

INSPECTION REPORT

AXBRIDGE CHURCH OF ENGLAND FIRST SCHOOL

Axbridge

LEA area: Somerset

Unique reference number: 123806

Headteacher: Mrs Gillian Briggs

Lead inspector: Geoff Burgess

Dates of inspection: 11th to 14th October 2004

Inspection number: 266347

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary Controlled
Age range of pupils: 3 - 9
Gender of pupils: Mixed
Number on roll: 189

School address: Moorland Street
Axbridge
Somerset

Postcode: BS26 2BA

Telephone number: 01934 732391

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs Sue Day

Date of previous inspection: June 1999

CHARACTERISTICS OF THE SCHOOL

This is a six class voluntary controlled first school in a mix of refurbished and long term temporary buildings situated in the heart of the town of Axbridge in Somerset. An attached nursery for up to 40 children attending part-time serves the wider area. Children attend the school between the ages of three and nine. Most come from the village and parish but a significant minority comes from outside the school's catchment due to the school's very good results and popularity with parents. Because of this, pressure on places meant the number on roll remained near the school's capacity of around 210 over the years. However, a fall in the birth rate locally has seen a much smaller intake into the reception class this year. Few pupils leave or join the school mid-year. The school achieved Beacon status from 2000 to 2004 and more recently gained a Healthy Schools award. Very few pupils have ethnic backgrounds other than British and the percentage of pupils who qualify for free school meals is low. The number of pupils on the special needs register is below average, with one child currently having a statement of special need. All children who join the reception class start at the nursery or attend other pre-school provision which makes a significant contribution to the average attainment achieved by most four-year-olds when they join the reception class. However, despite this, each year group includes pupils who start school with low levels of attainment, especially in their language development.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23708	Geoff Burgess	Lead inspector	Mathematics, Information and Communication Technology, Physical Education, Music, Personal, Social and Health Education.
9644	Mike Whitaker	Lay inspector	
24342	Denise Franklin	Team inspector	Areas of learning for children in the Foundation Stage, Science, Geography, History, Religious Education, Special Educational Needs.
18498	Denise Morris	Team inspector	English, Art, Design and Technology.

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an excellent school with an outstanding ethos and many strengths. It continues to provide a high quality education and excellent value for money.

The school's main strengths and weaknesses are:

- Boys and girls achieve very well; most attain high standards in literacy and numeracy and pupils who find learning difficult make very good progress.
- Very good teaching across a range of subjects and areas of learning promotes excellent behaviour, very good work habits, very positive attitudes to school and a love of learning.
- The nursery and reception classes give boys and girls a very good start to their school careers.
- The school provides a high quality learning environment, a rich well planned curriculum and an excellent range of activities to enhance learning.
- Staff make excellent provision for developing pupils' social skills and attitudes, moral and cultural awareness and ability to reflect on feelings and life.
- Relationships are excellent throughout the school and staff do all they can to ensure that pupils can succeed in a safe, caring environment.
- The school works very well with parents and the community in the best interests of the children.
- Excellent leadership by the headteacher, with outstanding support from the whole staff in their leadership roles, is maintaining the well deserved high reputation in the community.

Since its last very successful inspection, the school has continued to build on its strengths and use its very effective monitoring arrangements to identify and act on areas not up to the high standards it sets itself. Substantial improvements have been made to the school environment, the range and quality of resources, curriculum planning, the role of classroom support staff, the quality of teaching and learning, and several other areas. Overall improvement is very good.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
Reading	A	B	A	A
Writing	A	B	A	A
Mathematics	C	C	A	B

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools refers to schools with up to 8% of pupils eligible for free school meals.*

Achievement is very good throughout the school. Children in the nursery and reception classes are achieving very well and most will reach the goals children are expected to reach well before the end of their reception year. Standards in Year 2 are well above average in reading and science, and above in mathematics and writing. By the end of Year 4, standards are well above average in all these subjects with pupils in Years 3 and 4 continuing to make very good progress in each. Standards in other subjects, including information and communication technology, are all at least as expected and sometimes better. **Boys and girls**

have developed very good attitudes, values and behaviour, especially in the very good contribution pupils make to their own achievements by their excellent behaviour and real enthusiasm for learning. To this end, the school makes excellent provision for developing all aspects of pupils' personal development notably their social and moral values and attitudes. Relationships and expectations for pupils' behaviour are excellent. Attendance is satisfactory.

QUALITY OF EDUCATION

Axbridge First School provides a very good quality of education. Teaching overall is very good with very good lessons in all classes and most subjects, especially where teachers have particular expertise. Learning is much enhanced by the very good contribution made by: very well trained teaching assistants (notably in supporting lower attaining pupils), the very good quality of the learning environment, and the very good attitudes, behaviour and work habits developed in pupils from an early age. Staff make very good use of comprehensive monitoring procedures to ensure that work is closely matched to the needs of individuals and groups of children. Very effective, low key behaviour management and excellent relationships are features of all lessons. Staff know all pupils very well, understand their needs and take very good care to ensure that they are safe, happy and able to do their best. The school provides a very good range of well planned learning opportunities well matched to the needs and interests of young children, enriched by an excellent range of stimulating extra opportunities to learn and take part. The school makes very good provision for promoting pupils' personal, social and health development and works hard to support parents, involve them in their children's education and keep them informed. Parents, for their part, make a very valuable contribution to their children's education and the life of the school.

LEADERSHIP AND MANAGEMENT

The leadership and management of Axbridge First School are excellent. The governing body is actively involved in the life of the school, making regular visits and providing practical and moral support. Working with the head, governors ensure that all available funds are spent wisely. **They make a very good contribution to the governance of the school.** With excellent support from the extremely able deputy head and senior management team, the head has continued to provide the vision, direction and determination to lead the school in building on its achievements and continuing to improve its learning environment, provision and standards year on year. Quality, teamwork and attention to detail are keys in all things and the head's contribution to involving the whole school community in ensuring the continued success of the school cannot be overestimated. Her leadership is excellent and the school is excellently managed.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the school, especially the quality of care and teaching provided, the progress their children are making, and the way they are involved in their children's education. Pupils are very happy with their school and particularly enjoy being involved in all the extra activities available. They like the fact that everybody is so friendly and supportive.

IMPROVEMENTS NEEDED

The school has no significant weaknesses. However, the inspection team would wish to encourage the staff and governors to continue to strive to innovate, and add quality wherever they can.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is very good throughout the school. Children start school with average attainment and standards in literacy and numeracy are well above average by the time pupils reach Year 4.

Main strengths and weaknesses

- Achievement is very good and standards are high in literacy, numeracy and science in Year 4.
- Boys and girls in the nursery and their first year in school are making very good progress towards all the early learning goals.
- Pupils who find learning difficult are making very good progress towards their learning targets.

Commentary

1. Results achieved by seven-year-olds in national tests in the past have been usually well above average in reading and writing, and average and above in mathematics. Provisional results for 2004 are a little down although still well above average in reading, above average in writing and average in mathematics. However, the school's records show that this group had more lower attaining pupils when they joined the reception class than in previous years. Records show no significant differences over the years between the relative achievements of boys and girls.

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

Standards in:	School results	National results
Reading	17.9 (14.4)	15.7 (15.8)
Writing	16.8 (14.1)	14.6 (14.4)
Mathematics	17.7 (15.4)	16.3 (16.5)

There were 36 pupils in the year group. Figures in brackets are for the previous year

2. Very good, well co-ordinated provision in the nursery and the reception class is seeing these boys and girls achieving very well, some from a strong base, and making very good progress across the stepping stones to the early learning goals in all areas of learning. Most children will achieve them well before they reach the end of their reception year. Pupils in Years 1 and 2 are achieving very well in reading, writing and mathematics and, if current progress is sustained, boys and girls in Year 2 should once again achieve well above average results in national testing in reading and above average in writing and mathematics. However, with rather more pupils requiring extra help, especially in their literacy skills in Year 1, the overall standards of attainment in this year group are not as high.

3. Comprehensive assessment records kept by the school indicating that pupils continue to achieve very well in Years 3 and 4 in reading, writing and mathematics were backed up by observations made by inspectors which showed that Year 4 pupils are working at levels well

above those usually seen. A key element in this throughout the school is the early identification and support for otherwise lower attaining pupils through various intervention programmes which ensure that these pupils achieve at least as well as their classmates. Pupils who find learning or conforming difficult make very good progress and achieve very well in relation to their prior attainment. Very good co-ordination between teachers, the special educational needs co-ordinator and support staff ensures that needs are identified and met. Measurable targets on individual education plans are reviewed regularly and new targets set.

4. A substantial investment in new equipment and training for staff has seen big improvements in standards in information and communication technology throughout the school in recent years. Pupils in all classes are now working at the challenging levels expected by the national scheme of work, with some demonstrating skills and understanding above this especially in the younger classes. Standards observed by inspectors in other subjects are consistently at least as expected and often better, notably in religious education and history. New arrangements for the teaching of music are seeing standards rise rapidly throughout the school, but this will take a little time to make its full impact.

Pupils' attitudes, values and other personal qualities

Excellent provision for the development of pupils' attitudes and behaviour and other personal qualities ensures that behaviour and relationships are excellent and that pupils have very good attitudes to their work.

Main strengths and weaknesses

- Excellent behaviour helps to create an orderly, purposeful and a happy learning environment.
- Pupils' very good attitudes to their work and to the opportunities the school offers contribute significantly to the quality of learning.
- Relationships at all levels are excellent.
- Provision for developing pupils' personal development is excellent.

Commentary

5. Pupils' behaviour is excellent. During the inspection, not one instance of unacceptable behaviour was observed. The nursery is a strong contributory factor with children introduced to the standards of behaviour expected by the school at a very early age. All staff are consistent in their high expectations and use of praise and rewards. Children enjoy school, lessons are interesting and challenging, and all staff are skilled in pupil management. Rules are discussed with pupils and rewards, especially golden time (a period in which pupils can choose an activity), are appreciated. No instances of bullying were observed during the inspection and pupils themselves do not regard it as an issue. Parents report that when such instances do happen, the school deals with them swiftly and effectively. Attendance for the current year is satisfactory and the school has good procedures for promoting attendance; for example, if a child is unexpectedly absent, the school office will telephone the home before 9.30 a.m.

6. Pupils demonstrate very good, positive attitudes to school. In lessons they are keen, enthusiastic and totally engaged in the activity, as was seen, for example, in a Year 1 dance lesson in which pupils were creating short, linked sequences of movements. Pupils responded positively and demonstrated their sequences to the rest of the class who watched appreciatively. Pupils are keen to take advantage of the opportunities offered by the school to

carry out duties, stand for election to the school council, take part in after school activities and represent the school in competitive sport.

7. Relationships are excellent throughout the school. Adults present very good role models treating children with respect and valuing all contributions in lessons. Such relationships, together with a strong caring ethos, form a solid basis for pupils' excellent social and moral development. Pupils are mature, caring and sensitive and well aware of the difference between right and wrong. Older pupils act as playground monitors (in effect, dispute mediators) and have a number of other responsibilities in the day-to-day running of the school. Provision for pupils' spiritual development is very good. Sensitively conducted assemblies provide children with time and space for reflection and the recently retired rector made a very significant contribution towards pupils' spiritual development. A moving memorial garden to three pupils who died of childhood illnesses has been established in the school grounds. Pupils are encouraged to see the spirituality in art, music and the environment - nursery children looking at minibeasts demonstrated real awe and wonder. Arrangements for promoting pupils' cultural development are very good. Pupils participate in activities that are part of their local heritage, such as the annual carnival. They explore their own history and tradition by visiting Bath and Bristol, a rural life museum, and by exploring their own small town. Participation in the arts, especially music and drama, is excellent. Pupils are well aware of the traditions and cultures of other faiths such as Diwali and the Chinese New Year.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.9	School data	0.2
National data	5.4	National data	0.4

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	145	0	0
White – any other White background	1	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	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 very good quality of education for all its pupils.

Teaching and learning

Teaching and learning are very good.

Main strengths and weaknesses

- More than 75 per cent of lessons observed in English, mathematics and in the Foundation Stage were very good or excellent.
- Learning is greatly enhanced by the stimulating activities planned, and the imaginative use of high quality resources.
- Pupils make a very good contribution to their own learning by their enthusiasm, confidence, excellent behaviour and ability to work independently, and together, when necessary.
- Teaching assistants make a very good contribution to the learning of groups and individuals.
- Teachers make very good use of comprehensive assessment procedures in planning work and setting targets.

Commentary

8. At the time of the last inspection teaching was said to be 'solidly good', notably in the core subjects, with no unsatisfactory teaching despite several recent staff changes. As can be seen from the table below, teaching can now be described as 'solidly very good' with some excellent lessons and none unsatisfactory. With very good teaching observed in every class and a range of areas of learning and subjects (especially English and mathematics) this represents a very good improvement since the last inspection.

Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (6 %)	22 (61%)	8 (22%)	4 (11%)	0	0	0

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

9. Several factors have come into play to bring about this improvement but the main reason for the very high quality of most teaching is the high priority the head and governing body place in recruiting and retaining the best possible teaching and support staff. Added to this is the way all staff are provided with the best the school can afford in terms of resources, support and opportunities for professional development. Staff are encouraged to develop their own strengths and interests. Other developments which have been involved in supporting teachers in this process:

- Substantial improvements have been made to the accommodation and facilities.
- The considerably enhanced role and expertise of teaching assistants notably in the Foundation Stage and in support for pupils who find learning difficult has made it possible for them to provide very good support for learning across the school.
- Excellent models of good practice have been provided by senior staff in their teaching roles.
- Beacon school status has provided opportunities for staff to develop their own expertise, knowledge and confidence whilst supporting staff from other schools.
- The basics of good teaching such as planning, preparation, management and control are routinely and consistently very well implemented with the minimum of fuss at a good pace.
- Greatly enhanced assessment and monitoring procedures have been put to even better use in evaluating, learning and matching work to the needs of groups and individual pupils.

- The curriculum review has made learning more relevant and cohesive throughout the school by providing stimulating activities and relating work in many subjects.
- The recent acquisition of interactive whiteboards has added a whole new dimension to what is possible. These are already making a big impact on learning and are a very good example of the willingness and confidence of the staff to take on new ideas and innovate.

10. Pupils with special educational needs are taught very well. The special needs support staff have very detailed knowledge of pupils' learning needs and provide consistently very good support in the classroom and at times when pupils are withdrawn for individual or small group support.

The curriculum

Provision for the curriculum is very good. Opportunities for enrichment are excellent. The accommodation and resources are very good.

Main strengths and weaknesses

- Very good curriculum planning leads to many exciting experiences for pupils.
- The newly developed curriculum is of a very high quality leading to innovative approaches.
- Excellent opportunities for enrichment are a major strength of the provision.
- The very good accommodation and resources have a positive impact on standards.

Commentary

11. A very good, well planned curriculum is in place in all parts of the school. It is very broad, balanced and relevant to the needs and abilities of all pupils and has improved significantly since the last inspection. A complete review in 2003 has led to the introduction of many exciting opportunities for pupils of all ages and to some very good links across, and between, subjects. These enable pupils to learn about the value of extending their learning, helping them to develop very good enquiry skills and an understanding, for example, of how literacy can help them in history and how numeracy can support their studies in science.

12. The newly developed curriculum is of a very high quality and some very innovative approaches, relevant to pupils' abilities and linked closely to the area in which pupils live, have been introduced. An example of this was seen in the current art and design and history projects in Years 1 and 2, where past local history is helping pupils to appreciate their environment, improve their artistic talents, learn about the past, and improve their literacy skills. This makes learning relevant and fun and pupils show high levels of enthusiasm for the planned tasks. The recent introduction of the interactive whiteboards as a teaching aid has helped to expand the range of approaches used in lessons and has enabled staff and pupils to develop new skills. Consequently pupils are keen to answer questions and enjoy using the resources.

13. Excellent opportunities for enrichment of the curriculum are a major strength of provision. A very good range of extracurricular clubs takes place, including sports, music and French. Pupils benefit from additional tuition by visiting specialists in music and sports, and this enhances their skills. They enjoy drama, music and art experiences through 'special days'. Enrichment through the local links and through community projects is a major feature of the curriculum that distinguishes it from that in other schools. The local town is very well used as an historical site. The involvement in the local pageant, the church activities, the carnival and various exhibitions, gives pupils a sense of belonging and helps them to appreciate the wider

community. The curriculum is enhanced very well through these experiences, preparing pupils very well for their role as citizens.

14. Very good, very well maintained accommodation and resources contribute significantly to the high standards that the school achieves. The new computer suite has improved provision in information and communication technology significantly since the last inspection. Very good use is made of the spacious library and the good outdoor spaces to help improve pupils' learning. The very high quality of the staff at the school ensures that the school is successful in all it attempts. Staff are a major resource and are extremely well qualified and very skilled in planning and delivering the very good curriculum that is on offer.

Care, guidance and support

Provision for pupils' care and welfare is very good and pupils receive very good support, advice and guidance. Very effective systems are in place to seek and act upon pupils' views, and pupils are fully involved in their own learning.

Main strengths and weaknesses

- The school's focus upon pupils' wellbeing and healthy living is very good.
- Very good procedures for ensuring pupils' safety and welfare are meticulously observed.
- Relationships between pupils and adults working in the school are excellent.
- There is very good support and guidance for all pupils.
- Pupils are given very good opportunities to be involved in the life of the school.

Commentary

15. This is a school with a very strong caring ethos. Pupils themselves feel secure in school; in their Ofsted questionnaire responses, the vast majority of pupils said that there is an adult in school to whom they could turn to in case of need. School procedures ensure pupil safety, for instance, the school's administration officer will phone a child's home if the child fails to arrive at school. There is a strong emphasis upon healthy lifestyles - the school has recently gained a Healthy Schools award. Pupils have had a considerable input into that process. There are plans for introducing healthy snacks at mid-morning break and pupils are encouraged to have a bottle of water in their classrooms. Healthy living is promoted by the school's 'Walking Bus' (which additionally serves to ameliorate the traffic congestion in the narrow streets around the school). Up to twenty children, escorted by a member of staff and in high visibility jackets provided by a local quarry walk home from school every day.

16. All health and safety procedures are examined scrupulously to ensure that hazards to pupils are at an absolute minimum. Health and safety representatives on the governing body tour the premises several times a year and risk assessments are carried out on all aspects of school life. There are clear procedures for medical emergencies; all staff know how to use an epi-pen in case of anaphylactic shock (due to peanut allergy, for example). The headteacher, as the designated person for child protection purposes, has updated her training very recently. All staff, including support staff and lunchtime supervisors, know the action to take in cases of concern.

17. Adults are excellent role models and everyone in the school, including those helping at lunchtimes, is recognised by pupils as people they can trust to help them. Lunchtime staff make a very good contribution by maintaining the positive, caring ethos developed in the

classrooms. Teachers have very detailed knowledge of each pupil's strengths and needs from the rigorous assessments that are regularly undertaken. Education targets are carefully identified and shared with pupils and parents so that the pupils know what they have to do to improve. Teachers work hard to promote the development of 'the whole child' and every individual is made to feel important. The academic and personal development of each pupil is monitored very carefully. Pupils new to the school settle very quickly. The school has very good links with support services, which provide advice and support for pupils with specific needs.

18. Arrangements for children starting in reception are very good. A small minority of parents were concerned about induction arrangements but the inspection team felt that the process is very good and tailored very well to meet the needs of individuals. Provision for pupils with special educational needs is very good. Early intervention ensures that pupils can be provided with support so that they can access the curriculum. All pupils, whatever their needs are fully included in the life of the school. Provision includes in-class support and appropriate withdrawal for specific learning programmes to meet individual or group needs.

19. The high quality of pupil involvement in school life contributes significantly to excellent personal development. Every class has a suggestion box and the school council discusses the suggestions at its fortnightly meetings. Pupils feel that sensible suggestions are listened to with several of their ideas having been implemented by the school. Pupils meet their headteacher regularly and all are aware of their targets (academic and personal) and what they have to do to achieve them.

Partnership with parents, other schools and the community

Links, both formal and informal, between home, school and the local community are very good. As a result of four years as a Beacon school links between the school and partner institutions are excellent.

Main strengths and weaknesses

- The school provides parents with excellent information regarding school activities and their children's progress.
- Very good supportive and productive links have been forged between school and parents.
- Excellent educational links with other schools considerably enhance pupils' experiences.

Commentary

20. In the Ofsted pre-inspection questionnaire almost all parents felt that they were well informed about their children's progress and were happy with the guidance they received on helping their children at home. Pupil reports are very good - focused, evaluative and informative. Effort and achievement are rated and targets for future endeavour are included. The school sends out regular newsletters, couched in friendly, accessible language, and hosts a website that is particularly useful for working parents who miss the regular twice-daily contact with school. Termly information is sent out about the topics each class will be addressing. There is a meeting for parents of children in the reception class at which their children's Foundation Stage profiles are explained. All parents are offered regular formal consultation opportunities and the school follows up those who miss their appointment. Staff are readily available for informal discussions.

21. There is a strong sense of partnership between school and parents. Parental views are regularly sought; the school engaged a professional opinion researcher to design and carry out a survey. Parents are seen as a valuable resource and a number regularly work in classrooms or assist with off-site visits, and those spoken to during the inspection felt they were welcomed and valued members of the school team. The school organises curriculum evenings for parents on, for example, how literacy and numeracy are taught. Parents make a valuable contribution to their children's learning at home by their whole hearted support of the home-school reading programme. The home-school link book was felt to be particularly valuable for parents of younger children as parents could be confident that teachers read and followed up the entries.

22. Links with partner institutions are excellent. Strong partnerships were forged with a number of first and infant schools in the area when the school had Beacon school status. Those links were of considerable benefit to the school itself as well as to the partner schools. There is a close link between the first and middle schools in the area, exchanging ideas and co-operating over professional development. Pupils benefit from good transition arrangements. Staff from the middle school visit the school with Year 5 pupils who provide a pupil's eye view of middle school life. Consultations over friendship groups and a thorough analysis of special needs take place.

LEADERSHIP AND MANAGEMENT

Excellent leadership and management of the school for many years have ensured that the school maintains its very high reputation in the community. Excellent leadership is provided by the head and the whole staff team, and the way the school is managed is excellent. The governing body makes a very good contribution to each.

Main strengths and weaknesses

- The head, with the excellent support of the deputy head and the senior management team, is the driving force behind the school's constant search for ever higher standards and insistence on the best of provision for staff and pupils.
- Subject and other co-ordinators make a very good and sometimes excellent contribution to provision in their areas of interest.
- Very good use is made of the outcomes of detailed monitoring and data analysis to identify priorities and set challenging targets for staff and pupils.
- The whole staff work together very well as a team very well supported by the governing body.
- The school has an excellent, inclusive ethos and is extremely well run.

Commentary

23. At the time of the last inspection, the school was said to be excellently led by the head, very well supported by the staff and governing body, and to provide very good value for money. As noted in the summary of this report, improvement since then to the school environment, the range and quality of resources, curriculum planning, the role of classroom support staff, the quality of teaching and learning and several other areas has been very good. This in itself speaks volumes for the way the head has encouraged and empowered the rest of the school community to develop their leadership and management roles to make this possible. In her role as special educational needs co-ordinator she very effectively supports teachers so that they can identify individuals who need support as early as possible and provide the appropriate support. Paperwork is extremely well organised and easily accessible.

24. The school remains a true beacon of so much that is best in primary education and the contribution of the head in establishing the widely shared philosophy and the excellent ethos which underpins this quality, is outstanding. All staff are valued, trusted and given the opportunity and support to play a full role in the life of the school, which they do with relish. Leadership of all subjects and aspects of the school is at least very good and sometimes excellent. Notable amongst those in the management of the school are the administrative staff whose user-friendly and very efficient administrative back-up to the head, staff and governors makes it possible for them to make and carry through decisions confident that all will be well. Relationships and communications within the school and with governors, the local community and parents are excellent.

25. Planning for school improvement, described as 'sound' in 1998, is now exemplary and involves every facet of the school and everyone in the school community. Monitoring and evaluation have a high priority in the school with the lead taken by the head who keeps a very close and detailed watch on what is happening. Standards, classroom practice and the effectiveness of policies and procedures are kept under review by the staff and governors responsible. Extensive use is made of information gained from this process and national and optional tests and school records to identify priorities and trends. A good example of this is Year 1 who have been provided with extra support to match the needs of the higher than usual number of lower attainers in the group.

26. Backing up all this effort and commitment is a very supportive governing body who fully appreciate and endorse the school's unique qualities. Procedures and systems are very effective and the positive, open-minded ethos of the school means that all items of business are aired and sorted out sensitively with a maximum of consultation. It is a fitting testament to the financial prudence of the governing body that the school is so well staffed and resourced yet still has a healthy balance to see them through the reduction in funds associated with the current small year group in reception, plus cover the unexpected costs of a leaking roof without compromising the quality of provision. To its credit the school gives excellent value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	528306
Total expenditure	520503
Expenditure per pupil	2408

Balances (£)	
Balance from previous year	49449
Balance carried forward to the next	57152

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 **very good**.

Main strengths and weaknesses

- Children's achievement is very good.
- Teaching is very good and support assistants make an excellent contribution to children's learning.
- The leadership and management of the Foundation Stage are excellent.

Commentary

27. The school's nursery currently has 20 children attending the morning sessions and 8 children in the afternoon. Numbers in the afternoon are low but will increase after Christmas. Of the 21 children in the reception class, approximately half are now attending school all day. The children have a secure outdoor area attached to the nursery, which is regularly used by children in the reception class, and a large adventure play area used by both classes, particularly in the summer. The school is continually striving to make improvements to the outdoor and indoor provision and a comprehensive action plan outlines their planned improvements

28. Attainment on entry into the nursery varies each year but is generally average. However, in recent years, language and communications skills have been below average. Teaching and learning are very good and by the end of the Foundation Stage many children exceed the early learning goals in all areas of learning except writing and physical development, which are achieved but not exceeded. All children are achieving very well, particularly in their personal development and in the development of communication and language skills. Adults are very skilled at promoting and developing language skills and this has a very positive impact on children's learning.

29. Children make very good progress in their **personal, social and emotional development** and achievement is very good. In nursery children quickly settle into the daily routines. They select their own equipment and share with very little fuss. For example, children know they need to take an apron before playing with the sand and water or creative activity. Children throughout the Foundation Stage know the difference between right and wrong and are happy to take turns and share equipment. Relationships and behaviour are extremely good. Many children exceed the early learning goals by Year 1.

30. Achievement in **communication, language and literacy** skills is very good. In nursery children sit attentively listening to stories read or told, using a story sack, by an adult. They are beginning to retell stories such as 'Dora's Eggs' and 'The Three Little Pigs' with support. Reception children can identify the title of the book and use picture clues well to retell a story. They handle books carefully and are beginning to recognise some key words. The Busy Bees cottage, often very well supervised by an adult, is used very well in the nursery to promote speaking and listening skills. A very high emphasis is placed on developing children's communication skills throughout the Foundation Stage and children quickly become confident to talk to adults and each other in a range of situations. Many exceed the early learning goals

by the start of Year 1. In writing children in the nursery make marks on paper to communicate meaning and by the end of the reception class many children are able to write at least one sentence unaided. Attainment in writing is as expected for this age.

31. By the end of the Foundation Stage many children exceed the early learning goals in their **mathematical development**. Children in the nursery are beginning to use specific language, such as 'big' and 'little' well to describe the size of their houses built from small construction kits. They match cutlery by items and by colour. The excellent range of learning opportunities provided for them ensures that they make extremely good progress and achieve very well. In reception children count accurately to 20 and are beginning to add two numbers together. An appropriate range of activities is provided for the children and consequently they achieve well.

32. Achievement in **knowledge and understanding of the world** is very good. Children are confident in the use of the mouse and keyboard when using the computer by the end of the Foundation Stage. In nursery children talk about animals and their homes by looking at pictures and enjoy making close observations of minibeasts. They hunt for minibeasts in their habitats outside and are thrilled when they find some spiders and snails. They are beginning to appreciate different cultures and enjoy tasting bread samples that originate from India, Mexico, Italy and France. In reception children design and make a plate of their favourite foods. Photographic evidence shows children in both classes taking part in special festivals such as Diwali and the Chinese New Year. Most children exceed the early learning goals by Year 1.

33. In **creative development** achievement is very good and many children exceed the early learning goals by the end of the Foundation Stage. Children in the nursery use natural materials well to produce collages of houses for one of the three little pigs. In reception and nursery children use a wide range of materials to produce interesting and attractive pictures. In music children in reception are beginning to recognise and use different voices, including their singing voice. They confidently join in singing rhymes and are beginning to name and play musical instruments.

34. Achievement in **physical development** is good and most children achieve the early learning goals by Year 1. Children confidently ride bikes and other wheeled vehicles in the outdoor area. They are able to handle scissors, glue sticks and other tools when they make models, involving cutting, sticking and joining. By the end of the Foundation Stage most children move with confidence and understanding and in physical education lessons show a sound awareness of space, others and obstacles.

35. Strengths in teaching include extremely detailed planning, using the early learning goals and very effective teaching methods. All adults have high expectations of behaviour and are excellent role models for the children. Inappropriate behaviour is dealt with sensitively. For example, the teacher in the nursery very skilfully prevented a confrontation between two children over a toy. The nursery nurse and the learning support assistant are extremely well deployed and both make an excellent contribution to children's learning. Assessment is very good and very detailed observation notes are kept, particularly in the nursery. However, assessment information is not always used well enough to build on children's previous learning on transfer from nursery to reception.

36. The excellent leadership and management of the Foundation Stage leader have very effectively ensured that the Foundation Stage has very successfully maintained its strengths and further improved provision since the last inspection. Together with her team she ensures that the children get the best possible start to their education.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Pupils achieve very well in all aspects of English.
- Provision for reading is particularly strong.
- The quality of teaching is very good, leading to high standards across the school.
- Leadership and management of the subject are excellent.

Commentary

37. Overall standards in speaking and listening are above average and pupils achieve very well. They are confident talkers and benefit from good questioning and strategies to extend their language and communication skills. A good example of this was seen in Years 2 and 3, where pupils were working in groups to sequence and discuss photographs of a local history visit. Careful questioning from the adults working with them extended their language very well. In other classes, speaking skills are very well fostered through a 'talking buddies' approach, enabling pupils to develop the conventions of conversation on a daily basis.

38. Pupils achieve very well in reading, leading to standards that are well above average. The school's reading strategy is very well organised, and daily opportunities to change their books, choose new ones and share them with adults, leads to pupils regularly practising their reading. Pupils benefit from very good modelling of reading, which helps them to improve their fluency and style. A good example of this was seen in a Year 2 class where the teacher was reading a rhyming story to the pupils, emphasising the use of 'speech marks'. Because of her strong emphasis on the speech patterns of the different characters, pupils were able to understand why speech marks were used and how they helped with understanding the text. From their earliest years, pupils' skills are fostered through a very good phonic approach that encourages pupils to build unknown words. The high quality of the reading resources in classes and in the library encourages all pupils, both boys and girls, to enjoy reading; consequently provision for reading is a particular strength.

39. Standards in writing are improving. They are above average in Year 2 and well above by the end of Year 4. Pupils achieve very well in writing and spelling, with the vast majority writing fluently and neatly. Some very good extended writing on display in the Year 4 classroom shows that pupils write for a wide range of purposes, and the content is often lively and thoughtful. Several pieces about the Olympic Games in Greece show exciting use of vocabulary and some very good ideas that have been developed from research and the media. Regular assessments show that pupils' spelling improves through weekly practice and because of the acquisition of good spelling strategies.

40. The quality of teaching in English is very good, helping to raise standards across the school. Strengths in teaching include very good organisational skills which ensure that the best use is made of the time and resources available for each lesson. The very good assessment of each individual pupil's achievements leads to clear target setting and careful tracking of

improvements as pupils move through each class. Teaching assistants are used very well in English to support different groups of pupils identified as needing extra help. They are very skilled at enabling pupils to move forwards. The very positive relationships that permeate every classroom are a key feature in the subject's success.

41. The excellent leadership and management of English have a very positive impact on the high standards that pupils achieve and on the very good skills of staff. Very good data analysis and tracking of pupils' achievements have led to a clear overview of the strengths of the subject, and any areas for development.

Language and literacy across the curriculum

42. Literacy skills are used very well in all curriculum areas. Pupils in all classes use their reading, writing and speaking skills on a daily basis to explore, explain, describe, read and write about their work. A very good example of this was seen in history, where pupils were encouraged to write about historical artefacts and then read their accounts to the class. In art and design, pupils were seen discussing and reading about art styles from the past, and in science, pupils regularly write about their experiments and label their diagrams. Information and communication technology is very well used to support writing and research skills, and to improve presentation.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Achievement in mathematics is very good and standards in Year 4 are well above average.
- Teaching of mathematics is very strong with excellent use made of a wide range of resources.
- Pupils thoroughly enjoy their numeracy lessons and are confident and enthusiastic in their responses.

Commentary

43. Standards in mathematics at the end of Year 2 are above those expected and well above by the end of Year 4. Results of national and optional tests are consistent with the evidence obtained during the inspection from lesson observations, talking to pupils and analysis of work. School targets for this year are just as ambitious. Oral maths has a high priority and most pupils are able to make quick mental calculations appropriate for their age groups and in many cases well above what might be expected. Through the successful implementation of the National Numeracy Strategy and the high quality of provision, particularly very good teaching, most pupils are making very good progress throughout the school. As a result achievement in mathematics is very good and most teaching is very good. This is a good improvement from the last inspection when teaching and progress were good and standards were above average in Year 4.

44. The very good use of information from ongoing assessment to adapt and focus planning ensures that all pupils achieve equally well. Most pupils respond very positively, particularly in

mental maths and are eager to volunteer answers to explain the strategy they are using. They are fully engaged and interested in their work. Excellent behaviour and relationships make a very positive contribution to the high quality of learning achieved. Teaching assistants provide very good support for this process as part of normal lessons, especially for pupils with special needs, and they are an integral part of pupils' learning. Whether sitting with a child quietly reinforcing explanations and checking understanding during the introduction or working with a lower achieving group on activities very well matched to their needs, assistants form a vital part of the teaching team.

45. A feature of all lessons observed was the way teachers made very good use of a range of resources but especially the interactive whiteboards recently installed in their classes. Younger children interacted with a digital 100 square to count on and back in tens leading to adding on 11 by going one down and one across before moving into the computer suite to do it for real on a computer. An older group used a whole range of approaches including a dartboard, wipe boards, individual 100 squares, class computers and calculators to do similar but more challenging computations. In a Year 3 lesson on three dimensional shapes, pupils used actual shapes to classify and sort construction apparatus to make some, and a piece of software on the interactive whiteboard for lower attainers to name and classify the shapes. Year 4 pupils used number fans to respond to questions in a mental maths session and wipe boards to respond to work set out by the teacher on the interactive whiteboard.

46. Mathematics has been very well led by a very experienced, well qualified subject leader who is in the process of handing over to a teacher who has achieved Leading Teacher status in the relatively short time she has been at the school. The monitoring of teaching and learning are helping to raise standards still further with individual tracking of progress in place based on very good assessment procedures. All pupils are set targets in numeracy which are known by pupils and their parents. The outcomes of statutory and optional tests are carefully analysed by the coordinator to identify trends and priorities so that teaching can be focused on maintaining the high standards set by the school.

Mathematics across the curriculum

47. In addition to all the mathematical activity in information and communication technology noted above, appropriate cross curricular links have been established with other subjects through the curriculum review, particularly science, design and technology and art, often providing pupils with opportunities to use and practise their mathematical skills in practical situations.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards are well above average at the end of Year 2 and well above national expectations at the end of Year 4.
- The quality of teaching and learning is very good.
- Resources, particularly information and communication technology, are used extremely well to support learning.

Commentary

48. Almost all pupils attain the expected National Curriculum levels by the end of Year 4 and many exceed them in the national tests in Year 2. Standards have been maintained over the last few years and are better than those seen at the last inspection.

49. The very detailed scheme of work follows the full programmes of study so that all attainment targets have equal emphasis. During the inspection pupils in Years 2 and 4 were studying life processes and living things. Pupils in Year 2 investigated whether some colours show more brightly at different distances as part of their topic about the 'five senses'. They have a clear understanding of a 'fair test' and record their results in a table. Pupils in Year 4 know that humans have muscles that help them move and that muscles can only contract and pull and cannot expand or push. Most pupils confidently use specific scientific vocabulary.

50. All teachers have very good subject knowledge and provide pupils with very clear explanations. They have very high expectations of behaviour, and relationships are excellent. Consequently pupils respond extremely well in lessons. Classroom management is always very good and pupils know what they are going to learn in the lesson. Assessment opportunities are carefully planned at the end of each unit of work and the very good tracking of each individual pupil's progress is used very well to support teachers in their planning. Support assistants make a valuable contribution to lessons and ensure that all pupils are fully included. Teachers continue to develop pupils' literacy skills very well in recording their work, and the use of information and communication technology to make teaching more interesting is very good.

51. The subject leader has worked extremely hard to support teachers with implementing a new commercial scheme of work and to reorganise the very good and well used resources so that they are more accessible. She has effectively monitored teaching and learning in her subject and introduced focus assessment activities. The portfolio of samples of pupils' work is extremely useful for colleagues. Leadership and management of the subject are very good.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils are achieving well and standards are growing through the school.
- The school is very well equipped for ICT with a computer suite, networked computers in all classrooms, and interactive whiteboards in most rooms.
- All staff are comfortable working with computers and the response of pupils to work in ICT is excellent.

Commentary

52. The last report said that standards in ICT were 'in line' and that resources and teaching were satisfactory. However, the school's substantial and ongoing investment in equipment, the establishment of much higher expectations in the national scheme of work and the much increased expertise of teaching and support staff mean that staff and pupils are now working at levels well above those expected in 1998. Standards now being achieved by all pupils have

improved far beyond that which was thought possible a few years ago and they are still improving.

53. Older pupils save their work in their individual files on the computer and retrieve it independently to continue work, edit and print. Looking at saved work along with talking to pupils gives a good indication of areas covered and software used. Older pupils use programs which enable them to 'program' a cursor and predict its path, make presentations using different screens, use spreadsheets, word process using colour and importing graphics to enhance their work, as well as creative programs to support work in art and design and technology. The introduction of Broadband technology has meant that the Internet has become a prime source of information for staff and pupils.

54. Key to these developments has been the commitment of the governors and staff to investing in an electronic future and the excellent leadership of the very well qualified subject leader in bringing this about. Her expertise, enthusiasm and efficiency mean that her colleagues are provided with all the support and advice needed to take on new challenges and make best use of the very good facilities. A very good example of this is the way the relatively new interactive whiteboards are already making a significant difference to learning across the curriculum and, almost incidentally, providing pupils with actual demonstrations of working in ICT for them to emulate.

Information and communication technology across the curriculum

55. It is in this area that the interactive whiteboards have had the greatest impact with every whiteboard being used to supplement work in most subjects and provide an excellent tool for the school's efforts to make learning more interactive. Another important factor in the development of ICT across the curriculum has been the school's recent curriculum review aimed at building connections between subjects. This has meant that the learning of ICT skills and understanding is almost always in the context of work in other subjects such as the use of the Internet to access information in history and the use of word processing and presentation software in literacy.

HUMANITIES

RELIGIOUS EDUCATION

Provision in religious education is **very good**.

Main strengths and weaknesses

- Standards exceed the expectations of the locally agreed syllabus at the end of Years 2 and 4.
- The quality of teaching is very good.
- An excellent portfolio of pupils' work is being developed.

Commentary

56. Many pupils exceed the expectations of the locally agreed syllabus by the end of Years 2 and 4. They have a good understanding of Christian beliefs and practices. In Year 2 pupils have a good understanding of how and why Christians celebrate Harvest. They identify aspects of other people's experiences and feelings, particularly when looking at Bible stories, such as

'Jonah and the Whale' that cause people to wonder and question. Most pupils demonstrate good factual knowledge of basic religious beliefs and practices, as when they write detailed accounts of 'A Muslim's Special Journey'. Older pupils have a good understanding of aspects of Hinduism including practices relating to worship in the home. Using a timeline of the life of Jesus as an example, pupils have thought very carefully about significant events in their own lives. They have looked in detail at an artist's impression of 'The Good Samaritan' and held in depth discussions about the painting in relation to the Bible story.

57. The teaching of religious education has a high profile in the school and is extremely well planned. A very detailed scheme of work ensures a smooth transition from the Foundation Stage to the requirements of the locally agreed syllabus. Teachers have secure subject knowledge and make very good use of resources such as information and communication technology and information packs loaned by the diocese to support their teaching. Staff ensure pupils have plenty of reflective time and use a very sensitive approach when teaching.

58. The subject leader has been fortunate to be part of a working party to develop assessment procedures for religious education. Consequently she has been instrumental in ensuring that the school has a clear understanding of the expectations of the locally agreed syllabus. She is currently preparing an excellent portfolio of pupils' work to support teachers with their assessments. She has not only supplied examples of pupils' work indicating the expected levels but has included samples with comprehensive explanations of why the level has not been achieved. This is an excellent resource for staff. Leadership and management are excellent.

HISTORY

Provision in history is **very good**.

Main strengths and weaknesses

- Most pupils exceed the national expectations by the end of Year 2 and Year 4.
- Very good use is made of visits and artefacts to support pupils' learning.
- Cross-curricular links, particularly with literacy, are used especially well.

Commentary

59. Standards in history exceed the national expectations. Pupils have a good depth of knowledge and understanding of aspects of the history of Britain and of the wider world. They are familiar with using a wide range of sources to support their learning. For example pupils in Years 3 and 4 look at artists' images, photographs and a selection of writing in order to research about Boudicca. Pupils show secure knowledge and understanding of main events in history in their work about the Anglo Saxons, Romans and Victorians, using sources of information in ways that go beyond simple observations to answer questions about the past. The quality of teaching is very good and teachers ensure that lessons are lively and interesting.

60. Interesting visits and special theme days support the history curriculum very well. For example when studying the Romans pupils dressed in Roman costumes, made Roman theatre masks and chariots, wrote reports on aspects of Roman life and learnt some Latin. Teachers make very good use of the local area for history, looking at historical buildings and artefacts around the town. A very well organised portfolio of pupils' work shows the levels of attainment achieved by pupils very effectively.

61. Very good cross-curricular links are made in history. During the Roman Day pupils used mathematical skills to understand the currency used in those times. Pupils performed plays and undertook challenges in design and technology to build a Roman fort. Links with literacy are particularly good as when pupils in a Years 2 and 3 class used photos of the local area to develop their technical vocabulary and language of connectives. They wrote interesting accounts of a good standard using connectives linked to time. The very good leadership and management of history ensure that teachers are confident to be creative and innovative in their approach.

GEOGRAPHY

62. Insufficient evidence was available to support overall judgements on provision in geography. No lessons were observed during the inspection. However a very good portfolio of pupils' work was available and pupils' work was of a good standard. A rolling programme of topics is very well supported by visits and use of the local area. For example pupils in Year 4 made a detailed study of the River Axe as part of their work on rivers. They described geographical patterns and recognised physical and human features. Younger pupils compare Axbridge with Zambia and compare seaside resorts such as Burnham-on-Sea with Ibiza.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

63. **Art and design, design and technology, music and physical education** were not a primary focus of the inspection and so were sampled. While insufficient evidence was available to make firm judgements about provision or standards in individual subjects, the overall impression is that the school caters well for this curriculum area.

64. The rich and varied **art** works on display around the school show that a broad and balanced range of learning opportunities are in place. The subject is effectively led and managed so that the curriculum as a whole is enriched very well through the various local art links and experiences that have been established. In the one lesson observed, pupils in Years 1 and 2 benefited from skilled teaching and an innovative approach to develop their artistic talents in the style of the art seen on canal boats of the past, consequently, linking pupils' awareness of the past with the current day.

65. A varied and exciting range of learning opportunities in **design and technology** is provided that fully meets the requirements for the subject. Pupils' skills are fostered through a well planned, progressive programme that enables pupils to develop their designing and making skills through focused practical tasks. Evidence of past work suggests that these are of a high standard and link closely with many areas of the curriculum, particularly art and design, history and English.

66. The appointment of a high quality teacher who has expertise in **music** to take all classes has transformed provision in music this term. Although the process is at an early stage, pupils are already responding very positively to the high quality of the teaching and the stimulating and very relevant activities being provided. As subject leader she has evaluated every aspect of provision and developed a detailed action plan aimed at raising standards and raising the profile of the subject. Resources have been substantially upgraded so that all pupils can have hands on experience, the scheme of work revamped and the timetable reorganised to make best use of teaching time and accommodation. Pupils' performance levels when using instruments in class are improving but have some way to go. However, the quality of singing as

demonstrated in class and in assemblies is very commendable with pupils obviously enjoying performing. A choir, recorder clubs, brass and other instrumental lessons and performances make a valuable contribution to the opportunities pupils have to make and play music.

67. **Physical education (PE)** is another area where excellent enrichment activities make a very important contribution to the learning opportunities available especially for older pupils. Hence rugby, football, tennis, hockey, swimming and outdoor activities all benefit from the input from professional coaches, while football, basketball, cricket and rugby clubs, and competitive matches extend pupils' experiences in these areas. From the few PE lessons observed during the inspection plus teachers' planning it is clear that the taught curriculum covers all the necessary ground and is well planned, structured and resourced. Performance levels were appropriate for the ages of the pupils concerned.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

Provision in personal, social and health education is **very good**.

Commentary

68. A very good programme of personal, social and health education has been established that allows pupils to develop their skills progressively as they move through the school. The school sees pupils' personal development as an important part of its work and good progress has been made to help pupils develop respect for each other and themselves. The recent acquisition of the Healthy Schools award shows that the school has undertaken many healthy initiatives to help pupils to develop an understanding of a healthy lifestyle. The school council, for example, has recently decided that a fruit snack at break time should be introduced. Staff have received training to implement regular circle times, in which pupils are able to share their ideas, concerns and worries. This allows time for pupils to work together in a sharing and caring environment. Teachers are well prepared and are confident in tackling issues that pupils raise. Very positive relationships enable pupils to consider issues that concern them confidently. Statutory requirements for this area of learning are fully met.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	1
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	1
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	1
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	1
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	2
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	1
The leadership and management of the school	1
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	1
The effectiveness of management	1

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