

# INSPECTION REPORT

## **Rochford Primary and Nursery School**

Rochford

LEA area: Essex

Unique reference number: 115315

Headteacher: Mr G Rampersaud

Lead inspector: Jeff Lemon

Dates of inspection: 3<sup>rd</sup> - 6<sup>th</sup> November 2003

Inspection number: 257340

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

© Crown copyright 2003

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school: Primary  
School category: Foundation  
Age range of pupils: 3-11  
Gender of pupils: Mixed  
Number on roll: 211

School address: 6 Ashington Road  
Rochford  
Essex  
Postcode: SS4 1NJ

Telephone number: 01702 544342  
Fax number: 01702 530711

Appropriate authority: Governing body  
Name of chair of governors: Mr V Leach

Date of previous inspection: 27<sup>th</sup> - 29<sup>th</sup> April 1998

## CHARACTERISTICS OF THE SCHOOL

Rochford Primary and Nursery School is an about average sized Foundation school which is situated in the small town of Rochford near Southend-on-Sea in Essex. At the time of the last inspection, the school was grant maintained and has now taken on Foundation status. The school is currently engaged in an exciting project to develop its ground and buildings. The school has grown in numbers since the last inspection and there are now 185 full-time pupils arranged in seven classes. 52 pupils attend the nursery on a part-time basis, 26 in the morning and 26 in the afternoon. The housing in the immediate area of the school is a mix of privately owned and local authority housing and most pupils come from this area although an increasing number now come from further afield. There is some natural movement of families in and out of the area so overall there is an average level of mobility. The school serves an area of slightly higher than average levels of socio-economic disadvantage than would be found nationally.

The percentage of pupils who are eligible for free school meals is about average. Almost all pupils are of white British origin which is typical of the area served by the school. The number of pupils with English as an Additional Language is very low and of these none are at the early stages of language acquisition. The percentage of pupils with special educational needs is below average, and these pupils mostly have moderate learning difficulties. A below average number of pupils have statements of special educational needs. The school was successful in receiving an Achievement Award in 2002. Attainment on entry is wide and represents the full range but on balance it is below average overall.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21116	Jeff Lemon	Lead inspector	Mathematics, history, geography, religious education, special educational needs
19557	Liz Halls	Lay inspector	
4099	Rod Braithwaite	Team inspector	English, science, physical education, personal, social and health education and citizenship, English as an additional language
32136	Lesley Brookes	Team inspector	Information and communication technology (ICT), art and design, music, design and technology, Foundation Stage

The inspection contractor was:

Altecq Education Ltd  
102 Bath Road  
Cheltenham  
Gloucestershire  
GL53 7JX

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

## **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>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>14</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES</b>	<b>16</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>26</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is an effective school which serves its pupils and community well. The school is well led and the teaching is good. As a result, standards achieved in English, mathematics and science by the time pupils leave the school are higher than in similar schools. The school provides good value for money.

The school's main strengths and weaknesses are:

- Teaching is good and at the top of Key Stage 2 it is sometimes excellent.
- The headteacher, deputy headteacher and governors are a strong team who lead the school well.
- The provision for the nursery and reception class is good.
- Pupils achieve well in English, mathematics and science in national tests, although this is not always reflected in their day-to-day work.
- The monitoring and evaluation of standards is not well managed nor sufficiently focussed especially in the foundation subjects and consequently standards of work seen in history and religious education are below expectations.
- The provision for pupils with special educational needs is good and they achieve well.
- Attitudes and behaviour are good.
- Current arrangements mean that some Year 3 pupils do not have the same opportunities as others in their year group.
- The timetable is not effectively managed and some lessons are too long.

The school has made **good** improvement since the last inspection. The provision for information and communication technology has improved with the introduction of more computers. Assessment procedures are now satisfactory and standards in art and design are in line with expectation.

### STANDARDS ACHIEVED

#### Year 6 results

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	B
mathematics	D	C	C	A
science	D	A	A	A*

Key: A\* Very well above average; 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.

Achievement is **satisfactory** overall and **good** in the nursery and the reception class. Standards are **above expectations** in the Foundation Stage and **satisfactory** in Years 1 to 6. The table shows that standards achieved in English, mathematics and science are well above those achieved by similar schools, the school adds value well and has improved over time. However, the school recognises that standards of writing require improvement and the inspection evidence shows also that work seen in history and religious education is not of a high enough standard. Pupils do well in the Foundation Stage and most achieve the early learning goals in all six areas of learning for this stage. Pupils with special educational needs achieve well because their needs are identified accurately and in lessons the teaching is well planned to provide activities matched to their needs

Pupils' spiritual, moral, social and cultural development is **good**. Pupils appreciate the wonder of the world around them, they develop a clear understanding of right and wrong and learn to work together

well. They respect the opinions of others and are learning suitably about the different cultures. The pupils' attitudes to school, behaviour and personal development are **good**. The pupils are confident, self-assured, friendly and polite and they enjoy coming to school. Attendance is **satisfactory** and most pupils arrive on time.

## **QUALITY OF EDUCATION**

The quality of education is **good**. Much of the teaching across the school is good or better. The teaching in the Foundation Stage and at the top of Key Stage 2 is mostly very good and on occasions excellent. Pupils learn and achieve well in most lessons because teachers encourage them well and provide activities to excite and engage them. Learning is slowed when lessons are too long or when planning is not focussed. Although assessment has improved since the last inspection, it is ineffective in subjects other than English, mathematics and science.

The curriculum is **satisfactory** overall and **good** for pupils with special educational needs. Some pupils in a mixed Year 2 and Year 3 class do not have opportunities to experience everything others in their year group do. Pupils are well cared for and receive good guidance and support although their academic progress in some subjects is not securely tracked. Links with parents and the community are good. Parents help in school and are welcomed.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **good** overall.

The leadership of the headteacher and the deputy headteacher is **good**, they form a strong team. The stability and ethos of the school owes much to the way in which the headteacher and deputy work together and share their vision.

The management of the school is **satisfactory**, but the role of most subject co-ordinators is insufficiently developed and the monitoring of performance, especially in teaching and learning, is not focused enough.

Governance is good. The governing body is very active and positive. All governors are involved in regular support to the school and bring their own considerable professional expertise to help in financial and building aspects.

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

Parents are very supportive of the school. No significant issues were raised in the parents' meeting or the questionnaires. Pupils say they like school and the teachers. They say they are learning a lot and that although most lessons are fun they have to work hard.

## **IMPROVEMENTS NEEDED**

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

- raise standards in history and religious education;
- set up more rigorous, regular and supportive monitoring of standards in all subjects;
- review the timetable and reduce the length of some lessons;
- ensure that all pupils in a year group receive the same opportunities as each other.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Achievement is **satisfactory** overall and it is **good** in the nursery and the reception class. Standards are **above expectations** in the Foundation Stage and **satisfactory** in Key Stage 1 and 2.

#### Main strengths and weaknesses

- Standards achieved in national tests at end of Key Stage 2 in English, mathematics and science are well above those achieved by similar schools, the school adds value well and has improved over time.
- Most pupils achieve the Early Learning Goals in all six areas of the Foundation Stage curriculum.
- The analysis of data to track pupils' progress is well established for the core subjects but there is little assessment of performance in the other subjects.
- Work seen in religious education and history is not of a high enough standard.
- Pupils with special educational needs achieve well.

#### Commentary

##### Key Stage 1

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

Standards in:	School results	National results
reading	15.6 (16.3)	15.9 (15.8)
writing	15.0 (14.6)	14.8 (14.4)
mathematics	16.4 (17.7)	16.4 (16.5)

There were 27 pupils in the year group. Figures in brackets are for the previous year.

##### Key Stage 2

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

Standards in:	School results	National results
English	26.0 (28.4)	27.0 (27.0)
mathematics	27.3 (27.5)	27.0 (26.7)
science	30.0 (30.7)	28.8 (28.3)

There were 24 pupils in the year group. Figures in brackets are for the previous year.

1. The results of the national tests in reading, writing and mathematics for seven-year-olds, in 2003 showed that the school attained results which were in line with those of all schools and similar schools. In the tests for 11 year-olds pupils standards reached in English were below those reached by all schools nationally, in line with standards in mathematics and above average in science. However, when compared with schools which started from a similar level of attainment, the school achieved well as standards were above average in English, well above average in mathematics and very well above average in science. This is creditworthy



given the high number of pupils in the 2003 Year 6 cohort who were identified as having special educational needs.

2. Pupils in the Foundation Stage achieve high standards in all six areas of learning, as a result of the consistently good teaching they receive in the nursery and the reception class. Pupils are confident and develop independence and co-operation. They develop their writing skills well and learn to listen and speak clearly. They count with confidence and have good opportunities to learn about the world around them. They play imaginatively and creatively both indoors and out and also they have more formal opportunities for physical development using a range of equipment. Attainment on entry is wide ranging but the majority of the children are assessed as being slightly below average with particular problems in their speech and language and social skills. They therefore make good progress.
3. There is a systematic and coherent approach to the tracking of attainment. The headteacher and deputy headteacher take good responsibility for collecting and analysing the results of a wide range of standardised tests. From the analysis, clear and challenging targets are set for each year group in English and mathematics. Co-ordinators draw on the data to identify areas to be improved and teachers are expected to plan work for the pupils in order to bring about improvement. This system is particularly effective in mathematics as there is very effective monitoring and has resulted in improved standards. Monitoring of English and, in particular, writing is less effective and as a result, standards of writing are still below average. There is no system for tracking the performance of pupils in the foundation subjects and as a result the school has not identified shortcomings in history and religious education, subjects where pupils do not achieve as well as they could.
4. The scrutiny of pupils' work showed that writing in all subjects, and particularly in history and religious education was unsatisfactory. Too little work is produced and much is poorly presented. This is due to weaknesses in teachers' planning, which is not sufficiently detailed to identify what pupils will be learning, and marking, which does not give pupils sufficient guidance on what they need to do to improve.
5. Pupils with special educational needs achieve well. This is because their needs are identified accurately and in lessons the teaching is well planned to provide activities matched to their needs. Pupils have good individual education plans and these are used effectively by the teachers. Teachers plan work and the well organised and competent teaching assistants are good at working with pupils in groups or individually to help them achieve the objectives of the planning.

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

The pupils' attitudes to school, behaviour and personal development are **good**. Their spiritual, moral, social and cultural development is **good**.

### **Main strengths and weaknesses**

- Pupils' attitudes to school and learning are positive.
- Relationships between pupils are good.
- Behaviour is good overall and very good in the juniors.
- Pupils become suitably mature and responsible by the time they leave school.
- Most pupils attend regularly and most absence is authorised.

### **Commentary**

6. The pupils are enthusiastic about their school and appreciate the friendly and supportive treatment that they receive from their teachers. The pupils are confident, self-assured, friendly and polite and they enjoy coming to school. They enjoy all of their experiences in school. Large

numbers of pupils take part in the range of clubs and activities that are available. In lessons, pupils work conscientiously and seek to do their best.

7. Behaviour is almost always good because it is expected of the pupils. It is very good where the teaching is stimulating and fully engages them, especially in the upper Key Stage 2 classes. The pupils' conduct during breaks is sensible and responsible. Their efforts and good behaviour are recognised and celebrated by praise, and through the awarding of team points. Relationships between pupils are good; they are co-operative and mutually supportive. They get on well together when at play and yet are suitably competitive when it is appropriate. Incidents of anti-social behaviour are rare. Pupils become suitably mature and responsible by the time they leave the school.
8. Provision for pupils' spiritual development is good. Art and music contribute well to their appreciation of the world around them. Assemblies give them good opportunities for reflection and contemplation. They develop well their understanding of the values of friends and family. Pupils develop a clear understanding of right and wrong through the example of all the adults in the school. Expectations are prominently displayed through class rules and are consistently reinforced. The ethos of care and consideration for others pervades the school at all levels.
9. The pupils' social development is good because of the very wide range of experiences in which they participate. The range of extra-curricular activities and visits out of school is good, and the residential experience at an outdoor centre is character building. Pupils develop respect for others and their opinions, and an understanding of today's moral and social issues. The pupils' cultural development is suitably provided for through religious education lessons, which include investigation of various faiths and cultures. Reading schemes include a range of literature that extends awareness of various lifestyles. Visits to various places of worship, such as the local church and a synagogue, are used to provide insight about how people of different faiths worship. Pupils visit relevant places of interest related to their own and others' heritage. The range of visitors to school, for example from the local community regeneration project, enriches pupils' cultural development.
10. Pupils attend regularly and mostly arrive on time. The school promotes good attendance. A few pupils do not receive the full support of their parents to ensure good attendance but the school suitably monitors individuals where punctuality or attendance is a concern. There are slightly above average levels of unauthorised absence, but most authorised absence is due to holidays taken during term time and sickness.

## Attendance

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

Authorised absence	
School data:	4.3
National data:	5.4

Unauthorised absence	
School data:	0.9
National data:	0.5

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

## Exclusions

### Ethnic background of pupils

Categories used in the Annual School Census
White – British

### Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
161	3	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is **good**.

### Teaching and learning

The quality of teaching is **good** and helps pupils to learn well.

### Main strengths and weaknesses

- A high proportion of teaching across the school is good or better. The teaching in the Foundation Stage and at the top of Key Stage 2 is mostly very good and on occasions excellent.
- Teachers encourage pupils well and in many lessons, activities excite and engage pupils, although sometimes lessons are too long.
- Teaching assistants are used well to support pupils in all classes.
- The planning for some subjects is not effective.
- Assessment has improved since the last inspection, but is still ineffective in the non-core subjects.

### Commentary

#### Summary of teaching observed during the inspection in 44 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (5%)	8 (18%)	24 (55%)	7 (16%)	3 (7%)	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.

11. The significant amount of good teaching means that in the majority of lessons pupils are developing their skills, knowledge and understanding well. In the Foundation Stage, the good and very good teaching enables pupils to reach good standards in all areas of learning; planning is clear and comprehensive and assessment is used well. Teachers and teaching assistants in the nursery work together well with the staff in the reception class. The standards of achievement reached by the time pupils leave the school are in great measure attributable to the very high quality of teaching in the Years 5 and 6 class. The teacher has excellent knowledge and activities are challenging and stimulating. Pupils learn well and enjoy learning; they express themselves well and have positive views of their teacher. For example, several said that their teacher, "makes us confident". The teacher is rigorous in identifying what pupils need to do in order to get better, particularly in English, mathematics and science, and plans her work to address these needs.
12. Teachers in all classes are good at encouraging pupils and most lessons are planned to engage pupils, for example, by setting up experiments in science, carrying out role-play in English or investigating number patterns in mathematics. In some lessons, activities are too focussed on literacy skills rather than the subject skills and as a result, achievement is unsatisfactory. Some lessons are too long. As a result, pupils lose concentration and then work slowly and do not produce enough work.
13. Teaching assistants are knowledgeable and confident and teachers use them well to help pupils learn. Good practice was seen where teaching assistants effectively helped groups or individual pupils to learn, for example, how to use programs on the computers or to experiment with paint. Teaching assistants also work effectively alongside teachers by focussing on the

assessment of pupils, for example, by recording pupils' responses when the teacher is leading a whole class discussion. Some teaching assistants show good skills when teaching from the extension programmes of national literacy and numeracy strategies, such as "springboard mathematics".

14. Teachers' planning for English, mathematics and science is generally satisfactory, but planning for history, geography and religious education is unsatisfactory. Teachers are not giving sufficient attention to the development of skills in these subjects from year to year and, as a result the standards reached are below expectations.
15. The school has improved its systems for assessing pupils' academic progress since the last inspection, particularly in English and mathematics, and these are satisfactory. When assessing pupils' work, teachers are now linking their judgements better with National Curriculum levels. They are using the considerable volume of data being produced to monitor closely the progress of the pupils. However, there is still a weakness in the way in which pupils receive feedback on how they are doing or what they need to do to improve. This is because the marking policy is not consistently implemented. All teachers do their utmost to raise the self-esteem and self-confidence of pupils in their comments on their work. They take far fewer opportunities though to indicate to pupils how they might improve their learning, or give them sufficient opportunities for self-assessment. As a result, some of the work in books seen in the inspection was not as good as it should have been. Other than in English and mathematics, assessment is inconsistent across the school. This is because co-ordinators have limited opportunities to monitor their subjects effectively. Teachers' on-going assessment of pupil progress during lessons is generally astute and effective.

## **The curriculum**

Curriculum provision is **satisfactory**.

### **Main strengths and weaknesses**

- A good range of extra-curricular activities enriches the curriculum.
- The accommodation is unsatisfactory, apart from the Nursery.
- Some pupils do not have equal access to assemblies.

## **Commentary**

16. The curriculum for children in the nursery and reception classes is matched well to the six areas of learning for the Foundation Stage. Good planning ensures that these children are given exciting challenges and they benefit from a broad curriculum. The curriculum for pupils in Years 1 to 6 is broad and includes all subjects of the National Curriculum. Sufficient time is given to each subject. Provision for religious education, sex and drugs education and for the pupils' personal, social and health education is satisfactory. Due to the mixed age range in classes, the curriculum is not always fully inclusive since some Year 3 pupils do not have the opportunity to take part in the weekly singing assembly when practice for performances takes place.
17. The school provides good extra-curricular activities for the older pupils. After-school sports clubs include netball, football, hockey, dance and volleyball. Other clubs cover a range of activities including cookery, recorders, art and drama. Pupils take part in music festivals with other schools and they provide dramatic productions for parents.
18. The current accommodation is unsatisfactory, apart from the provision for the nursery children, as classes are crowded and there is a lack of storage space. Negotiations over a period of eight years have resulted in a building programme to provide more spacious grounds, together with improved accommodation for all the classes. The developmental work began in the week prior to the inspection.

19. Teaching assistants are used well and have received appropriate training. Their normal focus is to give support to the teachers and to the lower attaining pupils. Many are involved in the on-going assessment of pupils and were observed leading and instructing small groups, for example in the use of laptop computers.

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

The provision of care, welfare and health and safety is **good** and there is **satisfactory** support, advice and guidance for pupils based on the monitoring of their achievements. The involvement of pupils in the work of the school is **satisfactory**.

### **Main strengths and weaknesses**

- The school knows its pupils and families well.
- There are good induction arrangements and a seamless transition from nursery to reception.
- The emphasis on personal, social and emotional development from when children first begin school is very good.
- The school takes its responsibilities for health and safety issues seriously and manages this responsibility well.
- Pupils are positive about school but do not yet get fully involved in the assessment of their own work and in the setting of personal and learning targets.
- The tracking of pupils' achievements in the non-core subjects is unsatisfactory.

### **Commentary**

20. The school staff are approachable and get to know the pupils and families well through both informal meetings and also at regular consultations. Individual pupils' needs are established when they join the school. Information sent to parents about starting school is clear and there are good opportunities to attend meetings to find out about the start to school life. Liaison between the nursery and school staff is very good ensuring that children move easily from the nursery into full-time schooling. The focus on activities to encourage pupils to develop confidence to work together and to become independent has a positive impact on the achievements of the pupils in the Foundation Stage.
21. The school ensures that other agencies involved with pupils are informed and these links are good. There are good arrangements for child protection, staff are suitably trained in the procedures and these are well managed. Arrangements for medication and first aid are appropriately made. Pupils are shown safe use of equipment and the school promotes personal responsibility and independence. There are clear policies for health and safety matters and the governors are aware of their responsibilities. The current building programme has been well managed to ensure that the pupils remain safe whilst work is taking place on the school site.
22. Overwhelmingly, pupils like school and feel they are learning a lot. Pupils say that teachers listen to their ideas but there are no formal systems in place to give more consideration to pupils' views, although a School Council is being considered. Pupils know their targets but are not all secure in knowing what they need to do to reach them. There is no recorded assessment in subjects other than English, mathematics and science so the school has too little information about the progress pupils make in many subjects.

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

There are **good** links with parents, the community and other schools.

## **Main strengths and weaknesses**

- Relationships with parents are good and the school provides good information.
- Parents are very supportive of school events and activities, although evenings which focus on the curriculum are less well supported.
- The school enjoys a good reputation in the local community and links successfully with other schools.

## **Commentary**

23. Parental involvement is encouraged. They help in the school and their ideas are valued. In some lessons, the help of parents is a contributor to the achievement made by the pupils. Parents are happy with information they receive about the school and their children's progress and this is good overall. The school has effective procedures for seeking and acting on parents' views and complaints are appropriately dealt with.
24. Parents are supportive of the school and enjoy attending special events such as productions, assemblies or fund-raising activities organised by an active Parents Association. The school has held meetings to help parents understand how the curriculum is taught and how they could help their children at home, but these have not been well attended and do not yet impact positively on achievement. A small minority of parents are not effectively involved in supporting children's learning but the school is seeking to improve this by giving more information about how they can help at home.
25. The headteacher has been in post for some considerable time and, supported by governors, has established good links with the community. The school supports a number of local charities, takes part in competitions and has regular visits from members of the local churches. These activities help with pupils' awareness of the community and their personal development. The school meets regularly with other primary schools to discuss common issues. There are good arrangements for the transfer of pupils to the secondary school with visits to the school and a special liaison group.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **good** overall.

## **Main strengths and weaknesses**

- The leadership of the headteacher and the deputy head is good.
- The governing body makes a good contribution to the work and development of the school.
- The management of the school is satisfactory, but the role of most subject co-ordinators is insufficiently developed.
- Monitoring of performance, especially in teaching and learning, is not focused enough.
- Staff work well as a team, but some are overloaded with responsibilities.
- The financial management of the school is good and the principles of best value are applied effectively.

## **Commentary**

26. The experienced headteacher leads his staff with a clear vision for the improvement of standards in the school, and especially the improvement of the immediate environment. For some years his main concern has been the planning for improvement of the unsatisfactory accommodation and facilities of the school. He has worked closely with the governors through the considerable obstacles to building improvement and they are now finally approaching a

successful conclusion. Additionally his caring and benevolent leadership style has ensured that the school has remained at all times a happy place, with a dedicated staff, pupils who enjoy their school and are achieving well. The headteacher, deputy, governors and staff all work well as a team.

27. This stability and good school ethos is also due, in no small measure, to the equally good leadership of the deputy headteacher. She works very closely with the headteacher, and her skills complement his. She leads the school effectively in areas such as special educational needs, curriculum development, parent links and pastoral care of staff and pupils.
28. Although all teaching staff have several subject responsibilities in addition to their teaching roles, their leadership and management roles are generally underdeveloped. They are left very much to use their own initiative in their subjects, although in all but English and Mathematics they have little non-contact time when they could monitor their subjects.
29. The management of the school, which is satisfactory overall, has several strengths. In most areas the school evaluates its performance realistically and has a clear view of where it is and where it is going, which is well expressed in the school development plan. New staff are inducted well; they have mentors within the school and are guided and supported consistently. Newly qualified teachers enjoy good training opportunities and are made to feel welcome as part of the school family. Professional development of teachers is regularly provided both for the benefit of the school and for personal development. There have been some opportunities for professional development of the conscientious body of teaching assistants, but more could be offered in this area.
30. Although performance management is embedded in the school, and some monitoring of performance in teaching and learning takes place, it is ineffective. Informal developmental points are sometimes made to teachers, but this is rarely indicated in more formal written observations.
31. A very active and positive governing body makes a good contribution to the development of the school. All governors are involved in regular support to the school and its staff and some have brought their own considerable professional expertise, to help in financial and building aspects, to very good effect. They work closely with the headteacher, particularly on the new projects, and are rightly proud of the school's achievements and its high standing in the community. They make a very effective contribution to the good strategic financial management of the school, and have a good understanding of the principles of best value. This enables them to offer both support and challenge in the areas of their competencies.
32. The finance committee controls the budget very tightly, although it has great respect for the financial acumen of the head. This has resulted in substantial surplus carry forwards in the last two years. The governors justify this on the grounds of prudence, as budgets are rarely known in state schools until the last moment, and the need for future resources in the new buildings including staff.
33. Governors are very aware of the strengths of the school and are well informed about standards in basic subjects but have some difficulty in identifying any areas for curriculum improvement. Although there are dedicated governors for areas such as literacy, numeracy and special educational needs they are less confident to act as critical friends in curriculum areas.

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

Income and expenditure (£)		Balances (£)	
Total income	740,616	Balance from previous year	107,220
Total expenditure	637,214	Balance carried forward to the next	103,402

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

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

The overall provision for the children in the Foundation Stage is **good**.

34. The pupils in the nursery and reception classes receive a sound start to their education. Teaching is good in all areas, and examples of consistently very good practice were observed in the reception class. Good quality planning and assessment systems contribute to the effectiveness of these early years of education. Good liaison between the nursery and the reception classes exists, and the majority of the children in the nursery progress to the school's reception class in the term in which they are five. Although standards on entry cover a broad spectrum, the majority of the children are assessed as being slightly below average with particular problems in their speech and language and social skills. By the time they move into Year 1, virtually all pupils will have achieved the Early Learning Goals in all six areas of the Foundation Stage curriculum. A significant proportion of the children will already be working within the early stages of the National Curriculum.

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

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

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

- Children are developing their levels of personal independence well.
- They are developing the ability to work collaboratively.
- They concentrate for longer periods as they settle and become confident.

#### **Commentary**

35. The children quickly develop their confidence and establish good relationships with one another, the class teachers and the classroom assistants. They generally behave well and are encouraged to be considerate of others. All the teachers capture children's interest and attention by their enthusiasm, and by the good use of resources. These qualities, together with intelligent and sensitive planning, ensure that concentration is fostered and maintained well. All the children receive plenty of praise and encouragement. This is effective in building up their self-esteem and confidence.

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

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

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

- The children's emergent writing is promoted well.
  - Their speaking and listening skills are fostered effectively.
  - Early reading skills are encouraged well.
36. Good opportunities are provided for children to extend their speaking skills through all areas of learning. When they enter the nursery, a number of children have underdeveloped speaking skills and sensitive adult input encourages them to talk about what they are doing. The children, when listening to stories, join in enthusiastically with the repetitive phrases. For most, reading ability is in its early stages, but it is encouraged well. A few children in the nursery are



beginning to read some simple words. In the reception class, all the children have a reading book and a few are beginning to read simple texts. Both classrooms have a good range of picture books, which are accessible to the children. In reception, all can write their names unaided and letter formation is usually correct. Many are able to write independently. Good use is made of classroom computers to support children's early reading and writing skills.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Children count with confidence.
  - Their emerging skills are used across a good range of curriculum areas.
  - Their mathematical vocabulary is developing well.
37. The children are making good progress in their early understanding of number, shape and measure. Many children in reception can handle simple calculations with numbers to five and ten and the more confident to 20. Games and puzzles, specifically designed to support early understanding of number, are used well. The staff use resources, such as puppets, effectively to support number work and children are enthusiastic about their lessons. In the reception class, good use of a range of resources captures and holds children's interest. Their use of mathematical vocabulary is developing well.

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

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

### **Main strengths and weaknesses**

- Children have good opportunities to explore and learn about their world in the classroom, outdoors and further afield.
  - They have good understanding of simple scientific concepts and can apply them successfully.
38. Children make good progress in this area of learning because they have plenty of opportunities to experience a wide range of activities. They are interested in all activities presented to them and make suitable gains in their learning. They quickly learn to use computers and are developing good control of the mouse. The children learn more about their world by observing, handling and discussing a variety of objects. Children in reception show that they understand what is meant by a 'fair test' and applied their knowledge to plan an experiment about heart-rate. Such activities are used well to extend the children's vocabulary as they describe what they see and experience. Adults use questioning well to develop the children's vocabulary and use of language to explain their thoughts and ideas, and to encourage children to think about their world and appreciate the wonder of it.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Children have good opportunities to develop their physical skills on a range of large exercise equipment.
- They are developing their expertise in the use of pencils, scissors and other small tools.

39. Children in the nursery have almost continuous access to a fenced outdoor area adjacent to their classroom. It is in use as often as possible and is well-resourced. However, children in the reception classes have no direct access to a similar suitable area. This is compensated for by regular sessions in the school hall for gymnastics and dance. Planned physical education sessions are used to develop children's skills and co-ordination and good use is made of the timetabled sessions in the school hall. Fine movements are developed through the use of pencils, brushes, scissors and small construction apparatus. Children have good opportunities to manipulate a range of small equipment with dexterity.

## CREATIVE DEVELOPMENT

Provision in creative development is **good**.

### Main strengths and weaknesses

- Children have plenty of opportunities for imaginative play.
  - Access to a range of resources for creative work promotes freedom and independence.
40. Children have a wide range of opportunities to develop their creativity. Planning of this area is appropriately thought out, giving children a good range of artistic experiences. They use a wide variety of tools and materials to create images. Many examples of children's work were on display and showed that they have used many different techniques and media. They have added different materials, such as porridge, sand and wood-shavings, to paint to create textured pictures and have learnt about mixing paint. They handle clay and play-dough and use a variety of tools to create different effects. They have used clay to make thumb pots which were then fired in a kiln. They learn to sing a number of songs and rhymes, and are given opportunities to listen to music as well as playing percussion instruments. The rhythmic abilities of the reception children are very good for their age and they listen well. They have many good opportunities to use their imagination through role-play.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **satisfactory**.

### Main strengths and weaknesses

- Standards in English are better than those of similar schools.
  - Standards in speaking and listening are good, and a significant number of pupils read well.
  - Standards in writing are satisfactory but some pupils do not do as well as they should.
  - All pupils' achievement is at least satisfactory, and many, especially those with special educational needs, achieve well.
  - Although literacy skills through speaking and listening are contributing well to raising standards in other subjects, writing and presentation skills are not effective enough in the humanities.
41. Standards are broadly similar to those found at the time of the last inspection. Children come into the school with below average skills in language and literacy. When they leave the school, they are in line with standards expected nationally and up to a third of them are above expectations, particularly in speaking and reading. Many pupils achieve well, especially those with special educational needs. Pupils make particularly good progress in Year 6. School test data indicates that in recent years girls have been doing better than boys in writing, but the inspection did not indicate this. At both the ages of seven and 11, the school has a higher than average number of pupils able to read above the nationally expected levels. Reading has been a priority area for the school and the school is now focusing strongly upon improving writing.

42. Standards of speaking on entry to the school in the nursery are below average. By the end of Year 2, pupils are speaking and listening in line with national expectations and show good confidence in expressing themselves verbally. They are happy to talk to adults, many of them talking excitedly to inspectors about themselves on an informal basis. This progress continues through the school, so that when pupils leave they are confident in replying to questions and can frequently initiate discussion, or give detailed explanations of their work. Throughout the school, pupils listen attentively to teachers and each other especially when preparing for particularly exciting or stimulating lessons, such as physical education or scientific experiments.
43. Reading standards also improve well during the pupils' time in school. Nearly all pupils reach expected standards, and at both seven and 11 their continuing enthusiasm for reading results in a considerable number being able to read at higher levels than usual. Pupils develop good comprehension skills and write enthusiastic book reviews. Many can identify a wide variety of favourite authors and books. Pupils are very familiar with the rather cramped school library area, although most use it for changing their reading books rather than searching for information.
44. Standards in writing seen during the inspection at both the end of Year 2 and Year 6 were in line with expectations, which are confirmed by this year's national tests. However, the standards of writing seen in the pupils' books were frequently disappointing in content and carelessly presented. Much attention is given to regular handwriting practice and formal spelling tests. The results of this are satisfactory and often good. Pupils have insufficient opportunities for writing in a variety of contexts, at length or with the imagination often encouraged in their speaking.
45. The teaching of verbal skills is good across the school. Teachers' lessons are interesting, they have good class control and their questioning is skilled and encourages many interesting responses. Teachers have good expectations of their pupils, good relationships with them, and are not frightened to challenge them. They are confident in their subject knowledge and some particularly effective in role-play. Teaching assistants are used effectively and make good contributions to pupils' learning. The school timetable, though, often leads to lessons which are too long. For example, sometimes 25 minutes handwriting practice is followed by a 60 minutes literacy lesson. Pupils inevitably lose concentration and, in spite of the time allowed, do not complete their tasks. The marking fails to indicate how pupils can improve their writing. Many teachers compliment the pupils on their written work but, although it may boost self-esteem, it is not really an accurate reflection of the work. Teachers are not demanding enough in indicating the standards of writing that pupils should achieve. Achievement in writing could be better, especially at the higher levels.
46. The leadership and management of English are satisfactory, although in a state of change. There are two subject leaders, one only recently appointed and one about to retire. Considerable assessment data is now being used satisfactorily to monitor pupils' progress.

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

47. The development of literacy skills in other areas of the curriculum is satisfactory. In science for example, teachers encourage good verbal evaluation skills of experiments. However, writing in other subjects such as history and religious education is not used effectively enough. Frequent use of worksheets and careless presentation are not helping accurate and creative writing.

### **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- By the time they leave the school, pupils achieve well above average standards when compared to similar schools. The school has maintained standards and improved since the last inspection.
- Teaching is good overall with some excellent teaching in Year 6 which is used as a good role model for other teachers.
- The leadership of the subject is good and monitoring is well managed.
- Pupils have good attitudes to mathematics but lessons are sometimes too long.
- Standards of work seen in pupils' books do not always reflect the high standards achieved in the national tests and at Key Stage 1 there is too great an emphasis on the use of worksheets.
- Pupils with special educational needs are well supported and make good progress.

## Commentary

48. In the 2003 National tests for 11 year-olds, the school's results were in line with those of all schools but well above average when compared with schools which had a similar level of attainment at the end of Key Stage 1. The cohort had a high percentage of pupils identified as having special educational needs which makes this a performance even more noteworthy. Results attained in the national tests for seven year-olds in the same year show that pupils are reaching standards in line with those reached by all schools nationally and with those schools which have similar numbers of pupils eligible for free school meals. Over time, the results achieved in Key Stage 1 have shown good improvement. The high achievement is a result of the very effective teaching and the good leadership and management of the subject by both co-ordinators.
49. Teaching at Key Stage 1 is satisfactory. Teachers plan carefully for different ability groups and show good knowledge in their implementation of the national numeracy strategy. There is undue emphasis on the completion of worksheets which does little to add to pupils' understanding and is not very challenging, particularly to higher attaining pupils. Teaching at Key Stage 2 is good and it is excellent in the Year 6 class. Activities are very well planned and involve pupils in practical, investigative mathematics, for example when trying to find square roots. Teachers have high expectations of all pupils as shown in the challenging targets which are set based on the analysis of pupils' performance in regular assessments. The particular expertise of the teacher in the top class has been well used to work alongside other teachers, give advice and support and to model excellent practice, all of which have contributed to improving practice across the school and therefore on raising standards of achievement.
50. The co-ordination for this subject is successfully shared by two teachers, one for Key Stage 1 and one for Key Stage 2. Data is very carefully analysed and this provides clear targets for individuals and groups of pupils. The co-ordinators look at pupils' work and also have a regular programme for monitoring teaching. This is effective in identifying areas for improvement, for example in planning for groups of different ability, and this has had a positive impact on practice. Targets for individual pupils are set and recorded in the front of their mathematics books. Practice is not yet consistently established across the school as sometimes no new target has been set even though it is recorded that the previous one has been reached.
51. Pupils behave well in mathematics lessons and they enjoy the work especially when it is practical and there is an emphasis on investigation or discovery of patterns. Lessons are often too long, sometimes being an hour and a quarter, and pupils lose concentration or have to complete uninteresting worksheets. As a result of this, much work seen in books was not well presented. Too much marking is not focussed on giving pupils accurate feedback on how they can improve their work.
52. Teachers plan well for different ability groups in their classes which means that pupils with special educational needs are given work which helps them to move along in small steps which they understand. Additionally, the teaching assistants are able to give focussed support to such pupils either in groups or as individuals. The use of materials and programmes such as 'Springboard Mathematics' to provide additional support for pupils who need it is good.

Teaching assistants are well trained to deliver such programmes and there is evidence that the pupils make good gains in their learning.

### **Mathematics across the curriculum**

53. Pupils use their mathematical skills suitably across the curriculum, for example when recording in science or using their knowledge of shape in artwork. There is little evidence of the use of mathematical skills in the history and geography work which was seen and teachers do not yet pay sufficient attention to these links when planning work.

### **SCIENCE**

Provision in science is **good**.

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

- More than half the pupils in Year 6 achieve standards above those expected for pupils of their age.
- Pupils at the ages of seven and 11 attain standards that are above average compared with those of similar schools.
- Teaching and learning are good and, as a result, pupils achieve well.
- Some lessons are too long and a few pupils lose interest.
- The science subject leader has had insufficient opportunities to monitor teaching and learning.

#### **Commentary**

54. In the annual national tests the school's performance is above average when compared to all schools nationally and well above average compared to similar schools. Additionally the school adds substantial value to pupils' learning in science throughout all year groups. Consequently, all pupils achieve very well. These standards, which were confirmed by observations during this inspection, are a good improvement on those found at the last inspection. This is because pupils develop a good understanding of scientific enquiry through a consistent 'hands-on' approach. In all science lessons seen, pupils were involved in exploration, experiments and challenges about 'fair tests', which encouraged their thinking and evaluation skills. In some classes, although not all, pupils are making effective use of information and communication technology to support their science work, such as Year 6 pupils' work on insulation use of sensors and recording their data.
55. All groups of pupils, regardless of background, ability or gender, achieve well because the teaching is good. Teachers prepare resources carefully, use teaching assistants, who are equally competent and enthusiastic effectively and constantly challenge their pupils to draw scientific conclusions. Pupils frequently work in small groups and as their interest is constantly sustained by the challenges, their behaviour and personal development is often very good. They used their senses when testing foods and when testing solids in water – and in all cases they remained constantly on task, determined to learn. However, very occasionally lessons are too long and pupils are involved in mundane learning activities. Also whilst teachers usually successfully promote practical work, they are not so effective at encouraging accurate recording and presentation. Work in books and on worksheets is not of the same standard as pupils' verbal response. The contribution of science to the development of pupils' literacy skills is, therefore, inconsistent.
56. The school has in recent years developed a strong culture for the successful teaching of science. This has worked well because most teachers are confident in teaching the subject and 'tap in' well to pupils' natural curiosity. An enthusiastic new subject leader has recently been appointed to lead and manage science. As yet, though, she has had little opportunity to monitor the work of pupils or teaching and learning in the school.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

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

- The school's resources for the subject are improving.
  - Most teachers are enthusiastic, confident and knowledgeable.
  - Pupils enjoy the subject and work hard.
  - Some aspects of the subject are underdeveloped.
57. Standards are in line with expectations at the end of both key stages, although certain aspects in Key Stage 2 are currently underdeveloped. Improvements in the teaching of ICT and in the resources available have been good since the previous inspection. Five laptop computers have been obtained in recent weeks and the pupils are being taught how to use them. The laptops support classroom work, enabling more pupils to be involved. Pupils use a range of tools when drawing. They use word-banks to help them write and produce text with a range of punctuation and structures. They search and find information on CD-ROM and on the Internet. They have had limited opportunities to explore and use databases and spreadsheets. Pupils estimate distances and degrees of turn to make a programmable device move where they want it to and are becoming adept at the use of digital cameras.
58. Despite good teaching, standards in the junior years are average because older pupils are still catching up from a lower skills base. The majority of pupils in junior classes know how to log on to the network, find their way through the screen menus, identify the files they need and then work confidently with different programmes. As they move through the junior classes their manipulation of text becomes more sophisticated and they combine pictures with text to make illustrated reports. They search the Internet with increasing precision for material for projects and cut, copy and change pictures to suit their layout.
59. Pupils achieve well in both key stages. They obviously enjoy their lessons in ICT and in the lessons observed most could do something new by the end of it. Their word processing skills improve noticeably as they get older although their keyboard skills are underdeveloped and pupils sometimes have trouble locating letters and symbols. Pupils show more confidence in their use of ICT and produce reports for projects in other subjects, such as history, using text and graphics. They are introduced to an increasing variety of software. As pupils get older they are allowed more opportunities to work independently on the computers around the school.
60. In the lessons seen, teaching and learning were consistently good. The planning is good and is adapted from the plans to suit each class or year. The majority of lessons are good because teachers are familiar with the software and confident with the hardware. Teaching assistants have good levels of knowledge and are well deployed to help anyone with a problem. For example, one assistant was seen teaching small groups of pupils how to use the new laptops.
61. ICT is well led and managed and suitably resourced. The whole school is committed to improvement. The budget is well spent and there are clear plans for development which include a new ICT suite with sixteen work stations. The co-ordinators provide expertise and are confident role models for other teachers. The school has the support of monthly visits by a computer technician.
62. There has been good improvement since the last inspection. This subject has gone from a situation at the last inspection where no teaching was available for observation, to every class having regular taught sessions together with opportunities to use ICT skills in other subjects.

### **Information and Communication Technology across the curriculum**

63. The use of ICT across the curriculum is being developed and examples were seen in some lessons. However, it is not used as often as it could be and further development is needed. Nor

is it always used appropriately. For example, pupils were seen completing work from a previous lesson, which meant that they took no part in the current lesson.

## HUMANITIES

64. Only one lesson was seen in history and religious education and there was no geography on the timetable during the inspection and none had taken place during the previous half-term. Samples of work in all three subjects were scrutinised as were teachers' planning files and the co-ordinators' files. On this basis it is not possible to make secure judgements about provision for these subjects.
65. In **geography**, there is an overall curriculum plan to ensure that the programmes of study are covered and this also sets out the skills to be developed in each class. However, there is no recorded assessment in the subject so the school has little real idea of standards. Planning in teachers' files is not effective because it lacks detail and does not identify how literacy, numeracy and ICT skills will be used in the subject. Monitoring of the subject by the co-ordinator is not well established and school leadership has given insufficient attention to the development of the subject. Although evidence is limited it appears that standards are too low at both key stages.
66. In **history**, there is evidence that standards at both key stages are below expectations as pupils achieve less than they could. This represents a drop in standards since the last inspection when standards were judged to be in line with expectations. At Key Stage 2 the topic for study for the whole school and for the whole year is the Ancient Greeks. Only one lesson was seen and there was not enough focus on historical skills and the lesson was too long. The scrutiny of pupils' books at Key Stage 2 and the displays around the school show there is not enough recorded work. Displays are attractive and show a range of art and design skills but there is little to exemplify that pupils have developed knowledge of how the Greeks used to live. Pupils' literacy skills are not used satisfactorily to discuss ideas and to write in a variety of ways. Teachers do not mark work effectively either to develop historical skills or to reinforce literacy skills, for example, the need for names to start with a capital letter.
67. Teachers plan history following the agreed programme and make some use of the nationally recommended scheme of work. However, the planning does not set out in a simple way what pupils will be expected to learn and how activities will be planned to ensure that learning takes place. There is no system for recording what pupils have achieved and although reports contain judgements about this achievement, it is difficult to determine how such judgements can be reliable. Assessment is unsatisfactory in providing the basis for future planning.
68. The subject co-ordinator has recently taken over the subject and has received too little guidance and support from the school leadership to be able to monitor the work in history adequately. There is too little focus on developing effective procedures to look at the teachers' planning, lessons, and pupils' work, with a focus on the development of skills, knowledge and understanding in order to raise standards.
69. In **religious education**, the standards of work produced at Key Stage 2 are unsatisfactory because:
- there is too much work which consists of completing poor quality worksheets;
  - work is often undated, poorly written and not marked to give pupils an idea of how well they have done or how they could improve;
  - written work is not linked to developing the pupils' literacy skills and is often just copied by all pupils regardless of their ability.
70. The co-ordinator for religious education is committed and works hard. She has produced clear guidance for staff on the requirements of the recently produced locally agreed syllabus. The work in books and teachers' planning shows that the syllabus is being followed with a suitable focus on both learning about religions and on reflecting about what has been learned. The co-

ordinator has not yet been given sufficient support by the leadership of the school to focus on monitoring standards achieved and in developing effective assessment procedures. The time allocated to religious education, which was below that recommended at the time of the last inspection is now satisfactory but standards of work have declined.

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

71. Only one lesson in each of art and design and design and technology was seen and no lessons in music. It is therefore not possible to make a firm judgement about provision. In addition to observing lessons, inspectors spoke to the co-ordinators about their work, to pupils about what they had learnt in design and technology and looked at a range of work from pupils, together with a study of wall displays.
72. Standards in **art and design** have improved since the previous inspection, although the work seen in sketchbooks did not adequately reflect the quality of work seen in displays. It is evident that pupils have the experience of using a broad range of media including clay, collage and needlecrafts. Sometimes whole school projects are designed such as the making of clay tiles to celebrate the school's 125<sup>th</sup> anniversary. In a good lesson, Year 3 pupils were drawing each other's portraits, paying particular attention to the various facial features. Lesson planning is appropriate although it is not always clear how individual lessons fit into the overall long-term plans.
73. In **design and technology**, discussions with pupils showed that they are gaining the experience of using a wide range of media and materials. However, they sometimes confuse art and design with design and technology, saying that they enjoy using glue and fretsaws in their art lessons. In a good lesson, pupils were seen designing wheeled vehicles which they then made from corrugated plastic card, dowels and cardboard wheels. They showed good understanding of the design and construction process. A corridor display shows that pupils in Years 5 and 6 have made motorised vehicles using motors, pulleys, batteries and wires. They drew plans and listed their requirements, constructed the models and then evaluated them.
74. In **music**, pupils from the junior classes were heard singing very tunefully and with good understanding of syncopation during assembly. A good awareness of diction, breathing and dynamics was noted. All the pupils in Year 6 are learning to play the recorder and a display in the classroom shows that they have composed and performed their own music. There is currently no other instrumental teaching. Concerts and performances contribute to pupils' musical experiences and they take part in local infant and junior festivals.
75. In all these subjects the role of the co-ordinators is underdeveloped. Their working files do not illustrate their subjects sufficiently and they do not monitor their subjects on a formal basis. Their overview of the strengths and weaknesses of their subjects is limited by a distinct lack of systematic monitoring and evaluation.

## **PHYSICAL EDUCATION**

- Provision for physical education is **good**.

### **Main strengths and weaknesses**

- Pupils reach standards which are above average by the time they leave school and they achieve well.
- Teaching and learning is good and sometimes better.
- Pupils are given good opportunities to swim regularly.
- School facilities and accommodation for physical education are unsatisfactory at present.
- Extra-curricular opportunities are good.



## Commentary

76. By the time pupils leave the school, standards are above average. This is an improvement on standards seen in the last inspection. The achievement of all pupils, regardless of prior ability, background or gender is good.
77. The main reason for the good standards and achievement is the teaching. Teachers overcome the disadvantages of the small, cluttered hall and the access problems to the field remarkably well. In the lessons observed, the teaching was consistently good and in one case it was excellent. This is because teachers have established good safe practice by their pupils, have good subject knowledge and manage their classes very well in difficult conditions. Their relationships with pupils are very good and, consequently, pupils listen to instructions carefully, are mindful of each other in confined spaces and greatly enjoy their learning. The excellent teaching seen in Year 6 was characterised by very good use of time, consistent opportunities for pupils to evaluate their learning, high expectations and 100 per cent attention of pupils to every word spoken by their teacher. Both the oldest and youngest pupils are remarkably proficient at putting out large apparatus safely, quickly and quietly around the hall.
78. The school gives opportunities for all of its pupils to learn to swim at the local leisure centre. As all year groups have several weeks' tuition each year, almost all pupils leaving the school are able to swim at least 25 metres. Pupils also have good opportunities to join in extra-curricular clubs, such as soccer and netball. These clubs are organised by teachers, are well attended and enjoyed by pupils. The pupils are particularly enthused by the prospect soon of a new hall, and especially a new field next to the playground which they can already see taking shape. This will undoubtedly be of considerable benefit to enhancing standards of physical education at the school.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHCE)

Provision for personal, social and health education is **good**.

79. The school teaches personal, social and health education as a separate subject, through sessions of circle time, and through other subjects. Two lessons involving circle time were seen during the inspection. In both, good teaching gave pupils the confidence to talk openly about their fears and making other people feel valued. The need for sensitivity and the provision of knowledge permeates the teaching of PSHCE throughout the school. Teachers make conspicuous efforts to bring aspects of this into other subject areas, such as science. Pupils in a Year 1 science lesson were seen having enormous enjoyment in identifying healthy and unhealthy foods they were putting into the sandwiches they were making. Pupils are constantly encouraged to think about their lives, their environment, the challenges they face and the ways in which they can overcome them. The school occasionally plans a whole week when PSHCE is the sole focus of learning for all pupils. Pupils are given many good opportunities to learn to become good citizens. They show the success of their learning through their good behaviour, attitudes to school and personal development.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
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>3</b>
The quality of teaching	3
How well pupils learn	3
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	5
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
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	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	3
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).*