

INSPECTION REPORT

WESTONZOYLAND COMMUNITY SCHOOL

Bridgwater

LEA area: Somerset

Unique reference number: 123697

Headteacher: Mr D V Dibb

Lead inspector: Mrs L Brackstone

Dates of inspection: 26th - 28th April 2004

Inspection number: 258386

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:	191
School address:	Cheer Lane Westonzoyland Bridgwater Somerset
Postcode:	TA7 0EY
Telephone number:	(01278) 691 381
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Appropriate authority:	The governing body
Name of chair of governors:	Mr A Millard
Date of previous inspection:	4 th May 1999

CHARACTERISTICS OF THE SCHOOL

This is a small primary school situated in the village of Westonzoyland, Somerset. It has 191 pupils with equal numbers of boys and girls. About 75 per cent of the pupils come from the village and its neighbouring communities with the remainder coming from the nearby town of Bridgwater. The majority of pupils are of white ethnic origin but there is a small number from mixed black or Asian backgrounds. About 15 pupils are from the travelling community, a number that varies from time-to-time. Approximately 13 per cent of pupils, slightly below the national average, are entitled to free school meals but this does not truly represent the socio-economic status of the school, which is about average. The proportion of pupils on the special educational needs register is 19 per cent and this is in line with the national average. Four pupils have statements for special educational needs, which is above the national average. Some pupils suffer from dyslexia, others have moderate or severe learning problems, and some have social, physical and autistic problems. Five pupils are disapplied from the National Curriculum. The school received an achievement award in 2001 and has recently gained recognition as an Investor in People. Attainment on entry is as expected for most children.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21872	Mrs L Brackstone	Lead inspector	The Foundation Stage English as an additional language Mathematics Information and communication technology
8992	Mr J Vischer	Lay inspector	
24342	Mrs D Franklin	Team inspector	Special educational needs Science Geography History Religious education
30669	Mrs M Sandercock	Team inspector	English Art and design Design and technology Music Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school that provides a high standard of education in a very positive and caring environment. All pupils achieve well and, by the end of Year 6, overall standards are good. Pupils' attitudes and behaviour are very good and relationships throughout the school are outstanding. The quality of teaching is good and pupils benefit from a well-balanced curriculum that is enriched very well with high quality learning opportunities. Leadership and management are of a high standard and the school provides good value for money.

The main strengths and weaknesses of the school are:

- All pupils achieve well and, by the end of Year 6, overall standards are good. However, standards in religious education do not meet the requirements of the locally agreed syllabus and handwriting skills are inconsistent.
- Attitudes and behaviour are very good and relationships throughout the school are outstanding.
- Provision for personal development is **very good**; social and moral development is outstanding.
- The leadership of the headteacher is very good. A very effective acting deputy, a strong team of key staff and an effective governing body supports him. Overall, management is good.
- Teaching and learning are good and assessment procedures provide **good** quality information on how pupils are progressing.
- Provision for special educational needs is very good.
- The curriculum is well balanced and there are very good opportunities for activities that enrich learning.
- All pupils are very well cared for and their opinions are very highly valued.
- Links with parents, the local community and other schools are very good.
- The accommodation indoors is still inadequate.

The school has very successfully rectified all the areas identified at the last inspection as requiring attention, except for accommodation, which still remains a concern. In addition to this, they have made impressive improvements in major aspects of school life such as governance, financial management and provision for social and moral development.

STANDARDS ACHIEVED

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

Key: A - very high; 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.*

Overall, achievement is good from Reception to Year 6 because the quality of teaching is consistently good. Children enter school with standards that are as expected for children of this age. By the time children start Year 1 of the National Curriculum, they have achieved well in their learning and most reach the final stage of the learning goals of the Foundation Stage curriculum. Achievement is good in Years 1 and 2. Most pupils meet the national expectations in speaking and listening, reading, writing, mathematics, science, information and communication technology, art and design, design and technology and geography. This represents good achievement because many of these pupils have summer birthdays and started school when they were very young. Pupils continue to achieve well and, by the time that they are ready to transfer to secondary school, most have

exceeded the expected levels in speaking and listening, reading, mathematics, science, art and design, and design and technology. Overall, this represents good standards. Most pupils attain the expected levels in information and communication technology and geography. However, by the end of Years 2 and 6, pupils are not meeting the requirements of the locally agreed syllabus in religious education and this is a weakness. Throughout the school, the consistency of handwriting is also a weakness. Judgements were not made on any other subjects during this inspection. Pupils identified with special educational needs, and those who are gifted and talented, make good progress in relation to their prior attainment. There are no differences in the attainment or achievement of boys and girls or of any particular ethnic group.

Pupils' personal development is very good. It is promoted excellently through the development of social and moral skills and the good provision for spirituality. Pupils have very positive attitudes to school and all behave very well in lessons and at playtimes. Attendance rates are satisfactory overall, but a minority ethnic group, who travel seasonally, and a small number of parents who consistently take their children out of school for holidays, have a negative impact on these figures.

QUALITY OF EDUCATION

The school provides a good standard of education. Teaching and learning is good throughout the school. The very good features of teaching include planning, which ensures that the pupils systematically acquire knowledge and skills. Teaching assistants are used very effectively. Equality of opportunity is promoted very well. Pupils are encouraged, challenged well and expectations of work and behaviour are high. Consequently, pupils apply themselves well and work independently with great confidence. Effective teaching methods are used and supported well by varied resources and relevant homework tasks. **Assessment is used well to support pupils in their learning, and this helps them understand what they need to do to improve.**

The curriculum is well planned and very interesting activities are organised to stimulate the pupils in their learning. Provision for pupils with special educational needs is very good and pupils who have been identified as gifted and talented are also supported well. There is very high quality support from parents and there are very close links with other schools and the local community.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The leadership of the headteacher is very good and his acting deputy head and other key staff support him very well. Strategic planning and financial management are also of very high quality. There are also good effective systems of management in place. Governance of the school is good. Statutory requirements are met and individuals use their own personal expertise well to benefit the management of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally very pleased with the school and value the very positive relationships that their children share with the adults in school. A very small number of parents were concerned about the impact a mixed class was having upon a specific year group of pupils. However, inspectors felt that both year groups in this class make similar progress. **Pupils are extremely proud of their school.** They refer to it as '*real fun*' and explain that if they have any problems they know they will be helped if they ask.

IMPROVEMENTS NEEDED

- Improve standards in religious education throughout the school and ensure that a range of faiths are explored in detail. *
- Check that handwriting is taught consistently throughout the school and improved.
- Continue efforts to improve the accommodation. *

* The school is aware of this and has included it in its action plan.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

All pupils achieve well at Westonzoyland. They start school in Reception with levels of attainment that are expected for their age group in all areas of learning. By Year 6, overall standards of attainment are good.

Main strengths and weaknesses

- All pupils achieve well through the school.
- In Year 6, standards are good in speaking and listening, reading, mathematics, science, art and design, and design and technology.
- In Year 2, standards are good in speaking, listening, reading, art and design, and design and technology.
- Standards in religious education in Years 2 and 6 do not meet the requirements of the locally agreed syllabus.
- Handwriting skills are not as good as they could be.

Commentary

Standards on entry into school and attainment at the end of the Foundation Stage

1. Currently, most children reach the final stage or 'stepping stone' of the early learning goals in all the areas of learning by the end of the Foundation Stage. Each academic year, the number of children and levels of attainment on entry are very variable. For instance, in the past few years, there has been a significant increase in the percentage of children who have started with significant learning difficulties. On the other hand, there are a good number of children who start school with appropriate learning skills. Therefore, overall attainment on entry is considered broadly as expected in the areas of learning for the Foundation Stage children. All children, including those with special educational needs, achieve well in all areas of learning because the curriculum is well planned and the quality of teaching in the Reception class is good.

Standards in the most recent national tests in 2003

2. In the standardised tests of 2003 at the end of Year 2, the results of which are recorded in the table below, the average points score achieved by pupils in reading and mathematics was in the highest five per cent nationally. When compared to schools that had a similar number of pupils eligible for free school meals, it was also in the highest five per cent. Over half of the pupils in this year group attained the higher Level 3, well above the national average. The average points score in writing was above average, both nationally and when compared with similar schools. However, the proportion of pupils obtaining the higher Level 3 was below average. There are no national tests for science at the end of Year 2 but, in the teacher assessment tasks, the number of pupils attaining the expected Level 2 was below the national average. However, the number of pupils attaining the higher Level 3 was average. Between 2001 and 2003, no differences were noted between the attainment of boys and girls.

Standards in national tests at the end of Year 2 – average point scores in 2003¹

Standards in:	School results	National results
reading	18.5 (16.9)	15.7 (15.8)
writing	15.4 (14.7)	14.6 (14.4)
mathematics	18.7 (17.5)	16.3 (16.5)

There were 24 pupils in the year group. Figures in brackets are for the previous year.

3. In the standardised tests at the end of Year 6, the results of which are recorded in the following table, the average points score for eligible pupils in science was above the national average. The scores for English and mathematics were in line with the national average. When compared to schools with similar numbers eligible for free school meals, the points scores were well above average in science, above average in mathematics and average in English. Between 2001 and 2003, performance of boys was not as good as the girls in mathematics and science.

Standards in national tests at the end of Year 6 – average point scores in 2003²

Standards in:	School results	National results
English	27.0 (26.2)	26.8 (27.0)
mathematics	27.4 (26.6)	26.8 (26.7)
science	29.8 (28.0)	28.6 (28.3)

There were 28 pupils in the year group. Figures in brackets are for the previous year.

Current standards in Years 2 and 6

4. Pupils achieve well in Years 1 and 2 because the quality of teaching is good and there is a well-planned and interesting curriculum. This is a good improvement since the last inspection, despite staff illness and changing personnel. Standards in speaking, listening and reading are good and have been well maintained since the last inspection. This is mainly because parents and voluntary helpers in school are particularly supportive with these skills. Most pupils are working at the expected levels in mathematics and writing. Although it may first appear that standards have declined since the tests last year, the difference can be explained by the fact that 29 out of the 38 pupils in the current Year 2 are summer born, which means that most of them are still only six. Most pupils are attaining the expected level in science and this is an improvement since last year and at the time of the last inspection, when standards were below national expectations. This is a successful consequence of a particular drive to improve the profile of this subject, which has resulted in improved teaching and learning in most of the classes at the lower end of the school.
5. Pupils achieve satisfactorily in Year 3. However, in Years 4, 5 and 6, achievement is good because the quality of teaching is consistently good and frequently very good. This reflects good improvement since the last inspection. Teachers fully engage themselves with the pupils and ensure they understand exactly how they can achieve well. Consequently, standards in the current Year 6 class are good in speaking and listening, reading, mathematics and science. This is a good improvement since the tests of 2003 and is a direct result of the very good quality teaching in this year group and the very good quality input from the English and mathematics co-ordinators, who have carefully monitored teaching and learning in these

¹ All levels of the National Curriculum are awarded a points score. The average score for all pupils taking the test is used to grade schools in each year. The expected average points at age seven is 15.5. Tables are adjusted to reflect the national average score before grading. The grades are shown in the summary.

² All levels of the National Curriculum are awarded a points score. The average score for all pupils taking the test is used to grade schools in each year. The expected average points at age 11 is 27. Tables are adjusted to reflect the national average score before grading. The grades are shown in the summary.

subjects. Most pupils attain the expected level in writing, but weaknesses in their handwriting hamper the opportunity for them to attain the higher levels.

Standards in other subjects in Years 2 and 6

6. Most pupils in Years 2 and 6 are working at the expected levels in information and communication technology and overall achievement in this subject is good. This is because the quality of teaching is good and very good use is made of the computer suite to make cross-curricular links and reinforce pupils' knowledge and skills. At the time of the last inspection, standards were judged to be above national expectations at the end of Year 2 and in line with national expectations at the end of Year 6. However, attainment on entry to Years 1 and 2 was judged to be above average. Since the changes to the National Curriculum in 2000, expectations for this subject are higher and inspection findings consider that standards have been well maintained since then.
7. In both Years 2 and 6, standards in religious education are below the suggested levels of the locally agreed syllabus and insufficient achievement is made in this subject. This is because skills are not taught consistently and teacher knowledge is insecure. This is a decline since the last inspection but the co-ordinator is fully aware of this issue and has plans to rectify the situation.
8. More pupils than normally expected are attaining the expected levels in art and design and design and technology, and all pupils achieve well in these subjects throughout the school. This represents a good improvement since the last inspection. Most pupils attain the expected standard in geography and achieve well. This is because the quality of teaching is good and interesting studies are incorporated into the programme of study.
9. Pupils use their literacy skills satisfactorily across the curriculum in Years 1 and 2. They are used well in Years 3 to 6 to support their learning in other subjects. A significant strength of the school is the way that pupils in Years 3 to 6 use their information and communication technology skills to support their learning in subjects such as English, mathematics, history and geography. This increases their levels of achievement because their competence in information and communication technology is being further developed within these other subject areas.
10. Pupils with special educational needs achieve consistently well and make good progress in relation to their prior attainment. The school identifies pupils at an early age and as much support as possible is provided for them. They are provided with carefully planned programmes of work on an individual or small group basis, mainly in the classroom. Support from learning support assistants is very good, particularly for those pupils who have statements of special educational needs. Individual education plans have clear measurable targets that are regularly assessed and new ones set. Gifted and talented pupils also achieve well because they are clearly identified and provided with specific programmes of work that are supported by specialist teachers from a local secondary school.
11. Trends over time at the end of Year 2 have varied but have been above the national trend from 1999 to 2003. Trends over the same period of time at the end of Year 6 have been below the national trend but have now started to improve. Inspection findings could not identify any major differences in the attainment between boys and girls.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Provision for spiritual, moral, social and cultural development is of very high quality. Punctuality is good and attendance, although below the national average, is satisfactory in light of the school's circumstances, where rates are negatively affected by a small group of families who regularly travel for extended periods of time.

Main strengths and weaknesses

- Pupils are very willing to be enterprising and take responsibility.
- Pupils' relationships with others are excellent and they have very high levels of self-esteem.
- The school promotes good relationships and deals with any incidents of harassment excellently.
- Respect for feelings and values of others and the responsibilities of living in a community are promoted extremely well.
- The school does not generate appreciation of pupils' own and others' cultural traditions as effectively or as consistently as it could.

Commentary

12. Pupils are very willing to participate in the very wide range of responsibilities the school offers. Pupils help in all areas of the school, both in the classrooms and in the playgrounds. Older pupils are especially keen to play their part. For example, one of the two boys collecting in and putting away the large amount of play equipment after lunchtime play was quick to point out that he was not supposed to be doing the job but he had volunteered help as a classmate was away. Younger pupils are also keen to '*do their bit*', if only because of the example of their peers. The staff and the headteacher also set very good role models to promote these very positive attitudes. The tone set by them encourages pupils to do their best, an approach that helps the school live up to its aims very well.
13. Relationships in the school between pupils and with staff are excellent. A very good example of the excellent relationships is the well-established buddy system between older pupils and those with special educational needs. Pupils are expected to make deliberate provision to include the latter in their play activities. However, in addition to this, one particular pupil is given the responsibility of staying with the boy or girl in question should the game move away from them at any point. This reflects the positive impact on pupils' attitudes and their very good behaviour. There is very little disruptive or harassing behaviour because all members of staff consistently help defuse potential misunderstandings quickly and the clearly defined reward and sanction system is consistently applied.
14. Attendance is satisfactory, even though figures are below the national average. It is adversely affected by a specific group of pupils who opt out of school and travel around the country for long periods of time. A small number of parents also take their children on holiday during term time and this has a negative impact on attendance figures. Unauthorised absence compares well with national figures. Parents make good efforts to get their children to school on time. The school has sound systems for promoting attendance and punctuality. It sends reminders to parents, but does not offer a rewards programme to pupils. The negative impact of the attendance figures on learning is limited mostly to those few pupils who are frequently absent.
15. Provision for social development is excellent. The school fosters an excellent spirit of respect among pupils for others' feelings. It also values, as well as cultivates, an understanding among pupils of the importance of being a responsible member of a community. As a result, pupils tackle jobs around the school with enthusiasm, and organise and run activities through the school council, such as the '*Bring 'n Buy Sale*'. They also have nearly full editorial control of the termly magazine. Although Year 6 are '*in charge*' of this, they are expected to involve both Years 4 and 5, and each class has its own page. This is an unusual feature in a primary school. Provision for spiritual development is very good. Acts of worship are well planned and offer pupils lots of opportunities to reflect on their own actions and of others. For example, an assembly observed was linked clearly to the Christian rule of '*treat other people as you want to be treated yourselves*', which gave pupils an opportunity to reflect on the impact of their actions upon one another. Provision for moral development is very good. The school's priority of putting pupils first helps generate the very good personal development of pupils, and contributes to pupils' very high levels of self-esteem.

16. Provision for cultural development is satisfactory. Although a multicultural programme is offered, which is an improvement on the provision at the time of the last inspection, the understanding of others' beliefs is not so effectively or consistently explored. For instance, in religious education, other faiths are touched upon but not studied in detail. Cultural diversity is given adequate coverage but the pupils are not as well prepared for life in a multicultural modern Britain as they might be.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.2
National data	5.4

Unauthorised absence	
School data	0.2
National data	0.4

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
Mixed – White and Black Caribbean
Mixed – White and Asian

Exclusions in the last school year

Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
187	0	0
3	0	0
1	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good standard of education. Teaching and learning are good throughout the school. Assessment is used well to support pupils in their learning and this helps them understand what they need to do to improve. The curriculum is well planned and very interesting activities are organised to stimulate the pupils in their learning. Provision for pupils with special educational needs is very good, and pupils who have been identified as gifted and talented are also supported well. There is very high quality support from parents and there are very close links with other schools and the local community.

Teaching and learning

The overall quality of teaching and learning is good. Assessment procedures are good and are used well to help pupils make progress in their learning.

Main strengths and weaknesses

- Teachers' planning is very good and this ensures that the pupils systematically acquire knowledge and skills.
- Teaching assistants are used very effectively.
- Equality of opportunity is promoted very well.
- Pupils are encouraged, challenged well and expectations of work and behaviour are high. Consequently, pupils apply themselves well and work independently with great confidence.
- The teaching methods used are effective and these are supported well by varied resources.
- Homework supports learning well.
- Assessment is used well to support pupils in their learning and this helps them understand what they need to do to improve.

Commentary

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	5 (17%)	17 (57%)	7 (23%)	1 (3%)	0 (0%)	0 (0%)

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

17. Teaching and learning are good in the Foundation Stage, in Years 1 and 2 and in Years 4 to 6. At the time of the last inspection, teaching was judged to be satisfactory, with a minority of lessons being considered unsatisfactory. During this inspection, over two-thirds of the teaching observed was of good or very good quality, although there was a small amount of unsatisfactory teaching found in one class. However, inspectors feel that overall, good improvements have been made since the last inspection.
18. Lessons are very carefully planned and teachers make sure that tasks are modified appropriately to match pupils' varying stages of development. For instance, in a very good science lesson in Year 5, pupils with special educational needs were provided with a framework to help them record the findings of their investigation. Teachers fully understand what levels of the National Curriculum they are aiming for and identify the next step forward. Lessons have clear learning objectives that identify new skills to be taught. This was evident in a good mathematics lesson in Year 6, when the class teacher used a recap of the learning objectives of the lesson as a summary at the end of the session.
19. Very good use is made of learning support assistants in the classrooms to help all the pupils increase their understanding. Support assistants work very well alongside class teachers and effectively interact with the pupils to ensure that individuals increase their understanding. Teachers and support staff promote equal opportunities very well and all pupils are treated fairly. This was particularly evident with the group of pupils who have statements for special educational needs who, despite behaviour difficulties, were fully included into assemblies, special events and every aspect of life at Westonzoyland School.
20. Teachers have high expectations of behaviour. Pupils respond very well to this by showing application and high levels of productivity. Teachers also challenge pupils effectively through the very good use of questioning and encouragement for them to apply their skills.
21. Teaching methods are good and staff encourage the pupils well to work both independently and co-operatively. This provides them with good opportunities to understand new skills through discussion with their peers, which is particularly successful when pupils work in the computer suite and collaborate very skilfully together. For example, in a good literacy lesson in the suite, the Year 4 pupils were encouraged to work in pairs to write limericks and, although they were highly amused by the contents of their rhymes, they worked productively and applied their knowledge and skills well.
22. A good range of teaching resources is used, which motivates the interest of the pupils in their learning. For instance, in a good Year 6 lesson with the more capable pupils, the teacher made effective use of a video clip to motivate and interest the pupils. Lessons generally move at a brisk pace because teachers are enthusiastic and are keen for the pupils to learn as much as possible.
23. Procedures to check and track pupils' progress are very good. Pupils' learning is checked regularly and teachers keep extensive records of pupils' attainment in all subject areas. This information is used effectively to ensure that pupils are provided with work that is suited to their individual needs. Pupils have a clear understanding about how they can improve because group targets are clearly displayed on their tables. This is a significant improvement since the

last inspection, when it was felt that assessment procedures were inconsistent and not used sufficiently well to inform planning.

24. One lesson was judged unsatisfactory because the planning did not clarify the learning objectives and this made the teaching vague. Resources had not been sufficiently well prepared and pupils were not provided with enough guidance. The teacher failed to engage with the pupils and time was wasted.

The curriculum

Overall, curriculum provision is **good** and meets statutory requirements. The wide range of extra-curricular activities and the school's participation in sports and other activities are **very good**. These support the curriculum very well. The quality of accommodation and resources are **satisfactory**. Accommodation for the Foundation Stage is **good**.

Main strengths and weaknesses

- The curriculum is interesting and stimulating and well planned for the pupils.
- Provision for extra-curricular activities is very good.
- Provision for pupils with special educational needs is very good.
- There is very good provision for equal access and opportunity for all pupils.
- Provision for personal, social and health education is good, but currently there is no scheme of work in place for all teachers to follow.
- The match of support staff to the curriculum is very good.
- Although there have been improvements to the accommodation since the last inspection, there are still some areas needing improvement.

Commentary

25. The quality and range of learning opportunities provided are good. The school is working hard to develop a rich curriculum for the pupils and uses the national curricular guidelines as the basis for curriculum planning. Planning is thorough and meets the needs of all pupils. Good use is made of initiatives, such as booster classes and literacy initiatives, to support pupils' learning and these are having a positive impact on raising standards. Statutory requirements are fully met for all National Curriculum subjects. The Foundation Stage curriculum is well planned to enable children to achieve the early learning goals. A review of the religious education programme of work has very recently been completed and meets the requirements of the locally agreed syllabus. However, this is only beginning to have a positive impact on raising standards in religious education. The school makes good provision for pupils from different backgrounds. For instance, staff keep in close contact with the parents of children who are Plymouth Brethren to ensure that they are receiving the appropriate curriculum to meet their needs.
26. The school has a wide range of extra-curricular activities, which are popular and well attended by pupils. The school makes very good use of the expertise of both staff and parents in order to provide the range of clubs. The clubs include a dance group and art club for younger pupils, which is led by pupils in Year 6 with staff supervision. There are also many sporting activities, including professional coaching and competitive sports with local schools. A variety of visitors are welcome to support the curriculum, including a visit from the local police during the inspection. Pupils speak enthusiastically about the residential visits and 'activities week' provided for the older pupils but were unable to recall many visits to places of interest linked to the curriculum, except for walks around their local area.
27. Provision for pupils with special educational needs is very good. All pupils, whatever their needs, are fully included in the life of the school. They are extremely well supported, both in the classroom and on occasions when it is necessary for them to be working on individual

programmes outside of the classroom. The comprehensive criteria for assessment, provided by the local authority, enables staff to plan suitable programmes to meet the needs of the pupils and to ensure that there is sufficient additional support to enable the pupils to access the curriculum at their own level.

28. A strength of the school is the provision for equal access and opportunity for all pupils. For example, the more capable pupils are extended through work to meet their needs, whilst there are booster groups and additional literacy support for the pupils who need additional help. All pupils with specific needs are fully integrated. In a religious education lesson, one pupil with specific learning needs was extremely well supported by his assistant and was able to look at a picture book while the teacher told the Bible story. Consequently, he was able to tell his support assistant about the story and, with support, record the knowledge and understanding he gained in the lesson. In a mathematics lesson, while the class were working in the computer suite involving a shopping activity, two pupils with statements of special educational needs were able to take part in a practical shopping activity in their classroom. This meant that these pupils were able to access the same topic as the rest of the class, but at their own level.
29. Provision for developing pupils' personal, social and health education and citizenship is good. It is very closely linked to other aspects of education provision, particularly behaviour, relationships, responsibilities, the buddy system and the religious education programme. All teachers make good use of '*circle-time*' to enable pupils to discuss issues that might arise, but currently there is no planned programme that runs from Reception to Year 6 that ensures a clear progression of skills development. The temporary co-ordinator has identified this on his action plan and steps are in place to address this issue.
30. The school has a very good and hard-working support staff, who are valued. They play an important role in providing a good quality education for the pupils.
31. Resources and accommodation are satisfactory. Issues identified in the last report, such as too much clutter in the hall, have been successfully addressed. However, the noise from different areas, where there are no doors between classrooms and corridors, can be distracting for older pupils. The school has improved facilities for information and communication technology but the computer suite is used as a corridor to the resources and music rooms, leading to pupils working in the suite being distracted at times. Currently, pupils still have to walk through classrooms to access the main school but there are plans to rectify this issue. The school does not have a separate medical room, the staff room is much too small for the number of adults currently working in the school and staff toilets are inadequate. However, the facilities outdoors are extensive and the caretaker and his team of cleaners maintain the whole school very well.

Care, guidance and support

Provision for pupils' care, welfare and health and safety is very good. The support, advice and guidance pupils receive, which is based on effective monitoring, is very good. Pupils' views are very actively sought and their opinions carefully considered.

Main strengths and weaknesses

- Child protection and health and safety procedures are strengths of the school.
- Pupils have an excellent trusting relationship with at least one adult.
- The quality of support and guidance pupils receive for pastoral concerns is excellent.
- The school is extremely well supported by the educational psychologist and other groups of people.

Commentary

32. Excellent health and safety monitoring support pupils' health, care and welfare. This represents very good improvement since the last inspection. Staff responsible for health and safety issues are very diligent in their regular and detailed assessment of risks. If any problems are identified, remedial action is promptly taken. Detailed monitoring logs are maintained and governors kept well informed. A very high proportion of the staff is first aid trained. However, the accommodation lacks a specific medical room for treatment and the changing or washing of clothes. Pupils are also supported very well by the very conscientious approach to child protection.
33. The excellent quality of relationships between staff and pupils, and very good monitoring systems, have a very positive impact on the outstanding quality of care and guidance pupils receive for pastoral concerns. Pupils have no qualms about turning to a member of staff for advice and help. They feel secure and at home in the school. The quality of support, advice and guidance based on academic monitoring is also very good, because of the careful tracking of pupils' progress. As a result, pupils achieve well because they know where they are and how they can improve. The most needy pupils, and new pupils, are very well supported by the buddy system. Furthermore, the innovative addition of a five-minute break during the late morning is effective in allowing pupils to relax and '*let off steam*' in the middle of a long working session.
34. Staff listen to and act on pupils' views very conscientiously. The excellent relationships that exist in the school are helpful in this respect. Pupils responded very positively on this aspect in their replies to the pre-inspection questionnaire. The well-established school council contributes strongly to this as well because of the involvement of pupils and the sense of ownership they have of it. There are numerous examples of changes initiated by the council and pupils are enthusiastic about its potential. A governor sits in on meetings and pupils have been to governors' meetings. This reflects the very inclusive ethos of the school.
35. The school is extremely well supported by the educational psychologist and other groups of people involved with the education, care and welfare of pupils with special educational needs. There are regular formal meetings with all agencies concerned with each pupil, and very good programmes are planned to support their specific needs.

Partnership with parents, other schools and the community

Parents have very positive views about the school and enjoy very good relationships with the staff. The school has very good links with other schools, colleges and with the local community.

Main strengths and weaknesses

- The approachability of the school and the way concerns and complaints are dealt with is very good.
- Information about the school and the quality of information on pupils' progress provided for parents is very good.
- The seeking of parents' views is very good.

Commentary

36. The visible presence of the headteacher and teaching staff at the end of the school day gives parents regular opportunities to raise any concerns and has established a constructive and approachable relationship. Consequently, if a serious concern is raised, the school responds conscientiously and effectively. This pro-active approach to parents reflects the inclusive nature of the school and is central to its smooth running.

37. The provision to parents of information is very good. Parents are kept very well in touch through regular and informative newsletters that cover the day-to-day events throughout the term. In addition, the termly magazine, written and edited by Year 6 pupils, offers a very valuable overview of the most significant events. It also has additional features, such as competitions and puzzles. Each class has its own page and some Year 5 and Year 4 pupils help in the compilation. Curriculum information provided for parents is also very good. Termly information sheets, covering what is taught in all year groups, enables parents to be very involved in their children's learning. Annual reports to parents informing them of their children's progress are good. Workshops for parents on different subjects are the only area where more information could usefully be provided.
38. The school is very keen to seek parents' views. Two parent polls have been carried out annually prior to the inspection and results indicate a high degree of satisfaction with the school. This is reflected in the pre-inspection questionnaire to parents, which contained very positive responses. This suggests that most parents feel very much part of school. In addition, a very useful gathering was recently organised to which parents, staff and governors were invited to share their views on the strengths of the school and how it might move forward. Overall, these very good links represent a very good improvement since the last inspection.
39. The school ensures that parents of pupils with special educational needs are fully involved in their child's education. Individual education plans are regularly reviewed with parents during the consultation evenings for those pupils on early stages of concern. Pupils, who have statements or on the later stages of concern are invited to attend more formal meetings with the teacher, support assistant and the special educational needs co-ordinator. Any parent unable to attend review meetings is sent a copy of their child's individual education plan.
40. The school has very good links with the community. The local area is seen both as a resource for study and as an opportunity for the school to play a central role in the community. For example, close links have developed with the teaching of history because the school is very near to where the Battle of Sedgemoor was fought. The Parent Teacher Friends Association is very active and successful in supporting the school financially. Several events organised by them during the year serve also as a focal point for the community to come together, such as the talent show. The school participates regularly in village events, such as the May Fair and the local Civil War battle re-enactment. There are small business links and an exciting link has been established with a local business operating the Construction Industry Training Board project. This enables Year 6 pupils to study numeracy through construction. The headteacher contributes a page to the local parish magazine every month, describing what is happening in the school. These wide links represent a good improvement since the last inspection.
41. The school's links with other schools and colleges are also very good. These stem primarily from the main feeder secondary school which, through the auspices of the local area education action zone, provides both staff training and pupil tuition for mathematics, singing and sports coaching. Good transfer arrangements for pupils exist between the two schools. Links with other primary schools, through the Bridgwater Federation, enable common issues to be shared and worked on together. There are also effective links with Bridgwater College, which provides a mathematics specialist for the more capable pupils in Year 6, and Cannington College.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are good. The leadership of the headteacher is very good and he is well supported by an effective senior management team. Governance of the school is good and the school is managed well.

Main strengths and weaknesses

- The leadership of the headteacher is very good.
- Strategic planning is very good.
- Financial management is very good.
- There are good effective systems of management.

Commentary

42. The leadership of the headteacher is very good. He has a very secure understanding of the needs of the school and leads with enthusiasm and rigour. The headteacher is extremely well supported by the acting deputy headteacher, who shares his vision. They work together as a highly effective team and ensure that the needs of all pupils are fully met. The leadership of key staff is good overall. English, mathematics, information and communication technology and assessment procedures are very well led, which has had a strong impact on improvements made in the school. The Foundation Stage is being well led by a temporary teacher in conjunction with a senior member of staff while the substantive co-ordinator is on extended sick leave. The new initiatives introduced have had a good impact on the quality of induction into the Reception class. Geography and physical education are well led by teachers who have good expertise in these subjects.
43. Leadership and management of special educational needs are good. The co-ordinator has only been in school since January and is working hard to collate information and implement systems that ensure all adults are consulted regarding the pupil's specific needs. For example, she has set up regular meetings between teachers and support staff to ensure that all are involved in planning activities to meet the needs of each pupil. Paperwork is well organised. The co-ordinator has been given very good support from the Local education Authority to assist her in her new role in the school.
44. The governing body fulfils all its statutory requirements and is actively involved in the life of the school. Governors have a good understanding of the strengths and weaknesses of the school and use their own personal expertise to influence, support and shape the future direction of the school. The committee structure is secure and individual governors are linked to specific classes and subjects. Governors confidently challenge the senior staff and decisions made by the local education authority and monitor standards through reports and visits to school.
45. Strategic planning is very good and results from rigorous self-evaluation. There are clear systems of communication within the school and this ensures that all staff are fully involved in school life. The fully inclusive performance management structure is a strong feature of the school. Successful skills are acknowledged and areas for development noted. The professional development of staff is fundamental to the school and incorporated successfully into improvement planning. For example, the headteacher has been involved in a detailed self-evaluation study of the school and this has helped to promote its overall effectiveness. Westonzoyland supports well the training of new teachers and willingly offers placements for students from the local college for further education. Induction procedures for new staff are good.
46. Financial management is very good. The very knowledgeable secretary ensures that there are very effective procedures for ensuring that day-to-day financial matters are dealt with efficiently. Members of the governors' finance committee have a high quality grasp of the budget and use their professional expertise to devise and evaluate spending. Both governors and senior management have a good understanding of the principles of best value. They confidently challenge the headteacher through discussion, both within the various committees and the full governing body. For example, levels of staffing are regularly challenged and analysed. Stakeholders, such as parents and pupils, notably through the school council, are regularly consulted. Governors fully understand issues relating to the performance of the pupils in national tests and compare this to similar schools. Whilst actively seeking value for money, the management of the school always ensures that a range of prices is sought and consideration is given to local companies and suppliers.

47. The most significant aid to pupils' achievement is the commitment of staff, who work well with the parents and governors, and are respected by the well-motivated and behaved pupils. The environment is stimulating and a good range of resources and strategies is used well to promote learning for all the pupils, including those with special educational needs. The leaders and managers of the school have a strong sense of self-evaluation and have accurately identified accommodation, the temporary staffing situation, the ongoing budget restrictions, social factors within family units and limited liaison with the local playgroup as barriers to raising achievement.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	511,618
Total expenditure	535,083
Expenditure per pupil	2,801

Balances (£)	
Balance from previous year	29,693
Balance carried forward to the next	3,328

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is good and this has been well maintained since the last inspection. The children are accommodated in a spacious classroom that has two adjoining outdoor areas. They initially start school on a part-time basis and are gradually introduced into full-time education after the first few weeks. During this inspection, there were 25 children in the Foundation Stage. Most children start school with levels of attainment that are as expected for their age. However, there are huge variations in age and ability within each cohort. However, by the time they reach Year 1, all children have achieved well in relation to their prior attainment and the vast majority will have met the expected levels within the Foundation Stage curriculum. The quality of teaching and learning in the Foundation Stage is good overall and staff work closely together. Children's progress is carefully checked and tracked, which contributes to their good achievement. The curriculum in the Reception class is based on that for the Foundation Stage, and provides for consistently high quality teaching and learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are provided with a wide range of learning opportunities that promote their personal, social and emotional skills.

Commentary

48. By the start of Year 1, standards in personal, social and emotional development meet expectations and all children achieve well. The children maintain concentration in whole-class and small group sessions. For example, in a session where they had to plan what they were going to do later in the afternoon, the children took turns in small groups to discuss what they might like to get involved in. They sat quietly when it was not their turn but responded when they were required to do so. The children have a good awareness of their own needs and take responsibility for providing for them where they can. For example, they hang up their own outdoor clothes, know that they must wash their hands after visiting the toilet and wear protective clothing when involved in messy activities. Relationships with each other and with all adults in their classroom are very good.
49. The quality of teaching and learning is good overall. Teachers have high expectations of behaviour and have established good quality relationships between themselves and the children. The wide range of learning opportunities ensures that the children gain many quality experiences. This was evident in the role-play area, which had been turned into a '*hospital*', where they interacted well with each other.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- By the end of the Reception year, children's development is in line with what is usually found.
- Teaching is encouraging and well focused on children's needs.
- The strategies used for teaching sounds, letters and words are good.
- Teachers talk to children with respect, nurturing their confidence as communicators.

Commentary

50. Teaching in this area of learning is good and children achieve well in developing their communication skills. The careful focus in teaching on speaking and listening, letter sounds and accurate letter formation means that the majority of children are likely to achieve the early learning goals across this area of learning by the end of Reception.
51. Adults use many opportunities to talk to children, sometimes as a whole class, sometimes in small groups and sometimes individually. Very positive relationships are developed between the children and adults, which gives children confidence in speaking aloud. Children think carefully, respond appropriately and achieve well. Singing is an important and supportive part of the programme, giving children opportunities to join in with familiar rhymes and to articulate aloud. Songs are carefully chosen to enable them to join in with the actions and repeat choruses. This is a good support for memory and all enjoy these lessons.
52. Children share books with adults in whole-class sessions, individually or in small groups and enjoy listening to stories. Adults patiently encourage children to sound out letters and words using a good system to memorise the different sounds. As a result, the children's skills relating to reading are developing well and most will reach the early learning goals by the end of Reception.
53. Most children already have satisfactory control of early writing tools, such as crayons and pencils, and make good attempts to write letters and simple words. A good range of materials and tasks is provided to support their development and adults are very sensitive to their needs, supporting well by talking with children so that they understand word and sentence building. Adults constantly seek to help children recognise their name and draw their attention to written words often. This range of visual prompts gives good support in ensuring that children realise that writing conveys meaning. By using all these strategies, teaching ensures that the children achieve well in relation to prior knowledge, developing writing skills in line with what is usually found at this age.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children are very enthusiastic about their learning.
- Teaching is good and this enables the children to achieve well.

Commentary

54. Standards on entry into school are as expected for this age group. By the time they are ready to start Year 1 of the National Curriculum, they have reached standards expected for their age and achieve well. Most children confidently recognise shapes such as circles, squares, triangles and rectangles and identify patterns made using these. The more capable and average count to 10 and work out simple addition problems on a number line such as '*3 jump on 4 makes 7*'. Less capable children count to 10 with support and need help when forming the numbers '9 and 10'. Teaching is good and adults use a good range of opportunities to develop the children's mathematical skills as they explain how they work things out. The children learn the correct mathematical vocabulary in stories, rhymes and games and enjoy using it as they count, match, sort, measure, weigh and order objects according to shape, size and colour. All the children enjoy learning number songs and enthusiastically sing them.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The school has very good links with the local community, which support this area of learning well.

Commentary

55. Children have lots of opportunities to develop their knowledge and understanding of the world around them. Even when they are older they recall the visits they made around the village, particularly to the local butcher's shop when in Reception. Photographic evidence shows children in the current Reception class taking a walk around their village, looking at significant features. Visitors to school support learning very well. For instance, the police provided the children with very good opportunities to find out about '*people who help them*'. Many know what they need in their lunchbox for a healthy meal and enjoy making sandwiches. They carry out investigations effectively to find out which covers keep a hot water bottle warm and are confident to tell adults about their findings. The adults carefully record their oral contributions. Most children use simple programs on the computer to draw, play games and write. By the end of the Foundation Stage, most children have attained the early learning goals in this area of learning. All children are achieving well because of the good quality teaching they receive in the Reception class.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Teaching is good.
- Children achieve well and attain the expected levels by the start of Year 1.
- Accommodation and resources are very good.

Commentary

56. The children have developed their ability to hold pencils and crayons correctly. Most handle a range of small objects with confidence and use scissors with developing confidence. They demonstrate control as they change speed and direction when they ride their bikes. The children develop their manipulative skills when they connect and assemble jigsaws and puzzles. They have good opportunities to use larger outdoor play items and develop appropriately their spatial awareness and co-ordination skills as they run, climb, push, pull and balance.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Teaching is good.
- Children achieve well and attain the expected level by the start of Year 1.

Commentary

57. Children have many opportunities to develop their creative skills through role-play, art and music. The children quickly start to join in with nursery rhymes and enjoy singing with pupils in Years 1 and 2. They play alongside their friends in the '*hospital*', effectively using the good range of resources provided by the staff. For example, one child was observed recording the details of a 'medical problem' that was being experienced by a friend. The children are given opportunities to paint and experiment with different colours and work creatively on collages. They make good use of painting programs on the computer to support their creative development. Teachers ensure that all children are fully involved in whole-class sessions and encourage less confident individuals to join in the activities by fully supporting them.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Year 6 pupils speak confidently and listen well.
- In Years 2 and 6, standards in reading are good.
- The quality of teaching is good overall and very good in Year 5 and Year 6.
- Leadership and management in the subject are very good.
- Handwriting styles are not taught consistently and, when pupils in Year 6 write for a range of purposes, the handwriting does not reach the expected levels.

Commentary

Standards

58. Overall, standards are as expected in the current Year 2. More pupils than expected attain the nationally agreed level for seven-year-olds in reading but standards are as expected in speaking, listening and writing. When compared to the national tests of 2003 and standards reported in the last inspection, it appears to be a decline. However, when the profile of these very young pupils in the current Year 2 class is taken into consideration, achievement in relation to prior attainment is good and this is a similar trend to previous years.
59. Year 6 tests in 2003 show standards in English were in line with both the national average and those for similar schools. Currently, in speaking and listening and in reading, more Year 6 pupils than expected attain the nationally agreed levels. Standards in writing are average, but the school recognises that this is an area where pupils' skills can be developed further and is taking positive measures to extend their work. There is no noticeable difference in the achievement of different ethnic groups, nor between boys and girls.

Speaking and listening

60. Pupils enter the school in Year 1 with speaking and listening skills in line with what is expected for their age. By the end of Year 2, standards are still as expected for pupils of this age and pupils speak confidently and fluently when talking about things that interest them. Throughout the school, the supportive ethos, which engenders participation in discussion and values pupils' contributions, ensures that standards in this important area are above expected levels by the time they reach Year 6. Pupils are articulate and confident when speaking. They have frequent opportunities to speak to a wider audience in performance or to participate during assemblies, so that even the less capable pupils understand when to use formal and informal

language. Throughout the school, pupils listen to each other's views politely, attentively and patiently. All pupils are tolerant of those who have speech difficulties and adapt their replies sensitively. By Year 6, pupils respond to the very good teaching, expressing their opinions on different issues effectively, as, for instance, their feelings about poetry. They are happy to develop their views aloud, for the benefit of others.

Reading

61. In both Year 2 and Year 6, standards in reading are good, with more pupils than usual attaining above average levels. On entry to Year 1, reading is in line with what is expected. Throughout the school, parents support the reading programme well; pupils read regularly both at home and at school and this supports their learning so that they achieve well. Pupils' skills for predicting unknown words from text using contextual clues, decoding words and reading with attention to punctuation develop well as they move through Year 1 and Year 2. More Year 2 pupils than usual read fluently and independently. They read instructions carefully and act upon them when carrying out their work.
62. The focus on developing basic skills in reading continues throughout the school. Older pupils enjoy books and the school encourages this enthusiasm by inviting authors to visit. Regular reading practice ensures that in Year 6, more capable pupils read with expression and humour. All, including those with special educational needs, understand the differences between non-fiction and fiction text and use both the public and school library for research. However, the school recognises that, although library provision is adequate, it needs to be expanded to further improve research skills. More capable and average pupils talk about their favourite authors and the genres they enjoy, and summarise stories for the benefit of a listener.

Writing

63. Attainment in writing is average in Year 2 and Year 6. When children leave the Foundation Stage, many form letters and recognise sounds that help them to write accurately. A good range of writing opportunities ensures that Year 2 pupils understand simple sentence construction, with more capable pupils able to sequence several sentences, using full stops to separate them and extending their ideas logically. The less capable pupils, and some who have special educational needs, write simple sentences, like *'ladybirds eat aphids'*, though they do not use capital letters consistently. Fewer pupils than is usual reach the expected and higher levels in handwriting; many do not attempt to use a cursive script. This is because of the lack of a concise programme for the development of skills and regular practice.
64. In Year 6, the teachers put strong emphasis on planning and editing in writing so that more capable pupils write interesting, well-structured stories and usually punctuate these accurately, for example, with exclamation marks and speech marks. Pupils write formal and informal letters, discuss issues and express their own views in their writing; they write simple play scripts in an appropriate format. Very stimulating teaching encourages pupils to use a rich and exciting vocabulary when describing the feelings engendered by poetry, but as yet pupils do not use this vocabulary in their writing. Very few pupils demonstrate and use handwriting skills at the higher level, particularly when writing freely or writing first drafts, notes, lists and instructions. This is because they have few opportunities to practise handwriting skills and to have these critically marked; there are many opportunities to write but the consistent emphasis on presentation and accurate cursive script formation is missing.

Teaching

65. At the time of the last inspection, teaching was satisfactory. This has improved and teaching throughout the school is now good. Teaching in Years 5 and 6 is of very high quality. Teachers plan lessons well and keep pupils on task by ensuring that lessons move briskly from one activity to another. Teachers are enthusiastic and this leads to a good level of enthusiasm amongst pupils, who behave well and are industrious. Introductions to lessons

are invariably good, with many opportunities for pupils to extend their understanding and join in discussion. During group tasks, teaching assistants, who are very well prepared, give very effective support to less capable pupils and those with special educational needs. The teaching and resources to support these pupils enable them to achieve as well as others. Excellent support was evident in Year 2, where an empathetic teaching assistant employed signing and additional materials to ensure that a pupil with special needs could read the highly challenging text. When group work is satisfactory rather than good, it is because the opportunity to set more demanding challenges for more capable pupils is missed.

66. Throughout the school, there are clear and very detailed records of what pupils can do. The records show that pupils, including those with special educational needs, achieve well and this is confirmed by their work through the year. Pieces of writing are collected regularly so that teachers can analyse each pupil's skills. By knowing the capability of each pupil, teachers usually ensure that pupils produce the best work they can.

Leadership and management

67. Leadership and management in the subject are very good. The subject leader has a very precise understanding of what pupils can do and the standards they attain. Pupils' assessment tests are analysed very carefully to identify areas for individual and school improvement and to determine trends amongst different groups of pupils. The subject plan for action very clearly identifies areas for development and these are the areas identified by inspection findings. These are to ensure further improvement in writing, consistency in the teaching of handwriting and expansion in the provision and use of the school library. Since being appointed, the subject leader has introduced an extensive range of interesting measures to improve pupils' writing. Writers and authors visit and work with classes and groups of pupils, challenging their thinking and inviting the use of exciting vocabulary. The school has set challenging targets for 2004, based on thorough knowledge of the performance of Year 6 pupils, and seems set to achieve them.

Language and literacy across the curriculum

68. The development of literacy skills in other subjects is satisfactory in Years 1 and 2 and good in Years 3 to 6. Planning is systematic, though opportunities for pupils to develop the skills of writing at length in subjects like religious education are underdeveloped. The use of computers, for example, to word process pieces of writing or use lists and charts to record information across the curriculum, is developing well. For example, in Years 1 and 2, pupils have regular opportunities to check sounds and spelling. Between Year 3 and Year 6, pupils develop their word processing skills well and they are able to edit text, insert punctuation, list, label and change the presentation of their poetry. Discussions in a range of subjects are well used to encourage pupils to express their views. Teachers use questioning techniques well and provide good opportunities for pupils to enhance their vocabulary by the use of key words. This has a good impact on pupils' skills in speaking and listening.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards in Year 6 are above average.
- Teaching is good.
- The subject is very well led and managed.

Commentary

Standards

69. Standards are as expected in Year 2. Inspection evidence indicates that fewer pupils are achieving the higher than expected level in this current year than in the national tests of 2003. However, when the profile of these very young pupils is taken into consideration, achievement in relation to prior attainment is good and progress has improved since the last inspection. In Year 6, standards are above average with a good number of pupils attaining the higher than expected level for this age group. This is an improvement since the last inspection and on the results of the national tests in 2003, when standards were as expected throughout the school. This is as a result of improved assessment procedures and focused monitoring of teaching and learning. Although some differences were noted in the tests of 2003 between boys and girls, none were noted during the inspection. Pupils from minority ethnic groups and those with special educational needs achieve well also, because they are well supported in their learning.
70. Pupils in Year 2 add and subtract numbers between 1 and 20. They double numbers up to 12 and work out what half of this will be. They know what an '*odd and even*' number is and accurately label two and three-dimensional shapes. The more capable pupils tell the time, have adequate coin recognition skills, solve simple money problems and most measure in centimetres. Less capable pupils count and add using numbers between 1 and 10. They estimate and measure using non-standard units but are not fully aware of the months of the year and the recorded passage of time.
71. By the end of Year 6, most pupils are working at a higher than expected level. They read and plot co-ordinates in four quadrants and confidently use terms such as '*x and y axis*'. They solve problems using ratios and proportions and work out percentages and fractions using centimetres, metres and money. Pupils use their mathematical knowledge to work out problems and use different ways to interpret different types of data. The majority of less capable pupils work within the expected level for their age. They identify negative and positive numbers, understand how to work out the area of a perimeter and solve simple problems that involve proportions.

Teaching

72. Teaching and learning are good overall. A number of features are very good; these include teachers' planning, which is very detailed and clearly identifies learning objectives. Learning support assistants are very well used to support pupils' learning and this helps all pupils to have equal access to provision. Procedures for tracking pupils' progress and checking their work are good. This enables pupils to be given individual targets that help them understand how they can improve their skills. This was particularly evident in Year 6 where two groups had been created based on ability. This enabled teachers to pitch tasks at the right level and give pupils time to consolidate their learning. For example, the more capable pupils worked together on co-ordinates while the others focused on the identification of prime numbers.

Leadership and management

73. The subject is very well led and managed. Standards and teaching are monitored through work sampling and lesson observations. Test data is analysed and areas that need improving have been identified. For instance, the co-ordinator is aware that standards will not be so high this academic year in the Year 2 class because there are a very high number of pupils who have summer birthdays and are still very immature. There is a secure understanding of the funds available for the subject and these are used effectively to update resources, targeting specific mathematical aspects such as shape and measure.

Mathematics across the curriculum

74. Pupils develop their mathematical skills well using their information and communication technology skills. For instance, Years 2 and 3 pupils consolidated their knowledge of money in a mathematics lesson by use a shopping program. Pupils are required to use mathematical skills in science and design and technology, where they have opportunities to measure, handle data and use numbers. The good links established with a local industry also helps the pupils understand the importance of mathematics in everyday life.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards in Year 6 are above average.
- Standards in Year 2 are improving.
- The quality of teaching is good.
- Assessment procedures are good and are used well to support learning.
- The subject leader has not completed a review of curriculum provision, particularly in the mixed aged class, to ensure that all pupils have covered the necessary topics by the end of Year 2.

Commentary

Standards

75. By the end of Year 6, standards are above average because a good number of pupils attain the higher than expected level for their age. All pupils, including those who find learning difficult, are achieving well because of the good quality teaching they receive throughout the school. The science curriculum is well planned to meet the needs of all pupils and there are no differences in the attainment of boys and girls. A high proportion of pupils is expected to achieve the higher National Curriculum level of attainment in science and this is evident from the work seen during the inspection. Many confidently explain the effects that are caused by the movement of the earth and are beginning to give reasons for the relative brightness of the planets and stars. They have a comprehensive understanding of scientific terms such as filtration, condensation and evaporation. Much of the work in Year 6 has already been covered at a high level in Years 4 and 5. This provides a good opportunity for the pupils in Year 6 to refresh their knowledge and understanding and for some pupils to extend their learning effectively.
76. By the end of Year 2, most pupils are attaining the expected level and this is an improvement on last year's teacher assessments, when standards were below average. All attainment targets are satisfactorily covered, including simple investigations. For example, pupils investigate what happens to materials when they are heated and then cooled. They recognise that animals need different habitats, depending on their needs. Pupils are achieving well, which is an improvement on the achievement and progress they were making at the time of the last inspection. Year 2 pupils, who are in the mixed aged Year 2/3 class, are also making good progress because they are working at the higher level, which is appropriate for their capabilities.

Teaching

77. Good teaching throughout the school is having a positive impact on standards achieved by all pupils. Strengths in teaching include high expectations, clear explanations and good use of resources, which support pupils' learning well. Teachers use scientific vocabulary effectively and insist that pupils do the same. This ensures pupils gain good scientific knowledge and

understanding. Teachers are enthusiastic and this is conveyed to the pupils very effectively where teaching is very good. Relationships are very good and consequently pupils have very good attitudes to learning and co-operate very well in lessons.

78. Assessment procedures are good and used well to plan suitable activities for the pupils. Marking is often good and helps pupils to know what they need to do to improve. Older pupils have a clear understanding of their levels of attainment. Teacher assessments are recorded on tracking sheets and used effectively to inform the next teacher of an individual pupil's level of attainment. The senior management team effectively monitors results of standardised tests, and any necessary adjustments to the science curriculum have been implemented.

Leadership and management

79. Leadership and management are satisfactory. The subject co-ordinator ensures that there are adequate resources to deliver the science curriculum. The suggested national guidelines for science have been successfully adopted for the school's scheme of work but the subject leader has not reviewed the topics covered in Years 1 and 2 to ensure that these pupils have covered all the required areas of the science curriculum. Some monitoring of samples of pupils' work and teaching has recently taken place but this is an area for further development. The school has good outdoor facilities to support the science curriculum but they are currently not in use because they are overgrown and in need of attention.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Information and communication technology is used well to support learning across the curriculum.
- Teaching is good.
- The subject is very well led and managed.

Commentary

Standards

80. Most pupils in Years 2 and 6 have met the expected level and a small number exceed this. At the time of the last inspection, standards were judged to be above average. However, current findings do not suggest a dip in standards, but instead, reflect a more focused approach in the national expectations for this subject. All pupils achieve well and this is because of the good quality of teaching and learning and the very effective use that is made of the computer suite to support learning in other subject areas.
81. By Year 2, pupils independently log onto computers and select the appropriate program. They know how to draw pictures using a sketching program and select different colours and shapes. For instance, pupils in Year 2 have used a black and white sketching program to illustrate what they have been learning about in science. At the end of sessions, the pupils save their work and log off.
82. By Year 6, pupils choose different sizes of font and select a wide range of colours. They search the Internet for information and then save their favourite sites in a folder. Year 6 pupils create title pages for multimedia presentations on mountains. Most successfully merge an appropriate image onto their title page. Pupils also understand the main features of control technology and enjoy playing games on the computer, which develop these skills. There are no differences between the attainment of boys or girls.

Teaching

83. Teaching is good. Staff have good subject knowledge and consistently use approaches that build on the skills of the pupils. They provide clear explanations and demonstrations when introducing new techniques, making good use of the large screen in the computer suite. Pupils are generally managed well and teachers' expectations are high. Teachers make very good use of questioning. Pupils concentrate very well in the computer suite and are extremely eager to learn, even when the work is highly challenging. This was evident in a Year 4 lesson where the pupils found their literacy task hard. However, they responded very well to the encouragement and praise provided by the teacher. Frequently, lessons are planned so that pupils can work together in pairs and this has a positive impact on learning. Pupils with special educational needs are very sensitively supported so that their achievement rate is as good as all the others. Assessment procedures are well developed. They help pupils understand what they need to do to develop their skills further.

Leadership and management

84. Subject leadership and management are very good. The co-ordinator is fully aware of the strengths and weaknesses of the subject. She knows about the level of standards across the school because she is involved in lesson planning with her colleagues and works with pupils across the school in '*privilege time*' and in the computer club. Resources are used well and the computer suite is accessible and safe for all age groups.

Information and communication technology across the curriculum

85. Links across the curriculum are very good. Pupils use their computer skills to extend their understanding of literacy and numeracy. It is also used well to enliven subjects such as history, geography and religious education. For example, Year 6 pupils were observed using their information and communication technology skills to support their geography presentation on mountain ranges. The mixed Year 2 and 3 class used their skills to create folding three-dimensional shapes, which linked well with their mathematical and design and technology development.

HUMANITIES

Religious education and **geography** were inspected in full and reported below. Aspects of **history** were sampled.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Standards at the end of Years 2 and 6 do not meet the requirements of the locally agreed syllabus.
- A revised programme of study, and the resulting better quality of teaching, is having a positive impact and standards are improving.
- The new subject leader and manager has very good knowledge of the religious education syllabus and this is having a positive impact on raising standards.

Commentary

Standards and teaching

86. Currently, standards at the end of Year 2 and Year 6 do not meet the requirements of the locally agreed syllabus and have declined since the last inspection. By the end of Year 2, pupils recall elements of stories that include basic religious beliefs and are beginning to recognise selected features of religions. For example, they know the story of Jonah and the whale. They are able to express their views on how Jonah felt and why Jonah was punished by God. They discuss people who help them and how they can help their families. In Year 1, standards and achievement are satisfactory. Pupils have a more thorough understanding of worship and the places used by worshippers, for example, as demonstrated by their secure understanding of the key features of a Christian church, the result of a visit a local church. However, pupils in Year 2 are not attaining the standards expected because religious education has not been consistently taught in the past. Consequently, their overall achievement is unsatisfactory.
87. This phenomenon of standards among younger pupils being relatively higher than those of older pupils is repeated at Key Stage 2. In the older classes, few pupils are able to recall information about Buddhism or any of the world religions they had studied. Achievement is unsatisfactory and few pupils are meeting the expectations of the locally agreed syllabus. However, evidence from the current Years 4 and 5 and from lesson observations in these classes indicates that standards are improving. This is because teachers are using the revised programme of work provided by the subject manager effectively. Good quality teaching in these classes is ensuring that these pupils are achieving well. Strengths in the lessons seen were the very good relationships enjoyed between teachers and pupils and the support provided by the learning support assistants given to those with special educational needs. Subject knowledge is generally secure and resources well organised. This was evident in a Year 4 lesson when the pupils were discussing the qualities of a leader and used a set of cards with important characteristics of such a person recorded on them. However, examination of pupils' work over time indicates that standards in teaching are satisfactory. This is because until recently minimal work has been covered and this has meant that skills have not been progressively taught.

Leadership and management

88. The new co-ordinator has very good subject knowledge and provides good leadership and management. She has a comprehensive action plan based on the need to raise standards and has reviewed the units of work, which support the religious education curriculum. These are gradually being adopted in school and providing good support for teachers' planning. There is evidence that standards are improving now that provision is satisfactory. Resources are satisfactory. The school also makes good use of the Internet for research but there are currently no visits planned to places of worship except the local church.

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Theme days make a positive impact on standards in geography.
- Assessment procedures are good.

Commentary

89. By the end of Years 2 and 6, standards in geography meet the national expectations for this subject. Pupils are gaining a secure understanding of physical and human features of places and are using geographical vocabulary at an appropriate level. They study a good range of countries and their local areas. For example, pupils in Year 2 describe a local seaside area and older pupils are investigating mountain ranges. The school tries to make the subject interesting for the pupils and has introduced a number of '*theme days*' that have a geography focus and there are good cross-curricular links. For example, in the autumn term, the pupils took part in an '*Environmental Day*'. Another special event was a '*Multi-cultural week*'. These special events have a positive impact on standards in geography. The school has introduced a notice board for pupils concerning special news items locally, nationally and internationally. Pupils enjoy reading the news items and contributing to the notice board.
90. Achievement is satisfactory because teaching is satisfactory overall. Teachers have secure subject knowledge and are using the recommended guidelines for geography planning well. Introductions to lessons are clear and well focused and resources are used appropriately. Assessment procedures are good. The school has introduced a system whereby teachers record whether pupils have exceeded or not achieved the learning objectives for each unit of work. This is having a positive impact on raising standards in geography.
91. Leadership and management are good. The two leaders support each other well and are beginning to raise the profile of geography in the school successfully. They are beginning to gather samples of pupils' work in a portfolio for teachers and parents to see examples of expectation in geography. However, the quality of teaching is not monitored. Resources are satisfactory.

History

92. It is not possible to make a judgement on provision, standards, teaching or learning because no lessons were observed during the inspection. However, work seen in pupils' books is of a satisfactory standard. Pupils have a satisfactory understanding of factual knowledge of life in the past and can use an appropriate range of sources for information. For example, pupils in Year 6 recall facts about the life of Henry V111. In Year 2, pupils study the life of Florence Nightingale and satisfactorily compare hospitals then and now. There is an attractive time line of local history in the hall for pupils but not enough use is made of visits to local places of interest and visitors to school to support the history curriculum.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

In **art and design, design and technology and physical education**, two lessons were observed in each subject. One lesson was seen in music. Across the whole range of creative, aesthetic, practical and physical subjects, the school provides a good range of enrichment activities, which stimulate pupils' enthusiasm and imagination. Very positive relationships between pupils and adults enable pupils to experiment confidently.

Art and design and Design and technology

Provision in both art and design and design and technology is **good**.

Main strengths and weaknesses

- The analysis of work shows some very good and excellent examples of work in art.
- Good subject links and a clear programme for teaching ensure the curriculum in both subjects is well covered.
- The subjects are very well supported by visitors and by exciting challenges to design.

Commentary

93. Standards in both subjects are above national expectations in Years 2 and 6. This is an improvement since the last inspection, when standards were in line with national expectations. Some excellent examples of work were seen in the analysis of artwork and displays. The school has identified a number of talented pupils who achieve very high standards. In art lessons in Year 1, pupils are able to mix colours to match the shades and tones when painting daffodils from observational drawings. They produce very high quality pictures using thick and thin pens for impact in black and white drawings of owls. Year 2 pupils use precise detail in drawing maps; use the computer to draw themselves with attention to fine detail like faces and fingers; and design and create three-dimensional aliens of a high quality, using a range of materials. They plan healthy meals and then make them, evaluating the strengths and weaknesses of what they have made.
94. Year 6 pupils enjoy the regular lessons in these subjects. They speak enthusiastically about the range of materials they can use like pastels, watercolour and charcoal. They speak about the work of artists like Van Gogh, commenting on his style and differences between his paintings and those of Monet. They speak enthusiastically about visitors like the willow maker, who supported the work in both subjects. In design and technology, pupils in Years 4 and 5 have a very good range of opportunities for planning, designing and making moving images and objects, such as when an aeroplane takes off, the principle of a hot air balloon and how water can be moved uphill through a canal lock. Artwork in Year 4 and Year 5 is of a very high quality. Examples show the clear development of skills over time, for example, in observational drawing of sketches of the willow maker in charcoal, showing fine attention to detail and shading.
95. Teaching, as evidenced by the development of pupils' skills over time and by pupils' responses in discussions, is good. However, in one art lesson observed during inspection, teaching was unsatisfactory. The introduction did not clearly reiterate what pupils already knew and the designs made previously were, in the main, ignored. In the other lesson observed, this weakness was not evident. Teaching was well focused, ensuring a good level of challenge and use of sketchbooks for designing so that pupils responded well and worked industriously.
96. Subject leadership and management are good. High levels of enthusiasm and expertise for the subjects are shared with colleagues. The co-ordinators ensure that planning accurately covers the scheme of work. The subject budgets are wisely used to provide and extend the range of resources and provide exciting opportunities for enrichment, as presented by a visiting cartoonist, a visiting Japanese student, who taught origami, and a visit from a helicopter.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- Pupils sing confidently.
- The provision of extra activities supports the curriculum well and engenders a good level of enthusiasm for the subject.
- Opportunities to evaluate and improve upon performances are under-used.

Commentary

97. At the time of the last inspection, standards were in line with national expectations and teaching was satisfactory. It has not been possible to make judgements about the quality of teaching and learning, nor overall standards of attainment, in the current inspection, as only singing sessions were seen in Year 1 and Year 2, and one lesson in Year 3.
98. Pupils sing confidently. When accompanied by the guitar and encouraged to think about the quality of their singing, Year 2 pupils sing well, though their unaccompanied singing is not of

such high quality. When singing in assemblies and on the videos of the Christmas performance, pupils in Year 6 perform confidently and keep the rhythm accurately. However, when singing to tapes or discs, they are occasionally flat. This is because the songs chosen are not always suitable; the pitch and the range inhibits the quality of singing for these young voices. A strength of the provision is the opportunities for learning an instrument with a specialist teacher. A number of pupils from all age groups take up these opportunities and become reasonably competent for their age, with some talented pupils reaching high standards.

99. In lessons seen, teaching was satisfactory. However, an area of the curriculum that was less well developed in lessons was the opportunity for pupils to evaluate their performances; encouragement to listen critically and suggest improvements was used insufficiently.
100. The subject leader is recently appointed and leadership and management are satisfactory. As music specialist, the co-ordinator normally takes all classes for music. This was not so during the inspection however, as the co-ordinator was teaching full-time in another class where the teacher was absent. There is a reasonable plan for development in the subject and, since being appointed, the co-ordinator has audited resources to support the teaching of the subject by class teachers.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- The subject is well supported by a range of clubs and extra activities.
- Teachers' planning and high levels of expertise ensure focused teaching of skills.

Commentary

101. At the time of the last inspection, standards were in line with national expectations. The hall was judged to be an unsatisfactory resource, as space was restricted by its use for storage. This problem has now been rectified and this was evident when a Year 6 lesson was conducted safely in the hall because of bad weather.
102. Discussion with pupils and the analysis of planning indicates full curriculum coverage through the school and a good range of extra-curricular activities. In lessons observed in Year 1 and Year 6, good teaching, with a clear focus on the teaching of skills, ensured that pupils remained fully involved in their tasks and were safe. Interesting resources were used to challenge Year 1 pupils, who showed good concentration when bouncing and catching large balls. Good support for a pupil with special educational needs, who required one-to-one support in this exciting lesson, ensured full co-operation, so that all pupils achieved well. The high level of teacher expertise evident in teaching ensures that by Year 6, pupils show levels of skill above what is usually seen. When practising cricket skills, particularly those relating to throwing and catching a ball, more capable pupils were adept at catching with one hand and catching a ball at a low level. All the pupils managed, with very knowledgeable teaching, to master a '*crocodile catch*' to retain the ball securely without hurting their fingers. The high emphasis on safety in teaching leads to well-managed lessons and good levels of achievement.
103. Pupils enjoy the wide range of physical activities provided, which include sports clubs, inter-school competitive events and good links with secondary schools. These activities provide extra resources and an extra dimension to the curriculum. The high level of enthusiasm engendered by this good level of provision ensures that pupils are keen to learn.

104. The subject is well led and managed. It is supported by a clear programme for learning and well funded by the school's sponsored events. The school participates in a number of local and national initiatives, which promote good links with other schools and provide training for staff. Opportunities to share expertise, for example, through demonstration lessons, also support the high levels of confidence in the teaching.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social and health education and citizenship is **good**.

Main strengths and weaknesses

- The caring school ethos supports pupils' personal development very well.
- There is no planned programme to ensure the progression of skills development.

Commentary

105. The school provides good opportunities for pupils to share feelings and discuss different topics relevant to their personal development. The ethos of the school promotes excellent relationships and there are very good opportunities for pupils to take responsibilities. They are encouraged to respect each other's feelings. Issues such as sex education and alcohol and drugs misuse are appropriately taught through the science curriculum and in personal, social and health education lessons.
106. Only one lesson was observed during the inspection and this was of a very high quality. Relationships were excellent and the pupils were happy to discuss issues. A superb atmosphere of mutual respect and understanding existed in the lesson and, consequently, all pupils were achieving very well. Circle-time is also used in most classes but none were observed during the inspection.
107. Leadership and management are satisfactory. The current subject manager is a temporary teacher in the school, but has identified that the school does not have a planned programme of work to ensure that skills development is as well planned as the overall expectations of good behaviour, relationships and attitudes in the school. He is currently looking at a number of commercial schemes of work that could be adopted by the school to ensure continuity and progression of skills.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

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

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).