

# INSPECTION REPORT

## **MAYLANDSEA PRIMARY SCHOOL**

Mayland, Chelmsford

LEA area: Essex

Unique reference number: 115060

Headteacher: Mr Andrew Howe

Lead inspector: Ms Vreta Bagilhole

Dates of inspection: 8-10 March 2004

Inspection number: 256873

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:	340
School address:	Katonia Avenue Mayland Chelmsford Essex
Postcode:	CM3 6AD
Telephone number:	01621 742251
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Joan Robson
Date of previous inspection:	18 May 1998

## CHARACTERISTICS OF THE SCHOOL

Maylandsea Primary School is a primary school near Chelmsford for pupils aged 4-11. The school is bigger than other primary schools. There are twelve classes which include the Reception classes. Three of these classes have pupils from more than one year group. The school serves a unique semi-rural community on the Dengie peninsula in Essex consisting of a range of modern private housing into which families regularly move in and out. This results in high proportions of pupils joining and leaving the school at different times of the year and affects all year groups. The pupils are from predominantly white British family backgrounds and a small proportion are from Caribbean and Asian backgrounds. There are no pupils who are learning English as an additional language. Pupils' home circumstances are average. Twenty one per cent of pupils have special educational needs, which is above average and two pupils (0.5%) have a Statement of Special Educational Need, which is below average. Those pupils who are receiving extra support have moderate learning or social, emotional and behavioural difficulties. A few also have speech and communication difficulties. Children enter the Reception in the term in which they are five. Their attainment when they start Reception is average overall but their social skills are underdeveloped.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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14214	Jill Smith	Lay inspector	
26232	Chris Grove	Team inspector	Science Art and design Design and technology History
23805	Margaret Lygoe	Team inspector	Mathematics Religious education Personal, social and health education
15011	Marian Wallace	Team inspector	English Geography Music Physical education Special educational needs

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>12</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>16</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>18</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>30</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is an improving school which is providing a satisfactory standard of education. School self evaluation is good and the school takes appropriate action to raise standards and improve the achievement of pupils in English, mathematics and science. Overall the teaching is satisfactory and over half of it is good. The headteacher provides good leadership. Staff value all pupils equally, whatever their needs, and work hard to make sure they get the best from their time at school. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- The headteacher leads and manages the school well.
- Teachers do not always have high enough expectations of the pupils and consequently not all pupils are achieving as well as they could.
- Standards in English, mathematics and science are below average.
- Standards in music are above average.
- Opportunities for enrichment of the curriculum are very good.
- The role of the deputy headteachers is underdeveloped.
- The provision in the Reception classes is good.
- Pupils' personal development is good and their awareness of their own and other cultures is very good.

The school has made satisfactory improvement since the last inspection in May 1998. National test results since the previous inspection have remained low but are now beginning to improve in reading, mathematics and science. Standards in information and communication technology have improved well and the provision in the Reception classes is now good. Teaching is better than at the time of the last inspection. Improvement has been satisfactory in the key issues from the last report and work is more challenging for pupils but not consistently so. Assessment systems are now used well to track pupils' progress and lessons have a clear purpose. Pupils in all year groups are satisfactorily applying their numeracy skills in other subjects and they apply their literacy skills well.

### STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those with similar percentages of pupils eligible for free school meals*

Currently achievement in Years 1-6 is satisfactory overall although a minority of pupils are not achieving as well as they could. Standards have not settled into a consistent pattern over the last three years. Improved standards in 2002 fell in 2003. The high number of pupils joining and leaving the school after the normal starting time makes the test data less reliable. Inspection findings indicate that the school is not typical of its similar school category and pupils are achieving better than that data suggests. Also in 2003, over a third of the pupils in Year 2 and Year 6 had been identified as having special educational needs. Currently standards in Year 6 in mathematics and science have improved this year over last year and are now below average in mathematics and science as opposed to well below. Standards in English remain below average overall but standards in reading have improved and are average. In 2003, pupils in Year 2 attained standards that were well below average in writing and mathematics and below average in reading. Current Year 2 pupils are

attaining standards in reading and writing which are average. Standards in mathematics remain well below average in Year 2 although more pupils are on track to achieve the nationally expected level than was the case in 2003 tests. Standards across the school in information and communication technology and religious education are typical of those found nationally. The pupils enjoy excellent music teaching and standards are above average. The children enter the Reception class with average attainment although their personal social and emotional development is below average. They achieve well, and sometimes exceed, the standards expected for this age group by the time they leave Reception. However, it is important to bear in mind that the pupils in each year group are vastly different between the time they finish in the Reception class to the time they reach Year 6 because of the high mobility.

**Pupils' personal qualities, including their spiritual, moral and social development are good.**

Their cultural development is **very good**. Pupils' attitudes, behaviour and attendance are **satisfactory**. However, absences continue to arise as a result of term time holidays and are at a high level compared to other schools.

### **QUALITY OF EDUCATION**

**The quality of education is satisfactory.** Overall teaching and the curriculum are **satisfactory**. Over half of the teaching is good and teaching in music is excellent. Teaching assistants provide good support in lessons. The curriculum is good in the Reception year. Opportunities for enrichment of the curriculum are **very good**. The school provides **satisfactory** support, advice and guidance and involves pupils well in its work and development and arrangements to ensure pupils' care, welfare, health and safety are **good**.

### **LEADERSHIP AND MANAGEMENT**

Leadership, management and governance are **satisfactory**. The leadership of the headteacher is **good** and he provides the drive for improvement, sharing his vision very well with the staff, parents and governing body. School self evaluation is **good**, however, the role of the deputy headteachers is underdeveloped.

### **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Most parents support the school. The majority feel it is well led and that it encourages their child to become mature and independent although a significant number do not feel well informed about how their child is getting on or that the school takes account of their concerns. Inspection evidence does not substantiate their concerns. There are established systems for seeking pupils' views and most show positive attitudes to school although some pupils do not find lessons interesting.

### **IMPROVEMENTS NEEDED**

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

- Improve weaknesses in the quality of teaching and ensure that all staff have the highest expectations of what their pupils can do so that all pupils achieve as well as they can.
- Raise standards and achievement in English, mathematics and science.
- Review the leadership and management role of the deputy headteachers.

(The school has identified and is already implementing a clear plan to improve the first two points)

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

Standards in the school are **below average** but showing clear signs of improvement. Currently achievement is **satisfactory** although not all pupils are achieving as well as they could.

#### Main strengths and weaknesses

- Standards are improving due to the careful monitoring of pupils' progress and teachers' performance and to well planned initiatives in reading and mathematics.
- Achievement is satisfactory overall but pupils in some classes are not achieving as well as they could.
- Standards in reading are average but standards in speaking and listening and writing are below average by the age of eleven.
- Standards in mathematics and science are below average by the age of eleven.
- Standards in music are above average.
- There has been a good improvement in standards in information and communication technology.

#### Commentary

1. The attainment of the children on entry to the Reception classes is average overall but it is below average in their personal, social and emotional development. In the national tests for 2003, pupils in Year 6 attained standards that were below average in English and well below average in mathematics and science compared to all schools nationally. Year 2 attained standards in the tests that were well below average in writing and mathematics and below average in reading. This was a disappointing result for the school after more positive test results in 2002 but there were a number of factors that affected the test results in 2003 when the school received an achievement award. Over a third of the pupils in Year 2 and Year 6 had been identified as having special educational needs. There was a high level of mobility in this Year 6 group and only two thirds of the pupils in Year 6 had been at the school since Year 2 as families regularly move in and out of the area. The ability and needs of the pupils joining the school varies considerably and the school works well to minimise disruption to these pupils' learning. On visiting and inspecting the school the team find that the school is not typical of its similar school category and pupils are achieving better than this data suggests. It is a unique school in terms of its characteristics. The pupils are attaining similar results in the national tests at the end of Years 2 and 6 to those attained at the time of the last inspection.

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

Standards in:	School results	National results
reading	14.9 (16.2)	15.7 (15.8)
writing	13.9 (14.6)	14.6 (14.4)
mathematics	15.1 (15.4)	16.3 (16.5)

*There were 56 pupils in the year group. Figures in brackets are for the previous year*

2. Inspection evidence finds that currently standards have improved this year in mathematics and science and are now below average in Year 6. Standards in English remain below average but there has also been an improvement in standards in reading across the school because the school has effectively prioritised this area. The school's tracking systems have identified underachievement over time, particularly in mathematics and writing of those pupils in Year 6

who have not made typical progress since they were in Year 2. It is working well to ensure that this situation improves and has been carefully following pupils' progress and setting targets. The achievement of pupils is currently satisfactory overall although a few pupils are not achieving as well as they could. This underachievement is not consistently linked to a particular group of pupils throughout the school but is more linked to weaknesses in teaching in a small number of classes. However, in some instances able pupils or those with special educational needs do not achieve as well as they should. The school is monitoring the weaknesses in teaching carefully and setting rigorous targets for teachers to improve but is finding that improvement is not always coming about as quickly as it would like. The situation has not been helped by recruitment difficulties which make it hard to attract new skilled teachers to this isolated and expensive area.

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

Standards in:	School results	National results
English	25.9 (27.8)	26.8 (27)
mathematics	24.9(26.4)	26.8 (26.7)
science	27.4 (28.4)	28.6 (28.3)

*There were 51 pupils in the year group. Figures in brackets are for the previous year*

3. Children in the Reception year are on course to attain the standards expected by the end of the Reception year. The children achieve well in the Reception classes because the quality of teaching and learning is good. Reception children experience enjoyable activities that promote all areas of learning. Good planning ensures there is a strong focus on communication and language and mathematical skills enabling the children to achieve well. There are good opportunities to develop knowledge and understanding of the wider world. Children make good progress in learning to use the computer.
4. Currently achievement in English is satisfactory but the school's tracking systems show that progress over time has been uneven. This has been because of staffing difficulties and weaknesses in teaching, some of which remain. Standards in reading have improved and are average. This is because the teachers have focused well on this aspect this year. Initiatives such as the story club contribute well to pupils' growing interest and enjoyment of books. By the age of eleven, standards in speaking and listening are below age-related expectations. The school has identified the need to raise standards in speaking and listening. Older pupils are not confident speakers. Attainment in writing is average in Year 2 but below average in Year 6. Targets are being set for pupils who know what they have to do to improve. Pupils in Year 6 are capable of some good writing but it is not developed sufficiently in interesting ways.
5. Pupils are achieving satisfactorily in mathematics but underachievement has been more noticeable in this subject than others. Standards in the present Year 6 classes are below average but show an improvement in progress. Standards are still well below average in Year 2 although more pupils are on track to achieve the expected Level 2. Some higher attaining pupils are not doing as well as they could. This school year, there has been a good emphasis on number work and there is evidence that pupils are becoming increasingly accurate in both written and mental computation. There is less evidence of pupils using the number strategies to solve problems.
6. Achievement in science is satisfactory. Although improving, standards also suffer from inconsistencies in the quality of teaching and planning, which does not always ensure that investigative and experimental methods are taught to a sufficient degree. With improved leadership and management these inconsistencies are slowly being ironed out.
7. Standards are typical of those expected in information and communication technology and religious education and achievement is satisfactory. The pupils have a satisfactory knowledge

of world religions and major religious traditions. In information and communication technology pupils are making more than typical progress and work together very well in the computer room. This reflects the good expectations by the teachers. This is a good improvement since the last inspection when the provision was judged unsatisfactory. Music is a strength of the school, the teaching is excellent and standards are above average. Music has a positive affect on pupils' attitudes and personal development. The quality of singing and playing is above average and it is very clear that this subject is enjoyed by all. Other subjects were not inspected in depth.

8. Pupils identified as having special educational needs make satisfactory progress in their learning during sessions with the learning support staff. However, overall the progress of pupils with special educational needs is unsatisfactory because it is inconsistent throughout the school. Some pupils do not achieve as well as they could because teachers do not always plan work with reference to their individual education plan. The progress of the more able pupils is also inconsistent and their achievement is unsatisfactory overall. Pupils from minority ethnic groups attain a similar range of standards to white British pupils.
9. The majority of parents who responded to the questionnaire are happy with the standards that their children achieve and feel that they are making good progress but there is a significant minority that do not agree with this.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attendance is **satisfactory** and their punctuality is **good**. Pupils' attitudes and behaviour are **satisfactory** and there have been no permanent exclusions. Pupils' personal development, including their spiritual, moral, social and cultural development, is **good**.

### **Main strengths and weaknesses**

- The determination of the headteacher has improved standards of behaviour.
- The school is committed to improving attendance and is rigorous in following up unexplained absences.
- Pupils enjoy using their initiative and willingly accept responsibilities in the day-to-day life of the school.
- Pupils respond well to the way in which the school promotes their spiritual, moral and social development; their awareness of cultural issues is very good.

### **Commentary**

10. Pupils' attitudes and behaviour are satisfactory overall because teachers have consistent expectations of how pupils should behave in lessons. However, there are some occasions when behaviour becomes unacceptable because these expectations are not made clear. Pupils' attitudes and behaviour are good in many lessons such as information and communication technology and the better lessons in English, mathematics and science. The children in the Reception classes show good attitudes and behaviour because staff spend time in helping them to understand the routines of the classroom and how they are expected to behave.
11. Upon taking up his post, the headteacher decided that one of the most pressing issues to be addressed was the standard of pupils' behaviour. He reviewed the school's behaviour and anti-bullying policies and encouraged teachers to place a much greater emphasis upon the positive reinforcement of good behaviour and attitudes. Teachers responded positively to his leadership in this area and the result is a much greater consistency in their expectations and the way they manage pupils' behaviour during lessons. Every opportunity is taken to recognise and reward good behaviour while dealing firmly with those who let themselves, and the school, down. This

strategy is proving to be effective for the majority of pupils and this is reflected in the small number of fixed term exclusions.

**Ethnic background of pupils****Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	316	3	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	3	0	0
Mixed – White and Asian	8	0	0
Asian or Asian British – Indian	4	0	0
Asian or Asian British – any other Asian background	1	0	0
No ethnic group recorded	6	0	0

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

12. Analysis of pupils' pre-inspection questionnaire indicates that four out of ten do not really like school and a similar number think that the overall standard of behaviour is not good enough. Inspectors followed this up during formal and informal discussions with pupils and their verbal comments were much more positive. Indeed, they were nonplussed and said that the opinions expressed on the questionnaire were unrepresentative. They felt that, although some of their classmates challenge their teachers' authority, most of the pupils enjoy their lessons and like being at school. Inspectors agree with these views; most of the pupils enjoy taking part in activities provided and willingly co-operate with their teachers during lessons. Pupils with special educational needs are secure within their class groups and they relate well to their classmates and adults. Learning support assistants ensure pupils maintain good levels of concentration. Pupils are positive about their learning. The school promotes racial equality well.

**Attendance in the latest complete reporting year (93.7%)**

Authorised absence		Unauthorised absence	
School data	5.4	School data	0.8
National data	5.4	National data	0.4

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

13. Although attendance was good at the time of the previous inspection, it subsequently dipped below the national average. During the last two years, the school has consistently emphasised the importance of regular attendance and it strongly discourages parents from booking family holidays during the term. These efforts have been largely successful and the overall level of attendance has now recovered. The school is scrupulous about the way in which it follows up and classifies absences. Around one quarter of all absences, however, continue to arise as a result of term time holidays; this level is high compared to other schools. These absences interrupt pupils' education and could well place them at a disadvantage in the future.
14. The school promotes pupils' personal development well and the programme includes very good opportunities for pupils to develop their understanding of cultural issues. Pupils undertake a range of duties in school and they enjoy voluntary activities such as helping younger pupils with their reading or helping to pick up litter. Spirituality is well developed through assemblies and by extending pupils' awareness of other religions and beliefs. Cultural development is very good; pupils recently found out about life in Africa and they learn major world faiths such as Judaism and Hinduism and festivals such as the Chinese New Year. Pupils appreciate others' values and beliefs well and through music, art and design and technology the school

encourages pupils to reflect on the diversity of a range of cultures. Parents make a good contribution here and during the inspection there was an Indian parent showing pupils clothes and Indian food and also a Greek parent prepared Greek food. Similar events take place regularly. The school was alive with the pupils listening to and enjoying African music and pupils practised African dances.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **satisfactory**. Opportunities for enrichment, including extra-curricular activities, are **very good**. Teaching and learning are **satisfactory**.

### Teaching and learning

The quality of teaching and learning are **satisfactory** overall with a significant amount of **good** teaching. Assessment is satisfactory.

### Main strengths and weaknesses

- Teachers plan well for all abilities showing high expectations in about half of the lessons but there are too many lessons where expectations are not high enough or assessment used effectively enough to inform planning.
- Teaching in the Reception classes is good and enables the children to achieve well.
- Teaching assistants support learning well.
- The management of behaviour is an issue in some classes.

### Commentary

#### Summary of teaching observed during the inspection in 41 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (4%)	0 (0%)	22 (54%)	14 (34%)	3 (7%)	0 (0%)	0 (0%)

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

15. There has been a satisfactory improvement in teaching since the previous inspection. There is a higher proportion of good teaching. Although some unsatisfactory teaching remains there is less than there was. All teachers show a determination to improve the quality of their teaching. Many of the staff are new to the school since the last inspection.
16. Teaching and learning in the Reception classes is good. This represents a good improvement since the last inspection. The teachers are good early years practitioners and plan the curriculum well. The classrooms are well managed and organised and teaching assistants are used effectively. The school day contains an appropriate balance of teacher-directed and child-initiated activities that contribute well to children's growing confidence and independence.
17. Over half of the teaching observed was good and there is excellent teaching in music. The school sets pupils in mathematics in Years 5 and 6 which is having a positive impact on standards. The skills of literacy and numeracy are mainly appropriately taught. The teachers are giving a good amount of time to the teaching of reading, which has helped raise standards this year. Most of the good lessons were in English and mathematics with some good teaching also in information and communication technology and science and religious education. Good lessons are well planned to meet the needs of all abilities and expectations are sufficiently high. Pupils work well independently and in groups and concentrate with interest on their work. Pupils' behaviour and the management of it is an issue in a few lessons and pupils do not show the positive attitudes seen in other lessons. An unsatisfactory lesson was observed in

mathematics, information and communication technology and science. No lessons were observed in art and design, geography, history, design and technology and physical education.

18. There is, however, too much satisfactory teaching which does not take account of the abilities of different groups of pupils well enough. Teaching in these lessons does not ensure that all pupils can be challenged and motivated to do as well as they can and levels of challenge for the more able pupils are not good enough. The pace of some lessons is not brisk enough and pupils start to lose interest and behaviour starts to slip. Where teaching is no better than satisfactory, teachers' expectations of what the pupils can achieve need to be raised.
19. Teaching assistants provide good support in lessons. They are very useful in information and communication technology lessons enabling the pupils to get help when they need it. They make a good and sometimes very good contribution to the learning of pupils with special educational needs and give good support in class and in withdrawal groups. Pupils with special educational needs are supported for literacy, numeracy and other curriculum areas depending on their particular need. Teachers provide a satisfactory level of support for pupils with special educational needs but the effectiveness of the support is diluted when teachers do not plan work to match the needs of these pupils.
20. Overall assessment is satisfactory. Assessment is good in the Reception classes and it is also good in mathematics. The school is currently refining its assessment in science and introducing a new system in information and communication technology. The school sets targets and monitors individual progress very closely. There are good and thorough systems in place for tracking pupils' progress in English and mathematics. While most teachers mark pupils' work very carefully with some giving useful written guidance, there is some inconsistency. The school uses published and optional tests to inform them of the progress pupils make. However, assessment is not always used effectively to plan appropriate work that matches the ability of all pupils and to respond to weakness observed in lessons. The assessment and tracking procedures for pupils with special educational needs are well developed but these are not always used effectively in day to day planning.

## The curriculum

The school provides a **satisfactory** curriculum. Opportunities for enrichment, including extra-curricular activities, are **very good**. The quality and quantity of accommodation and resources are **satisfactory** and they meet the needs of the curriculum. There is a **satisfactory** number of appropriately qualified teachers and a **good** number of learning support assistants.

## Main strengths and weaknesses

- The range of enrichment activities is very good and the activities support pupils' education very well.
- The quality of education in the Reception classes is good.
- Provision for pupils' personal, social and health education is good.
- Provision in music is very good.
- The curriculum for pupils with special educational needs is not as good as found in the last inspection.

## Commentary

21. The overall quality of the curriculum is satisfactory and meets all statutory requirements. The provision in the Reception classes is good and has improved since the last inspection. The time allocated to information and communication technology has increased since the previous inspection and is now good. Music provision has been and continues to be a strength in the school. A specialist music teacher comes into school two days a week to teach each class. This expertise is reflected in pupils' enthusiasm for singing and the enthusiasm with which

pupils learn to play instruments, such as the recorder. The accommodation is satisfactory; however, because of the open plan design of the building noise carries easily from class to class and can have a negative impact on learning.

22. Opportunities for enrichment, including extra-curricular activities, are very good. Pupils enjoy taking part in the very good range of extra-curricular activities. Sporting opportunities include badminton, football, cricket and swimming and pupils regularly, and successfully, compete in local and national competitions. Participation in the arts is promoted through music, chess and story club and the popularity of these activities ensures that they make a very good contribution to the standard of pupils' work. The programme of visits is extensive; for example, pupils visit the theatre and Year 6 pupils undertake a residential trip to the Isle of Wight. All these activities make a valuable contribution to pupils' personal development.
23. Provision for pupils' personal, social and health education is good and has improved since the last inspection. Each week, classes have time set aside for personal, social and health education lessons and a suitable scheme of work enables pupils to gain skills progressively. The relatively recent formation of a school council enables representatives from each class to make a positive contribution to pupils' understanding of citizenship. Pupils undertake positions of real responsibility around the school and these provide good opportunities for pupils to develop an understanding of how individuals within society depend upon each other. For example, older pupils have drawn up playground rotas and help to ensure that the play equipment is properly stored and looked after.
24. Since the last inspection the provision and support for pupils with special educational needs has dipped from good to satisfactory. The school meets the requirements of the new Code of Practice and pupils have access to all areas of the curriculum and range of learning opportunities. Pupils are withdrawn for support and also teaching assistants work well alongside pupils with special educational needs in most class situations. However, teachers do not always identify work for these pupils in their planning. Resources for special educational needs are good and are easily accessible. The school has identified the gifted and talented pupils but there are currently no specific education plans for these pupils.

### Care, guidance and support

Arrangements to ensure pupils' care, welfare, health and safety are **good**. The school provides **satisfactory** support, advice and guidance and involves pupils well in its work and development.

### Main strengths and weaknesses

- The school looks after its pupils well; health and safety and child protection procedures are comprehensive and effective.
- Induction procedures are very good and help new arrivals to settle in quickly and make good progress in their work.
- The school actively seeks pupils' views and accommodates their suggestions and preferences whenever possible.
- The school keeps good records and documentation on all pupils with special educational needs.

### Commentary

25. The strengths in care, support and guidance noted in the last report have been maintained and pupils continue to be well looked after during the school day. Child protection and health and safety procedures are thorough and the relevant members of staff fully understand their responsibilities. The school liaises closely with a range of external agencies, including the education welfare officer, and help is available for any pupils who are experiencing particular difficulties. Children in the Reception classes are supported and guided well so that they make good progress in developing their confidence and in extending their knowledge, skills and

understanding through play and talk. From Year 1 onwards, pupils' progress in English and mathematics is well tracked, and the information is being used to identify where extra support is needed.

26. Very well planned induction arrangements ensure a smooth start for children when they enter the Reception class. As well as visiting these children in their pre-school settings, the class teacher encourages them to visit the school on several occasions before they actually enrol. They can spend time with their new teacher and classmates, with and without their parents, and this contact helps everyone to get to know each other at an early stage. The school is receptive to parents' views and, after two weeks, they are invited to a meeting with the teacher in order to review how their children are settling in. Parents receive good information about Reception activities and what their children will be learning during their time at school. As a result of these very good arrangements, children settle quickly into school routine and get off to a good start from the moment they arrive.
27. The school is interested in what pupils think and actively seeks their views. Pupils complete an annual questionnaire and representatives from each class meet every two weeks at meetings of the school council. The latter provides a very useful forum through which pupils can make comments and suggestions for improvement. The school acts upon these suggestions whenever it can; for example, pupils have recently introduced a football rota for the playground and help to return lost property to its rightful owner.
28. The school keeps good records and documentation on all pupils with special educational needs. Teachers are knowledgeable about individual difficulties pupils might encounter and ensure they receive the appropriate support and guidance. Pupils have their own individual targets that are reviewed regularly. This all contributes to the good care pupils receive. The learning support assistants meet weekly to discuss pupils' progress.

### **Partnership with parents, other schools and the community**

Links with parents and other schools are **good**. Links with the community are **very good**.

### **Main strengths and weaknesses**

- Links between the school and parents are effective; parents support their children's learning well.
- Constructive links with the community enrich the curriculum and promote pupils' personal development very well.
- Parents receive detailed information about the progress their children are making.
- The school actively seeks parents' views and responds to their suggestions or concerns very promptly.
- Constructive links with other primary schools and with receiving secondary schools strengthen the curriculum and ensure a smooth transition at the end of Year 6.
- Too many parents book family holidays during the school term.

### **Commentary**

29. Links between the school and parents are good and many parents offer voluntary help during the day. Although relatively few parents are prepared to be actively involved in helping to organise events run by the 'friends' association', these events receive widespread support. The funds raised help to provide additional resources such as a digital camera and play equipment; they also subsidise the weekly swimming lessons that are held at nearby primary school. Parents regularly receive the school newsletter, the 'Maylandsea Meteor'. This contains lots of useful information about day-to-day school life, including details of special events, such as the recent 'African Week'. All parents of pupils with special educational needs are invited to attend meetings to discuss the achievement and progress of their children. Although the

majority of parents provide good support for their child's learning, too many book family holidays during the school term. The level is high compared to other schools and these absences mean that the pupils concerned miss out on the work that is undertaken by the rest of the class. The ensuing gaps in their knowledge could well place them at a disadvantage in the future.

30. Parents of children in Reception receive a detailed pupil profile. This provides clear information on the curriculum followed as well as dates of when their children achieved particular milestones in their development. Reports of pupils in Years 1 to 6 give parents a very good idea as to how well their children are getting along with their work, as well as an indication as to how this compares with the national average. They include an assessment of the effort that each individual is making and details of their child's individual targets for improvement in English and mathematics. Parents therefore have a good idea of how their child is getting along and this helps them to provide support at home, should they wish. Links with parents of pupils with special educational needs are especially close and their attendance at review meetings is very good.
31. Links with the local community are very close. A wide range of visitors contributes to school life and links with local churches are strong. The school acts as a focal point for the community; for example, several volunteers come in to hear pupils read and these links help to provide a sense of local identity. Links with local businesses are good and they provide very good support for the annual summer fair.
32. Analysis of the pre-inspection questionnaire indicates that one in five of the parents who answered the questionnaire is dissatisfied with the extent to which the school takes account of their concerns and suggestions. Inspectors disagree; the school actively seeks parents' views. For example, it circulates an annual questionnaire and their views and suggestions are incorporated into the school improvement plan whenever possible. In addition, members of staff are always willing to speak to parents, should a particular problem arise.
33. Links with nearby primary schools are good and pupils regularly compete in inter-school sporting events. There are also well-established links with the receiving secondary schools and transition arrangements help pupils to settle quickly once they arrive in Year 7.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are satisfactory as is the governance of the school. The headteacher leads the school well but the role of the deputy headteachers is underdeveloped.

### **Main strengths and weaknesses**

- The headteacher is the key in driving improvement and the governors and staff are supporting him well.
- Self evaluation is good and the school knows what it has to do to improve.
- Monitoring of the curriculum and teaching is very good.
- The deputy headteachers do not play a sufficient part in managing and initiating improvement in the school.

### **Commentary**

34. The headteacher has provided a good vision and educational direction for the school since he came to the post two years ago. He has a very good understanding of where the school is and has made sure that all staff, governors and parents know the challenges the school faces. He has conducted a thorough analysis of the school's characteristics and the impact of the high mobility and socio economic factors. There is still much to do but the school has identified all the barriers in its way and is working hard and effectively to overcome them.

35. The school undertakes rigorous self evaluation which feeds back effectively into school development planning. The school development plan is a good working document and is reviewed regularly, providing the school with a clear direction on where it is going. There is a good level of monitoring activity in the school, which is based on a thorough understanding of the need to check aspects such as teaching and learning, pupils' achievement and their attitudes and values. Classroom practice is carefully monitored and rigorous targets for improvement are set. The school has identified that there has been underachievement with some pupils, particularly in mathematics and reading and has focused on these well this year with the result that standards and achievement are improving. Behaviour has been a priority for the school and there is now an effective behaviour policy in place which parents support.
36. All those involved in the leadership of the school share the same view of where they want the school to go. Subject coordination is satisfactory in most subjects and it is good in science and music. The deputy headteachers are long serving members of staff and support the school well. They undertake subject coordination and day to day tasks to ensure the smooth running of the school appropriately. However, their role in managing change, evaluating the effectiveness of the school and planning initiatives is underdeveloped and this does not represent good value for money. The leadership and management for pupils with special educational needs is satisfactory and is well supported by the head teacher and governor for special educational needs. Funds for special educational needs are well used and pupils' interests are foremost when planning the budget and funding allocation. Although individual education plans are well written and contain achievable targets there is insufficient joint planning with teachers to ensure that the plans relate closely to lesson objectives. The coordinator spends a significant amount of her time in meetings with support agencies such as occupational therapists and updating paper work. She does not get involved with pupils in classes enough. The Reception classes are well led and managed.
37. Performance management procedures are effective and monitored by the governing body. Professional development of staff is well targeted and linked to performance management. Staffing difficulties occur regularly and the school has found it hard to attract new staff. It is currently fully staffed and is taking action to improve any weaknesses. Induction of staff new to the school is good and their performance is closely monitored. The school involvement in initial teacher training is satisfactory.
38. Governance is satisfactory. The governors have a very good understanding of the school's strengths and weaknesses and support the school well. They ensure that the school fulfils its statutory duties well. However, although they are now asking questions and are formally involved in monitoring the curriculum they need to challenge senior staff even more and be prepared to take difficult decisions where necessary. The school uses funds wisely to improve the quality of education by ensuring best value when purchasing supplies and services. The school has suffered from instability in staffing in the recent past which has been a barrier to raising achievement but at present has a full staffing complement.

## Financial information

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)	
Total income	758,755
Total expenditure	778,726
Expenditure per pupil	2,338

Balances (£)	
Balance from previous year	48,257
Balance carried forward to the next	28,285

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

39. Provision for children in the Foundation Stage is **good**. There has been an improvement in the quality of provision since the last inspection and the quality of teaching has improved from satisfactory to good. There are currently two Reception classes containing six children in one class (who work with pupils in Year 1) and twenty four Reception children in the other. Overall attainment on entry to the Reception is average although the children's personal, social and emotional development is below average and a significant number have difficulties in listening and communicating confidently. This impacts on the rate of their learning in all areas. However, because of good teaching the children achieve well and the majority should attain the expected goals by the end of the Reception year. The school admits children to the Reception in the term in which they are five. This means that because of the timing of the inspection only two of the intakes for the year were observed. The children in the summer intake will only have one term in Reception. Three children have been identified with special educational needs; all of these children are making good progress because of the good teaching and a good understanding of their special needs. Parents feel welcome in the Reception classes and receive good information. They are particularly happy with the arrangements for their children when they start school. The use of assessment to inform planning is good. The class is well staffed; each teacher is supported by one classroom assistant. The indoor and outdoor resources are good. The leadership and management of the Foundation Stage are good and based on the principles of effective early years practice.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- There is a strong and very necessary focus on this area of learning which enables all pupils to achieve well.
- Children form good relationships with adults.
- Good planning and organisation ensures that the children experience a wide range of enjoyable activities.

#### **Commentary**

40. Children enter the Reception year with immature personal and social development. They make good progress and achieve well. By the end of the Reception year most children will reach the expected goals because the quality of teaching and learning is good. Good planning and organisation ensure that the children experience enjoyable activities to promote this area of learning. A significant number are not yet able to share or take turns and sometimes display tantrums at not getting their own way. Most begin to develop good levels of independence. However, the staff have to work hard so that some children settle into the routines of the class and work effectively as part of a group. The children develop a positive attitude to school life and establish good relationships with all adults.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

#### **Main strengths and weaknesses**

- Children achieve well and make good progress in their learning.

- There is a strong focus on developing the children's listening and communication skills.
- Good planning and support enables a 'reluctant' group to improve their speaking and listening.

### **Commentary**

41. The children's reading and writing skills are typical of those expected when they start school but their listening skills are not as good as those normally found. Some are not good at communicating confidently. The children make good progress and achieve well because the quality of teaching and learning is good and are on course to reach the expected goals by the end of the Reception year. Lessons are conducted at a brisk pace. Good planning ensures that there is a strong focus on communication and language skills. The teacher plans good opportunities for the children to improve their listening skills and to express their ideas. When in a circle the children know that they can only speak if they are holding teddy but some find this hard to do. More able children confidently express their thoughts such as 'I can't wait to get my swimming pool out in the summer'. The children enjoy listening to stories and know what an information book is. Most of the children will make a good attempt to join sounds to read simple words. They make good progress learning initial sounds and key words. They write their name confidently and the higher attaining children can write a simple sentence. There are plenty of opportunities to practise writing independently and the children enjoy this. The teaching assistant works well with a group of reluctant speakers and maintains a calm and quieter atmosphere for them while the rest of the class are busily engaged in more hectic activities.

### **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

#### **Main strengths and weaknesses**

- The teaching is challenging enabling the children to make good progress.
- Teaching encourages the children to think about how to record their work.

### **Commentary**

42. The children make good progress and achieve well. Most children are on target to reach the expected goals by the end of the Reception year because the quality of teaching and learning is good. A significant number will exceed the early learning goals. Children make good progress in their ability to identify and count numbers because there is a strong emphasis on this area of learning. They are good at writing numbers. The teachers use counting songs to help children develop a sense of number. The children use real coins and count how many they need to buy different bunches of flowers. They record this well and do other good recording such as writing the results of dice throws using numbers and dots. They make good progress in understanding mathematical vocabulary such as 'shortest' and 'tallest' and put pictures of children in the right order of height. The more able can work out one more than five and do simple addition and subtraction using numbers up to ten.

### **KNOWLEDGE AND UNDERSTANDING**

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

#### **Main strengths and weaknesses**

- There are good opportunities to use the computer.
- Teachers involve the children well in interesting activities.

## **Commentary**

43. The quality of teaching and learning is good overall. Most children achieve well and are on target to reach the expected goals by the end of their Reception year. There are good opportunities to develop knowledge and understanding of the wider world. The children explore their growth since a baby and compare what they do now with what they did then. The teachers involve them in interesting activities that motivate them well such as using garden tools to prepare and plant sunflower seeds. The children identify parts of a plant and label them. Children in both classes make good progress learning to use the computer and the printer because they visit the suite regularly and use the computer in the classrooms. The children in one class drag and drop objects on the screen and then choose the correct words to make a simple sentence. Others draw some good pictures of flowers and many are beginning to use the mouse confidently. The children enjoy their work on the computers and most display confidence when using them.

## **PHYSICAL DEVELOPMENT**

44. No complete lessons were observed so it is not possible to make a judgement on the quality of the provision or teaching. Teachers plan a satisfactory range of activities that offer appropriate physical challenges. Good use is made of the hall and the outside area for developing physical skills. Children were observed in the hall thinking carefully about jumping and landing and travelling on benches and mats. They balance and climb outside with confidence and use wheeled toys. Children are achieving satisfactorily in fine motor skills because they are encouraged to improve their manipulative and fine motor skills with a range of appropriate activities. The children new this term were using pencils, crayons and glue carefully and with satisfactory control. This suggests and teachers' assessments agree that most children achieve satisfactorily and reach the expected goals by the end of their Reception year.

## **CREATIVE DEVELOPMENT**

45. It was not possible to make judgements about this area of learning as no complete lessons were observed. However, it is clear that the provision has improved since the last inspection when children's development was unsatisfactory. Teachers now plan a satisfactory number of opportunities to express their ideas using different materials. They develop their creative skills and experience a range of creative activities through role play, art and music. They use their computer skills well to draw and paint. There are a good range of imaginative activities for role play with which they can express and communicate ideas such as mowing, digging and building in the garden centre outside. Work scrutiny shows the children can paint appropriate self portraits and use colour. They use chalk and pastels and do hand prints. They sing well with their teachers and in assemblies and enjoy taking part in action songs.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **satisfactory**.

#### Main strengths and weaknesses

- Good provision for reading is effectively raising standards.
- There is a good range of initiatives in place to raise standards.
- Not all pupils have achieved well enough because teachers do not have high enough expectations in all classes.
- Planning does not always indicate work for pupils with special educational needs.

#### Commentary

46. In the national tests for 2003, standards by the age of seven were below average in reading and well below average in writing. By the age of eleven, standards in the tests in English were below the national average. Inspection evidence finds that standards are beginning to improve and currently achievement is satisfactory. Standards in reading have improved and are now average in Year 2 and Year 6. Standards in writing are average in Year 2 but below average in Year 6. Standards in speaking and listening are still below average by the time the pupils leave the school. Staffing difficulties in the recent past and high pupil mobility levels plus a significant number of pupils with special educational needs have influenced standards. The school has evaluated the situation accurately and has put measures in place to raise standards such as the whole school focus on reading. The daily 30 minute reading session together with additional support withdrawal sessions for pupils is having a positive impact on standards. The school has identified the need to raise standards in writing, speaking and listening. Writing targets have been introduced for all pupils and the library has been developed. The pupils are achieving similar results in the national test results to those attained at the time of the last inspection.
47. In Year 6, standards in speaking and listening are below what you would expect for pupils of this age. The school has identified the need to raise standards in speaking and listening. Older pupils are not confident speakers. More able pupils in Year 6 are slow to respond orally and pupils need a lot of prompting from the teacher to explain the main features of report writing. In Year 2 pupils are more confident because the teacher uses partner discussion well to encourage pupils to develop confidence in speaking and to sharpen listening skills. This good practice is not consistently developed throughout the school. Lower attaining pupils lack confidence and competence to explain for example how to locate a book in the library.
48. Inspection evidence finds that standards in reading are currently average throughout the school and pupils in Year 2 and 6 are on course to achieve well this year in national tests. All pupils enjoy reading and have a positive attitude to books. Initiatives such as the story club contribute well to pupils' growing interest and enjoyment of books. This activity is very popular and enables older Year 5 pupils to curl up with a book and read it to Year 1 pupils. Strategies to develop reading skills are well developed and pupils confidently tackle difficult words. Most pupils in Year 2 read confidently. More able pupils read with expression and they can talk about the characters and events of the story. They identify why they like the book for example because it was funny. A weakness in reading is evident because pupils in Year 2 cannot explain how to locate specific books in the library. Progress in reading is consistent throughout the school. Pupils in Year 6 have a positive attitude to reading because the daily reading sessions are well organised and help raise standards in reading and promote enjoyment of books. They have a satisfactory understanding of what they have read and appropriate recall. They can talk about their favourite books and identify favourite authors such as Roald Dahl, JK Rowling and J Wilson. All pupils have reading targets. Guided reading sessions are well

organised and lower attaining pupils and pupils with special educational needs are well supported by learning support assistants.

49. Attainment in writing is average by the age of seven but below average by the age of eleven. In Year 2 regular spelling and handwriting is helping pupils gain confidence and competence in their spelling. In the good lessons teachers plan four different sets of spellings to match the needs of all abilities within the class. Writing targets identify what pupils need to do to improve. More able pupils in Year 2 write with neat well formed handwriting using joined script and use capital letters and full stops. Pupils in Year 1 make good progress and work is well linked to other areas of learning. They write amusing poems and show a well developed sense of rhyming. One Year 1 pupil wrote, 'Lemon on a plate, lemon on a plate. Squish, squash, squish, squash lemon on a plate'. Year 2 are starting to use description in their monster poems. 'He has pink teeth. He has enormous hands, he could strangle you'. The Troll wants to eat you, duck down.' Pupils in Year 6 write satisfactory story extracts about the plays of William Shakespeare such as Macbeth. In lessons pupils do not settle swiftly to writing tasks and the amount of writing produced is not as much as you would expect. More able pupils can identify the main features of a report and can write brief jottings. Average pupils scan text but are slow to identify the main features. Writing of average pupils is rather dull and mundane.
50. Teaching observed during the inspection was satisfactory with some good teaching in Years 2,3, 4 and 6. In the good lessons teachers have higher expectations and make it clear to the pupils exactly what they have to do. Work is presented in an interesting way. Questioning is used effectively to check pupils' understanding. In a good lesson in Year 6 the teacher prepared pupils well to write a report using information and communication technology and checked their understanding well as the lesson progressed. However, the scrutiny of work indicates some unsatisfactory teaching and learning over time. Teachers track attainment thoroughly through a variety of tests but assessment is not always used effectively to plan appropriate work that matches the ability of all pupils consequently less able pupils and pupils with special educational needs do not always complete their work.
51. Leadership and management of the subject are satisfactory. There are two coordinators. There is an appropriate plan to raise standards and both leaders have monitored teaching and learning. The library has recently been developed and the range of books improved. There is a good range of books for reading but there needs to be more dictionaries and reference books for younger pupils.

## **LANGUAGE AND LITERACY ACROSS THE CURRICULUM**

52. Literacy skills are used effectively in many subjects and pupils' writing; reading skills and vocabulary are appropriately extended. There are good links with information and communication technology because Year 5 and 6 pupils have a literacy lesson in the computer suite. They use word processing skills well to present their work. Pupils in Year 6 use literacy skills effectively in their geography as they write about the mountain weather. They prepare a leaflet advertising Helix Mountain holidays. Older pupils write about the life and work of the artist Paul Cezanne. Younger pupils in Year 1 and 2 use the computer to type out their food poems.

## **MATHEMATICS**

Provision for mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- The school's focus on mathematics is having a positive effect and standards are gradually improving.
- Strategies for number work are taught thoroughly, and pupils are increasingly accurate when calculating mentally and on paper.

- There are not enough opportunities in lessons for problem solving activities or for pupils to explain their work.
- There is some good teaching, but teachers do not always challenge those pupils who are capable of reaching the higher levels.
- The school has tried hard to improve the image of mathematics as a subject, but many pupils say that they do not enjoy it.
- There should be more use of mathematics in other subjects.

## Commentary

53. In the national tests in 2003 Year 6 pupils achieved standards which were well below the national average. Standards in the present Year 6 classes are below average, and show an improvement in progress. In the 2003 national tests for Year 2, pupils' results were also well below the national average. Standards are currently still well below average, although more pupils are on track to achieve the expected Level 2. Relatively few pupils, however, are working at the higher Level 3. The school sets targets and monitors individual progress very closely. Most pupils in Year 2 are likely to achieve their targets. Overall achievement is satisfactory, although some higher attaining pupils are not doing as well as they could. Support for pupils with special educational needs is satisfactory overall.
54. The school has identified raising standards as a priority and staff have focused on improving their teaching of various aspects of mathematics. This school year the emphasis is on number work and there is evidence that pupils are becoming increasingly accurate in both written and mental computation. Pupils learn number facts, including their tables, and some mental sessions are brisk and challenging. In a good mental session on the 6 times table higher attaining pupils in Year 5 successfully multiplied 0.6 by 6, 7, 8 and so on. Teachers explain written strategies clearly and pupils learn to use and to understand the four rules of number. Most pupils complete quite a good quantity of work in a lesson. In Years 3 to 6 pupils often work a number of similar written examples from an exercise book. There is less evidence of pupils using the number strategies to solve problems, or being asked to select which number operations are needed to find the correct answer. In the better lessons teachers do ask pupils to explain their thinking, and to talk about their work, but this is not consistent practice in all classes. Pupils' books reveal that they are seldom asked to write explanations of their work, and many find it difficult to use correct subject vocabulary when questioned.
55. The quality of teaching is satisfactory overall. During the inspection some good lessons were observed, and there was a little unsatisfactory teaching. Teaching was good in Years 1 and 3, and pupils in these groups are progressing well. The main shortcoming in unsatisfactory lessons was a slow pace, which resulted in limited learning. In the best lessons, teachers have good expectations of what pupils can achieve, set clear timed targets for written tasks and summarise learning well at the end of the session. Activities are matched well to the needs of individuals and groups, and pupils with special educational needs are given good support. Some groups of pupils, for example in Year 3, receive good quality additional focused support to help them reach the expected standard for their age. Pupils in Years 5 and 6 are taught in groups organised according to ability. This allows teachers to match the whole lesson more closely to pupils' needs. In a good lesson in Year 6, pupils made good progress in calculating perimeters, and in using estimated answers to check their working. The teacher made her expectations clear; work was varied to challenge the highest attainers and pupils worked hard to complete the task. Evidence from pupils' books, and in some lessons, reveals that those capable of high attainment are not always challenged sufficiently. While most teachers mark pupils' work very carefully with some giving useful written guidance, some books contain unmarked work. This inconsistency is reflected in teachers' planning, which varies in quality and expectation.
56. The school has tried hard to raise the profile of mathematics. Initiatives such as a Maths week and involving pupils contributing a regular article to the local paper have had some effect. Nevertheless, many pupils say that they do not enjoy the lessons. Sometimes teachers do

present new work in a negative light; suggesting concepts are 'complicated' or 'difficult', rather than conveying enthusiasm and interest.

57. The leadership and management of mathematics are currently satisfactory, with the valuable support of the local authority adviser. Standards have varied but have remained too low since the last inspection but the school is now moving forward. Assessment procedures are good and the school is now focusing closely on raising individual achievement.

### **Mathematics across the curriculum**

58. There is some use of mathematics in relevant subjects but this is an area for development. Pupils use mathematics appropriately in information and communication technology lessons and in science for measuring results of experiments. There is little evidence in science of pupils in Years 5 and 6 having planned opportunities to use their data handling skills, particularly in drawing line graphs.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils do not have enough opportunities in science to find out, to predict and to record their findings and assessment of this aspect is underdeveloped.
- The co-ordinator has the right priorities and is leading the subject well, including checking the quality of teaching and of pupils' work.
- Where teaching is good, lessons have a clear purpose, and activities are well organised resulting in effective learning.

### **Commentary**

59. Pupils' results in the 2003 National Curriculum tests at the end of Year 6 were well below the national average. Teachers' assessments in Year 2 were below average. The achievement of Year 2 and Year 6 pupils of all levels of attainment as seen during the inspection is satisfactory and currently standards are below average. Standards are improving because the subject is being well led and teachers' planning and classroom practice is being carefully monitored and targets set for improvement. Pupils do learn about different aspects of science. However, they have too few opportunities for investigative work, including making predictions, conducting fair tests and recording their observations.
60. The teaching and learning of science is satisfactory overall, and includes some good features. When teachers' planning is good, the purpose and sequence of lessons is clearly thought through and the organisation of activities is good. In the best teaching, teachers set a positive atmosphere and then move quickly into activities which are well resourced and well matched to pupils' differing levels of attainment. In a good Year 1 lesson on the identification of parts of a plant the teacher used music and movement well to motivate pupils to curl up like a seed and then grow roots, a stem and a flower. The lesson was delivered at a brisk pace and held the pupils' attention well. In a Year 4 lesson the pupils enjoyed a practical investigation into solutions and dissolving. Towards the end of effective lessons, teachers ensure that pupils make sense of their learning, for example through summarising what they have been doing, or by helping them to structure their ideas before they record what they have been doing. Teaching is less effective when pupils spend too much time in listening to the teacher which leaves too little time for practical work. In these lessons the focus is more on what the teacher will do, rather than on what pupils will learn and how. There was one unsatisfactory lesson due to weakness in the organisation. Teaching assistants work well to support pupils with special educational needs or those who are lower attaining. Pupils' written work is being conscientiously marked. As to wider issues of pupil assessment, some progress has been

made, but this does yet not adequately include assessment of their understanding of scientific investigation and enquiry.

61. The leadership and management of science are good. A published scheme has been introduced to support the teaching of science. The co-ordinator has undertaken training in order to fulfil her role more effectively. Arrangements to check the quality of teaching and of medium-term planning are having an impact, and arrangements to analyse the quality of pupils' recording in science are working satisfactorily. The learning opportunities in science across the school do not focus sufficiently on the development of pupils' confidence and understanding to investigate scientific problems and to record their findings, including enabling them to make progress in using mathematical skills. However, the co-ordinator recognises the need to develop this, and also to improve further the school's assessment of pupils' scientific understanding.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Pupils work together very well discussing their work and improving it.
- All classes receive a good amount of time on the computer.
- There has been a good improvement from the previous inspection.

### **Commentary**

62. Standards are typical of those expected nationally by the end of Year 2 and Year 6 and achievement is satisfactory overall with good achievement in Years 2 and 6. Most pupils work together very well in the computer room and naturally improve their work as they do it. This reflects the good expectations by the teachers. Standards and provision have made a good improvement since the last inspection when the provision was judged unsatisfactory.
63. Pupils are confident users of computers and develop their ideas well working with a variety of information. Tasks are linked well to pupils' level of attainment. In Year 2 pupils used software well to create a picture showing black and white lines and textures. They were critical of their work and tried to improve it as they went. When they saw other pupils' work they were keen to improve their own even more. In Year 3 pupils made choices and predicted what they would do next, recording their choices on paper. Planning builds securely on what pupils already know. Pupils show good skills of presentation and knowledge of the correct layout. Year 5 pupils were making some progress on using a spreadsheet but the lesson was spoilt by inappropriate behaviour from a significant minority. Other Year 5 and 6 pupils were achieving well using PowerPoint for the first time. Pupils have used the Internet for research but do not yet use email. Pupils' past work shows that they have used a programmable toy and control software and also do some satisfactory work on data handling.
64. Teaching and learning are satisfactory with a significant number of good lessons. In the good lessons the teachers show a very good knowledge of the subject and give very clear instruction to the pupils using the smart board well as a teaching aid. In a satisfactory lesson the pace was slower and the teacher did not make her expectations so clear but a good feature of this lesson was enabling pupils who felt confident with their own skills to make a start on their own work while the teacher outlined how to use the software to the rest of the class. The pupils work extremely well together in pairs and discuss their work well. One pupil was heard to say 'use red because red is a sign of warning and will be more effective'. In one unsatisfactory lesson, however, the teacher was not able to manage the class effectively although even in this lesson some pupils did make progress in their knowledge of spreadsheets. Teaching assistants and parent helpers provide good support. The subject makes a good contribution to the pupils' moral and social development.

65. Leadership and management are satisfactory and the school is developing a good computer based assessment system. All pupils have a subject progress report. The coordinator does not have any time to monitor standards in the school. A good aspect of management is that all teachers have time in the computer suite to teach information and communication technology skills but also have extra time allocated to use information and communication technology so that pupils make progress in all areas of the curriculum. There is a computer club, which is well attended.

### **Information and communication technology across the curriculum**

66. There is some good use of information and communication technology in most subjects. Pupils in Year 3 use music software to compose a simple tune. Pupils in Year 5 have prepared good booklets on the Victorians and Year 6 research information about Africa on the Internet. There are good examples of using the word processor well to record, layout and present stories and poems. Data handling is covered satisfactorily in most classes. More use could be made of information and communication technology in science.

### **HUMANITIES**

67. No judgement can be made about provision in **history** or **geography** as no lessons were observed. Observations suggest both subjects have an appropriate focus and indicate satisfactory provision. In history pupils in Year 6 have undertaken satisfactory research on Shakespeare, and the Globe Theatre linked to their English work on Macbeth. Year 3 pupils show satisfactory understanding of aspects of Anglo-Saxon England in a wall display of their work. Many classrooms contain attractive geography displays. Pupils have appropriate opportunities to develop knowledge of their local and surrounding area. Displays contain maps of the local area; the national and international location is identified clearly. There are appropriate links with literacy and information and communication technology. Year 6 use the Internet well to discover information about their topic on Africa. Pupils in Year 1 write about features of a seaside.

### **Religious Education**

Provision in religious education is **satisfactory**.

#### **Main strengths and weaknesses**

- Lessons are interesting and pupils respond positively in lessons.
- Some lessons are too short.
- The curriculum is enhanced by special events and makes a good contribution to pupils' spiritual and cultural development.

#### **Commentary**

68. Standards in religious education are in line with the expectations of the locally agreed syllabus and achievement is satisfactory. This reflects the findings of the last inspection and progress since then has been satisfactory. It was possible to observe four lessons during the inspection and teachers' planning and pupils' books show that the expected curriculum is fully covered. Pupils have good opportunities to explore their own feelings and express their own views, as well as developing factual knowledge of the major religious traditions.
69. Teaching was satisfactory overall in the lessons observed, and was good in Year 2 where the teacher had high expectations in terms of work and attitudes. Lessons are well prepared and teachers use resources effectively to capture pupils' interest. In Years 1 and 2, the teachers encouraged pupils to feel various pieces of material so that they could appreciate how St

Francis' life changed when he gave away his money. Year 4 pupils responded thoughtfully as they looked at the various components of the *Pesach* or Passover meal. They began to relate various foods to the experience that the Jews had undergone in Egypt, and showed an understanding of their feelings. Pupils' books show that they have satisfactory opportunities to use the skills learned in literacy lessons, although the quality of the tasks varies from class to class. Opportunities to use information and communication technology for research are sometimes missed. Lessons are quite short, and sometimes pupils do not have enough time to complete activities. In a lesson in the Year 1 and 2 class this meant the story was somewhat rushed, and the teacher did not have time to reinforce the main points before pupils started to write.

70. The school plans a variety of additional activities which strengthen the provision. Visits to the local church widen the experience of pupils. All pupils benefit considerably from sharing in special events such as the Muslim Day, which increase their awareness of religious traditions. The subject makes a good contribution to pupils' spiritual, moral and cultural education. Pupils write prayers and develop an understanding of belief in a higher being. They consider the relevance of beliefs to their daily lives, and learn about the main Christian, Jewish, Hindu and Muslim celebrations.
71. Leadership is good. The headteacher co-ordinates the subject and has focused on developing the additional activities to widen pupils' experience. Management of the subject is only satisfactory, since the co-ordinator has had little opportunity to monitor teaching and learning.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

72. No lessons in **art and design** or in **design and technology** were observed, and it was not possible to analyse pupils' work in these subjects except from display material in corridors and classrooms. Provision could therefore not be judged. Art work in the school includes a good display of Year 3 family group sketches, some coloured and some black and white, covering a whole wall. Pupils in Year 1 produce tie dyeing work of good quality following their Muslim Day, and observational drawings of vegetables. They use computers to produce information and labels to inform these displays. Year 6 pupils use a good variety of materials to produce effective models of various kinds of shelter, which range in standard from satisfactory to good. The quality of their work indicates evident enthusiasm, and the evaluations of their products reach a good standard. Year 2 pupils are reaching satisfactory standards in their design and technology work, as evidenced by the wheeled vehicles which they have made and displayed. A good opportunity is taken to link this work to mathematics through graphing distances travelled by the vehicles. No judgement can be made about provision in **physical education** as no lessons were observed. Discussion indicates pupils enjoy physical education. Pupils receive their entitlement to swimming and the majority achieve the expected standards. There are a range of extra-curricular clubs to enhance skills and knowledge in physical education, football and badminton club. A significant number of pupils take part in inter-school competitions and events.

### **Music**

Provision in music is **very good**.

### **Main strengths and weaknesses**

- Pupils sing with enjoyment and confidence and it is a pleasure to listen to them.
- Standards are above average and the teaching is excellent.
- Music contributes significantly to pupils' personal development.

### **Commentary**

73. During the inspection two music lessons were observed. The quality of teaching and learning in both lessons was excellent and consequently standards observed in both lessons were above average. All lessons are taught by a music specialist. Assemblies observed during the inspection week also provided good opportunities to see the pupils in all classes performing. Since the last inspection standards have improved from average to above average.
74. The quality of singing is above average. Pupils' faces shone with enjoyment and confidence radiated from the whole school as they sang their hymn in assembly. Their body posture was positive and they all opened their mouths confidently. The sound produced was tuneful with good dynamics and a well developed sense of rhythm. Many pupils attend the weekly choir practice and have regular opportunities to perform in end of term concerts and arts events in the local community.
75. The quality of teaching and learning are excellent. In both of the lessons observed pupils in Year 1 and 2 and Year 5 showed knowledge and skills above average and the quality of teaching was consistently excellent in both classes. Joy in learning music is evident from the start of the lessons and is maintained throughout the session. Music lessons are fun and challenging and pupils benefit from a high quality teaching and learning. In a lesson for Year 1 and 2 pupils dynamic pace was combined with high expectations. Pupils learnt a chant and were challenged to perform it with increasing and decreasing dynamics. They gained a very good understanding of how to increase the volume by making the sound louder or by increasing the number of people who contribute to the sound. In the Year 5 lesson pupils enjoyed creating, performing and evaluating their own rap combination. Skilful teaching ensured pupils knew and could identify repetition and contrast in sound. Pupils worked well in small groups and were keen to perform their work for others. All groups successfully included contrast and repetition and could recognise it in the compositions of others because teaching is so effective.
76. There are good opportunities for pupils to attend the extra-curricular choir and recorder club. Both of these clubs are well attended by both girls and boys. Eighty five pupils attend recorder club with an equal balance between boys and girls. There are good opportunities for more able pupils to receive tuition in piano and guitar. Pupils regularly take part in end of term concerts and there are visits into the local community to perform singing and playing. The school benefits from a music room and resources are good. The co-ordinator leads the subject well and management is very good. Music makes a very good contribution to the spiritual, moral, social and cultural development of the pupils.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

77. It was not possible to form an overall judgment on teaching in personally, social and health education as only one lesson was observed. There is a planned programme which is followed by all classes. This programme includes sex education and some work on drug awareness. This suggests that provision for personal, social and health education is good overall. Pupils' books show that they cover a satisfactory range of issues. Pupils are introduced to the concept of *citizenship* and begin to learn a little of how the country is organised. They are given good opportunities to explore their response to different situations, and to understand that feelings such as fear are common to us all. The school nurse makes valuable contributions to health education, by, for example, giving talks on the dangers of smoking. Aspects of health education are also covered in science lessons. In the one lesson observed, Year 3 pupils had good opportunities to express their views about money, although they found it hard to listen to each other.
78. Personal, social and health education is also promoted well through religious education and through a variety of additional activities. A theatre group presentation offered a good starting point for work on bullying. The school council has introduced pupils to the concept of democracy, and has given them a 'voice'. Pupils also have good opportunities of expressing their views through questionnaires. They have a range of chances to take responsibility in the

school. The school has worked hard to widen pupils' understanding of living in a multi-racial community and to extend their knowledge of different faiths. During awards assemblies the teachers praise and reinforce positive attitudes and respect for others in the community. The promotion of pupils' personal and social education is implicit in lessons, and teachers generally seek to develop pupils' confidence and self esteem.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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