

INSPECTION REPORT

St Edward's C of E Primary School

Plymouth

LEA area: Plymouth City

Unique reference number: 113419

Headteacher: Mrs Andrea Smith

Lead inspector: Rowena Onions

Dates of inspection: 20 to 22 June 2005

Inspection number: 267772

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

© Crown copyright 2005

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary controlled
Age range of pupils: 4-11
Gender of pupils: Mixed
Number on roll: 210

School address: Fort Austin Avenue
Eggbuckland
Plymouth
Devon

Postcode: PL6 5ST

Telephone number: 01752 705130

Fax number: 01752 779890

Appropriate authority: The governing body

Name of chair of Mrs Liz Gilholm
governors:

Date of previous 19 May 2003
inspection:

CHARACTERISTICS OF THE SCHOOL

St Edward's is an increasingly popular school that draws most of its pupils from its local area in Eggbuckland, Plymouth. There are currently 210 pupils on roll. It is a voluntary controlled school with links to St Edward's Church. The socio-economic circumstances of the pupils are about average. The school has a below average number of pupils taking free school meals. Pupils' attainments on entry to the school are varied but average overall. Most pupils are of British heritage and there is a small percentage with a range of other cultural backgrounds. All pupils have English as their first language. Thirty-eight pupils (18 per cent) have special educational needs, ranging from moderate learning difficulties to a small number with complex difficulties. This is about an average percentage. Currently, no pupils have a statement of special educational need. The number of pupils leaving and joining the school other than at the usual times is average. The school gained 'Healthy Schools' status in 2002. It gained a Quality Assurance Foundation award in 2005.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18354	Rowena Onions	Lead inspector	English Religious education Music Special educational needs
31754	Charlotte Roberson	Lay inspector	
10611	Martin James	Team inspector	Mathematics Information and communication technology History Geography Physical education
14994	Valerie Emery	Team inspector	Areas of learning in the Foundation Stage Science Art and design Design and technology

The inspection contractor was:

Altecq Inspections Limited
102 Bath Road
Cheltenham
GL53 7JX

Any concerns or complaints about the inspection or the report should be made initially to the contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	16
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	25

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St Edward's is a good and very much improved school that gives good value for money. Because they have made good progress overall, the pupils now leave the school with well above average attainment in mathematics and above average attainment in English. Teaching is good overall, as are leadership and management.

The school's main strengths and weaknesses are:

- Very good leadership by the headteacher has successfully promoted the marked improvement of the school. She has been well supported by staff and governors.
- Teachers and teaching assistants work very hard to provide pupils with a well-taught programme of work which encourages them to want to learn.
- Pupils, especially those with higher attainments, do not make equally good progress in all classes.
- Pupils are very proud of their school and enjoy being part of the school community.
- The quality of pupils' handwriting and the way they present their work are unsatisfactory.
- Parents are highly supportive of the school and very pleased with the way it has developed over the last two years.
- The curriculum is very well extended by a wide variety of extra activities.
- The provision for the care and welfare of the pupils is very good.

The school has made very good improvement since its last inspection. All the major criticisms and many of the minor ones in that report have been very effectively tackled and significant improvements made in each. Standards in Year 6 have risen more than they have nationally.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	D	E	D	D
mathematics	D	C	A	A
science	E	D	A	A

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

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

Pupils are achieving well overall, although there remain some differences between the progress made in different classes. Children achieve well overall in the reception class and a greater than average percentage are set to attain the goals reception-age children are expected to reach by the end of the year, and a good number will exceed them. Achievement in Years 1 and 2 is satisfactory in all aspects of English and science and good in mathematics. Standards in 2004 were affected by some underachievement when the pupils were in Year 1 and were below the national average in reading, writing and mathematics. Standards are better this year, being average in reading and writing and a little above this in mathematics. Pupils in Years 3 to 6 achieve well in English and very well in mathematics and they have made particularly good progress towards the end of these year groups. Standards in 2004 were well above average in mathematics and they remain so in the current year. Standards in English were below average in 2004 but are now above average. Standards in science, information and communication technology and religious education are average in both Year 2

and Year 6 and pupils have achieved in a satisfactory way in these subjects. Pupils are currently making very rapid progress in music. The progress made by pupils with special educational needs is good but that made by higher-attaining pupils is more variable and only satisfactory overall.

Pupils' personal development is good. Behaviour is also good. Relationships are strong and pupils work well with each other and with adults. They are enthusiastic about school and join in well with all that it offers. Their attendance is satisfactory and punctuality is good. **Pupils' spiritual, moral and cultural development is good and their social development is very good.** Adults set a very positive example for pupils and pupils are keen to follow this.

QUALITY OF EDUCATION

The quality of education provided is good. Teaching and learning are good overall but not yet fully consistent in all classes. Teaching is good in reception and Years 3 to 6 and satisfactory in Years 1 and 2. There are many strengths in teaching in all classes, including the good planning of work and the clear way pupils are told what they are expected to learn in a lesson. Teaching assistants make a particularly valuable contribution to the progress pupils make. Occasionally, however, teachers do not have high enough expectations of the quality of the work pupils will produce. The school has thorough and comprehensive systems for assessing pupils' work and these are used very well in setting targets for the pupils. The curriculum is good and is imaginatively extended by popular special events and weeks that focus on particular subjects or themes. Care and support are very good and pupils are actively involved in the school's work. Links with parents are also very good and those with the community are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The very good leadership of the headteacher and deputy has built a team of which staff, governors, parents and pupils feel a part. This has enabled the very good improvement since the last inspection. Key staff play a good role in managing subjects and governance is good. Governors are interested and involved and successfully ensure that all statutory duties are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very positive about the school, particularly about the way it has improved over the last two years. They are very well informed about the life of the school and about the progress their child is making. Pupils like their school very much and the vast majority can think of little they wish to change about it.

IMPROVEMENTS NEEDED

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

- ensure that pupils make consistently good or better progress in all classes, paying particular attention to the progress of higher-attaining pupils;
- improve the quality of pupils' handwriting and the way they present their work.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils achieve well overall. Children achieve well in the reception year and over Years 3 to 6. Achievement is satisfactory in Years 1 and 2. By the time they leave the school, pupils attain above average standards in English and well above average standards in mathematics.

Main strengths and weaknesses

- Improvement work has had a significant impact on standards, especially in Years 3 to 6.
- Children in the reception year make a good start in their education.
- Pupils, especially those of higher attainment, do not yet make equally good progress in all year groups.
- Standards of presentation and handwriting are unsatisfactory.
- Pupils with special educational needs make consistently good progress throughout the school.
- Standards in music have risen significantly.

Commentary

1. Much successful work has been undertaken to improve standards throughout the school. Although the improvement in the way the pupils achieve is not yet fully consistent, pupils are making substantially better progress overall than they were at the time of the last inspection in 2003. Pupils throughout the school do not, however, show sufficient care in the way they present their work in any subject and standards of handwriting are unsatisfactory.
2. Children achieve well over the Foundation Stage. A well-devised programme of work ensures that they make particularly good progress in gaining very important personal, social and emotional skills that enable them to settle into school and to learn how to learn. Overall standards are above average by the end of the reception year because almost all of the children gain the national goals for their age and a significant number will exceed them.
3. Achievement over Years 1 and 2 is satisfactory in speaking and listening, reading and writing. Because pupils had a somewhat disrupted early education, having been taught by a number of different teachers in Year 1, in 2004 standards were below average and there was evidence of underachievement. These pupils are making significantly better progress in Year 3 and lost ground is being made up. Current standards in Year 2 are improved, being average, and pupils have achieved in a satisfactory way. Improvement work has had its greatest impact in Years 3 to 6 and, although their progress is not yet fully consistent over the four years, pupils now achieve well overall in all aspects of English. There has been particularly rapid progress made in Year 6. Standards are now above average and, by the time they leave the school, most pupils are both literate and articulate. Standards in Year 6 have risen from below average in 2004 and over the last three years have risen more than they have nationally. They continue to rise.

4. Standards in mathematics in Year 2 have been affected by the same factors as those in English and in 2004 pupils attained below average standards. Current Year 2 pupils have made good progress over the last year and standards for this group are improved, being on the top side of average. Although their achievement over Years 1 and 2 is satisfactory, their achievement in Year 2 has been good. Pupils in Years 3 to 6 achieve very well and in 2004 Year 6 standards were well above average. These standards have been maintained in the current year group. Pupils have good numerical skills and use these confidently and accurately both mentally and on paper.
5. As a result of very carefully planned good provision, pupils with special educational needs make good progress throughout the school. The progress of higher-attaining pupils is less consistent. Although satisfactory overall, these pupils make better progress in some lessons and some classes than they do in others. This has been identified by the school and improvement work begun.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	15.0 (15.8)	15.8 (15.7)
writing	13.6 (15.4)	14.6 (14.6)
mathematics	15.7 (16.9)	16.2 (16.3)

There were 31 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	26.6 (25.4)	26.9 (26.8)
mathematics	28.7 (27.5)	27.0 (26.8)
science	30.4 (28.2)	28.6 (28.6)

There were 34 pupils in the year group. Figures in brackets are for the previous year

6. In 2004, standards in science in Year 6 were well above those predicted by the school, being well above average. Standards in science are currently average in both Year 2 and Year 6 and pupils have achieved in a satisfactory way. Standards in information and communication technology (ICT) have risen since the time of the last inspection and are currently average. Pupils achieve in a satisfactory way, as they do in religious education and geography. These subjects have not yet been the focus of major school improvement work but are scheduled to be so over the next two years.
7. Standards have risen very significantly in music as a result of a management decision to appoint a specialist music teacher at the beginning of the current academic year. Pupils are currently making very rapid progress and, in Year 2, are attaining expected standards. Year 6 standards are rapidly approaching those expected.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school are good, as is their behaviour, and their spiritual, moral and cultural development is good. Their social development is very good. Attendance is satisfactory and punctuality good.

Main strengths and weaknesses

- Pupils enjoy being in school; they show interest in and try hard with their work.
- Pupils respond well to the high expectations of the staff and behave well in class and around the school.
- Pupils relate very well to others.
- Pupils now show good appreciation of their own and others' cultural traditions and this is a significant improvement since the last inspection.

Commentary

8. Pupils are enthusiastic about school and are happy being there. This means that they are well motivated and keen to learn. They are committed to working hard and achieving the best they can. Pupils enjoy the work they are given and become actively involved in activities in class, at lunchtimes and after school. Pupils, particularly the older ones, respond confidently to questions, are eager to talk about their work and co-operate well, sharing and exchanging ideas. Many pupils are keen to join the wide range of activities and clubs offered after school.
9. Pupils behave well. In class, their good behaviour enables teachers to work with small groups and individuals, whilst the rest of the class works independently and purposefully. In the playground, pupils play well together and no evidence of bullying or oppressive behaviour was seen. In discussion, older pupils clearly understand and share the values of the school, taking seriously their position in setting examples for younger pupils and in their responsibilities for looking after them. In particular they are most concerned to carry out their 'playground buddies' tasks (befriending others who are lonely or unhappy) effectively and sympathetically, successfully helping others who are unhappy or lonely. The school provides well for pupils who have particular difficulty in controlling their emotions and behaviour, helping them to gain more self-control. Only one pupil has been temporarily excluded in the last two years.

Ethnic background of pupils

Exclusions in the last school year

<i>Categories used in the Annual School Census</i>	<i>No of pupils on roll</i>	<i>Number of fixed period exclusions</i>	<i>Number of permanent exclusions</i>
White – British	166	1	0
White – Irish	1	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Asian	1	0	0
Asian or Asian British – any other Asian background	1	0	0
Any other ethnic group	3	0	0
No ethnic group recorded	18	0	0

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

10. The strong focus on community and the importance of the Christian foundation have underpinned the building of very good relationships. As a result, pupils develop self-confidence and respect for others. They listen carefully to each other, understand and respect the importance of others' views and show appreciation of the efforts of their classmates. They like their teachers and are very sure and confident of teachers' support if they have a problem. Even the very youngest children are developing a sense of awareness of their own and others' needs, forming very good relationships,

taking turns and sharing fairly. Pupils help and care for each other daily in many small ways, for example by assisting others who may find some particular task difficult.

11. The school makes good overall provision for pupils' spiritual, moral, social and cultural development. School assemblies are used well for this purpose. Pupils are provided with a wide range of information about the lives, cultures and beliefs of members of the Christian Church and of other faiths, and they listen and respond with great interest. They are also provided with moments of quietness to reflect on all they hear. The school has high expectations of its pupils' behaviour and they are regularly encouraged to maintain this standard. Pupils are fully aware of right and wrong. Many opportunities are provided for pupils to work with others and to take on responsibilities, both within the classroom and around the school. They respond with commitment and maturity. The school also takes care to make pupils aware of the multi-cultural society in which they live. Lessons in various subjects, visitors to the school, displays of pictures and artefacts, and the celebration of other cultures through art and music, ensure pupils' understanding. Spiritual, social and cultural development have all improved since the previous inspection.
12. Many pupils have very good levels of attendance and nearly all pupils arrive well on time with about 25-30 attending breakfast club before school. Targets are now used by the school to promote better attendance amongst a small number of pupils.

Attendance in the latest complete reporting year 2003-4 (%)

Authorised absence		Unauthorised absence	
School data:	4.0	School data:	0.6
National data:	5.1	National data:	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. Teaching and learning are both good. There is rich provision of activities additional to a good basic curriculum. The school provides very good levels of care. Links with parents are very good and those with the community are good.

Teaching and learning

Teaching is good overall. It is good in the reception class and in Years 3 to 6. It is satisfactory overall in Years 1 and 2.

Main strengths and weaknesses

- Teachers have worked very hard as a team to introduce whole school strategies for the improvement of teaching and learning.
- These strategies are not yet having equal impact in all classes.
- Teaching assistants make a significant contribution to the progress made by the pupils.
- The school's system of target setting is very effective.
- The quality of teachers' handwriting does not always set a good example.

Commentary

13. Improvement work has had marked impact on the quality of teaching and learning throughout the school. Although the many strategies put in place to improve pupils' learning are not yet having consistent impact in each year group and each lesson, their overall effect is easily identified. Parents and pupils remark on the increasingly successful learning and this can also be seen in the rising standards.

The most successful aspects of teaching and learning are:

- very carefully planned lessons which make good use of the teachers' knowledge of the pupils' current attainments;
- the sharing with pupils of what is to be learned in a lesson and the way that teachers ensure that pupils understand this so they can target their efforts accordingly;
- high expectations of the way pupils will behave in lessons, which ensures that lessons are conducted in an atmosphere conducive to learning;
- the planning of activities that involve the pupils in a variety of ways so that concentration can be maximised;
- the good support of pupils with special educational needs through the planning of suitable work and through sensitive support;
- the use of teaching assistants, both to support pupils with special educational needs and to promote the learning of other pupils.

Where lessons are not as effective it is generally due to one of the following factors:

- insufficiently high expectations of the quality of the work produced in the lesson (this particularly affects the higher-attaining pupils);
- less well balanced lessons where there is too much teacher talk and too little pupil activity.

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	5 (16%)	18 (56%)	9 (28%)	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.

14. The quality and impact of assessment procedures are good overall and there are some very good aspects of these. Teachers assess pupils' work in an ongoing way, which gives them a good picture of the needs of each pupil. There has been careful identification of areas of general strengths and weaknesses, and year group curricular targets set to address the latter. The school has set up a very effective system which very clearly spells out to the pupils the steps they need to take to improve in the areas identified. This work has had a major impact on standards. The quality of marking is, however, less consistently good and, although there are good examples, pupils are not always told how to improve their work and there are some examples where there is over-praising of mediocre work. Additionally, teachers do not always set good examples for pupils by the quality of their own handwriting both in class and when books are marked.

The curriculum

The quality and range of the curriculum are good. The enrichment of the curriculum is very good. Accommodation, staffing and resources are good overall.

Main strengths and weaknesses

- The curriculum is carefully planned to meet pupils' needs and help to raise standards.
- Innovative ideas have been established to improve the curriculum.
- Provision for pupils with special educational needs is good.
- Good enrichment opportunities support children's learning outside the school day.

Commentary

15. The school has worked very hard in the last two years to develop a broad and balanced curriculum that helps pupils to achieve well. Teachers' planning and curriculum balance are regularly reviewed to ensure that there is good coverage and progression in subjects and that statutory requirements are met. The Foundation Stage curriculum is carefully thought out to be practical and to help children achieve well. Appropriate emphasis is given to teaching literacy and numeracy skills so that pupils make good progress in these aspects. Links between subjects are carefully planned, for example the school employs a part-time specialist teacher to teach music and French, and these subjects are often taught together as well as being used well to enhance other subjects. The use of this extra teacher to provide other teachers with time away from class (for preparation and assessment) is very effective, both in providing this time and in extending the curriculum. Good attention is given to personal, social and health education. Policies are in place for sex, relationships and drugs education and these are carefully planned and taught.
16. The school very successfully extends the basic curriculum by including a range of innovative activities such as the provision of massage time daily for younger pupils, which helps them to relax and co-operate well together. The pupils are highly enthusiastic about the 'theme weeks' the school organises, such as 'multi-cultural', 'healthy living' and 'books and literacy'. These weeks clearly enhance learning as pupils have good memory of what they have learned during them. Residential trips are also provided for Year 6 pupils. Very good opportunities exist for a wide range of sporting activities. Some of these are provided by the school, while others are taught by specialists from outside the school: football coaching and 'tae kwon do' are examples of these. The arts are also promoted well.
17. There is successful inclusion of all pupils. The provision for those with special educational needs is good and ensures good progress. Gifted and talented pupils are encouraged to excel and to join in with activities outside the school. Although the provision for higher-attaining pupils is not yet as consistent, the school is aware of this and is already making improvements.
18. The ratio of teachers is much better than in most schools and this allows for a non-class based teacher to give release time to colleagues. There is also a good number of teaching assistants. As a result, pupils get good individual attention and guidance. The school has a good level of resources that teachers use well to support pupils' learning. Accommodation is satisfactory. Classrooms for pupils in Years 3, 4, 5 and 6 are currently too small. The school is currently seeking funds to address this. Outside accommodation is good and the school uses its extensive grounds well for environmental work and as a stimulus for writing.

Care, guidance and support

Provision for safety, health and welfare, including care, is very good. The school provides good advice and guidance for every pupil. Consultation with pupils is also good.

Main strengths and weaknesses

- A careful review of all arrangements for care and welfare has led to improvements.
- There is a good assessment system in place to meet pupils' pastoral needs.
- Pupils get fully involved in many areas of school life when their views are taken on board.

Commentary

19. Governors and all staff take their responsibilities towards ensuring that there are very high standards of care in the school very seriously. Training needs have been identified and met to ensure that good practice guidelines are followed by all staff; for example, dietary requirements are very well met by the school cook. Staff are consistent in the way in which they support pupils and procedures in place are understood by all. Advice is always sought for any specific need and outside agencies support the school very well. Child protection procedures, including training for all staff and a governor, are also in place. In addition, risk assessments are used to identify dangers to pupils or staff. Displays around the school indicate the school's commitment to encouraging healthy eating and personal safety. The school is not, however, always sufficiently vigilant about the precautions needed on sunny days.
20. Staff know pupils well and are able to guide them sensitively and patiently. The development of target setting means that pupils receive good academic advice on how to improve. A pastoral care register ensures that those with personal difficulties or problems at home are identified and monitored. Relationships are very good and staff relate kindly and very caringly towards pupils. Empathy between pupils themselves is promoted when, for example, younger ones enjoy 'massage' sessions. Much extra attention has gone into ensuring that the confidence and self-esteem of pupils are boosted and provision is made for shy or less confident pupils, and for those with troubled lives, to get the support and advice they need.
21. Pupils speak favourably of their role as school councillors and very much enjoy making decisions at their weekly meetings. They know that staff try to act on what they say. Their activities are shared not only in displays in school but also with the community and parents through the school newsletter. Pupils enjoy taking an active role as 'peer mediators' (helping to sort out playground difficulties) or as 'buddies' and think that in some cases children are much better at sorting out disputes than adults. On balance, this aspect of school life is good and developing well.

Partnership with parents, other schools and the community

Partnerships with parents are very good. There are good links with the community and satisfactory links with other schools.

Main strengths and weaknesses

- Parents recognise and approve of the many improvements made in the past two years.
- The views of parents are very actively sought by the headteacher and governors.
- Successful links are now being established within the community.
- More could be done to ease the pupils' move to secondary school.

Commentary

22. Many parents told inspectors that they like the changes and improvements to the school, including the new, very open style of leadership. Parents are kept very well informed through various means, including written reports, timely newsletters, termly open evenings and various curriculum evenings, as well as weekly home/school books. The school brochure on CD ROM is particularly effective in providing valuable information for new parents. Parents are also appreciative of finding staff accessible and available each day. The parent/school association is going from strength to strength and raises significant sums of money to help, for example, to provide equipment. Parents are supportive of homework even though some see it as somewhat demanding of their time. Parents trust the school and have great confidence that it is providing very well for their children.
23. Through questionnaires and by being available for informal discussion, the headteacher and governors have made it their business to try to find out what parents want. New parents at an induction meeting were, for example, warmly invited to bring to the headteacher's immediate attention any suggestion on how anything could be improved. Parents' opinions are always taken seriously and parents appreciate enormously the time taken to respond personally by letter to any issues raised.
24. Community links are good. The business community has been generous in sponsoring the school magazine. Pupils make visits into the local area, for example to a local garden centre. The church is involved when pupils visit, when members help run extra activities after school and when visiting ministers lead assemblies. Members of the parish are kept informed by the inclusion of school news in the parish magazine. The school's facilities are used each week by community clubs and sporting associations. Events, such as the summer fete, are very well supported by the community but the headteacher is keen to extend this involvement still further.
25. Links with several playgroups are established and staff from the reception class get to know parents and new pupils when they make home visits during the autumn term. Staff from a group of local schools meet termly to share ideas and training. The sharing of the specialist French and music teacher with a nearby primary school is of huge benefit. Nearly all pupils move, at age eleven, to the nearby community school. Links are in place with this school at a satisfactory level. Information is shared appropriately, but opportunities for joint project work or more visits, which could help to alleviate anxiety for Year 6 pupils, are currently very limited.

LEADERSHIP AND MANAGEMENT

The overall quality of both leadership and management are good. The role played by governors and key staff is good. The leadership of the headteacher and deputy headteacher is very good.

Main strengths and weaknesses

- Skilled, principled leadership has developed a team focused on school improvement.
- Detailed self-evaluation has ensured that efforts have been correctly focused on the most significant areas in need of improvement.
- The school is fully inclusive.
- Finances are well managed.

Commentary

26. The very good leadership of the headteacher and deputy head has effected the very significant improvement in the school since the time of the last inspection. They share a clear vision for the continued improvement of the school and are skilled in the way they communicate this to staff, governors, parents and pupils. A sense of community has been produced in which all feel and are valued. As a result, each group is prepared to make significant efforts towards improvement.
27. The role of subject co-ordinators and that of the co-ordinator for special educational needs have been developed, and the co-ordinators who have managed areas which have been the focus of school improvement are playing an increasingly important part in the overall leadership and management of the school. Self-evaluation has been accurate and honest and this has ensured that good actions have been taken. There are regular checks on the quality of teaching and learning and a good quality school improvement plan developed as a result.
28. Good use has been made of the data available for Years 2 and 6 in identifying areas for school improvement. There was, however, until the last two years, little data for other year groups to enable finer analysis of progress throughout the school. The school has now gathered sufficient of this type of data to begin to look at a bigger picture of the way the school is performing and to begin to analyse the effects of work in different classes and for different groups of pupils. This is an area for continued development, especially in the role co-ordinators play in the process.
29. There is commitment to the inclusion of all pupils. Pupils with special educational needs are well catered for and those who have difficulties either at home or in settling into school are well supported. Successful efforts are made to value differences in background and to use these to the advantage of all pupils.
30. Governors are frequently in school and, through this and a range of more formal information seeking systems, are increasingly aware of the successes and areas for improvement in the school. They successfully ensure that all statutory requirements are met. Finances are well organised and have supported the school's development well, as has the performance management of both the headteacher and staff. The headteacher and governors seek to assure themselves that they are achieving best value for the money spent in the school. They consult parents regularly and either act on suggestions or inform parents that action is not to be taken. The table of finances shows a relatively large amount of money unspent. This money has been saved for the much-needed improvement in the school buildings.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	555,368
Total expenditure	531,171
Expenditure per pupil	2,425

Balances (£)	
Balance from previous year	22,747
Balance carried forward to the next	46,944

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in the reception class is well led and managed and is good overall. This is an improvement since the last inspection. Because teaching and learning are good, children achieve well from an average base on entry. Overall, standards are above average at the end of the reception year. The teacher provides a wide variety of interesting and imaginative activities in a good practical curriculum, which uses both the indoor and outdoor areas purposefully. The teacher is well supported by teaching assistants. Pupils are carefully assessed and the information used well to guide future planning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strength and weaknesses

- Regular well-planned activities promote children's independence well.
- Children have very good relationships with each other and with all adults.
- Adults present good examples for the children to follow.

Commentary

31. Teaching is good and the children achieve well. Standards are above average. Most of the children are on course to be above the expected goals by the time they leave the reception class. The teacher has high expectations of what the children can achieve and plans very well to promote independence and good relationships. Children respond well to this. The school day is carefully designed to give children regular access to both planned and free-choice independent activities, which they do confidently, for example filling in on the register which drink they will have at snack time before making choices for morning activities.
32. Good regular provision of discussion times (circle time) helps children take turns and listen to one another, to express their feelings and learn how to keep safe. In the session observed, children were discussing how to keep themselves safe from hazards in their kitchen and they learned well. Children form good relationships, play and work well with each other and adults. They share resources well. In the outside role-play, for example, they happily worked together to re-enact the story of Little Red Riding Hood.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children regularly share books with adults at school and at home.
- A good focus on writing helps children to begin to express their ideas on paper.
- A significant number of children do not form their letters correctly.

Commentary

33. Teaching is good and this means that the children achieve well. Almost all the children are likely to reach the expected goals by the start of Year 1 and some will be above this in some aspects. Particular strengths in the teaching of speaking and listening result in many children gaining above average skills in this. They are confident and articulate for their age. The significant number of children with speech and language problems on entry are provided for well and make good progress.
34. Books are shared regularly with children and children read regularly to adults, both at school and at home. This means that almost all read simple books accurately while a small number need adult support, but use picture cues well to help them. Children's writing abilities are not as high as their reading. They write regularly for a variety of purposes and some are confident in identifying sounds in words to help them write, for example when writing a letter of apology to Red Riding Hood from the wolf. Children are taught to form their letters correctly, but many do not do this when writing independently.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Regular counting activities help children understand and use numbers well.
- Careful attention is paid to the development of mathematical concepts and language.

Commentary

35. Due to the good teaching, children learn and achieve well in their mathematical development. Almost all are likely to reach the expected standards by the end of the reception year. A significant number will be at a level beyond this. Children enjoy practical activities that are skilfully planned to help them to learn.
36. Children develop their mathematical understanding through regular opportunities to undertake a wide range of activities in which they count, compare numbers of objects, measure and identify shapes. In a typical day, children count the numbers of children wanting school dinners and packed lunches and find the difference between them. They rearrange numbers on a number 'washing line' and recognise numbers beyond 10 on a picture of a bus. There are a good number of practical mathematical activities, such as matching shapes to cut out a picture and sorting a variety of two and three-dimensional shapes into different categories, according to their properties. The practical nature of these activities ensures that children both enjoy mathematics and remember what they have learned.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

37. One knowledge and understanding session was observed, so this area was sampled. Activities are well linked to other areas of the curriculum. In the lesson seen children were, with adult supervision, choosing pictures of healthy food on the laptop computers to move and enlarge, then print and cut out for a healthy food poster. Planning shows that children undertake a wide range of activities that help promote their knowledge and

understanding well. They have good awareness of the area around the school, for example, because they go on regular 'wellie walks' in the school grounds and beyond.

PHYSICAL DEVELOPMENT

Provision for physical development is **very good**.

Main strengths and weaknesses

- There are very good opportunities for children to develop their physical skills.
- The children regularly use the good range of wheeled vehicles.

Commentary

38. The teacher plans well to provide challenging opportunities for all children and teaches this aspect well. By the end of the reception year, all children reach the expected standards, and in their ability to move with confidence and safety and to use large equipment they are above average. Their achievement is good.

39. Children are given choices of outside physical play whenever the weather is suitable and have regular opportunities for teacher-directed sessions, using the large apparatus in the school hall and the outside areas. In the hall, children use the large apparatus to climb, balance, roll and jump, which they do confidently. These sessions are well organised and supervised and the children are safe and happy. Outside, supervised sessions help children to develop good throwing and catching skills and to balance along benches and use children's stilts. The children were consulted about equipment they would like to have and, as a result of this, the class has acquired a number of two-wheeled bicycles with stabilisers. These are very popular with the children and they use them happily and confidently.

CREATIVE DEVELOPMENT

40. Only one creative development session was seen, so this area was sampled. Children have good access to a variety of experiences and use a range of different materials. Creative role-play activities are provided and the current Red Riding Hood theme is popular with children. One activity, supervised well by an adult, involved children in using a range of paints and blowing these together on their paper to see the mixing effect. Children enjoyed this activity and were careful in their work.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- School improvement work has successfully promoted rising standards in Year 6.
- Work is often poorly presented and handwriting is unsatisfactory.
- The setting of pupil targets is being very successful in helping pupils achieve better.
- The subject co-ordinator has a very clear vision and has worked very successfully in leading improvements.

Commentary

41. Overall achievement in English is good. Standards are improving, particularly in Years 3 to 6 where, over the last two years, they have improved more than schools nationally. Standards in Year 6 in 2004 were below the national average and those in the current year group are above average. This group has made good progress since Year 2.
42. Pupils entered Year 1 with generally average skills. Improvement work is beginning to have an impact on achievement, especially in Year 1, but standards continue to be about average by the end of Year 2 and pupils have achieved in only a satisfactory way. This is in part because some underachieved in Year 1 and in part because pupils are not yet fully motivated to put in extra effort. Standards in Year 2 in 2004 were below the national average in both reading and writing. Those for the current year group are a little better, being average. Pupils speak confidently and converse easily on a range of topics. Most use a range of clues competently to help them to read unfamiliar words, and teachers have been successful in ensuring that pupils like books and reading. Pupils' writing is marred by poor presentation and handwriting and, although most can write in different ways for different purposes, very few do so with more than average levels of skill.
43. Although progress is not fully consistent over Years 3 to 6, strategies such as the setting of clear, sequential targets for improving work have been effective. Because pupils are very clear as to what they need to do to improve, they make good progress. The good progress of pupils with special educational needs means that almost all pupils are set to attain the expected level (Level 4) by the end of this year. Pupils speak and listen well. They are well able to present a viewpoint and to discuss this with others. They have a good vocabulary, although some do not always speak grammatically. Pupils have lots of opportunity to read and have good research skills. They write for different purposes and audiences, adapting their style accordingly. Standards of presentation and handwriting are satisfactory in Year 6, improving in Year 5, but unsatisfactory in Years 3 and 4.
44. The quality of teaching and learning is satisfactory in Years 1 and 2 and good in Years 3 to 6. Throughout the school, there are strengths in the teaching of English, including: the good use of targets; the clear explanations of what is to be learned in a lesson; the good use of teaching assistants to provide pupils with additional good quality support; the careful programming of work for pupils with special educational needs and the good use of technical language. All these aspects ensure that pupils are able to target their efforts and to improve their work. Where teaching is less successful it is because teachers are not sufficiently clear with pupils about their expectations for the amount and quality of work that will be produced. This has a particular effect on higher-attaining pupils who learn in only a satisfactory way in a number of lessons and in some classes over time.
45. There has been good improvement in English since the last inspection. Good leadership and management of the subject have effectively promoted the improvement in standards. Much of the work has been primarily directed towards Years 3 to 6 where there was the greatest need for improvement and this has been very successful. Although self-evaluation has been detailed and the resultant action taken well planned and successful, the need to gather data over the last two years has meant that the co-ordinator is only now in the position to use this to identify differences in progress amongst different classes and different groups of pupils.

Language and literacy across the curriculum

46. Good attention has been paid to the development of literacy across the curriculum. Pupils now have many opportunities to read and write in other subjects. This is work in progress and the school rightly identifies the continued development of cross-curricular English as a priority in the school improvement plan.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Pupils in Years 3 to 6 achieve particularly well.
- Older pupils are consistently provided with challenging tasks and activities.
- Pupils show particular enjoyment of mental mathematics activities.
- The co-ordinator has contributed well to the very significant improvements since the previous inspection.

Commentary

47. In the national tests in 2004, the standards at Year 2 were below average and those at Year 6 were well above average. Whilst the high standards have been maintained at Year 6, they have improved at Year 2 so that they are now on the top side of average. Since the time of the last inspection, standards have shown very good levels of improvement at Year 6. Year 2 pupils are confident in handling numbers in relation to addition, subtraction and simple multiplication facts. Pupils successfully name a range of two and three-dimensional shapes and measure using standard units. At Year 6, pupils confidently undertake work in all four aspects of number, including those involving decimals. They have very good knowledge of other aspects of mathematics and good levels of mathematical language.
48. The overall quality of teaching and learning in Years 3 to 6 is very good and this is very much improved since the last inspection. Lessons are carefully planned and start with lively mental sessions in which teachers are careful to involve all pupils. This develops pupils' enthusiasm well. Teachers make careful allowance for the provision of problem-solving activities and this clearly also benefits pupils' learning. Suitable assessment procedures are in place and teachers use the information gained to provide work that suits pupils' different needs. In particular they provide challenging activities for higher-attaining pupils. These activities, together with the very good support provided by both teachers and teaching assistants, allow pupils, including those with learning difficulties, to achieve very well. In Years 1 and 2, teaching and learning are good. The work in pupils' books shows that, during the year, they have been successfully taught a good range of skills and knowledge in all aspects of the subject and that most pupils have achieved well overall. Higher-attaining pupils have not, however, always been fully challenged to raise the standard of their work further.
49. Pupils clearly enjoy their work in mathematics, the mental sessions in particular. Many pupils take care with the appearance of their books and indeed some take a pride in their work. Others, however, are less careful, with the result that much of their work is

untidy. Whilst some teachers provide detailed comments of encouragement and advice in their marking, others provide little more than ticks.

50. Leadership and management of the subject are good. The co-ordinator supports her colleagues well and has worked closely with them in leading the successful development of teaching and learning in mathematics. She regularly monitors the work being produced, lessons have been observed and a close eye has been kept on standards and achievement.

Mathematics across the curriculum

51. The use of mathematics in other subjects of the curriculum is satisfactory. In ICT, for example, mathematical skills were involved in the handling of data in spreadsheets. They are also suitably developed in subjects such as science when pupils use measurement to support observations when they investigate.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards in Years 3 to 6 have risen since the last inspection.
- Pupils now have more opportunities to work in a practical way.
- Pupils do not have sufficient opportunities to express their own ideas in science.

Commentary

52. Current standards are average in Years 2 and 6 and pupils' achievement is satisfactory through the school. The judgement of this Year 6 shows improvement in standards since the last inspection, but a drop in standards from the 2004 national tests. This is because of a higher number of special educational needs pupils in this year's class.
53. Standards overall are rising through the school in spite of an apparent dip since 2004. The co-ordinator has worked hard at raising the profile of investigative science, but there is still room for more improvement: in particular, in allowing pupils opportunity to use their own ideas for investigations and for carrying them out independently. Although there is some good work in this aspect, other lessons are over-directed by the teachers' ideas and pupils are not encouraged to put forward their own suggestions and hypotheses. The lack of such freedom particularly affects higher-attaining pupils.
54. Teaching and learning are satisfactory because, although there is some good teaching, this is not consistent across the school. Lessons seen involved pupils in practical work, but this was sometimes the same for all pupils and did not match different pupils' abilities sufficiently. Relationships with pupils and organisation of pupils and resources are good in all classes. Pupils work well independently and co-operatively in a group in practical work. Teaching assistants are used well, particularly to help special educational needs pupils.
55. The subject is well led and managed. The co-ordinator provides good support for teachers and in promoting the improved provision in Years 3 to 6 in particular. The use of data to set targets and predict results is not fully established in science and hence

not yet used as well as it might be to target improvement work.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The use made of ICT in a number of other subjects of the curriculum is good.
- Teachers are showing increased confidence in teaching the subject.
- Pupils are most keen to use computers and show great interest in the subject.
- The co-ordinator has contributed significantly to the overall improvement in provision.

Commentary

56. Standards are broadly average in both Year 2 and Year 6 and have improved on those reported at the time of the last inspection. Pupils achieve in a satisfactory way and show satisfactory skills in all aspects of ICT. They are able to produce appropriate text on a variety of topics with, for example, younger pupils in Years 1 and 2 writing about themselves and older pupils writing instructions, newspaper reports and geographical accounts. Relevant modelling activities are successfully undertaken and, whilst younger pupils follow instructions in adventure games, older pupils produce spreadsheets relating to finding the cost of different activities, such as shopping for a party. Pupils generally have a secure understanding of control technology, with pupils in Years 1 and 2 readily using a floor turtle and older pupils giving instructions to control a sequence of lights.
57. The overall quality of teaching and learning is satisfactory. Teachers have sound subject knowledge and they are now able to provide an increasing array of resources in the ICT suite, as well as in the classrooms. Teachers' confidence in using computers has improved and they generally provide helpful instruction and demonstration. On occasions, however, this instruction is not clear and pupils are initially unsure as to how to proceed. Good use is made of teaching assistants to support and help pupils. The advice provided enables the pupils, including those with special needs, to achieve satisfactorily. Pupils listen carefully to their teachers and they are keen to provide answers to the questions asked. They show good concentration when working with computers and they work well with their partners, readily taking turns and helping each other. They enjoy the work, behave well and, once they know what they need to do, are most keen to accomplish the task set them.
58. The subject is well led and managed with the co-ordinator contributing well in helping other staff members to improve their ICT skills as well as ensuring that the school is properly resourced. The co-ordinator has provided advice, as well as support, to his colleagues in lessons and has contributed well to the improvement in standards and overall provision.

Information and communication technology across the curriculum

59. Teachers are becoming increasingly confident in their use of ICT in the classroom and they make good use of it in their teaching of a number of subjects. In a Year 6 lesson, for example, the teacher made good use of the interactive whiteboard when teaching

her class about different measurements of capacity in mathematics. Pupils have good opportunities to use computers to research in subjects such as geography and history.

HUMANITIES

Geography and religious education were inspected in full and are reported below. Work was sampled in history but not in sufficient depth to provide a full evaluation.

60. No lessons were seen in **history**, Discussions with pupils on various aspects of history, as well as a study of some of the work they have completed, show that a suitable amount of work is covered each year. Overall, this work shows a knowledge and understanding similar to that expected. The oldest pupils are able to talk about aspects of life in Ancient Greece and they had a secure knowledge about life in Victorian times, having had a 'Victorian Day' in school. These special activities are particularly effective in enthusing pupils and ensuring that they remember what they have learned.

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Teachers make good use of fieldwork to develop pupils' understanding.
- Teachers do not always suitably challenge the higher-attaining pupils.
- The co-ordinator has significantly helped improve the overall provision for the subject.

Commentary

61. Standards have improved since the time of the last inspection and are in line with the national expectation in both Year 2 and Year 6. Pupils, including those with special educational needs, achieve in a satisfactory way. By Year 2, pupils have the expected level of geographical knowledge and the vocabulary to talk about what they have learned. By Year 6 pupils show an understanding of contrasting areas. They show good awareness of features of rivers, especially in relation to the River Plym. Pupils throughout the school show a concern for the environment and have suggested ways in which it can be protected.

62. The overall quality of teaching and learning is satisfactory. Teachers successfully use resources and visits to develop the pupils' interest and this clearly benefits their learning. Teachers plan lessons carefully, but they do not always suitably challenge higher-attaining pupils, usually providing all pupils with the same activities. This means they do not learn as much as they could. Where challenge is introduced, however, for example where pupils are encouraged to tackle research work independently, they achieve well. Some pupils are keen to present their work neatly, taking care with both the writing and the illustrations, but others are less careful with their presentation. Teachers sometimes add appropriate comments of praise and encouragement to help further their pupils in their work, but this is not carried out equally well in all classes.

63. Leadership and management of the subject are good and have contributed well to the improved standards. The co-ordinator supports his colleagues well and has greatly improved resources since the last inspection. He has successfully promoted an increased amount of fieldwork and ensured an increase in the use of computers to

support learning in geography. This has contributed well to the improvement in standards.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils demonstrate secure knowledge of Christianity and of other world faiths.
- Pupils do not record work about other faiths as often as they do work about Christianity.

Commentary

64. Pupils achieve in a satisfactory way in religious education and meet the standards identified in the locally agreed syllabus. A well-devised scheme of work helps ensure good coverage of the subject and that pupils build their knowledge and understanding systematically. Pupils have a secure knowledge of the principles and stories underpinning the Christian faith and by Year 6 talk about these with some confidence. They also have knowledge of other faiths and are very clear about the need to learn about these in order to understand and respect the beliefs and traditions of others. They are not always as clear as to what customs and traditions belong to which faith, becoming muddled at times.
65. Teaching and learning are satisfactory overall. Teachers have good knowledge of the subject and plan activities which pupils talk about with enthusiasm. Clear models of respect for the beliefs of others result in the good attitudes of the pupils. There are good links made with literacy when pupils research and write in lessons. There is not, however, always a good balance of written work in pupils' books. In Years 1 and 2, for example, almost all the written work concerns work about Christianity. This does not help pupils to remember the facts about each faith.
66. The subject has been led and managed in a satisfactory way. As part of the work to improve pupils' knowledge and understanding of a range of faiths and cultures, the leadership role has been undertaken by the senior management team and successfully linked to the improvement work in cultural education. Good attention has been given to the balance of the curriculum and this has enabled satisfactory improvement since the last inspection, especially in the increased work about faiths other than Christianity.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music was inspected in full and is reported below. Work was sampled in physical education but not in sufficient depth to provide a full evaluation. Art and design and design and technology were not inspected.

67. During the inspection only one lesson was seen in **physical education**. The school very actively promotes physical activity in the pursuit of good health and planning for the subject shows that all areas of work are tackled during the year. Provision is greatly enriched by a very good range of extra-curricular activities, for example a 'healthy living' week, and the school also has a number of clubs and sports teams.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Specialist teaching is raising standards.
- Pupils are very pleased with the progress they are making.

Commentary

68. In order to improve the provision in music, the headteacher and governors made the decision to appoint a specialist music teacher in the September before the inspection. The improvement in music since the last inspection has been good as a result. Because they have been very well taught by a knowledgeable specialist, pupils have made rapid progress in the short time available. Singing, composition and evaluation have been addressed well. Although their overall achievement over time is only satisfactory, their achievement in the last year has been very good. Standards in Year 2 are now average and those in Year 6 are only just below expectation.
69. Pupils have had the advantage of very good quality specialist teaching. In the lessons seen, the teacher's knowledge and skill were evident and ensured that the pupils received accurate, enthusiastic teaching which promoted their learning very well. Over the last year, pupils have learned to understand and use an increasingly wide specialist vocabulary. They have been given opportunity to play, compose, listen and evaluate. Pupils are very clear that they have made much better progress in the last year and parents talk enthusiastically about the raised quality of music in school productions.
70. The subject has been well led and managed. The initial leadership decision to appoint a specialist teacher was a very good one. The coordinator has a very clear vision for the way the subject should improve and the substantial progress made by the pupils is evidence of the success of the improvement work. Provision is well organised and becoming increasingly wide and varied. In addition to the improved teaching in class, pupils now have many opportunities to be involved in musical activities outside lessons, with clubs such as a choir and lessons from visiting music teachers.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education and citizenship were sampled.

71. The school's general ethos supports pupils' personal, social and health education well. Pupils' personal development is held to be of high importance and aspects of this such as independence are integrated into the work of every class in every lesson. There are also timetabled opportunities for class discussions (circle time). Pupils are encouraged to see themselves as world citizens when they raise money for various charities and link with schools abroad. Aspects of personal development such as sex and relationships education and drugs awareness are properly addressed and provision meets statutory requirements.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	3
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 (ethos)	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

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

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).