

INSPECTION REPORT

WHITSTONE COMMUNITY PRIMARY SCHOOL

Holsworthy

LEA area: Devon

Unique reference number: 111941

Headteacher: Mr P Woolner

Lead inspector: Mr L Lewin

Dates of inspection: 11 – 12 July 2005

Inspection number: 268256

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	61
School address:	Oak Lane Whitstone Holsworthy Devon
Postcode:	EX22 6TH
Telephone number:	01288 341241
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Appropriate authority:	Governing body
Name of chair of governors:	Mr T Bishton
Date of previous inspection:	January 1999

CHARACTERISTICS OF THE SCHOOL

This is a small rural school. The roll has dropped in recent times due to local demographic trends. Most pupils are drawn from the immediate surrounding locality. All of the pupils come from a white British cultural background. At six per cent, the school has a lower proportion of pupils known to be eligible for free school meals than most other schools nationally and at 16 per cent, the proportion of pupils with special educational needs is similar to the national average. The percentage of pupils with statements of special educational need, at 1.4 per cent is also close to the national average. The attainment of children on entry to school is below average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22330	Mr L Lewin	Lead inspector	Foundation Stage Mathematics Information and communication technology Design and technology Music Physical education
9712	Mrs J Barber	Lay inspector	
3855	Mr D Langton	Team inspector	English Science Art and design History Geography Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school with many very good features. Very effective leadership and management and good teaching ensure that the pupils achieve well. The school provides good value for money.

The school's main strengths and weaknesses are:

- Pupils reach above average standards in English and science by the end of Year 6.
- The school makes very good provision for children in the Foundation Stage.
- Weaknesses in the provision for information and communication technology (ICT) mean pupils do not do as well as they should in this subject.
- Very effective promotion of spiritual, moral, social and cultural awareness ensures that pupils show very good behaviour and very positive attitudes.
- The curriculum is strongly enriched by the wide range of extra activities provided.
- The school has very good systems for caring for pupils and ensuring they are safe.
- Very strong links with the parents and local community enhance pupils' learning.

Since its last inspection in January 1999 the school has improved at a good rate. The small number of issues raised at that time have been comprehensively addressed. In addition, the school has moved forward in improving standards of work, and most areas of provision have been significantly strengthened. Plans are well advanced for new building work to start in the near future, which will greatly improve classroom accommodation and administration areas.

STANDARDS ACHIEVED

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

*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.*

Note: As with most small schools, test results vary a great deal each year.

Pupils achieve well. Children enter the school showing mostly below average attainment. As a result of strong provision in the Foundation Stage, they achieve very well and reach the expected levels in all of the areas of learning. Pupils progress very well in Years 1 and 2 by the end of which they attain good standards in reading, writing, mathematics and science. Last year's national test results for Year 6 pupils were above average in English and mathematics and well above average in science when compared to all schools nationally. The results were average in English and science and below average in mathematics when compared to other similar schools. Currently, pupils in Year 6 achieve above average standards in English and science and average standards in mathematics. Across the school, pupils reach average standards in religious education. Standards in ICT are average by the end of Year 2, but below average by the end of Year 6. Not enough evidence was collected to make judgements about standards in any other subjects.

Pupils behave very well and show positive attitudes. **Very good provision is made for promoting their spiritual, social, moral and cultural development.**

QUALITY OF EDUCATION

The quality of education is good. Good teaching and curriculum provision, along with very effective systems for support and guidance and very well established links with parents and the community, ensure that pupils progress well with their learning.

Teaching and learning are good overall. Teachers plan and prepare lessons with much care to ensure that work is well matched to pupils' needs and interests. Staff set high expectations for behaviour and achievement and provide strong encouragement so that all individuals become confident learners. Teaching for the Foundation Stage and Years 1 and 2 is consistently very good, enabling pupils in this part of the school to progress very well with their learning. Assessment procedures are good and teachers make effective use of the information gained to plan their lessons. Teaching assistants are a valuable asset to the school and provide strong support for teachers and pupils in all activities.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher leads the staff very well and ensures that the school maintains a good pace of improvement. He has created a climate in which staff and governors work as a very effective team. Together they show enthusiasm and a strong commitment towards moving the school forward. Governors carry out their roles very well and ensure that all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Meetings with parents and the questionnaires they returned show that most have a high regard for the school and the work of the staff. Similarly, pupils spoken to indicated that they like their school and feel that all staff are doing their best to help them.

IMPROVEMENTS NEEDED

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

- Improve the school's resources for teaching ICT and raise standards achieved by pupils in this subject.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils achieve well and standards have improved since the school's last inspection.

Main strengths and weaknesses

- Pupils reach good standards in English, mathematics and science by the end of Year 2 and good standards in English and science by the end of Year 6.
- Children in the Foundation Stage and pupils in Years 1 and 2 achieve very well.
- Standards in ICT are below average for pupils by the end of Year 6.

Commentary

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

Standards in:	School results	National results
Reading	19.0 (19.2)	15.8 (15.7)
Writing	16.8 (14.8)	14.6 (14.6)
Mathematics	18.6 (20.0)	16.2 (16.2)

There were 9 pupils in the year group. Figures in brackets are for the previous year

1. Children start school showing below average attainment overall. As a result of the very good provision in the Foundation Stage they achieve very well and reach the expected levels in all of the areas of learning for this age group. The small group of children currently in the Foundation Stage benefit from working alongside their Year 1 and 2 classmates, being well challenged by the work set and succeeding with all tasks by virtue of the strong support they receive. Skilful planning by the teacher ensures that they also cover all aspects of the areas of learning in depth and detail.
2. Very good teaching ensures that pupils in Years 1 and 2 achieve very well. Pupils gain a very solid understanding in all aspects of their work due to the rich range of activities provided, the strong emphasis placed on speaking and listening and the emphasis on getting pupils to explore concepts through practical activity. By the end of Year 2, pupils reach above average standards in English, mathematics and science. This is confirmed both by samples of work seen and the results in Year 2 national tests. Results in these tests are improving each year and at a better rate than noted in most schools nationally.

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

Standards in:	School results	National results
English	28.1 (27.0)	26.9 (26.8)
Mathematics	28.1 (27.8)	27.0 (26.8)
Science	30.0 (30.0)	28.6 (28.6)

There were 16 pupils in the year group. Figures in brackets are for the previous year

3. By the end of Year 6, pupils reach above average standards in English and science and average standards in mathematics. Within the spectrum of English work, speaking and listening and reading standards are above average and writing standards are average. The school is well focused on improving writing standards further and a good emphasis is placed upon pupils learning to write extensively in different subjects.
4. No differences were noted in the performances of boys and girls during the inspection and all groups of pupils, including those with special educational needs as well as gifted and talented pupils, were achieving well overall.
5. Standards noted during the inspection are broadly similar to those noted in last year's Year 6 national tests and also reflect the standards indicated by this year's test¹ results. The school's test results vary each year due to the variation in the number of pupils with special educational needs. The above average proportion of pupils joining and leaving the school also causes some distortion in the year on year results picture. Despite these factors the school's results show a trend of improvement over the last few years in line with the national trend. The work seen in pupils' books, as well as the school's detailed assessment information, confirms a picture of good overall progress and achievement as pupils move through the school.
6. Pupils achieve average standards in religious education across the school – in line with expectations set in the locally agreed syllabus.
7. By Year 2, pupils reach average standards in ICT, but standards are below average by the end of Year 6. Older pupils make some effective use of ICT to research for information and to present their work in an attractive way. However, due to the school's limited ICT resources, pupils do not have enough chances to practise and develop their ICT skills and they also lack sufficient knowledge in areas such as control and modelling and working with databases.
8. In art and design, design and technology, music, physical education, history and geography, too little evidence was collected to enable inspectors to judge standards.
9. Pupils with special educational needs make good progress and achieve well as a result of carefully planned work and strong support from teachers and teaching assistants. Pupils are generally successful in achieving the targets set in their Individual Education Plans.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Attendance and punctuality are good. Overall provision for spiritual, moral, social and cultural development of the pupils is very good. This shows good improvement since the last inspection.

Main strengths and weaknesses

- Pupils want to come to school and have very positive attitudes.
- Pupils' relationships with each other and all the adults in the school are very good, resulting in a friendly atmosphere throughout the school.
- The school has a clear set of values and this makes a very strong contribution to pupils' spiritual, moral and social development.
- Pupils are given good levels of responsibility as they progress through the school.

Commentary

10. Children entering the school in the Foundation Stage settle in happily. They establish very good relationships with each other and with the adults and soon become confident, very well behaved and enthusiastic learners.

¹ National comparative data is not yet available for this year's tests.

11. Throughout the school pupils work hard and listen carefully to their teachers and are polite, courteous and friendly. Pupils' social skills are very good. They respond very well in lessons, are enthusiastic and take pride in their work.
12. Behaviour in lessons and at playtimes is very good throughout the school. Pupils trust adults and most, including those with special needs, have positive attitudes to school and to learning. The very good relationships established between all staff and pupils mean that all individuals develop a confident approach to school life.
13. Provision for personal development is very good. Pupils are encouraged to develop independence and are given increasing responsibility as they progress through the school. Younger children take on simple classroom monitoring tasks and by Year 6 they have wide ranging responsibilities including organising assemblies and other school events such as the 'Wake-up' exercises before the start of morning and afternoon sessions.
14. Provision for pupils' spiritual development is very good. Assemblies encourage pupils to reflect about their own and others' lives. Pupils' spiritual awareness and knowledge of other cultures are well developed during the work they do studying other faiths in religious education lessons. There are good opportunities throughout the school for pupils to understand and develop a strong sense of right and wrong. Pupils care for those who are younger than themselves and respect the opinions and property of others. Pupils are expected to behave well and responsibly and to be kind and understanding in their dealings with each other and this approach is frequently reinforced by staff. Adults have high expectations of pupils' behaviour. Opportunities for social development are extensive and pupils respond positively to the high expectations that staff set for their behaviour.
15. Pupils' social awareness is very well promoted. For example, they are given good opportunities to interact socially during the many trips away from the school, including a residential trip for older pupils to either Delaware or Bristol. Visitors to the school and opportunities to meet peer group pupils from other similar schools also further enhance pupils' social development.
16. Pupils' cultural awareness is very well promoted through a wide range of experiences, such as visits to places such as museums and studies of famous artists. In addition, visits to the school such as that of a Hindu priest, serve to give pupils a very interesting insight into the lives of people from other cultures.
17. Attendance at the school is good. Pupils are keen to come to school and are punctual.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.8	School data	0.0
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.

Exclusions

There have been no exclusions in the last academic year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is good. Pupils' learning is successfully enhanced by good teaching and curriculum provision along with very good systems for supporting and guiding individuals and

very well established links with parents and the community. All of these areas have been strengthened since the school's last inspection

Teaching and learning

Teaching and learning are good and have strengthened further since the school's last inspection. Procedures for assessing pupils' attainment and progress are good.

Main strengths and weaknesses

- Staff develop very good relationships with their pupils.
- Lessons are well planned to match work with pupils' needs and interests.
- Teaching is particularly good for the Foundation Stage and Years 1 and 2.
- Teaching assistants provide valuable support for teachers and pupils.

Commentary

Summary of teaching observed during the inspection in 15 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1	6	6	2	0	0	0

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

18. Teachers and teaching assistants develop very good relationships with the pupils. They therefore have a good understanding of the needs of all individuals and show a skilful approach towards encouraging them. This ensures that pupils become confident learners and they generally work in a well motivated way with all tasks. This was very evident in conversations with older pupils who talked confidently and enthusiastically about work and school activities.
19. Teachers plan and prepare lessons well. Much work has gone into streamlining and upgrading curriculum planning to ensure that work is tailored precisely to the needs of the pupils and to ensure that no work in projects gets repeated unnecessarily in different year groups. Teachers select activities that they know will interest pupils. They also provide good quality displays around the school that further boost the interest created during lessons. For example, a display in the Year 3/4 classroom very effectively promoted pupils' science interests, with a tank containing giant snails and another container with ants. Within the preparation of lessons, teachers are good at catering for the different ways in which pupils learn. For instance, a strong emphasis is placed on using good visual aids, as with video clips used in a Year 5/6 science lesson and the wide ranging use of digital photographs across the school. Teachers also balance this approach well with a good range of discussion opportunities and chances for pupils to work in a practical way.
20. Good provision is made in lessons for pupils with special educational needs. Teachers ensure that the tasks provided are closely associated with targets in pupils' Individual Education Plans. Teaching assistants work skilfully with these pupils, sensitively encouraging, guiding and prompting individuals where needed, but also ensuring that they have the scope to develop their skills independently wherever possible.
21. Teaching is very good in the class for Foundation Stage children and Year 1 and Year 2 pupils. The planning of work for this wide age range is excellent and ensures that all individuals are catered for precisely. The teacher uses resources such as digital photographs in an imaginative way to accelerate pupils' understanding. She uses a very good range of different strategies to move the pace of work along rapidly and to ensure that pupils always stay focused and interested. The teacher plans activities in a very effective way so that activities for the Foundation Stage run smoothly alongside or as part of the tasks planned for Year 1 and 2 pupils. Where necessary, Foundation Stage children have separate activities to ensure they cover all aspects of the curriculum for this age group, but on other occasions they benefit greatly and are spurred on by working alongside their Year 1 and Year 2 classmates. Skilful support from the teaching assistant and class teacher ensures that they work confidently and with a full understanding.

22. The school's teaching assistants all work very effectively to support pupils and teachers. They are very well briefed and show a good understanding of how to help pupils make the most of all activities. They are especially good at encouraging pupils and are very quick to spot individuals who need extra support during activities.
23. The school has a good range of procedures for checking pupils' attainment and progress. Through assessment information teachers have a clear view of how well individuals in their classes are progressing. They use this information well to inform their planning and to make sure that any weaknesses in performance are carefully targeted.

The curriculum

The school provides a good, broad and balanced curriculum, which is very well enriched. The accommodation and resources to support learning are satisfactory overall.

Main strengths and weaknesses

- The curriculum for the Foundation Stage is very good.
- The curriculum is very well enriched by the wide range of extra activities provided.
- Preparation for later stages of education is very good.
- Participation in sport and the arts is very good.
- Some elements of provision for information and communication technology and for physical education are unsatisfactory.
- Cramped classroom space for the older pupils and the small school hall limits some aspects of curriculum provision.

Commentary

24. The Foundation Stage curriculum provides children with a wide range of rich experiences. Not only do the children cover all of the areas of learning for this age group in depth, but also benefit from joining in and sharing many of the experiences with their Year 1 and Year 2 classmates.
25. The curriculum for Years 1 to 6 covers all of the required areas. All key issues identified by the previous inspection have been successfully addressed. During the last two years the curriculum has been thoroughly revised and improved and is well balanced. The overall teaching time is above average and timetables are well devised. Much work is planned through a well-considered topic approach, and subjects such as history and religious education are used effectively to develop literacy skills. Links between subjects are skilfully designed to maximise the impact of work on pupils' learning.
26. Provision for pupils with special educational needs is good. They are well supported by teachers and teaching assistants who have a good knowledge of the needs of all individuals. Pupils' needs are identified at an early stage and close liaison between staff ensures that their progress is carefully monitored as they move through the school. Pupils follow the same work as others in their class and are fully included in all activities. Similarly, pupils who are identified as gifted and talented are well supported and teachers ensure that the curriculum provision is carefully geared to their needs.
27. Provision for pupils' personal, social and health education is good, with, for example, the accreditation as a 'healthy school' illustrating the good emphasis placed on pupils learning to develop healthy lifestyles. A new policy and scheme of work for personal, social and health education ensures that lessons in this area are regularly scheduled for all classes. The school ensure that all groups and individuals have full opportunities to participate in all aspects of the curriculum. Pupils are very well prepared for their next stage of education. Through opportunities to visit and spend time at the secondary school and chances to meet with secondary school teachers and pupils from other schools locally who are transferring, pupils

are given very thorough support to help them in this transition phase. The school adopts an innovative approach to developing the curriculum. For instance, before morning and afternoon sessions the whole school participates in a short aerobics warm-up session. Also, systems for planning subjects allow for the best use to be made of teachers' specialist teaching skills.

28. The curriculum is very well enriched through the wide range of visits made by classes, including residential visits for older pupils, which provide opportunities for adventurous outdoor activities. A wide variety of visitors to the school also boost and enliven pupils' learning; for example with puppet shows, presentations about the rain forests, an artist and an author. A wide range of clubs offering physical, artistic and musical activities is available, and well supported by about half of all pupils. For example, about one fifth of the school is involved in the science club. A high proportion of pupils learn a musical instrument. Participation in sporting activities and in the arts is promoted very well, with boys and girls taking part in local soccer and netball competitions. Staff and pupils from the local secondary school coach games. Yoga, golf and tennis coaching are made available from outside coaches. During the inspection older pupils took part in a dance festival with other schools in Bude, and artwork was being prepared for a local exhibition.
29. The school has an appropriate number of teachers and teaching assistants who contribute positively to the pupils' learning, especially those with special educational needs. The accommodation is satisfactory overall, although the small size of the school hall inhibits the teaching of gymnastics. It also means there is no proper alternative provision for physical education lessons when outdoor lessons are prevented by bad weather. The classroom for the oldest pupils in the school is too cramped, and the lack of space overall makes it difficult for staff to site computers in places that are easy for the pupils to access. The school grounds, which include a pond and habitat areas, are well used to further pupils' learning. Teachers make their classrooms very attractive with good quality displays. However, there is some inconvenience as the pupils need to go outdoors to get from one class to another. Plans are now well advanced to build some new classrooms and this will make a significant improvement to the current facilities.
30. Resources are satisfactory overall, good for science and mathematics but insufficient for religious education. The school's resources for ICT are unsatisfactory and the current range of computers does not give enough scope for pupils to practise and develop their skills.

Care, guidance and support

There are very good arrangements to ensure pupils' care, welfare and safety. The provision of support, advice and guidance, based on monitoring, is very good, as is the way the school involves pupils through seeking, valuing and acting on their views. These aspects have shown a good improvement since the last inspection.

Main strengths and weaknesses

- The school has a caring, family ethos.
- Staff know the pupils very well and relationships between staff and pupils are very good.
- Adults working in the school are very good role models for the pupils.
- Pupils are effectively involved in decision making during discussions and whole-school assemblies.
- There are very good induction arrangements for pupils entering the school.
- Procedures to ensure that pupils work in a healthy and safe environment are well established.

Commentary

31. The school is inclusive with many very good features in the way pupils' well-being, general care and safety are promoted in the school. Pupils are well supported by the ethos of the school and the very caring approaches of the staff. The school provides very good support and guidance for all its pupils and there is a caring environment that creates positive attitudes towards learning. Good records are maintained to show pupils' personal development. Staff know the pupils very well and teachers and support staff are accessible and responsive to their needs. Relationships in the classroom and in the playground are secure and pupils feel confident to approach staff with any problems or concerns.
32. Pupils with special educational needs are well supported. Individual Education Plans are carefully constructed and parents are fully involved in reviews of pupils' targets.
33. All pupils are involved in decision making throughout the school with a good emphasis placed on discussing important issues during class lessons and assemblies. Playground equipment and school rules have been changed as a result of pupils' involvement in this way.
34. The liaison with the local playgroup is particularly good and there is an effective induction programme for the new children who are given the opportunity to participate in Friday afternoon 'Learning Together' sessions, during the year before they start in the Foundation Stage.
35. Procedures for monitoring discipline and promoting good behaviour are very good. Bullying is not perceived to be an issue by parents, pupils or staff, and any incident involving tension between pupils is dealt with promptly and effectively.
36. Procedures for child protection and health and safety checks are very good. The headteacher is the named person with the responsibility for child protection and he is well trained and informed. Clear guidance exists for all staff who are fully aware of their responsibilities in this area.
37. The school promotes the health of pupils through the personal, social and health education curriculum and by encouraging them to drink water regularly throughout the day, join in wake-up exercises at the start of morning and afternoon sessions and by promoting healthy eating. The school provides a safe environment for all of its pupils, with regular health and safety checks and a rigorous approach to risk assessment for all activities. The school has a conscientious approach towards ensuring all pupils are kept safe; for example, a member of staff hands over every pupil personally to parents or carers at the end of the school day. Also, the school is very careful to ensure all medical procedures are handled efficiently.

Partnership with parents, other schools and the community

The school works very well in partnership with parents, other schools and the community. There has been good improvement in this aspect since the last inspection.

Main strengths and weaknesses

- The school provides a very good level of information for parents.
- There are very effective links with other small schools and the local secondary school.
- Community resources are used very well to provide a rich range of experiences for pupils.
- The parent, teacher and friends association provides strong support for the school.

Commentary

38. The school works very effectively to involve parents in their children's education. This is mainly enabled through the good relationships established between home and school. This results in parents showing an enthusiastic approach towards being involved in school activities. They are welcomed into school and a significant number of parents help in lessons.

The school adopts an 'open door' policy and parents talk to their child's teacher whenever they feel it necessary. The headteacher usually greets parents each morning outside school and often helps control the traffic flow at the end of the school day.

39. Parents receive very good quality information on the school through regular letters and the very good quality termly school magazine. The annual governors' report to parents and the prospectus are very informative documents. Pupils' annual reports give detailed information on progress and attainment, and parents also receive detailed information on topics to be covered in the classroom. There is an annual open afternoon when parents are invited to come in to watch the school in action and peruse their child's work. Staff encourage parents to raise issues and concerns informally at any time. Any issue is dealt with quickly and effectively.
40. There is a strong parent, teacher and friends association that organises regular social and fundraising activities. Significant funds have been raised which have been used to help boost resources for learning and to subsidise the cost of running the school's swimming programme.
41. There are very good links with other schools in the area. Strong links with the local secondary school in particular help to ensure the smooth transition of pupils between the schools. Strong links with other primary schools are used very effectively to enhance sporting activities and to promote the potential for pupils to socialise in a wider context with pupils they will meet when they transfer to the secondary school.
42. The strong links that the school has with the local community are very beneficial; for example, providing pupils with opportunities to carry out landscape painting, study projects in the church with the local vicar and sing carols to the residents of the nearby residential home. Community relationships are further cemented by the school inviting local residents to all major events organised by the parent, teachers and friends organisation.

LEADERSHIP AND MANAGEMENT

The leadership and management are very good and have improved since the last inspection. Governors carry out their roles very effectively and ensure all statutory requirements are met.

Main strengths and weaknesses

- The headteacher provides strong leadership for the staff.
- Teachers lead and manage curriculum areas very effectively.
- Governors are fully involved in the running of the school.
- The school manages its finances very efficiently.
- The school development plan lacks detail to show how initiatives will be implemented.

Commentary

43. During his two years in post the headteacher has led the school very well and instigated a range of important initiatives that have propelled the school forward at a good rate. For example, he has involved the staff in a full scale review and upgrade of curriculum planning and implemented a wide range of procedures to ensure that pupils' attainment and progress are carefully tracked as they move through the school. In particular, he has established an atmosphere in which staff and governors work together as a very effective team. This results in staff and governors working enthusiastically and with a full commitment to improving the school.
44. Staff work very closely together and the strong communication between them means that they maintain a clear overview of the quality of provision and standards across the school. In addition, very good monitoring systems have been established, with teachers closely involved in observing each others' lessons, regularly checking samples of pupils' work and continually

reviewing the effectiveness of lesson planning. In this way, they do a very effective job of leading and managing the subjects for which they are responsible.

45. Governors are fully involved in and very well informed about all aspects of the everyday working of the school. Many of them are in school on a regular basis and all governors have a comprehensive understanding of the school's strengths and weaknesses. They provide very strong support for the headteacher and staff. The chair of governors in particular, does an excellent job in this respect, maintaining very close liaison with the headteacher and staff. He has established robust procedures to ensure that governors are kept fully informed. He has also set in place very good systems to enable them to routinely monitor the quality of lessons.
46. All staff and governors are fully involved in the process of school development planning. The current plan contains a comprehensive range of initiatives that are precisely geared to improving standards and the overall quality of education provided for pupils. Although the headteacher and staff show a clear view about the main outcomes they require within the development plan, the lack of detailed action plans means that it is not clear how many of the initiatives will be moved forward.
47. The school manages its finances very effectively. The headteacher and governors work closely together to ensure that the best possible value is gained from all spending and that all resources are used as efficiently and effectively as possible. Although the school currently has a very large budget carry forward figure, this includes a large amount of reserve funding earmarked for the new building work to be carried out in the very near future.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	221099
Total expenditure	230471
Expenditure per pupil	3340

Balances (£)	
Balance from previous year	58967
Balance carried forward to the next year	51999

48. Considering that pupils achieve well as a result of the very effective leadership and management and good quality teaching, the school clearly provides good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

As at the time of the last inspection, the school makes very good provision for children in the Foundation Stage. All of the areas of learning are covered in depth and detail and the four children currently in this age group also benefit from the interaction with their Year 1 and 2 classmates – giving them opportunities well above and beyond the basic provision expected for the Foundation Stage. When they start school the children show below average attainment overall. As a result of very good teaching, they achieve very well and reach the expected levels in all areas of learning by the end of the Foundation Stage.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Very good support provision and social opportunities help children to become confident learners.
- Children relate very well to one another and develop positive attitudes.

Commentary

49. Children are very well taught in this area of learning and achieve very well. The teacher organises most working sessions to maximise the interaction between all individuals in the Foundation Stage/Year 1 and 2 class. Frequent class discussions and very good questioning by the teacher and teaching assistant ensure the children are fully involved and extended. This kind of exposure and constant challenge means they mature rapidly and take a lively interest in all activities. Children learn to work collaboratively and the strong support and encouragement that they receive helps them to become confident. Generally the children work enthusiastically and clearly enjoy all aspects of school life. By the end of the Foundation Stage they reach the expected level in this area of learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Very good opportunities are provided for children to develop their speaking and listening skills.
- Very good provision for teaching letter sounds helps children progress rapidly in acquiring an understanding of recognising and using simple texts.

Commentary

50. The teacher and teaching assistant work very well together in supporting children in this area of learning so that individuals achieve very well and reach the expected level by the end of the Foundation Stage. Lively and interesting tasks mean that the children are keen to carry out activities. For example, they were fascinated by an ongoing project linked to a poem about a 'Magic Box', with the teacher revealing some of the items within her own 'magic box'. This approach inspired them to start using a good range of vocabulary so that working with the teaching assistant 'scribing' for them they were able to put together interesting and imaginative short descriptive phrases. Very good opportunities to work with Year 1 and 2 pupils, reading texts together from the teacher's 'big book' along with the separate sessions to consolidate their knowledge of letter sounds ensure rapid advancement of their reading skills.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- The very good range of practical activities provided in mathematics helps children develop a confident approach and a broad based understanding of new concepts.
- Very effective use of resources helps children advance their number skills at a very good pace.

Commentary

51. The class teacher shows very good confidence in this subject area and organises activities that help the children make rapid gains in their ability to learn about and handle numbers in different situations. For example, in a very good lesson seen, the children worked very effectively with a range of different resources to complete simple counting, adding and subtracting activities. The teacher and teaching assistant provided very good support and guidance for the children to help them work rapidly through the tasks. The children's work in this session, and in samples of their work from across the year, show they are achieving very well and reaching the expected level.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The rich range of learning activities helps children to advance rapidly.
- Very good use of resources means children gain a very full understanding of new concepts and ideas.

Commentary

52. The Foundation Stage/Year 1 and 2 classroom displays of work show that children are involved in a very wide range of interesting activities across the year. Excellent planning by the teacher contrives many innovative ways of encompassing the work for the children within many of the ongoing projects for Years 1 and 2. This means that tasks are often very challenging for the children, but the very good support and use of resources by the teacher and teaching assistant ensure that children cope well with all the work. This approach also means that while they comfortably reach the expected level in this area of learning, children acquire a broad and in depth understanding. For example, very detailed work designing Joseph's multicoloured coat engaged the children in studying different patterns and designs, selecting resources and making use of different methods to build up the designs. The teacher uses different resources very effectively to accelerate children's understanding. For example, in a geography session, the work following up a recent visit, was made very clear when the children were able to view the digital photographs that had been taken. The children achieve very well in this area of learning.

PHYSICAL DEVELOPMENT

53. Insufficient evidence was collected during the inspection to enable provision to be judged for this area of learning. Nonetheless, the evidence of the children enjoying the good range of equipment and resources in the playground showed that they are achieving very well and attaining the expected level in this area of learning. Children showed good co-ordination when using the large wheeled toy vehicles in the playground and moved around with sound awareness of playing safely with other children. Photographic evidence shows children learning to carry out simple gymnastics manoeuvres such as forward rolls.

CREATIVE DEVELOPMENT

54. No lessons were seen encompassing this area of learning and not enough evidence was collected to make an overall judgement about provision. However, a wide range of art and design and design and technology work on display shows that the children achieve very well and reach the expected level in this area of work. Children paint and make models showing sound use of their imaginations and creativity. For example, they make attractive self portraits using a range of media such as chalk and crayon. Children are beginning to develop an appreciation of pattern and colour in things that they observe, as with the study of cloth materials in the project mentioned above to design Joseph's coat. Artwork around the classroom and in pieces of their work viewed shows that children make careful drawings and use colour thoughtfully when constructing their pictures.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are above average at the end of Year 2 and Year 6.
- The subject is very well led and managed.
- Teaching and learning are very good, and pupils achieve well.
- Planning and timetabling for the subject are very good.
- Teaching assistants and parents provide good support.

Commentary

55. Pupils join the school with below average language and literacy skills. By the end of Year 2, standards of attainment are above average in speaking and listening, reading and writing. At the end of Year 6, they are above average in speaking and listening and in reading, and average in writing. All pupils, including those with special educational needs, achieve well and some very well.
56. Teachers question pupils very effectively, using open-ended questions that require considered thought from the pupils before replying. Further opportunities to support speaking are taken when pupils share work at the end of lessons, in circle time, in assemblies and in planned exchanges with discussion partners. All pupils are very good listeners. Pupils enjoy stories and listening to their teachers and to one another. Most pupils are confident and articulate speakers.
57. Good standards of reading are promoted across the school by the regular opportunities provided for pupils to practise their skills. Teachers also provide opportunities in other lessons such as religious education to practise reading. Home/school reading diaries are used effectively and reading is regularly assessed to enable pupils requiring additional support to be identified. Guided reading sessions for pupils in small groups enable them to develop good comprehension skills. Pupils are generally accurate and expressive readers.
58. In writing, pupils show good command of vocabulary and choose words carefully for effect. Teachers are working well to boost pupils' writing skills by the end of Year 6. For example, 'Writing Report Kits' are used effectively to help pupils with this particular style of writing. Pupils write for a variety of purposes, choosing vocabulary carefully, and their standards of spelling, grammar and punctuation are good. Handwriting is generally legible with letters well formed and of uniform shape, though insufficient emphasis is placed on joining up letters. Further opportunities for writing are well provided in subjects such as religious education,

geography and history. Writing goals are recorded in pupils' exercise books and regularly reviewed.

59. The teaching and learning of English are very good overall. Teachers have good subject knowledge. They question pupils very well, plan very well and set high expectations for what pupils should achieve in lessons. For example, in one very good lesson the teacher kept up a very good pace, engaging and challenging pupils very effectively through precise questioning and by setting additional tasks for higher attainers.
60. The subject is very well led and managed by the headteacher. A very strong feature of the well planned curriculum is the daily half-hour session for all classes working in small groups, which rotate regularly through grammar, phonics, spellings, sentence corrections, individual and group reading, handwriting and punctuation. These lessons contribute very positively to pupils' good learning. Language displays feature prominently in all classrooms, with great emphasis on the acquisition of vocabulary and the correct use of grammar and punctuation.

Language and literacy across the curriculum

61. There is good provision for the development of speaking and listening, reading and writing skills in other subjects. Opportunities are provided by teachers in all lessons to develop speaking and listening skills, in response to effective open-ended questions and through discussions with partners. In religious education, history, science and geography pupils are provided with good opportunities to write empathically, as in a Years 3 and 4 religious education lesson where they adopted the role of newspaper reporters to record accounts of Jesus' healings, and in a Years 5 and 6 geography lesson where they wrote travel brochures to describe features of Kenya.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Good opportunities are provided for pupils to use and apply their mathematical skills in practical and problem solving work.
- Very good teaching for Years 1 and 2 and good teaching for Years 3 to 6 enables pupils to achieve well by the end of Year 6.
- Teaching assistants provide valuable support in lessons.

Commentary

62. By the end of Year 2, pupils reach above average standards and achieve very well. By the end of Year 6, pupils achieve well and reach average standards overall.
63. Year 2 pupils' numeracy folders show that they cover a very wide range of work across the year. Much of the work covered is approached in a practical way, giving pupils a broad understanding of the concepts taught and helping them to have a confident approach in using and applying their mathematical skills. Pupils show good ability in working out simple calculations mentally with numbers up to 100. They know the features of different three-dimensional shapes and understand the basics of using metric units for measuring.
64. The school's assessment information shows that pupils make good progress as they move through the school and achieve well by Year 6. They cover a good range of activities across the year and work sampled shows that they have much experience in using and applying their mathematical skills appropriately in problem solving contexts. As with the younger age groups, these pupils gain a broad understanding of the concepts taught. Pupils' books show that they take pride in their work, with calculations generally being set out neatly and clearly.
65. Teaching is very good for pupils in Years 1 and 2. Challenging work is provided that makes all pupils think hard about the mathematical ideas being taught. Very good support from the

teacher and the teaching assistant ensure that all pupils are fully involved and gain confidence in working in this subject. Very detailed and precise planning ensures that tasks match pupils' needs closely. Teaching for pupils in Years 3 to 6 is good and enables all individuals to progress well. Teachers show a confident approach and explain ideas and tasks clearly so that all pupils know exactly what the work entails and what is expected of them. In all classes across the school, teaching assistants provide valuable support. They are well briefed and show good skill in supporting activities. For example, in a Year 5/6 lesson the teacher split the class into two sections for the main activity, with the teaching assistant confidently working with one half of the class while the teacher worked with the other half. This approach enhanced the opportunities for pupils to be individually supported.

66. The subject is very well led and managed by a co-ordinator who has a very precise overview of the quality of provision and standards across the school. She gains this knowledge by monitoring lessons, planning, and scrutinising samples of work as well as maintaining very close liaison with her colleagues. Pupils are regularly assessed and teachers use the information well to refine their planning and ensure that work is targeted precisely at pupils' needs.

Mathematics across the curriculum

67. Mathematics is well incorporated across the curriculum, with frequent examples of pupils using survey and graph techniques across the school in different subject areas. Mathematical ideas and skills are particularly well promoted within science work.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards of attainment are above average at the end of Year 2 and Year 6.
- Teaching and learning are very good, and most pupils achieve well.
- Pupils' very good attitudes contribute strongly to their learning.
- Resources for the subject are good.
- The subject is well led and managed.

Commentary

68. Standards are above average by the end of Year 2 and Year 6, maintaining the good standards seen at the previous inspection. Throughout the school, pupils achieve well, and sometimes very well due to the very good teaching they receive, and the very good attitudes they show towards learning.
69. Pupils gain a wide range of knowledge and understanding. For example, Year 2 pupils know that their bodies need exercise to stay fit, label parts of the body accurately and know that exercise uses up energy and that this comes from food. They follow the development of a butterfly egg and classify classroom items as push or pull objects as part of their work on forces. By Year 6, pupils have a good understanding of the interdependence and adaptation of insects and animals such as sidewinder snakes and trapdoor spiders. They show a good knowledge of electrical circuits and acquire good investigative skills – drawing clear conclusions and having a firm understanding of the principles of fair testing.
70. Teaching is good overall and sometimes very good. Teachers have good subject knowledge. Planning is very good and pupils with special educational needs achieve well supported by teaching assistants and other adults. Teachers question pupils well and place a good emphasis on the learning of scientific vocabulary. Lessons generally move at a good pace. Teachers give clear explanations and set high expectations for what the pupils should achieve in the time available. In one very good lesson the teacher had laboriously selected and

prepared excellent short video excerpts illustrating how animals in the desert adapt for survival. Pupils learned very well as a result, and through much enjoyment. Pupils bring very good attitudes to lessons, and enjoy the subject.

71. The subject is very well led and managed. National tests results are analysed and planning revised accordingly. The subject is well supported by a science club that is well attended by almost one third of pupils in Years 3 – 6. Good use is made of the school pond and meadowlands to support the study of animals, plants and insects in their natural habitats. Each classroom has an area displaying some form of wildlife. Year 3 and 4 pupils learned well from watching a dragonfly form, and follow the progress of a group of ants. Resources for the subject are good. Good curriculum planning on a two year rolling programme ensures continuity and the progressive learning of skills.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **unsatisfactory** and not as good as reported in the last inspection.

Main strengths and weaknesses

- Standards are below average by Year 6.
- The school's current ICT resources are unsatisfactory.
- Older pupils do not make sufficient use of computers across the curriculum.

Commentary

72. By the end of Year 2, pupils have gained appropriate skills, achieved well and now reach the expected level in this subject. They are familiar with using simple programmes to support their work and generally cover all the main areas of the ICT curriculum for this age group. Discussions with Year 6 pupils and a review of samples of their work show that overall they attain below average standards and their achievement is unsatisfactory. They make appropriate use of ICT for researching some of their topics and for using programs such as PowerPoint to present their work in an interesting way, but overall, they have too few opportunities to make full use of ICT facilities to practise and extend their skills. Also, there are gaps in their knowledge in areas such as control and monitoring and the use of sensors. They have covered work with using databases in recent times, but in discussion, showed much difficulty in recalling what they had done or how the relevant programs function.
73. No ICT lessons were seen during the inspection and so no overall judgement is made about the quality of teaching. However, the range of skills acquired by pupils in Years 1 and 2 indicate that they are well taught. For pupils in Years 3 to 6, the limited range of work carried out and the gaps in pupils' knowledge indicate that teaching and learning are not as good as they could be. This weakness is clearly linked to a deficiency in the school's resources and the consequent difficulty for the teachers of the older pupils to meet the heavier demands of the ICT curriculum for these age groups. Currently, the school has too few computers and the equipment is mainly old and not running efficiently. The school's restricted working space in the classrooms for older pupils also hampers access to the equipment.
74. Leadership and management of this subject are sound overall. Although standards and the quality of provision have declined, the school has rightly held back on improving the facilities immediately due to the impending building changes in the school. The headteacher has a clear focus on ICT provision being a priority for improvement once the new building work has been completed.

Information and communication technology across the curriculum

75. Younger pupils in the school make appropriate use of ICT to support work in other subject areas, with programs in use, for example, that help them practise their spelling and number skills. For the reasons stated above, the use of computers by older pupils to support work

across the curriculum is very patchy and Year 6 pupils spoken to indicated that their use of the computers to support work in other subjects has been quite limited.

HUMANITIES

76. During the inspection no lessons were seen in history and one lesson was seen in geography. Not enough evidence was collected in these subjects to enable secure judgements to be made about the quality of provision or standards. However, the small amount of work sampled in **history** shows strong indications that pupils attain average standards and achieve satisfactorily. For example, Year 2 pupils make appropriate comparisons of past and present seaside holidays while Year 6 show good recall of the various monarchs and a satisfactory grasp of chronology in their study of The Tudors. They compare the round the world voyage of Sir Francis Drake with that of Dame Ellen MacArthur. Visits to places such as Widemouth Bay and Buckland Abbey support the subject well.
77. In **geography**, Year 2 pupils visit Widemouth Bay when studying a contrasting location, making good links with their history work. They make simple plans of their classroom and consider how to make their environment safer. Year 6 pupils study Kenya in detail, preparing a travel tour to take in four areas offering differing locations and features. The limited sampling of work carried out during the inspection gives strong indications that pupils reach average standards and achieve satisfactorily in this subject. Good quality displays of the subject around the school support pupils' learning well. History and geography are well linked in teachers' topic planning, and support the development of literacy skills well.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Main Strengths and weaknesses

- The subject makes a good contribution to pupils' moral and spiritual development.
- Pupils' awareness of other religions and cultures is well supported by the work they do in religious education.
- The subject is used well to support pupils' literacy skills.
- There are too few resources to support fully teaching and learning.

Commentary

78. No lessons were seen in Years 1 and 2, nor Years 5 and 6. From a scrutiny of pupils' work and teachers' planning and from discussion with pupils and teachers it is evident that attainment at the end of Year 2 and Year 6 is in line with the standards indicated by the Cornwall Agreed Syllabus. All pupils, including those with special educational needs, who are effectively supported, achieve well. Improvement in the subject since the previous inspection is satisfactory.
79. Regular visits from the local clergy and more recently from a practising Hindu, together with visits to local churches, support the subject well. Good links with other subjects are planned as part of the overall topic work. Literacy skills are developed well through pupils' writing accurate written accounts to support ideas that are covered.
80. In the one lesson seen, which was satisfactory, the teaching displayed many good characteristics, but learning was impaired because too long was spent in reading. Pupils showed good knowledge of Jesus' healing stories, and the lesson supported the development of literacy skills well through the writing of a newspaper report, with appropriate headlines, as an eye-witness account.

81. The subject is well led and managed, but there are insufficient resources, especially artefacts, to help pupils learn about other religions. There is a good focus on the subject, with good quality displays for Hinduism, Sikhism and Islam around the school that increase pupils' awareness of other cultures.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

82. No lessons were observed in art and design or design and technology. One lesson was seen in music and one in physical education. Overall, insufficient evidence was collected during the inspection to enable secure judgements to be made about the quality of provision or standards.
83. Good quality displays of pupils' **art and design** work are seen in all classrooms. Within these displays, a good emphasis is placed on promoting pupils' awareness of the works of well known artists. The limited samples of pupils' work viewed give indications that they reach average standards at the end of Year 2 and Year 6. For example, Year 2 pupils have made observational drawings of an old pepper pot, shading in shadows appropriately. Art and design is used well to support other subjects. Assessment of pupils' attainment and progress is at an early stage of development.
84. Pupils are given appropriate opportunities to carry out **design and technology** work. A suitable scheme of work is in place based on the nationally produced guidelines for this subject. Interesting work is devised for pupils. For example, pupils in Years 1 and 2 have undertaken a very detailed project to design a 'multicoloured coat for Joseph'. Detailed designs were drawn up, different cloth materials evaluated, pattern templates made and attractive miniature coats made as finished products. The pupils' work has also been attractively displayed.
85. Pupils are given a wide range of opportunities to participate in **music**. The school makes good use of a specialist teacher who takes music lessons for two weeks out of three. A large proportion of pupils in the school are taught to play a musical instrument and good links are made with different areas of the curriculum to incorporate aspects of music. For example, music has been used to support work about Tudor dancing.
86. The school makes a strong effort to ensure pupils have a wide range of opportunities in **physical education**. There is a very extensive range of extra-curricular sports activities provided and the school makes the most of all links, such as those with the secondary school, to boost pupils' performance and acquisition of skills. For example, the sports co-ordinator from the secondary school visits to support work in games, and specialists come to the school to support work in areas such as yoga, tennis, golf and gymnastics. In addition, the school runs its own whole-school aerobics work out sessions as a lively starting point to morning and afternoon sessions.
87. Although the overall range of sports activities is extensive, work in gymnastics is very limited due to the small size of the school hall. The lack of a proper school hall also means there is no alternative space for physical education work when outdoor games sessions are not possible in bad weather.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

88. No lessons were seen in this area of the curriculum and it is therefore not possible to judge the quality of provision or standards.
89. However, it is clear that the school has done much to raise the profile of and quality of work in personal, social and health education and citizenship since the last inspection. A new policy and scheme of work have been introduced recently and the subject is taught to all classes. Pupils have daily opportunities to express concerns and communicate in confidence with teachers through their 'My thoughts' writing. The school promotes good awareness of healthy living, and drugs and alcohol abuse. Year 6 pupils lead the whole school in healthy exercising

at the start of morning and afternoon sessions. Pupils voice their concern for living things, are given ample opportunities to make their views known, and have a wide range of responsibilities to encourage their personal and social development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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

