wrote about life in Victorian times.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching is good.
- Provision for more able pupils is good and it is very good for those who have special educational needs.
- Curricular links with other subjects are good.

Commentary

50. In relation to pupils' prior attainment their achievement is good. There is a clear focus on driving up standards by targeting areas for improvement. A big step forward has been to ensure that the needs of the full range of ability in each class are met and to raise the level of challenge for more able and gifted pupils. This ensures they fulfil their potential. The pupils thrive on the demanding work set them. Another strength is the school's commitment to supporting pupils who have special educational needs. Staff do all they can to help them and pupils know they are respected and cared for. This makes a big impact on pupils with behavioural problems and ensures that they and other pupils work in a very positive atmosphere. For instance, in a lesson in the junior class the teaching assistant's close attention to pupils' needs helped them to learn quickly how to use addition and subtraction to solve problems. The teacher, as a result, was able to maintain direction and total control of the lesson, checking on progress while taking some pupils on to higher areas of learning.
51. The quality of teaching and learning is good. The emphasis on a practical approach lifts pupils' interest to a good level and aids their understanding. For instance, in a lesson in the infants' class, pupils enthusiastically joined in the introduction, counting out items from the teacher with confidence. This gave them the motivation to work hard at their task. Consequently, they learned effectively how to count on and back.
52. Good organisation and planning enables teachers to teach mixed-age classes effectively. For instance, in the infants' class the teacher usually introduces the lesson for all pupils from Reception to Year 2. The teaching assistant then carries out the set tasks effectively with Reception children while the teacher concentrates on Years 1 and 2, with activities suitably matched for age and ability. Pupils enjoy coming back together to share their learning at the end of the lesson and are keen to take part.

53. Teachers generally assess pupils' understanding well in lessons and are careful to explain clearly the nature of a task from the outset. For instance, in a lesson in the junior class the teacher asked pupils if they were confident about what they had to do. Taking a cue from one pupil who was not sure, he went over it in another way so all that pupils then got on with their work successfully.
54. Teachers mark pupils' work regularly and discuss it with them while they work. They make constructive written comments to show pupils how to improve or to give them an insight into their level of understanding.
55. Leadership and management of the subject are effective and much curriculum development is undertaken jointly by the staff. Standards are assessed effectively and the results of national tests and other assessments are used well to plan future work. The policy and scheme of work provide good guidance and are well suited to this small school. Priorities for development have been identified and improvements continue to be implemented. For instance, better procedures are now in place for tracking pupils' progress through the school.

Mathematics across the curriculum

56. Teachers create good opportunities to develop pupils' mathematical skills across the curriculum, especially in ICT and science. Pupils readily use mathematical skills learned in numeracy sessions in other subjects, for example, when handling data obtained from investigations in science. Pupils gather, sort and handle data well, presenting their results in increasingly sophisticated ways, including the effective use of ICT. They use mathematics in a range of real life or imaginary situations with increasing accuracy.

SCIENCE

57. No science lessons were timetabled during the inspection. From the scrutiny of work and discussion with pupils, standards are average in both Year 2 and Year 6. In relation to pupils' prior attainment their level of achievement is good. Much work seen was of a high standard.
58. Pupils in Year 2 are used to talking about their own experiences and observations. They carry out investigations of their own, using simple equipment to make accurate observations. Pupils understand the basic differences in humans at different stages of development, and know that a balanced diet and exercise are required for a healthy life. They describe their observations and decide whether the outcomes were as they predicted.
59. In their investigative work, pupils in Year 6 make suitable hypotheses, conduct 'fair tests' and record their findings, sometimes transferring the results of their investigations to the computer to enable graphs to be generated. The relative merits of different forms of graphical representation are used to good effect. Pupils use their literacy skills well when interpreting problems and in the presentation of data.
60. Teachers make good links with other subjects. For instance, there is a strong emphasis on environmental education. The school makes good use of computers in science lessons. Planning is undertaken well and work is linked to other subjects to increase relevance and interest. Assessments at the end of topics give an accurate picture of the attainment and progress of all pupils, and the data is used well to formulate targets for individual pupils. The range of resources throughout the school is good.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

The provision for information and communication technology is **good**.

Main strengths and weaknesses

- Computers are used well to support pupils' learning across the curriculum
- Overhead computer projections (interactive whiteboards) are used effectively in lessons.
- The subject is very well resourced.
- The subject is used very well in other subjects of the curriculum.

Commentary

61. Information and communication technology is used extensively in the school but there is not enough evidence to make any valid judgements on the overall standards of attainment and achievement of the pupils. However, in the one lesson seen in the subject the pupils demonstrated a good level of subject knowledge and achieved well. During the lesson the teacher developed the ability of pupils to send and receive emails. Very effective use was made of overhead computer projections and the pupils responded well to the stimulus provided.
62. Pupils are given the opportunity to work independently and are very confident in their approach to the subject. Year 3 pupils are able to correct their own work and those in Year 4 are able to reset the computer when necessary, using the start menu to find the programs they need. Pupils use their information and communication technology skills very effectively to present their work in literacy and some good examples of the use of different fonts and page layouts were seen during the inspection. Pupils are able to illustrate their work using computer generated pictures.
63. The new computer suite has had a beneficial effect on the school's provision for the subject, and the availability of computers has meant that pupils are given a good range of opportunities to enhance their operating and keyboard skills. Not enough direct teaching was seen to enable valid judgements to be formed as to its quality and the progress made by pupils. However, the school makes effective use of adult support and those involved have a good general level of subject knowledge.

Information and communication across the curriculum

64. The school has worked hard to develop the use of information and communication technology across the curriculum and has done so very successfully. Examples of its use in science, religious education, literacy, history, geography and mathematics were seen during the inspection.

HUMANITIES

Geography and History

65. The provision for geography and history was sampled. In both subjects not enough evidence is available to enable secure judgements to be made on the standards of attainment reached by the pupils or the quality of the teaching. However, in the one lesson seen in geography the pupils demonstrated a satisfactory level of attainment and the teaching was good. The learning experiences provided by the school within the subject are made as practical as possible through, for example, visits by people from the countries being studied, work on customs such as that on Japanese gardens and the use of photographs and other visual aids. The literacy skills of the pupils are well developed through their work in geography. In a good

link to the subject pupils have sketched the landscape around the Tintagel area. Information and communication technology has been used to good effect in the writing of reports about rivers and their features. In this work words associated with rivers such as 'source', 'meander' and 'tributary' are used appropriately.

66. No judgements can be made about history. However, the pupils have studied the Victorian era and have produced some interesting accounts of life during that period that show a developing sense of the way in which different classes of people lived.

RELIGIOUS EDUCATION

67. No religious education lessons were seen. Nevertheless, pupils' work and comments indicate that the school devotes appropriate time and attention to this subject. In Years 3 to 6 there is some overlap with personal, social and health education. Planning mainly follows the requirements of the locally agreed syllabus, with suitable modifications to meet the needs of the school, in particular the presence in each class of a wide range of ages, experience, maturity and understanding.
68. In discussions with pupils, it is clear that they gain good knowledge and understanding of other world religions. A scrutiny of work indicates that pupils throughout the school gain a good knowledge of Christianity, through studying Biblical stories and religious festivals, and through writing their own prayers. The main focus is on learning about the Christian tradition, and other faiths such as Judaism, Sikhism and Islam, as set out in the locally agreed syllabus. A strong feature of teaching is the value placed on other faiths. Similarities and differences are examined and explained. This was seen in a lesson in the junior class when the focus was on Islam, but with comparative references made to Christianity, for instance, the reverence given to the Quran and the Bible. A visit to Truro Cathedral helped to promote spiritual awareness as well as knowledge of the Christian tradition. The school celebrates Christian festivals such as harvest and Christmas in school and in the local community.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

69. Provision in all the following subjects was sampled; in none was there enough evidence to make a secure judgement about the overall quality of provision.
70. Only one **art and design** lesson was seen. It was a good lesson where pupils were using a simple loom to explore different types of weaving linked to their designs for the new edible garden area. All were totally engrossed in the task and confidently tried various materials and methods.
71. The multi-cultural aspects of art and design are exploited satisfactorily throughout the year. Examples of art from different cultures are used to stimulate pupils' imagination and feelings. Teachers' planning is good, ensuring full coverage of the National Curriculum. Pupils in the infant class have good access to a wide range of art materials and their completed work showed they often paint, use modelling materials, and print using paint. Junior pupils benefit from sessions with an artist in residence, who helps them develop their skills very effectively. Good links with other subjects are a strong feature in art and design. The topic on the edible garden design involved design skills, science, when pupils discussed plants and habitats, and literacy skills as they described details from their plans.
72. In **design and technology**, no lessons were observed and only a small sample of work was available for analysis. Teachers' planning is based on the latest national guidance for the subject and units are adapted to take account of mixed age classes. The required content is covered satisfactorily.

73. Good links are made with other subjects. The junior pupils used their design skills as they prepared designs for their outdoor garden area.
74. The school encourages the active participation and enjoyment of **music** by all pupils, regardless of ability, and resources to facilitate this are good. Pupils have a wide range of musical experiences and teachers' planning shows that all statutory requirements are covered well. The teaching programme takes good account of the mixed age classes and ensures that learning is not repeated unnecessarily. Pupils are given good opportunities to sing and play un-tuned instruments.
75. No lessons in **physical education** were timetabled during the inspection period. Discussions with staff and pupils and an analysis of teachers' planning show that the school staff work hard to provide a well balanced curriculum.
76. Swimming provision is good. This ensures that all have time to gain the required standards. The school reports that all pupils attain the expected level of competence before they leave in Year 6.
77. The playground is adequate for the small numbers and pupils of all ages enjoy using the adventure climbing equipment on the special soft-fall surface. In addition, resources have been improved and pupils have good access to a wide variety of physical education equipment from an outside store, which they use each playtime. Infant pupils show confidence and advanced skills when using bats and balls and pupils of all ages play exceptionally well together.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

78. No direct teaching of personal, social and health education was observed during the inspection. As a result, it was not possible to make a judgement about standards or the quality of teaching. However, evidence of the development of pupils' personal, social and health education can be found throughout the curriculum.
79. The school has allocated specific time for developing personal, social and health education and the curriculum is well organised. Although lessons are based on various published schemes, they are adapted to meet the needs of the pupils in the school. Teaching usually takes place through 'circle time' when pupils gather in a whole-class group and support staff are used well to ensure that children have the opportunity to discuss personal and social issues in small groups. Teachers use a range of stories to highlight issues such as divorce or bereavement.
80. The school has a strong focus on healthy eating. Staff set a good example for pupils, who are aware of the need for a healthy balanced diet. This is exemplified, for example, through the absence of sweets and biscuits at break and lunch-times and through the provision of fruit.
81. The management of personal, social and health education is good. The co-ordinator has identified links with other areas of the curriculum.

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	4
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
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	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
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	4
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).