

# INSPECTION REPORT

## **MAYPLACE PRIMARY SCHOOL**

Barnehurst

LEA area: Bexley

Unique reference number: 101417

Headteacher: Mrs Judith Pemberton

Lead inspector: David Tytler

Dates of inspection: 9 - 12 February 2004

Inspection number: 256874

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:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	406
School address:	Woodside Road Barnehurst Kent
Postcode:	DA7 6EQ
Telephone number:	01322 523256
Fax number:	01322 551924
Appropriate authority:	The governing body
Name of chair of governors:	Mr J Waters
Date of previous inspection:	16 March 1998

## **CHARACTERISTICS OF THE SCHOOL**

Mayplace Primary School, Barnehurst, near Crayford in the London Borough of Bexley, is a large primary school with 406 pupils aged three to eleven. Forty-four children attend the nursery on a part-time basis, either in the morning or afternoon with 31 full-time pupils in the reception classes. A small number of pupils have English as an additional language; two of them are at an early stage of learning English; both are given some support through the Ethnic Minority Achievement Grant. The principal language is Tamil. The number of pupils eligible for free school meals is well below the national average as is the number having special educational needs, including statements. These pupils have a range of learning and behavioural needs. The school is a Beacon School and is in partnership with five other local schools to provide training and support in information and communication technology and for learning support assistants. It is also training two teachers through school centred initial teacher training. The school also provides out-of-school care for 15 children for one hour a week. Attainment on entry into the school is broadly in line with that expected nationally for children of their age. Staffing is now secure after a period of instability.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
8990	David Tytler	Lead inspector	Personal, social and health education
9275	Candy Kalms	Lay inspector	
12764	Wendy Thomas	Team inspector	English as an additional language English Geography History Music Religious education
7336	Lindsay Howard	Team inspector	Foundation Stage Science Art and design Physical education
29424	Vivienne Stone	Team inspector	Special educational needs Mathematics Information and communication technology Design and technology

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## **REPORT CONTENTS**

	<b>Page</b>
<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>11</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>15</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>17</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE AND SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>27</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Mayplace Primary School provides a sound quality of education** for its pupils, who in Year 6 attain standards well above the national average in mathematics and match them in English and science. In most cases, pupils now achieve satisfactorily as a result of the satisfactory and often better teaching and the good leadership and management of the recently appointed headteacher. **The school provides sound value for money.**

The school's main strengths and weaknesses are:

- The senior management team have strategies in place to ensure that there is no underachievement as there was in 2002-2003
- Work is not always challenging enough for the higher attaining pupils and not engaging enough for boys in English
- Children are given a good start to their education in the nursery and reception classes as a result of the consistently good teaching
- The personal development of pupils is good and underpins their positive attitudes and good behaviour
- Attendance is unsatisfactory and not enough is being done to improve it
- Trusting relationships and the good examples set by adults underpin the good care of pupils
- Good links with parents and the community support pupils' learning at home and in school
- Annual reports to parents on how well their children are doing do not meet statutory requirements

As a result of falling standards and some underachievement since 2001, the school is less effective than it was at the time of the last inspection, when there were no key issues for improvement. Provision for information and communication technology (ICT) has improved. Recent improvements include the introduction of more rigorous arrangements for assessment, regular monitoring of teaching and learning by the head and deputy and a whole-school approach to school improvement, which are already having an impact on pupils' achievement. Arrangements for performance management are clearly linked to raising standards and achievement. Examples of good teaching were seen in all year groups.

### STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Pupils' overall achievement is now satisfactory.** Most, including those with special educational needs or those speaking English as an additional language, achieve satisfactorily in English, mathematics and science and many pupils achieve well in lessons. Standards in English and mathematics have been maintained in the current Year 6 and have improved in science. Standards in the current Year 2 are adversely affected by the number of pupils who have special educational needs. Standards in this year group match the national average in science but are below average in English and mathematics. Timetabling arrangements during the inspection meant that it was not possible to make a judgement on standards in geography and history. In all other subjects of the National Curriculum and religious education, standards throughout the school match the national average. The attainment of children on entry to the nursery varies from year to year, but is currently

in line with what is expected nationally for children of their age. As a result of the good teaching in the nursery and reception classes, children achieve well and most will exceed the learning goals expected of them by the time they enter Year 1.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good.** Their social, moral and cultural development are good, although more could be done to prepare pupils for life in a multi-cultural society. Their spiritual development is sound. Pupils have positive attitudes to their work and generally behave well as a result of the good care provided for them. Attendance is unsatisfactory and the school could do more to promote good rates of attendance and punctuality.

## **QUALITY OF EDUCATION**

**The quality of education is sound.** The good teaching in the nursery and reception classes, together with a good range of learning opportunities, enables children to achieve well. Teaching and learning in Years 1 to 6 is satisfactory. Examples of good teaching were seen in all year groups and there were some examples of very good teaching in Years 5 and 6, which enabled pupils to achieve well. The curriculum is satisfactorily broad and balanced and enhanced by a good range of high quality after-school activities. The good care, guidance and support provided for pupils, the good partnership with parents and the good links with the community make important contributions to pupils' learning.

## **LEADERSHIP AND MANAGEMENT**

**The school's leadership and management are good overall.** The good leadership of the headteacher underpins the effective management of the school. Her priorities for improving teaching and learning to ensure that pupils achieve well are particularly well supported by the deputy headteacher. The management of subjects is sound and the role of co-ordinators is being developed. The governance of the school is good. Governors have an increasingly clear understanding of the school's strengths and weaknesses and play an important role in planning for the school's future.

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

Parents support their children's learning well at home and at school and generally support the work of the school. A few parents had concerns about the quality of information they receive about how well their children are doing at school and felt that they could be more involved in decisions affecting their children's education. Inspectors agree that more detailed information could be provided in school reports but found that the school did seek the views of parents when changing its policies or procedures. Whilst parents say that their children like school, not all co-operate in maintaining high levels of attendance. Pupils say that they like the school and its friendly atmosphere and that their teachers help them when they find their work difficult. A few children said that they were not sure who to go to if they had a concern, but inspectors found that there were good supportive relationships with all adults in the school to whom pupils can turn to for support.

## **IMPROVEMENTS NEEDED**

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

- Raise standards and achievement throughout the school, particularly to ensure that the most capable pupils are suitably challenged and that work is set that raises the attainment of boys in English;
- Encourage parents and pupils to co-operate with the drive to improve attendance;

and to meet statutory requirements:

- Ensure that all legal requirements are met in the annual reports to parents on their children's progress.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Standards in mathematics are above average at the end of Year 6 and are average in English and science. Pupils are now achieving satisfactorily as they move through the school. Children in the nursery and reception classes achieve well. By the time they enter Year 1, most children will have exceeded some of the nationally expected early learning goals.

#### Main strengths and weaknesses

- Pupils' achievement is now generally satisfactory, an improvement since the national tests for seven- and 11-year-olds in 2003
- Children in the nursery and reception classes are given a good start to their education
- Focussed setting in Years 2, 3, 5 and 6 in English and mathematics is having a significant impact on pupils' attainment and achievement
- Work is not always sufficiently challenging for the more able nor sufficiently engaging for boys in English and achievement is not as good as it should be

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

Standards in:	School results	National results
English	26.8 (28.3)	26.8 (27.0)
Mathematics	28.0 (29.2)	26.8 (26.7)
Science	28.2 (29.5)	28.6 (28.3)

*There were 60 pupils in the year group. Figures in brackets are for the previous year.*

1. Standards in mathematics in the current Year 6 are above the national average and match the average in English and science. Standards in science have improved since the tests in 2003 and have been maintained in English and mathematics. When compared with similar schools, based on pupils' prior attainment in their Year 2 tests, pupils' achievement was well below average in English and mathematics and below in science. Achievement has improved and is now satisfactory as a result of targeted teaching and recently improved arrangements for gathering information on what pupils know and can do. Results in 2003 were, to some extent, adversely affected by instability in the staffing, which resulted in weaknesses in the teaching.
2. Whilst assessment procedures have been improved recently and are having an impact on achievement, the information is not always being used to ensure that work is challenging enough for the more able pupils. The school has identified standards in the writing of boys as a priority for development but the work provided for them in English and in other subjects does not always engage them or hold their interest enough to enable them to make the progress they should.

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

Standards in:	School results	National results
Reading	15.6 (16.6)	15.7 (15.8)
Writing	12.7 (14.9)	14.6 (14.4)
Mathematics	15.8 (16.3)	16.3 (16.5)

*There were 58 pupils in the year group. Figures in brackets are for the previous year.*



3. In the current Year 2, standards are below average in English and mathematics and average in science, which represents a significant improvement since the tests in 2003. The results in 2003 were affected by some instability in staffing and in the number of pupils having special educational needs. Pupils now achieve satisfactorily in mathematics and science, although there is still some underachievement in English. This is an overall improvement since the national tests in 2003 when in comparison with similar schools, pupils' achievement was well below average in reading and mathematics and in the bottom five per cent of similar schools in writing.
4. By the end of Years 2 and 6, standards in information and communication technology (ICT) and design and technology are average. Standards in religious education match the expectations of the locally agreed syllabus. Standards in music match the national expectations in Years 3 to 6. Timetabling arrangements meant that it was not possible to make an overall judgement on standards in geography or history.
5. Children enter the nursery with levels of attainment which match that expected nationally for children of their age. The consistently good teaching in the nursery and reception classes, coupled with the good curriculum, enables children to achieve well. By the time they enter Year 1 they will meet the early learning goals expected for children of their age in their personal and social development, knowledge and understanding of the world, creative development and physical development and exceed them in communication, language and literacy and in mathematical development.
6. Most pupils with special educational needs achieve satisfactorily. Achievement is better in lessons where teachers promote the targets identified in the individual education plans, particularly those related to the development of basic literacy and numeracy skills. The school is at an early stage of developing its work with the gifted and talented. A policy has been agreed and a team of teachers has been assigned to oversee further developments. Pupils have been identified and parents informed. Some of these pupils are supported through attendance at occasional groups run locally. However, in most lessons in school, no specific arrangements are made for them above those made for higher attaining pupils. In mathematics, two Year 5 mathematicians follow a Year 6 programme of work and the school band helps to support talented musicians. Overall, these pupils achieve satisfactorily.
7. The small number of pupils who speak English attain standards comparable to those of their peers. Their achievement is satisfactory.

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

Pupils have positive attitudes to their work and are well behaved in classes and around the school. Their personal development is good. Pupils' moral, social and cultural development are good. Their spiritual development is sound.

### **Main strengths and weaknesses**

- Pupils co-operate with their teachers in lessons to ensure a positive climate for learning
- Pupils respond well to the good example set by adults
- Religious education lessons support pupils' moral, cultural and spiritual development well
- Pupils' cultural development is well supported in art and music, although more could be done to promote multi-cultural education throughout the school
- Social development is given good support in the well established eco-council and the more recent school council and pupils learn the benefit of team work in physical education lessons, after-school tournaments and matches
- Assemblies give good support to moral and social development but more could be done to ensure that spiritual development is promoted in assemblies and lessons
- Attendance is unsatisfactory and more should be done to improve it

## Commentary

8. All adults in the school work hard to maintain a strong and positive ethos that supports children in a caring environment in which all pupils, regardless of ability or social background, can flourish. Children settle quickly into school when they join the nursery and this good start in personal development is built on as they move through the school. Pupils know that they will be listened to and taken seriously in an atmosphere of mutual trust and respect, which underpins the good relationships that exist throughout the school. As a result, most pupils listen to their teachers and try hard to do their best.
9. Pupils are able to take responsibility for their learning in lessons and for tasks around the school. The school's eco-council is well established and its members are enthusiastic guardians of the school environment. The school council has only recently been formed but its members are equally keen to influence the life of the school.
10. Pupils' good moral and social development is well supported by the good examples set by adults, who show them tolerance and understanding as they encourage them to respect the views of others. Whilst cultural development is well supported in art and music, more could be done in all subjects to provide pupils with a better understanding of life in a modern multi-cultural society.
11. Pupils' spiritual development and cultural development is well supported in religious education lessons, in which they are introduced to other faiths. Opportunities for spiritual development, however, are missed in other lessons and assemblies, which tend to focus on social and moral issues. One exceptional assembly was seen in which pupils were helped to reflect on the impact of their own actions and those of adults.

## Exclusions

### *Ethnic background of pupils*

Categories used in the Annual School Census
White – British

No of pupils on roll
371

### *Exclusions in the last school year*

Number of fixed period exclusions	Number of permanent exclusions
3	0

12. Pupils' generally good behaviour in lessons, assemblies, around the school and at breaks and lunchtime is reflected in the low rate of exclusions. The school is keen that all pupils are able to complete their primary education in the school and makes every effort to avoid permanent exclusions.

## Attendance

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

Authorised absence	
School data	6.2
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

13. Attendance is unsatisfactory. It is consistently below the national average and shows no improvement since the last inspection. The school has not established regular formal systems aimed at improving attendance and is not routinely identifying those pupils who have poor or irregular patterns of attendance. One of the contributory factors to the high level of absence is pupils being taken on holiday by their parents during term time. Punctuality is satisfactory; although several pupils arrive after the start of school.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good education for all its pupils. Overall, teaching and learning are good. Arrangements for gathering and using information on what pupils know and can do are good in the core subjects of English, mathematics and science. The curriculum is good and pupils' experiences are broadened by a good range of after-school activities. Pupils' learning is also enhanced through the good support, advice and guidance provided by the school and the good links with parents and the community.

### Teaching and learning

#### *Summary of teaching observed during the inspection in 57 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	3 (5)	38(66)	15 (26)	(1) 2	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.*

### Main strengths and weaknesses

- The consistently good teaching in the nursery and reception classes enables children to achieve well
- Teachers manage their classes well and create a good learning partnership of learning with their pupils
- Whilst assessment arrangements are improving, the information is not always used to ensure that sufficiently demanding work is provided for the more able pupils
- Pupils with special educational needs do not always do as well as they should
- Pupils' learning is very well supported by the skilled classroom assistants, who work very successfully with teachers

### Commentary

14. Teaching and learning in Years 1 to 6 are satisfactory overall with a preponderance of good teaching in Years 5 and 6. Good teaching was seen in all year groups and in nearly all the subjects observed, with some very good examples seen. As a result, pupils achieve satisfactorily overall and often well in their lessons. Achievement in the national tests in 2003, was adversely affected by disruptions in staffing in Years 2 and 6, which led to some gaps in teaching and learning.
15. Teaching is closely monitored by the headteacher and her deputy to ensure that the under-achievement of pupils in the national tests at the end of Year 2 and Year 6 in 2003 is not repeated. A key part of the school's strategy is setting by ability in English and mathematics in Years 2, 3, 5 and 6, which is already proving successful in raising attainment and achievement.
16. The good management of pupils is a strength of the teaching throughout the school. In the best lessons, teachers use a variety of interesting activities, which engage pupils and hold their interest, enabling them to make good gains in their learning and to achieve well. For example, in a high quality Year 5 music lesson, the teacher, who is also a skilled musician, used her very good musical knowledge to maintain a brisk pace, ensuring high levels of concentration. Pupils had no time to misbehave, trying hard to do well and enjoying their successes as they improvised and sang in two parts.
17. The good lessons were also characterised by strong cross-curricular links in which pupils were able to use their literacy, numeracy and ICT skills to support their learning in other subjects. In a very good Year 3 circle time discussion on friendship, pupils made good use of their

speaking and listening skills as they discussed their ideas on the importance and meaning of friendship. The teacher went to great pains to ensure that pupils of all abilities were fully involved.

18. Teaching is consistently good throughout the early learning curriculum in the nursery and reception classes and builds carefully on what children know and can do as a result of the very detailed individual assessment profiles. Children achieve well as they prepare for the move into Year 1 and achieve above national expectations in some areas of learning.
19. Teaching is satisfactory for pupils with special educational needs. Teachers do not, however, always make sufficient use of the targets identified on the pupils' individual education plans when they plan lessons. This means that sometimes these pupils do not do as well as they could. The specific teaching of pupils with English as an additional language is satisfactory and supports their work in the classroom. The specialist teacher consults the class teacher and provides activities that give the pupils access to the work in their class. Assessments of their progress in English are sound and used to plan further work.
20. The recent improvement in assessment procedures is a key tool in ensuring that pupils achieve as well as they should. The information gathered is currently being well used in English. Overall, however, assessment information is not used consistently throughout the school to plan for the needs of individuals or groups of pupils. The use of assessment information was seen at its best in a very good Year 6 mathematics lessons on how to estimate acute angles. The teacher planned the lesson very carefully to ensure that her teaching matched the needs of her pupils, building on what they already knew and could do. Equally, a major strength of a Year 6 English lesson on how to write and edit the end of a story was that it had been adapted in the light of ongoing assessment to fill gaps in pupils' learning. The one unsatisfactory lesson seen was as a result of assessment information not being used to match the work to pupils' prior attainment. Pupils of all abilities were doing the same work, so that for some it was too hard and for others too easy. As a result, pupils did not achieve as well as they should have done.

## **The curriculum**

The curriculum is satisfactorily broad and balanced and is enriched by a good range of visits, visitors and after-school activities. The school's accommodation and resources support the curriculum well.

## **Main strengths and weaknesses**

- Strong cross-curricular links are planned into many lessons
- Planning does not always ensure that the needs of all pupils, particularly the most capable, are catered for
- The good curriculum in the nursery and reception classes enables children to achieve well
- Pupils' experience is widened through a good range of visits and visitors and a variety of high quality after-school activities
- The skilled support staff are a strength of the school

## **Commentary**

21. Children in the nursery and reception classes benefit from the good curriculum which provides an interesting range of activities that meets the needs of the children well. The outdoor provision is good and used well to support pupils' personal, social and physical development.
22. In Years 1 to 6, the sound curriculum meets statutory requirements for the National Curriculum and religious education. Whilst planning is generally careful to involve pupils, including those with special educational needs or with English as an additional language, in their learning, it does not always ensure that work is sufficiently challenging for the most able pupils. A

strength of the curriculum, however, is the arrangement for grouping pupils in English and mathematics which is ensuring that pupils now achieve satisfactorily in English in Years 3, 5 and 6 and in mathematics in Years 2, 3 and 5 and 6..

23. Good cross-curricular links are planned into many lessons, sometimes very imaginatively. In a good Year 5 science lesson, for example, on how to change the pitch and dynamics of sound, the teacher built on the pupils' knowledge of instruments they had used in their music lessons. Many lessons also provide good opportunities for pupils to use their literacy, numeracy and ICT skills to support learning in other subjects. There is a tendency in some subjects, however, to use worksheets, which limits the development of pupils' writing skills.
24. Whilst numeracy skills are used satisfactorily in science and information and communication technology, opportunities are missed in other subjects. Year 6 pupils use mathematics in their work on spreadsheets. Other subjects such as design and technology, however, are not used as well to develop mathematical skills as teachers do not identify mathematical links in their lesson plans.
25. Particularly good use is made of ICT in English, mathematics, history, science, and art and design but its use is not yet a regular feature of other subjects. The national strategies for literacy and numeracy have not yet been adapted to meet the needs of pupils, particularly of boys in writing.
26. The school is reviewing many aspects of the curriculum through teams charged with the oversight of particular areas. These teams are made up of subject co-ordinators, teachers and governors and are designed to ensure a whole-school approach to teaching and learning. They are too recent, however, to have yet had a major impact.
27. Pupils' experience is widened through a good range of visits and visitors into school and a good range of well-attended after-school activities. The National Curriculum and religious education are well supported by generally good resources and pupils benefit from the spacious indoor and outdoor accommodation.
28. The provision for pupils with special educational needs is satisfactory. Individual education plans generally have clear targets, but the progress pupils make towards achieving them is not systemically checked. This is unsatisfactory. Reviews are completed regularly but parents and pupils are not sufficiently involved in the review process. Procedures for the identification and assessment of pupils with special educational needs are satisfactory. The curriculum for the few pupils speaking English as an additional language is sound.

### **Care, guidance and support**

The care, guidance and support provided for pupils are good and provide them with the secure environment necessary to help them learn.

### **Main strengths and weaknesses**

- Teachers know their pupils well and care about their well-being but need to receive regular information and training about child protection
- Pupils are not yet involved enough in their own assessment and target setting
- Arrangements for checking the site and premises are good.

### **Commentary**

29. Pupils' support, guidance and welfare remain a high priority. The school continues to offer its pupils a caring and secure environment that supports their learning and enables them to take advantage of the educational opportunities provided.

30. The headteacher is the designated member of staff for child protection and is currently updating her training. The school has adopted local guidelines but its own policy has not been updated for some time and not all staff are familiar with the school's systems. Day-to-day first aid and care for pupils who are unwell are in place, but pupils are not always dealt with by a member of staff qualified in first aid and records are not kept when medication is administered. Information about pupils with specific medical needs is shared with staff. Regular checks of the site and premises, documenting and recording any issues, are carried out. The toilet facilities are in poor condition and are particularly unsuitable for older pupils. The building is not fully accessible for all pupils.
31. The school ensures a high level of support and guidance for its pupils, which provide a secure foundation for their learning. Staff are responsive to individual pupils' personal needs and know their pupils well, particularly those with specific needs, including personal difficulties that may affect their learning and well-being. Concerns are recorded and discussed with colleagues at weekly briefing meetings to ensure that targeted support, advice and guidance can be given.
32. Pupils' achievements are recognised and rewarded in assemblies and newsletters. Whilst the pupils' questionnaire indicated that not all pupils felt that there was an adult in whom they could confide, direct evidence from pupils during the inspection found a supportive atmosphere with staff available and willing to give advice and help when needed. A small number of pupils start school other than at the beginning of term and appropriate arrangements, including a class 'buddy', helps those pupils feel welcome and to settle quickly into school routines.
33. Pupils' involvement in the school's work and its development is satisfactory. Older pupils act as lunchtime monitors in the playground and regularly read with younger pupils. Many pupils are actively involved in the well-established eco-council. Pupils can make their views known by commenting in the newsletters. A school council has recently been established so that they can have a larger say in how decisions are made in the school. Pupils are not yet involved enough in assessing their own work or evaluating their own achievement. There is no system to enable pupils to discuss or set their own individual targets.

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

The good links the school has established with parents and the community enrich the school's work and add to pupils' learning.

### **Main strengths and weaknesses**

- A large number of parents give time to help the school
- Parents value the work of the school and receive regular information on how to support their children's learning at home
- Information in the annual written reports is not detailed enough and does not meet statutory requirements
- The friends' association is supportive and raises considerable sums of money to support school activities

### **Commentary**

34. The school has maintained good links with its parents, who are generally supportive of the school and value its work. Their support is encouraged and a high number of committed parents regularly help in lessons and around the school. The new home-school diaries are proving to be a useful means of contact and parents are consulted about particular issues. A family learning programme has recently begun to help parents of younger children support their learning in literacy. An active friends association runs the uniform shop and through fund raising events has helped improve resources in the school.

35. The information parents receive about the school and their children's progress is generally satisfactory. Weekly newsletters inform parents about school matters and forthcoming events and give parents the opportunity to comment about the school. The well-produced governors' annual report contains useful information but does not include all the required information. Each term parents receive a sheet briefly outlining the topics to be covered and detailing information on how to support learning at home. A small number of parents are unhappy about the information on their children's progress. Inspectors found that annual written reports lack detail and do not meet statutory requirements. Comments for English, mathematics and science do not provide clear information on strengths or weaknesses nor clear targets for improvement and information on other areas of the curriculum is extremely brief.
36. Good links have been established with the community. A good range of visitors to the school and visits to places of interest contribute towards the curriculum and enrich pupils' learning. Pupils contribute to the local and wider community. They are involved in fund raising for charities and compete in a variety of sports matches. Pupils in Year 2 are developing links with a nearby school for pupils with learning difficulties. A professional football club is currently working with Year 6 pupils on a 'Fit for Life' project.
37. The school has developed good links with other schools and educational institutions. As a Beacon School it works actively with other local schools. Pupils are helped to make a smooth transition to the next stage of their education. This includes the exchange of records and information and visits for transferring pupils. Help is given to parents to choose schools for their children at the end of Year 6 but the number of different schools to which pupils transfer after Year 6 makes it difficult to establish very close links. Good links with the main receiving school include a shared science project. The school is actively involved in supporting trainee teachers through the graduate training programme.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good overall. The headteacher provides good leadership. She is well supported by the deputy headteacher and, as a result, the school is well managed. The governance of the school is good.

### **Main strengths and weaknesses**

- The headteacher's good leadership is particularly well supported by the deputy head
- Their good leadership and management are focused on continuing to raise the achievement of pupils
- Priorities for improvement have been clearly identified
- Regular monitoring of teaching and learning has led to more focussed teaching and identifies any areas for development
- Governors are playing an increasingly important role in planning for the school's future

### **Commentary**

38. The leadership and management of the school were interrupted in 2003 when the headteacher left at Easter. The new headteacher took up her post in September and immediately addressed the underachievement indicated by the results in the national tests. Improvement was evident during the inspection and in general the achievement of pupils is satisfactory.
39. The headteacher is providing good leadership and management in introducing a range of strategies to deal with the issues facing the school and is extremely well supported by the very able deputy headteacher. They are both well supported by other key staff although the role of co-ordinators is in need of development, particularly in monitoring the quality of teaching and learning in the classroom.

40. A regular and rigorous programme of monitoring is carried out by the head and deputy, which is based on the priorities in the school improvement plan. The first focus, for example, was on the teaching of writing, particularly of boys. The monitoring programme identified considerable differences in the quality of teaching and learning. Extra support was provided where necessary and linked with the schools' arrangements for performance management, which in turn is closely linked with the school improvement plan. The plan identifies clear priorities with responsibilities, costings and success criteria and is focussed on raising standards. Actions plans and other strategies have been introduced to ensure improvement in writing throughout the school, particularly for boys and for mathematics in Years 1 and 2.
41. The headteacher and deputy are leading the drive to raise the achievement of pupils. Leadership teams, involving co-ordinators, teachers and governors, are now reviewing all aspects of the schools' work in order to arrive at a whole school approach to raising standards and achievement. Learning support assistants are given good induction and training so that they can work productively with teachers to enable pupils to attain high standards and achieve well.
42. The governing body helps to shape and develop the direction of the school by contributing directly to the school improvement plan. Governors regularly and systematically monitor progress towards meeting the plan's priorities and provide an appropriate level of challenge to the schools' leadership team. They now receive clear information on standards and achievement and, as a result, are able to take an increasingly active role in planning improvements.
43. The co-ordination of special educational needs is satisfactory. All procedures are clear and shared with all staff. The co-ordinator works with pupils with special educational needs in withdrawal groups where she is able to check their progress. However, there are no procedures in place for her to monitor how well these pupils achieve in lessons in their own classes. Funding for special educational needs is used appropriately.
44. The co-ordinator for special needs also manages the provision for pupils speaking English as an additional language and is careful not to confuse the two. Pupils' progress in English is assessed and concerns followed up. The school has good links with the local authority language support services and uses it when necessary.

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

Income and expenditure (£)	
Total income	844,037
Total expenditure	791,947
Expenditure per pupil	1,721

Balances (£)	
Balance from previous year	19,770
Balance carried forward to the next	36,547

45. The governors and the headteacher work together to ensure that all available resources are used to meet the clearly identified educational priorities. The school applies the principles of best value well in all aspects of its work.



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

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

Provision in the Foundation Stage is good. The school has maintained the good quality provision which it provided at the time of the previous inspection. Children come to school with average levels of attainment and achieve well throughout the nursery and reception classes so that they enter Year 1 with attainment that matches the learning goals expected of children of a similar age and exceed them in some.

Children achieve well because the quality of teaching is consistently good in all areas of learning. All the adults have high expectations of the children and provide an interesting curriculum that meets the needs of the children well. Leadership and management is very good. Recent developments include a very comprehensive individual assessment profile that enables staff to record assessments in an accessible manner so that they can be used to plan work at the correct level for each child. The very good induction programme for parents and children into the nursery and reception classes is one of the reasons why children settle quickly into school routines and why parents are able to support their children well.

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

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

### **Main strengths and weaknesses**

- Children are confident in class and are happy to work with a range of adults
- Their attitudes to school are very good and they love to learn

### **Commentary**

46. Children quickly adapt to the systems and routines of school. They feel safe and able to work with a variety of adults. They learn to work in both small and large groups with other children, to share and take turns. They can sustain concentration on a self-chosen task. They are polite, saying *please* and *thank you* appropriately to each other and to adults. They learn to empathise with the feelings of others through stories and role-play and this helps them to behave in a mature manner. The good teaching enables children to achieve well, so that by the time they enter Year 1 they match the learning goals expected for children of their age.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Reading and writing are taught very well and this is the reason children exceed the early learning goals by the time they leave reception

### **Commentary**

47. Adults place great emphasis on reading and writing skills. All children have a set time each day when phonic skills are taught effectively. These skills are used in interesting activities, such as writing a postcard to Bertie Bear, so that children want to succeed and strive hard to do so. Children in the reception classes use their good knowledge of phonics to spell many common words correctly and also make good recognisable attempts at spelling irregular words. They use these in correctly punctuated sentences. Story times are happily anticipated occasions in all classes. Children listen well, join in repeated phrases, predict what will

happen and understand that stories have characters, plots, beginnings, middles and ends. This exposure to a rich language environment means that all children learn to read and, by the end of the reception class, the vast majority are fluent readers with a real love of books and a feel for words.

## **MATHEMATICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Challenging activities and well paced lessons ensure children exceed the early learning goals by the time they leave reception

### **Commentary**

48. Planning for mathematical development is good. The introductory activities are well matched to the children's abilities and capture their interest. The initial learning is reinforced by the practical tasks later in the lesson. Nursery children learnt that a square could be cut into four smaller squares or into four triangles. Reception children could identify two-dimensional shapes by feeling them without looking. They were secure in their knowledge, saying: "It's got three sides so it *must* be a triangle." About a third of the children work within the National Curriculum for mathematics telling the time in hours and solving money problems by making sums of 4p and 6p with different coins.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Planning is creative and enables the children to have a wide range of experiences
- Computers are very well used in all classes and children reach a good standard

### **Commentary**

49. Children have many opportunities to use a computer throughout the day. Computer programs are carefully chosen to support particular areas of learning and enable children to make good progress in, for example, counting and letter recognition. Children develop good mouse control and are able to use programs effectively. The theme during the inspection was transport, concentrating on aeroplanes and objects in the sky. The children's enthusiastic interest in the theme led to staff providing a range of balloons. Some children were fascinated by the way inflated balloons travelled in the air when they were released. Others experimented with a helium balloon trying to find the smallest object they could tie to the string to stop it rising to the ceiling. Good vocabulary developed from discussions following these activities. By the time they enter Year 1, children will meet the early learning goals expected of them.

## **PHYSICAL DEVELOPMENT**

Provision for physical development is **good**.

### **Main strengths and weaknesses**

- There are good resources and opportunities for children to develop physical skills inside and outside the classroom

## **Commentary**

50. Opportunities to develop children's physical skills are good, as all of them have access to outdoor areas at set times throughout the day. They use wheeled toys and climbing apparatus freely and with growing confidence. They continue with activities they have begun indoors. For example a group of children flew the kites they had made in a mathematical activity while others experimented with parachutes. The majority of children use pencils, crayons, glue and scissors accurately and safely. By the time they enter Year 1, children will meet the early learning goals expected of them.

## **CREATIVE DEVELOPMENT**

Provision for creative development is **good**.

### **Main strengths and weaknesses**

- Children learn to experiment and become confident with a wide range of media

## **Commentary**

51. Children have many opportunities to develop their creative skills through planned tasks such as colour mixing, working with clay and dough and through tasks of their own choosing, such as painting. They enjoy cutting and sticking, tracing and using templates. Children learn to use musical instruments to accompany rhymes they know, exploring the different sounds made by the instruments. Children in reception play confidently in front of others and are able to talk about loud and soft sounds. By the time they enter Year 1, children will meet the early learning goals expected of them.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **satisfactory**.

### **Main strengths and weaknesses**

- Standards are below average at the end of Year 2
- Pupils' achievement is unsatisfactory in Years 1 and 2 but improves in Years 3 to 6.
- The co-ordinator has made a good start in the role and has a clear idea of what needs to be done to improve standards further
- Pupils have some good opportunities to develop their speaking and listening skills
- The attainment of girls is better than boys

## **Commentary**

52. Results of national tests in 2003 show that pupils' attainment matched the national average by the end of Year 6. The proportion exceeding the expected level for their age was below the national average. The school is now addressing this with its setting of pupils in ability groups that are providing the more capable pupils with greater challenge. At the end of Year 2, pupils' attainment in reading matched the national average but their attainment in writing was well below average. When compared with the results attained by pupils in similar schools, results were well below average for pupils in both Year 2 and Year 6 and the attainment in writing for pupils in Year 2 was very low. However, that particular year group included a large proportion of pupils with special educational needs, whose results had a significant impact on overall attainment.
53. At the time of the inspection, these pupils were in Year 3 and inspection evidence confirms that this year group has a higher than average proportion of pupils with special needs and that their attainment is low. During the inspection, pupils in Year 6 attained standards in line with those expected nationally.

54. When pupils join Year 1, their skills in speaking and listening match those expected of children nationally. The school has recently been working on developing opportunities to extend these skills through drama and role-play. Such initiatives are recent and have not yet had an impact on pupils' attainment. Pupils in Years 3 to 6 are confident in speaking to their classes and listen well to one another.
55. Pupils attain average standards in reading. In Year 2, pupils are developing strategies for tackling unfamiliar words such as sounding them out or using the pictures and context to work out the meaning. Year 6 pupils are competent readers and use their skills to find information from reference books. However, in discussion, they do not show positive attitudes to reading. They do not read for pleasure and have limited knowledge of books and authors.
56. The school has identified writing as an area for improvement and inspection evidence confirms that standards in writing are below average in Year 2 and Year 6. The school has set pupils for English from Year 2 but as yet, this has not been in place long enough to have an impact on attainment. The most recent test results indicate that girls outperform boys in English. In Year 2 more girls than boys were in the higher set for English. In the higher set for Year 6, the numbers were comparable. However, this was a large set and the higher attaining groups within it contained more girls than boys. Staff are currently analysing data and tracking pupils' progress rigorously to identify the reasons for the apparent underachievement of boys and to address the issue.
57. Teaching in English is satisfactory overall, although some good teaching was observed. In the better lessons, work was well matched to the learning needs of pupils. Lessons were well paced and objectives were clear. Where teaching was less successful, teaching focussed on acquisition of skills but children were not helped to use these in context and as a result were not able to use the skills in their independent work.
58. The co-ordinator is aware of what needs to be done to bring about necessary improvements. He has begun to observe colleagues teaching and to review planning. Progress since the last inspection has been unsatisfactory as standards have fallen. The school is aware of this and is taking steps to raise standards through the grouping of pupils by ability in English and mathematics.

### **Language and literacy across the curriculum**

59. The school is beginning to make good use of opportunities to develop pupils' speaking skills through role-play and drama. This was observed in a Year 6 lesson in religious education, where pupils worked in groups to illustrate scenes from the Bible, and also in a Year 2 history lesson on the work of Florence Nightingale. Pupils are competent readers and are able to find information from reference books and other sources. However, their writing skills are not extended enough in other subjects. well developed. There is, for instance, a heavy reliance on completing published worksheets, which means that pupils are not helped to develop their writing skills.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Standards are above the national average in Year 6
- Some of the higher attaining pupils could be challenged more effectively, especially in Year 2
- Setting pupils by ability is effective in Years 5 and 6
- Teaching is good in Years 5 and 6
- Pupils do not have enough understanding of how they can improve their work

## **Commentary**

60. Standards in mathematics are below average for pupils in Year 2, largely because of the number of pupils in this year group who find learning difficult. Pupils achieve satisfactorily. Standards are above average in Year 6. Although the percentage of pupils who achieved the higher level 5 in the 2003 national tests was well below average, indications are that more pupils in the current Year 6 will achieve this level in the 2004 tests. This improvement is a result of the effective setting of pupils by ability in Years 5 and 6, which ensures that the work provided in lessons challenges the higher attaining pupils and supports those who find learning more difficult. As a result, pupils achieve well.
61. Pupils are also set by ability in Year 2, but teachers do not make enough use of assessment information when planning lessons in order to provide appropriately challenging work for higher attaining pupils. Pupils with special educational needs achieve as well as their classmates, often the result of the good support they are given by teaching assistants.
62. Teaching and learning are good overall. In Years 5 and 6, lessons have pace and the needs of different ability groups within the sets are well addressed. Homework is also used well in Year 6 to reinforce the learning that has taken place in the classroom. Teachers of older pupils are skilled in using questions effectively to probe their pupils' understanding of new learning and are able to use a range of methods to help them increase this knowledge and understanding. They involve the pupils in assessing their own work and this strategy provides benefits, particularly to class teachers who can then reassess their lesson planning for the next session. Teachers use interactive whiteboards well when demonstrating and explaining to pupils and this involves pupils in their lessons and sustains their interest.
63. In some lessons for younger pupils, the time available is not well used. Explanations are sometimes too long and there is not enough time for pupils to practise new skills or for a useful final review session to reinforce learning and to gauge how much pupils have understood. The marking of pupils' work does not provide pupils with enough information on how they can improve.
64. The leadership and management of the subject are satisfactory. Standards are improving and the subject is a priority in the school improvement plan. Performance data is now being monitored and evaluated more effectively and new systems are in place to track pupils' achievement. Pupils do not yet have personal targets to tell them what their next steps in learning are and this reduces their involvement in their own learning.
65. Talented mathematicians have been identified and although two Year 5 mathematicians follow a Year 6 programme of work, catering for the needs of these pupils is at an early stage of development. The co-ordinator has not yet had the opportunity to monitor teaching and learning to identify strengths and further areas for development.

## **Mathematics across the curriculum**

66. Numeracy skills are promoted satisfactorily in other lessons, such as science and information and communication technology, which enables pupils to develop their data handling skills. Year 6 pupils use mathematics in their work on spreadsheets. Other subjects such as design and technology, however, are not used as well to develop mathematical skills as teachers do not identify mathematical links in their lesson plans.

## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses

- Attainment at the end of Year 2 and Year 6 in 2003 was well below the national average but inspection evidence indicates that standards are now in line with national averages
- Too few pupils reach the higher levels in national tests
- The over-use of worksheets does not help pupils develop scientific thinking skills
- Teachers' marking does not help pupils understand how they can improve their work

### Commentary

67. The quality of teaching is satisfactory overall, with some good lessons seen during the inspection. Where teaching is good, teachers have good subject knowledge and teach the basic skills very well. Lessons are well organised and resourced, enabling pupils to interact and participate well. Questioning is of a high standard and open-ended, using the correct scientific vocabulary. Lessons are well planned. Timing is well judged, allowing pupils time to try things for themselves. Teachers give frequent prompts and show examples to extend ideas and encourage pupils with learning difficulties. The pupils are enthusiastic, work with a high degree of interest and concentration and show pride in what they have achieved. They work well in groups, supporting each other to devise an experiment and to record findings.
68. In the least inspiring lessons, there was a lack of challenge, especially for higher attaining pupils. They lost interest and learnt less than they could have done. The use of worksheets to record results did not allow average and above average pupils the scope to think how they could record in a variety of ways.
69. Teachers' marking is often restricted to a tick. In Years 1 and 2, teachers write positive comments about how well the pupil has completed the work, but not about how well they have understood it. In the books of older pupils, there are some positive comments such as *You have used good scientific vocabulary*, but marking does not question the pupils' understanding of the scientific processes they have been studying. This restricts pupils' progress.
70. The management of the subject is satisfactory. The co-ordinator's ability to improve the standards pupils reach has been limited by too little monitoring of the quality of teaching and learning in lessons. No analysis of pupils' performance in past national tests has been undertaken and therefore teachers do not know the areas of the curriculum that pupils find harder to understand. The co-ordinator knows that pupils need to undertake more investigative work. Good environmental work is promoted in the school grounds through a lunchtime club.

## INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

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

### Main strengths and weaknesses

- There is a good range of hardware and software
- Assessment is not used to ensure that higher attaining pupils are sufficiently challenged
- Teachers make good use of information and communication technology to support their teaching

## Commentary

71. Provision has improved since the previous inspection. All classes now have regular access to the ICT suite in addition to networked computers in classrooms and a range of laptops. Recent building work has resulted in the suite becoming very hot, which reduces the pupils' concentration. Some teachers use ICT skills daily in their classrooms as they confidently use laptops and interactive whiteboards to enhance teaching. Others have less secure subject knowledge and depend on the good support of the specialist teaching assistant who leads the subject. Teaching is satisfactory overall throughout the school although in some lessons teachers spent too long talking to the pupils, reducing time for pupils to make full use of the facilities. The recently formed staff team with oversight of the provision for ICT is aware of the need to monitor teaching. Teachers do not have enough knowledge of what individual pupils know and can do, which means that the higher attaining pupils are not always challenged sufficiently.
72. Standards by the end of Year 2 and Year 6 match the national expectations. Inspection evidence indicates that standards are continuing to rise. Year 2 pupils worked well independently and in mixed ability pairs in the ICT suite. Most demonstrated good skills of independence as they used the computers to prepare a slide presentation of a recipe for a spell. Pupils in Year 3 were less confident about sending e-mails and required considerable support from adults to achieve the task. In discussions with pupils in Year 6, they were eager to demonstrate and share the work stored in their files. They spoke with particular enthusiasm about their multi-media presentations, incorporating text, graphics and sound, which they displayed confidently, using the interactive whiteboard. They spoke knowledgeably about using spreadsheets, databases and sensors and are competent in using a search engine to locate information. They are less certain about using ICT to make things happen.

## Information and communication technology across the curriculum

73. The school uses ICT well to support other subjects. Particular use is made of it in English, mathematics, history, science, and art and design. The use of ICT is not yet identified in detail in the planning for all subjects, which reduces opportunities for pupils to reinforce their skills.

## HUMANITIES

### History and geography

During the inspection only one lesson in geography was observed and three in history. Therefore, there was not enough evidence to enable a judgement on overall provision. Teachers' planning and samples of pupils' past work were analysed. Together with classroom displays this showed that a satisfactory range of work is covered and that National Curriculum requirements are fully met.

## Commentary

74. As only one lesson in **geography** was observed, it is not possible to make a secure judgement about teaching and learning. Much of pupils' recorded work consists of published worksheets. Pupils are not helped to use their writing skills in the subject and there is limited evidence of pupils using different sources to find geographical information.
75. In **history**, Year 2 pupils enjoyed learning about Florence Nightingale. The teachers made good use of role-play to develop their understanding of the differences between modern hospitals and those in Florence Nightingale's time. Year 3 pupils were learning about Boudicca and her revolt against the Romans. In Year 4 pupils learned about the six wives of Henry V111. Year 6 pupils used their reference skills effectively to find out about the differences and similarities between the ancient and modern Olympic games. They were amazed to find that some of the events in the ancient games still feature in the modern Olympics.

76. Teachers are increasingly using drama to support their teaching in history. This engages pupils' interest and helps their understanding. Pupils are developing their skills of historical enquiry effectively. Work in history is supported through a programme of visits to museums and places of historical interest. Improvement since the last inspection is satisfactory.

## Religious education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- Teachers have good subject knowledge
- Good use is made of drama and role-play to develop pupils' understanding

### Commentary

77. Pupils enjoy their religious education lessons and in Years 2 and 6, are on course to attain standards expected by the locally Agreed Syllabus. They show good understanding of Christian stories and learn about different faith traditions as they move through the school. In a Year 4 lesson, pupils showed good understanding of the symbols of Sikhism. They understand that these symbols are important to Sikh beliefs and the way that Sikh people live their lives. In a Year 6 lesson, pupils enjoyed improvising short scenes about the miracles of Jesus to present to the class.
78. Teachers' planning shows that the full range of work expected by the locally agreed syllabus is covered. The subject is managed satisfactorily. The co-ordinator, with the support of a schools' adviser from a local Christian charity has developed a scheme of work to support the locally agreed syllabus. Teaching in religious education is satisfactory, though it was only possible to observe a small number of lessons. The school has links with local Christian churches but has not as yet developed a programme of visits and visitors to support pupils' understanding of other world faiths. Progress since the previous inspection is satisfactory.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Timetabling arrangements meant that no lessons could be seen in art, only two lessons were observed in music, one in design and technology. Therefore, insufficient evidence was gathered to enable a secure judgement to be made on overall provision in this curriculum area.

79. **In art**, all the work on display around the school was at least satisfactory but not as good as that reported at the time of the previous inspection. Media used included watercolours, poster paints, pastels, pencil and collage. Pupils are encouraged to develop their skills of observation when drawing from life such subjects as their own faces or flowers. Observational drawings of flowers in paint, pencil and pastels by pupils in Year 1 were of a good standard. Pupils had looked very carefully at the flowers to see the shapes they made and the colours they contained.
80. **In design and technology** evidence from work seen in the school, shows that standards in are in line with those expected for pupils at the end of Year 2 and Year 6. Their achievement is satisfactory. Older pupils understand how to plan a design when creating puppets and the need for a design brief to consider the needs of the user. Pupils are less secure about evaluating their work in depth so that real improvements are made. As at the time of the previous inspection, pupils have insufficient opportunities to develop designs using information technology control. When planning their designs, pupils do not use their numeracy skills to ensure accurate measurements.



81. **In music** only two lessons were observed in addition to a singing practice for pupils in Years 3 to 6, a rehearsal for the school orchestra and some individual performances. Pupils in these year groups attain satisfactory standards in music. In Year 6 pupils enjoyed working in small groups to contribute to a class composition. They worked well together, considering which instruments they should use to produce the effect they wanted. Pupils in Year 5 sing well: in tune, with well developed rhythmic skills. Pupils are able to sing rounds in two or four parts. Several pupils were able to invent and play an ostinato (repeated pattern) to accompany a given melody.
82. Planning shows that pupils are given opportunities to listen to a range of musical styles, to perform and compose. They enjoy their music lessons and make sound progress. No lessons were observed in Years 1 and 2, though pupils sing tunefully in assemblies. Pupils are given the opportunity to learn a range of instruments through the local authority's music service.
83. A parent volunteer takes two recorder groups, one for older and one for younger pupils. Both these groups played in assembly during the inspection. The pupils played confidently and other pupils enjoyed listening to them. Teaching was very good in one of the lessons observed. In this lesson the teacher showed very good subject knowledge, the activities were well matched to pupils' needs and as a result they were well motivated and achieved well. Planning shows that teachers have satisfactory subject knowledge and that all aspects of the music curriculum are taught.

## **Physical education**

The provision for physical education (PE) is **satisfactory**.

### **Main strengths and weaknesses**

- There is good coverage of all areas of the curriculum
- Pupils take part enthusiastically in inter-school matches in football, netball and rugby

### **Commentary**

84. Teaching was good in all the lessons observed. High expectations of work and behaviour ensured that pupils worked hard throughout the lessons and reached satisfactory standards in gymnastics and games by the end of Years 2 and 6, as they did at the time of the previous inspection. Pupils were encouraged to evaluate their own performance and that of others, focussing their attention on the skills that they needed to develop.
85. The co-ordinator has developed the role of physical education and sport within the school through providing training for staff, ensuring pupils have three timetabled lessons a week and building up a wide range of resources. The local premier league football team coaches Year 6 pupils through the Kick Start for Life initiative. The school has been very successful in inter-school matches. Pupils in Years 2 to 6 have swimming lessons for part of each school year, which ensures that pupils reach the required standard in swimming by the end of Year 6.

## **Personal, social and health education (PSHE)**

Provision for pupils' personal, social and health education is **satisfactory**.

### **Main strengths and weaknesses**

- A strong curriculum team has been set up to oversee the development of PSHE within the school
- Good links with outside agencies provide well for sex education, drugs awareness and personal safety

## **Commentary**

86. The development of PSHE is a priority of the school improvement plan. The recently appointed and enthusiastic co-ordinator is working with one of the newly formed curriculum development teams to ensure a consistent whole-school approach, making the best use of all available sources. The provision for pupils' well being is well supported through PE lessons, after-school tournaments and matches, the two daily fruit breaks and the school's involvement in a healthy schools' project. Drugs awareness and sex education are generally taught in science lessons. Good use is made of outside agencies, such as the police and fire services and of the school nurse.
  
87. All classes have regular PSHE and circle time discussions, which are also planned where necessary to meet specific concerns. Time-tabling arrangements during the inspection meant that it was only possible to see one lesson, a Year 3 circle time on friendship. This well taught lesson gave pupils many opportunities to consider the value of friendship and their roles as friends to each other.

## 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	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
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	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

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