

INSPECTION REPORT

HINGUAR COMMUNITY PRIMARY SCHOOL

Shoeburyness

Southend-on-Sea

Unique reference number: 114772

Acting Headteacher: Mrs V Stevens

Lead inspector: Dr M J Bradshaw

Dates of inspection: 1st - 3rd November 2004

Inspection number: 270393

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 4 - 11
Gender of pupils: Mixed
Number on roll: 297

School address: Hinguar Street
Shoeburyness
Southend-on-Sea
Essex
Postcode: SS3 9AN

Telephone number: (01702) 292 721
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Appropriate authority: The governing body
Name of chair of governors: Mr R Hadley

Dates of previous inspection: 12th - 15th June 2000

CHARACTERISTICS OF THE SCHOOL

The school has 297 full-time pupils from Reception to Year 6. Boys make up about 54 per cent of the school's roll, although the figure varies from class to class. The number of pupils that enter or leave the school during the year is high. Children generally enter Reception full-time in the September of the year in which they are five years old. Attainment data show that the attainment of children joining the school in Reception is below average, and has declined since the previous inspection. Virtually all pupils (96 per cent) are from a white ethnic background; other pupils are from a wide range of backgrounds. One pupil has been identified as being at an early stage of acquiring English. The number of pupils who claim free school meals is just over 15 per cent, which is about average. About 26 per cent of pupils have been identified as having significant learning needs. Eleven pupils have a statement of special educational needs. These figures are above the average. Pupils' special educational needs are mainly linked to moderate learning and behavioural difficulties. Since the previous inspection, the school has suffered from the illness of senior staff, including the headteacher, and changes in leadership; these have had a negative impact on the school's ability to progress.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|-----------------|----------------|---|
| 6169 | Dr M J Bradshaw | Lead inspector | Foundation Stage Science Geography History Physical education |
| 13526 | Mr R Barnard | Lay inspector | |
| 26232 | Mr C Grove | Team inspector | Special educational needs English as an additional language Mathematics Information and communication technology Design and technology Music |
| 20001 | Mr B Davies | Team inspector | English Art and design Religious education |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Hinguar Primary School gives a **satisfactory** quality of education, but the school has **serious weaknesses**. Its effectiveness has been **unsatisfactory** and the school provides **unsatisfactory** value for money. Despite improvements this term, attainment by Years 2 and 6 is at least below average, reflecting previous underachievement. Pupils' attitudes and behaviour are good. Teaching is satisfactory. Significant illnesses, leadership difficulties and uncertainty over leadership have had a negative impact on the school's ability to make progress, which has been unsatisfactory. The acting headteacher has made a good start to putting the school on the road to improvement.

The school's main strengths and weaknesses are:

- The leadership of the acting headteacher and her deputy has had a positive effect on the desire to improve the school's performance.
- Achievement of pupils, although now improving, is unsatisfactory and standards in English, mathematics, science and information and communication technology (ICT) are at least below average.
- Although the quality of teaching is satisfactory, expectations are not high enough and there is a lack of challenge, especially for more able pupils.
- The provision and management for pupils with special educational needs are good.
- Behaviour and attitudes are good because they are based on strong moral education and high expectations of good behaviour.
- The curriculum lacks innovation, enrichment and excitement; in Reception it is also limited by the inadequate outside area.
- Assessment of pupils' progress is inconsistent and not used well to set targets or to plan to challenge pupils sufficiently in lessons.
- The school has a good ethos and cares for its pupils well.

Unsatisfactory progress has been made since the previous inspection. Pupils' attainment by Years 2 and 6 has declined in English, mathematics and science. Leadership and management have been badly affected by illness and short-term or temporary appointments. This has contributed to the school's decline. Governors acknowledge that their effectiveness was unsatisfactory, but it has improved recently. The acting headteacher, supported well by her deputy, has made a good start to improving the school. Attendance has improved and is about average. Aspects of care are better, and pupils' behaviour and attitudes remain good. The management and provision for pupils with special educational needs remain good, despite the increase in the numbers involved. Geography has a more secure position in the curriculum. Improvements in assessment have been slow, although satisfactory progress has been made in science and ICT.

STANDARDS ACHIEVED

Pupils' achievement has been **unsatisfactory**, although in most lessons it is now satisfactory. Children begin Reception with below average skills and achieve satisfactorily in the development of their English and number skills. However, by the time they start Year 1, pupils' attainment does not meet the goals expected. Satisfactory achievement in Year 2 results in generally below average standards in reading, writing, speaking and listening,

mathematics, science and ICT. Pupils' attainment is similar to that expected in art and design and religious education (RE).

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

*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.*

The table shows that pupils' attainment has declined over recent years, and in 2004 was well below average in English, mathematics and science. Last year, compared with similar schools, the results indicate that pupils made insufficient progress in the juniors. Achievement in the juniors is improving and generally satisfactory in lessons. However, the previous underachievement means that Year 6 pupils' achievement is unsatisfactory. Their attainment is below average in English, mathematics, science and ICT. In art and design and RE, pupils' attainment by Year 6 is similar to that expected.

Children's personal qualities, including their spiritual, moral, social and cultural development, are **good**. Children have good relationships with other pupils. Their attitudes and behaviour are good. Personal development, particularly developing respect and knowing right from wrong, is good. Attendance is average and punctuality satisfactory.

QUALITY OF EDUCATION

The quality of education provided is **satisfactory**. Teaching is **satisfactory** but not yet consistently good enough to overcome previous underachievement. Teachers have high expectations of pupils' behaviour but, too often, the challenge for pupils is unsatisfactory. Pupils' learning in lessons is now satisfactory and is aided by their positive attitudes. Systems to identify how well pupils are doing are satisfactory in English, mathematics, science and ICT, but the information is not used sufficiently to identify the next step in learning. Marking is completed but does not consistently help pupils to know how they can improve.

The school provides a satisfactory curriculum, but it lacks excitement and innovation. Accommodation is satisfactory, however, that for Reception children is unsatisfactory. This is a caring school in which the personal needs of pupils are looked after well. Pupils' education is aided by good links with local schools, and satisfactory links with the wider community and parents.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **satisfactory**. The acting headteacher has made a good start to bringing about improvements in the school. Management is satisfactory. Governance of the school has improved recently and is satisfactory. Statutory requirements are fully met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' and pupils' views of the school are very mixed, and satisfactory overall. Parents have expressed major concerns about the difficulties surrounding the leadership and management of the school.

IMPROVEMENTS NEEDED

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

- continue to work to raise standards in English, mathematics, science and ICT by Years 2 and 6;
- improve the quality of teaching throughout the school so that expectations of pupils are raised and that more able pupils are challenged more;
- develop the curriculum for all children in the school so that it is exciting, enriched, and makes greater links between different areas of learning in Reception, including developing the outside area, and subjects in the school; and
- continue to develop assessment in each subject so that teachers know accurately how well their pupils are doing and use the information to set clear targets and raise challenge in lessons.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

STANDARDS ACHIEVED IN AREAS OF LEARNING AND SUBJECTS

Children in Reception achieve **satisfactorily** in all areas, but few will meet the goals expected. After a period of **underachievement**, pupils throughout the school are currently showing **satisfactory** achievement in lessons. However, standards in English, mathematics, science and information and communication technology (ICT) are at least below average in Year 6.

Main strengths and weaknesses

- Recent improvements this term have resulted in pupils achieving satisfactorily in lessons.
- Previous underachievement means that pupils' standards in Years 2 and 6 are at least below average in English, mathematics, science and ICT.
- Pupils with special educational needs often achieve well, but other pupils have underachieved.

Commentary

1. Although varying from year to year, Year 2 pupils' attainment in National Curriculum tests since the previous inspection has mostly been close to the average in reading, writing and mathematics. The decline that appeared in 2003 continued in 2004, so that results were then below or well below average. Since the last inspection in 2000, results in Year 2 initially improved at a rate greater than that seen nationally, but have declined recently. Currently, attainment is below average in English, mathematics, science and ICT, and about average in religious education (RE). Although varying from year to year, Year 6 pupils' attainment in National Curriculum tests since the previous inspection has mostly been below or well below average in English, mathematics and science. In 2004, results were well below average in all three subjects. These results suggest poor progress since Year 2. However, the school experiences high levels of pupil mobility and those pupils who were in the school in year 2 and took their Year 6 tests in 2004 showed better results than those who joined later. Since the last inspection in 2000, results in Year 6 initially improved but have declined since 2001. Currently, attainment in English, mathematics, science and ICT is at least below average. Higher expectations, resulting from the acting headteacher's desire for greater challenge, have meant that achievement in most lessons is at least satisfactory, but there are occasions when it is below this for average and more able pupils.
2. Children begin Reception with below average skills. They make steady progress and achieve satisfactorily. However, by the time they leave Reception, few will reach the standards expected for their age in all areas of learning. Current Year 1 pupils still show attainment that has not reached the goals expected for the end of Reception; this is very evident in pupils' English skills and their personal, social and emotional development.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading | 15.0 (16.1) | 15.8 (15.7) |
| writing | 13.0 (13.8) | 14.6 (14.6) |
| mathematics | 14.3 (16.4) | 16.2 (16.3) |

There were 48 pupils in the year group. Figures in brackets are for the previous year.

3. In recent years in National Curriculum tests, results in Year 2 show that boys have tended to attain standards lower than girls, especially in reading and writing. No significant difference is evident at present. In 2003, in reading and mathematics, about one third of pupils reached the high Level 3 standard, but very few reached a high standard in writing. In all areas, results declined in 2004. The very few pupils from the different minority ethnic groups found in the school achieve at least as well as other pupils. Pupils are now making satisfactory or better progress in Year 2, and the indications are of some improvement. In English, reading, writing and speaking and listening develop satisfactorily but pupils' attainment is below average. Pupils' handwriting does not reach a sufficiently good standard. In mathematics, attainment is below average in number, but with examples of good progress in Year 2. In science, pupils' achievement is improving and pupils are extending their knowledge and skills, but attainment remains below average. In ICT, achievement is now satisfactory but pupils in Year 2 attain standards below those expected. In Year 2, pupils' work shows satisfactory achievement in RE and art and design, and attainment is similar to that expected. Achievement is also satisfactory in history, but attainment is below that expected because of weaknesses in pupils' writing. In all these subjects, pupils in Year 1 are not doing as well, having moved from Reception with disappointing levels of attainment.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 25.2 (25.5) | 26.9 (26.8) |
| mathematics | 25.0 (24.7) | 27.0 (26.8) |
| science | 27.3 (26.6) | 28.6 (28.6) |

There were 40 pupils in the year group. Figures in brackets are for the previous year.

4. In recent years in National Curriculum tests, results by Year 6 show that boys have tended to perform slightly worse than girls in English. No significant differences are evident this year. The few pupils from the different ethnic minorities achieve at least as well as other pupils in the school. In the 2004 National Curriculum tests, attainment was well below average in English, mathematics and science. This represented poor achievement since Year 2, however, the high pupil mobility adversely affects both attainment and overall achievement. In English and mathematics, less than one-fifth of pupils reached the high Level 5 standard; in science a quarter of pupils reached this high level. Less than two-thirds reached the expected level, or better, in mathematics. These figures reflect the inadequate progress of many average and more able pupils. Attainment in English, mathematics and science this year is at least below average. Speaking and listening is a particular weakness in English. Writing skills are not developed to a sufficiently high standard and this adversely affects pupils' work in other subjects. In mathematics, pupils' number skills are below average. Science knowledge and pupils' scientific skills are

below average. In ICT, unsatisfactory achievement results in attainment by Year 6 that is below the standard expected. In Year 6, pupils' work shows satisfactory achievement in RE and art and design, and attainment is similar to that expected. Achievement is also satisfactory in geography and history, but attainment is below that expected because of weaknesses in pupils' writing.

- Pupils with special educational needs are achieving well overall because the special educational needs co-ordinator and learning support assistants have good rapport with them and provide them with effective help, advice and encouragement.

Pupils' attitudes, values and other personal qualities

Attitudes and behaviour are **good** overall. Personal development is **good** due to the good provision for pupils' spiritual, moral social and cultural education. Attendance and punctuality are **satisfactory**.

Main strengths and weaknesses

- Pupils enjoy school and their activities.
- Strong moral and social provision is improving standards of behaviour although this is not as good in some lessons.
- Pupils develop good relationships and undertake responsibilities eagerly.
- Opportunities for independent work are limited.
- Attendance is average and has improved.

Commentary

- Standards are similar to those described in the previous inspection report. The pupils and most parents say they like the school and the great majority of pupils appear happy. They are keen on after-school activities; pupils talked keenly about football club and several turned up for homework club even though none had been set in the previous half-term week. Throughout the school, attitudes and behaviour in lessons are generally good. Pupils apply themselves to work and stay on task well. They respond well to questions and are eager to please their teachers. On a few occasions, especially when with teachers they are not accustomed to, several are restless and find paying attention difficult. This was particularly noticeable with pupils in Year 1, many of whom appeared immature and unused to class routines. Behaviour at playtimes is good. This is helped by the good supervision, range of playground activities and space provided. Children in Reception behave well and settle to lessons quickly. Relationships in Reception are satisfactory, although there are still occasions of selfishness, snatching and not sharing. Children who left Reception in July still show weaknesses in their ability to concentrate and listen.

Ethnic background of pupils

Exclusions in the last school year

| Categories used in the Annual School Census | No. of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|-----------------------|-----------------------------------|--------------------------------|
| White – British | 247 | 4 | 0 |

| | | | |
|---|---|---|---|
| White – any other White background | 1 | 0 | 0 |
| Mixed – White and Black Caribbean | 1 | 0 | 0 |
| Asian or Asian British – Indian | 1 | 0 | 0 |
| Asian or Asian British – any other Asian background | 2 | 0 | 0 |
| Black or Black British – Caribbean | 1 | 0 | 0 |
| Chinese | 3 | 0 | 0 |
| Any other ethnic group | 1 | 0 | 0 |
| No ethnic group recorded | 5 | 0 | 0 |

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

7. Pupils and parents show some concerns over bullying but they feel incidents are dealt with promptly and effectively. The school made four temporary exclusions involving two boys last year and two further boys have been excluded this term. These all related to violent and disruptive behaviour. The school has treated the boys fairly with minimum disruption for their and others' learning. The recently adopted use of rules and rewards, especially the 'Golden Rules' and use of 'Golden Time', is having a positive impact on improving standards of behaviour. Most pupils know right from wrong and what to do if squabbles or accidents happen. There is little evidence of any sexist or racist attitudes.

8. The school enhances the pupils' positive attitudes through the good provision made for their spiritual, moral, social and cultural development. Achievement, success and effort are celebrated in rewards, displays around the school and the regular achievement assemblies. Their understanding of becoming good citizens is encouraged well, such as through the provision of an effective school council. Their ideas include the introduction of zoned areas for playground activities and developing ideas for sponsorship to raise money for further equipment. Issues relating to personal development are raised well in regular lessons and assemblies. Good examples of such work on display include "What we are proud of", ranging from "I was proud of myself as I made this keyring out of twisted metal. It took me a very long while" to "I am proud of my football trophy. I won it in a cup competition". Strong development of self-esteem and confidence is having a good impact on pupils' personal development. Relationships are good between all pupils and between them and adults at the school. They share resources, co-operate in groups well and undertake a range of duties eagerly, such as lunchtime monitors, especially with older pupils supporting younger ones. Co-operation was seen to good effect in a Year 3 and 4 history lesson where pupils sensibly examined artefacts in pairs to help them discover about life in Roman times. Pupils' capacity to work on their own is limited by the lack of opportunities provided for independent work, especially in relation to the youngest children choosing their own activities.

Attendance

9. Overall attendance levels were well below average for the previous three years but improved significantly during the last year and are similar to the national average. Punctuality is satisfactory. The school places good emphasis on promoting attendance and has thorough systems in place to record and monitor it. This has led to the accurate identification of the reasons for absences and the early involvement of

support services, which have led to the improvement in overall attendance rates and low level of unauthorised absences. The main reasons for absences are the number of pupils taking holidays in term time, several families where children's attendance is constantly poor and the high mobility where pupils are kept on register until the school is informed of their new whereabouts.

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 5.4 | School data | 0.1 |
| National data | 5.1 | National data | 0.4 |

The table gives the percentage of half days (sessions) missed through absence in 2003/4.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **satisfactory** quality of education based on a **sound** curriculum and **satisfactory** teaching. The care provided for the pupils is **good**. Links with parents and the community are **satisfactory**, and those with other schools are **good**.

TEACHING AND LEARNING

Teaching, learning and assessment are **satisfactory**.

Main strengths and weaknesses

- Teaching is mainly satisfactory, but examples of good or very good teaching occur in a number of classes.
- Good relationships with pupils and high expectations of good behaviour are features of most lessons.
- Pupils with special educational needs are supported well, but in too many lessons, average and more able pupils are not challenged sufficiently.
- Assessment procedures are improving, but not enough use is made of the information gained.

Commentary

Summary of teaching observed during the inspection in 42 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|-----------|-----------|------------|--------------|----------------|--------|-----------|
| 0 (0%) | 4 (9.5%) | 19 (45.2%) | 19 (45.2%) | 0 (0%) | 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.

10. Teaching and learning are satisfactory overall. Unsatisfactory teaching reported at the time of the previous inspection has been eliminated, but there is less good or very good teaching. Less than one-tenth of lessons featured very good teaching; this compares with over a quarter previously.
11. The quality of teaching and learning in the Reception classes is satisfactory. Teachers and other adults have clear expectations about children's behaviour, which are

regularly reinforced and this helps their personal development. However, the opportunities for children to make choices and to be independent in aspects of their learning are too limited. The outcome of this is evident in pupils currently in Year 1 who find it difficult to concentrate, pay attention, make choices and be independent in their work. Planning is satisfactory and ensures that each lesson has a very clear structure; at times, this results in over-direction. Teachers do not involve children sufficiently in their learning by asking questions and probing their ideas. Too frequently, questions require only single-word answers and insufficient opportunities for extended replies are provided. Although suitable examples occur when links are made between different areas of learning, such as the use made of the story, 'Handa's Surprise', opportunities to reinforce planned learning during the school day are missed too often.

12. Teaching in the rest of the school is satisfactory, with examples of good teaching in a number of classes. Much of the teaching in one of the mixed Year 1 and 2 classes is very good. Where there is sufficient evidence, teaching in different subjects is satisfactory. The very good lessons feature well-planned opportunities for all pupils to make rapid progress at their own level; this was well illustrated in a Year 1 and 2 mathematics lesson, during which the outcome of adding two or three odd numbers was investigated. Very good guidance helped pupils to outline relevant rules, such as "If I add two odd numbers, the answer is always even". In virtually all lessons, an important strength was the consistency with which teachers applied their high expectations of good behaviour. This helped concentration and ensured pupils' interest in their learning, even when the content of the lesson was not sufficiently stimulating. In the best lessons, teachers use discussion sessions effectively, but too often pupils are not encouraged to share their ideas sufficiently. In too many lessons, planning does not take sufficient account of how to challenge and extend the work of average and more able pupils, or at times to identify clearly specific targets in pupils' learning. Links between different subjects are not always developed sufficiently, although there are good examples of the use of English skills and links made between aspects of personal education, RE and geography. Numeracy and ICT skills are not used as widely as they might be to extend learning.
13. The learning support assistants, who provide help and encouragement, support the learning of pupils with special educational needs very well in classrooms. In English and mathematics, teachers plan so that work is suitably matched to pupils' previous attainments. Learning support assistants know the individual education plans of pupils with special educational needs, and support these pupils accordingly. The work of those pupils with the greatest needs is checked half-termly or termly by the special educational needs co-ordinator on a range of criteria to assess their progress. Liaison between learning support assistants and teachers is generally effective through direct contact. On a small number of occasions, some learning support assistants adopted too passive a role during the whole-class introductory sessions when pupils could have been more effectively supported.
14. Assessment procedures are satisfactory, but information gained is not used sufficiently to guide the planning of lessons or to set targets. Good procedures are being developed to help the acting headteacher follow each pupil's progress, but these are not in place for all subjects. Marking is completed but does not consistently give pupils an understanding of what they have done well or how they can improve.

Assessment in Reception is good. It is used well to check how well children are doing in all areas of learning. Assessment has improved in science and ICT, and is satisfactory, as it is in English and mathematics. In other subjects, assessment is not yet consistent or systematic. National assessments and optional annual tests are carried out correctly, but the detailed analysis of these tests, to identify strengths and weaknesses of individuals, is not systematic to identify strengths, weaknesses or patterns in attainment.

The curriculum

The breadth and balance of the curriculum is **satisfactory**, but opportunities for curricular enrichment are **unsatisfactory**. Resources and the accommodation are **satisfactory**, although the outside area for Reception children is **unsatisfactory**.

Main strengths and weaknesses

- The curriculum is satisfactory overall, but has been lacking in innovation.
- A long-term plan has been prepared that promises a more stimulating curriculum.
- Pupils with special educational needs are well supported.
- Curricular enrichment is unsatisfactory.
- The taught time for junior pupils is below the nationally recommended minimum.
- The transition to secondary education is well handled.

Commentary

15. The curriculum meets statutory requirements, including requirements for religious education and collective worship, and is satisfactory overall. Taught time at 22.5 hours per week for Years 1 and 2 is satisfactory. However, 22.5 hours per week for Years 3 to 6 is below the nationally recommended minimum. The school has already decided to extend the length of the school day for these year groups. The extent of curricular innovation has been limited in recent times, which is unsatisfactory. The result is that the curriculum lacks stimulus and excitement for pupils. However, the school is at a point of transition. The acting headteacher is exercising good leadership over this aspect of the school in that a long-term plan for the curriculum has been produced. The plan is well devised and involves improved use of nationally available planning, but is yet to be implemented. The present curriculum gains from some specialist teaching in swimming and music, but opportunities for teaching staff who are less confident to teach music are not yet being exploited.
16. Provision for personal, social and health education is good. The programme places a strong emphasis on developing pupils' confidence and self-esteem, and includes 'Circle Time' discussion work for which all teaching staff are trained, so that a consistent approach can be assured. The assembly programme is closely linked to this work. The co-ordinator ensures that sex and relationships education and drug misuse are covered through the personal, social and health education and science programmes. The curriculum in Reception is satisfactory. It is limited by the restrictions imposed by the accommodation and lacks innovation and excitement, but is enhanced by opportunities to learn to swim. The provision for pupils with special educational needs is good.

17. Pupils with special educational needs experience the full curriculum and are taught by their teacher alongside other pupils. In classrooms, learning support assistants also provide effectively for those pupils with the greatest needs. There is also some withdrawal from the classroom for specialised work, for instance additional literacy support, but the preferred strategy in the school is for assistants to support the pupils assigned to them in the classroom. The pupils have individual education plans that are well written by the class teacher or by the special educational needs co-ordinator, who also ensures that they are regularly kept up to date. Individual education plans are set out according to local education authority (LEA) guidelines, and include short-term curricular targets, and also behavioural targets, where necessary. The plans include clear detail about the strategies to be adopted to support these pupils. Both parents and pupils are involved in the review of plans. The plans thus fulfil their function well. Copies of plans are provided for the learning support assistants who work with special educational needs pupils, as well as for the teachers, so that good account is taken of recommended strategies in planning their work. Where necessary, there is effective liaison with external agencies, including the range of LEA specialist services.
18. The transition from the Reception class to Year 1 is satisfactory. Children have opportunities to spend a lesson with their new teacher to aid the transfer, and parents meet the incoming year 1 teacher. The school ensures that records and data are passed on from Reception. The transition from primary to secondary school is well organised. Pupils who transfer to the neighbourhood secondary school spend a day at the school undertaking science and technology activities, building on the existing ICT link. In addition, these pupils prepare a booklet illustrating their attainment in English, mathematics and other subjects, which they take with them to their secondary school as evidence of their primary attainment. A proportion of pupils transfer to a grammar school, and for these pupils the school organises an '11+ Club' to aid preparation for this examination.
19. Opportunities for enrichment are unsatisfactory. There is a satisfactory range of after-school clubs. Opportunities for participation in a range of sports and in the arts are also satisfactory. However, only limited enrichment of the curriculum itself is taking place. There is a restricted range of visits and visitors that provides limited support for aspects of subjects such as English, religious education, ICT and design and technology. There is little evidence of visits and visitors in support of science, geography, art and design, history or mathematics. Furthermore, there is no evidence that pupils are being helped to gain multicultural perspectives through enrichment opportunities.
20. Accommodation and staffing are satisfactory overall, except for the outdoor facilities for the Reception classes, which are inadequate. Most classrooms provide adequate space for teaching, but some are cramped, particularly for Reception children, and contain coat racks, where corridor space is wasted. This lack of space limits the range of activities that can be undertaken and restricts opportunities to make effective links between different areas of learning. Specialist facilities include a newly refurbished library and a dedicated ICT suite, which is adequately equipped. Outside, the play area is very large and well resourced and, in addition, the school has its own swimming pool. Arrangements and provision to develop lunchtime and learning support assistants' skills through in-service training are good. The outside area for the

Reception classes lacks shade and access from the rooms is unsatisfactory. Displays in the halls and corridors are well used to support learning and to celebrate success. Office space is cramped, and there is a lack of storage space overall. The match of teaching staff to the curriculum is satisfactory, and includes an acting deputy headteacher who has dedicated administrative time, and a special educational needs co-ordinator who does not have a full-time class responsibility. There is a high level of learning support staff in view of the above average numbers of pupils with special educational needs, and this is a good feature. They make a good contribution to pupils' learning.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is **good**. The provision of support, advice and guidance based on the monitoring of pupils' achievement is **good**. The involvement of pupils through seeking and acting on their views is **good**.

MAIN STRENGTHS AND WEAKNESSES

- The school has developed a caring atmosphere and all pupils are included well.
- Induction arrangements are good.
- The school provides good ongoing support and guidance.
- Pupils' views are valued.

Commentary

21. The good care and concern for pupils' needs are appreciated by both the pupils and their parents. Standards are similar to, or better than, those described in the previous inspection report. The recently adopted thorough approach to child protection procedures, good evaluation of health and safety risks, fire precaution arrangements, good first aid procedures and supervision of pupils at break and lunchtimes and the playground layout enable pupils to feel secure and to work in confidence. Most pupils are confident that they have a supportive adult to speak to if they have worries or concerns. Good induction arrangements ensure children quickly settle into the Reception classes. Personal development is supported well as pupils move through the school. Pupils who move to the school from other schools say they are made welcome and quickly settle and are included into school life. Academic support and advice for children in Reception is good, due to good assessment procedures. All pupils, especially those with a wide range of special educational needs, are supported well to take a full part in the life of the school. Good arrangements are provided to give good support to pupils and parents, and advice on the complex arrangements in relation to the transfer to secondary school. Pupils feel that members of staff value their views and this gives them confidence to discuss issues and raise questions. They are consulted with well; for instance through the school council where they are confident to raise issues, such as the condition and locks on toilets and improvements are now taking place.

Partnership with parents, other schools and the community

The school has a **satisfactory** partnership with parents. Links with the local community are **satisfactory** and those with local schools are **good**.

MAIN STRENGTHS AND WEAKNESSES

- The parent-teacher association provides good support.
- Information given to parents before children start school is good.
- Encouragement of parental involvement in pupils' education is not developed sufficiently.
- Good use is made of home/school reading records.
- Contact with parents of pupils with special educational needs is good.
- Information in pupils' annual written reports is inconsistent.
- Liaison with local schools is good.

Commentary

22. The quality of the partnerships is similar to that described in the previous inspection report. Parents give satisfactory support to their children's education. The parent-teacher association provides good financial support, as in their ambitious project to

help fund changing facilities for the swimming pool. Funds provided are used well to support school development priorities such as library and playground facilities. Parents are given good information before their children start school in Reception and this helps children to settle quickly. This good start is not built upon and limited opportunities are provided to encourage further parental involvement. Parents are not encouraged to come into the Reception classes with their children in the morning and share their activities or look at their books. However, reading records are used consistently well throughout the school to maintain home/school contacts. Parents of pupils with special educational needs are well informed and play an important role in their education. There are a number of parents who take their children out of school for holidays in term time or do not value regular attendance. Prior to the meeting, parents expressed major concerns about the changes and difficulties in the leadership of the school. Inspectors agree that recent difficulties have had an adverse effect on the school's progress, but that the current acting headteacher and deputy headteacher have made a positive start to improving provision and attainment.

23. The latest reports give good information on progress and achievements but targets for improvement are often too general, and teachers do not follow a consistent approach. In the previous year, many reports contained little detail. The school is open to parents; teachers are available at the end of the day and issues are dealt with promptly and to good levels of satisfaction for most parents.
24. The school makes some good use of the local community to support learning, for example using the local beach for geography studies. The local community sees the school as an important part of the area but makes little use of the facilities available and gives limited support to the school. The partnership with the local schools, especially the local cluster, benefits pupils especially in relation to sport, for example with football tournaments, and in providing good support as pupils move to secondary school.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **satisfactory**. The acting headteacher is providing **good** leadership. Governance is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- The leadership of the acting headteacher is good; she is well supported by the acting deputy headteacher.
- The acting headteacher and acting deputy headteacher are committed to meeting the needs of all pupils. They have a clear understanding of the way in which the school should develop.
- The leadership and management of special educational needs are good.
- The school improvement plan is a good document and provides a detailed analysis of the school's needs and future development. However, the priorities identified are not yet prioritised to make them manageable.
- Governance of the school has improved recently and is satisfactory, but the governors have not developed their role in challenging and supporting senior managers sufficiently.
- School self-evaluation is at an early stage of development and has not yet had a significant impact on school improvement.

Commentary

25. Illnesses and uncertainty over leadership have had a negative impact on the school's ability to make progress, which has been unsatisfactory. The acting headteacher has made a good start to putting the school on the road to improvement. She is competent and committed to addressing the weaknesses of the school and driving forward an agenda for change and improvement. She provides good, effective leadership and has a clear view of the way in which the school should continue to develop. Clear lines of responsibility have been established within the school and she has begun the process of developing a management team that shares her vision for the school. This work has led to the significant recent improvements in the school. She is respected and has the confidence of staff and pupils. She is well supported by the acting deputy headteacher who shares her commitment and vision for the school. Most co-ordinators provide satisfactory leadership and management, but have not had sufficient opportunity to evaluate fully and have a positive impact on their areas.
26. Governance of the school has improved recently and is satisfactory. The governing body is committed to the school. Some governors have daily contact with the school and others visit the school regularly. Statutory requirements are fully met. Governors have realised the need to develop their role in the management of the school. They now have some understanding of the school's strengths and weaknesses. However, they have yet to develop fully their role in challenging and supporting the senior managers. All have clearly agreed roles and responsibilities within the governing body but accept the need to develop further their involvement in driving forward actions for school improvement.
27. School self-evaluation is at an early stage of development and is not yet developed sufficiently to have a significant impact on school improvement. Monitoring of teaching, attainment and achievement takes place but is not systematic or focused on the priorities identified in the school improvement plan. The school improvement plan is a good document that provides a detailed outline of the school's improvement priorities. However, actions and activities are not yet linked to the school budget or prioritised to make the plan more manageable.
28. The co-ordinator for special educational needs was appointed eighteen months ago, and since then she has effected a range of improvements which include raising the quality of individual education plans, and sharpening the criteria by which pupils' needs are identified and assessed. She has provided training for learning support assistants and weekly social skills training for different groups of pupils across the school. In addition, she has written and implemented programmes to help pupils catch up where they have evidently fallen behind. The organisation of special educational needs work and the systems, including record-keeping, are good. The special educational needs co-ordinator is in regular liaison with the special educational needs governor. The good quality of special educational needs provision is an important element in the inclusive ethos of the school. During the school year, a high number of pupils leave or join, for a variety of reasons. The school's procedures are now used satisfactorily to monitor the progress of pupils who join during the year and they are helped to settle well, but the disruption to the school's leadership over recent years has meant that the needs of this group of pupils has not always received the detailed attention required.

29. The school implements best value principles satisfactorily. The budget is carefully monitored and governors anticipate the impact of the changing numbers of pupils on roll and plan to ensure the school lives within its means. The large budget surplus has been built up in order to fund a range of school improvements, including changes to the building. Although adequately funded, pupils have not made sufficient progress over recent years and, hence, the school currently provides unsatisfactory value for money.

Financial information

Financial information for the year April 2003 to March 2004

| Income and expenditure (£) | | Balances (£) | |
|----------------------------|---------|--|--------|
| Total income | 850,058 | Balance from previous year | 88,772 |
| Total expenditure | 851,104 | Balance carried forward to the next year | 87,726 |
| Expenditure per pupil | 2,828 | | |

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Reception classes is **satisfactory**, which is not as strong as previously reported. The classrooms are cramped and are not conducive to the innovative implementation of the Foundation Stage curriculum. Not enough effort has been made to explore and implement changes within the present rooms and corridor areas to improve curricular provision in line with that outlined in the national guidance. Links made between different areas of the curriculum are good on occasions, but many opportunities are missed to make learning more relevant for children. Outdoor accommodation is inadequate. It is too small, lacks sufficient resources and is not used to develop all six areas of learning sufficiently or to link closely enough with activities planned for inside. Accessibility to and from the outside area for the two reception classes limits children's safe use of this area. Children enter school in the September of the school year in which they are five, most attending full-time within a few weeks. They come to school with below average levels of attainment, which is lower than reported previously. The approach to teaching the children has not been adapted sufficiently to take account of the changes in the character of the intake. Children make only satisfactory progress but, by the time they leave Reception, few are likely reach, or exceed, the standards expected for their age in all areas. Sound progress is due to satisfactory teaching, but it is often too structured to allow children to develop sufficient independence or spontaneity in their learning. Individual children's progress is monitored well and those with special educational needs are very well supported. The Reception teachers have striven to include these children, including one with severe visual impairment, in all that is planned. Management of Reception is satisfactory, but not enough has been done to monitor and evaluate provision in both classes. Good arrangements before children start school include very useful information given to parents. However, parents are not encouraged to come into reception with their children at the start of the morning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Adults encourage good behaviour.
- Children know daily routines well.
- Limited opportunities are provided for children to develop independence and make choices.

Commentary

30. Most children settle quickly to school, although a few have yet to adjust and can become distressed at the start of or during the school day. Children are not likely to meet the expected goals by the time they enter Year 1. This is still the case for about a third of children who left Reception and joined Year 1 in September. Children mostly mix well with other children and adults. Most share resources satisfactorily. They like to talk about what they are doing and mostly play together well. On occasions,

however, they snatch items such as crayons or pencils from other children, do not share well and push others away. Teaching is satisfactory. Strengths include consistent reminders about the need to behave well or listen, together with encouragement to work in groups. In addition, children sensitively support the child whose vision is impaired. The teachers and assistants support individuals and focus groups well. Adult instructions are clear and consistent, and good attention is given to the importance of listening and good behaviour. Generally, however, there is too much direction and lack of opportunity for children to develop independence and the skill of making choices. During role-play activities, in for instance 'The Vets', there are occasions when there is too much direction, such as telling children who will be the vet.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children develop their knowledge of sounds well.
- Insufficient attention is given to encouraging children to speak.
- Sound progress is made in using books and the development of early writing skills.

Commentary

31. Teaching is satisfactory, with some good features. Achievement is satisfactory but by the time they leave Reception, few children will meet all the expected goals. Language skills are regularly promoted each day. In particular, children are introduced to a wide range of initial sounds, which result in children drawing, and colouring, pictures of objects beginning with the initial sound. Learning is not, however, promoted further by an adult sitting with a child and writing out the word for the drawn object. There are few displays of objects that illustrate the particular sounds of the week. There is a strong encouragement for children to listen, but far too few opportunities to encourage them to speak at length. Too often, their views and ideas are not sought, and when questions are asked, they are undemanding and often involve one-word answers. Books in the room are accessible and, on occasions, children select one to sit quietly to leaf through it. They know how the pages are turned and handle books with care. Only the most able confidently use the pictures of a story to describe what is happening. They take books home regularly. A love of books is encouraged when the teachers read from storybooks. Children enjoyed listening to 'Handa's Surprise' and the story was used well to develop other areas of the curriculum and to encourage children to act out the story. Children are beginning to form their letters, but the quality is often limited by children's poor control of a pencil. A few can copy their own name with accuracy. Some opportunities to encourage mark-making are provided in the classroom. The weaknesses in developing writing skills are especially evident in about one-third of Year 1 pupils who left Reception in July.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Children achieve satisfactorily, especially in number.
- Numeracy skills are not developed sufficiently outside of planned mathematics sessions.

Commentary

32. Teaching is satisfactory, with an emphasis on developing number skills in focused lessons. Children achieve satisfactorily but, by the time they leave Reception, few will meet all the expected goals. In a well-thought-out lesson, the teacher attempted to develop an understanding of what, for instance, 'five' really means. Dropping marbles into a pot so that the child with visual impairment could be fully involved sensitively developed this. Some of the impact was lost because children could see when a marble was dropped, rather than concentrating on the sound. Subsequent activities, with a precise mathematical focus, helped children to reinforce this learning, but other activities in the classroom did little to support the learning of this key area. However, in the role-play shop, children are encouraged to count and use coins. In a suitably planned activity, children successfully created simple repeating patterns of shapes by printing with paint. Displays around the room introduce children to some properties of flat shapes, including hexagons. By the time children reach the end of Reception, they know numbers to 10, but too many are insecure in their ability to handle and use numbers for simple addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD, PHYSICAL DEVELOPMENT AND CREATIVE DEVELOPMENT

Provision in knowledge and understanding of the world, physical development and creative development is **satisfactory**.

Main strengths and weaknesses

- Children make satisfactory progress, and enjoy exploring the world around them.
- Insufficient use is made of computers to develop children's ICT skills.
- Children's physical skills, including hand-eye co-ordination, are poorly developed.
- The outside area is too small and not sufficiently well resourced.

Commentary

33. These areas of learning were not a major focus during the inspection, but evidence available shows that the quality of teaching and learning is satisfactory. Children achieve satisfactorily but by the time they leave Reception, few will meet all the expected goals. Children produced good prints of autumn leaves for display in the classroom. This work made suitable links between different areas and helped extend children's knowledge of the world and improve creative and physical skills. Children enjoy handling musical instruments and use them, and their hands, well to create sounds to illustrate different fireworks. A range of opportunities is provided to explore the properties of materials, such as sand. Photographic evidence shows that children are introduced to a range of activities to promote satisfactorily these areas of learning. These examples included exploring ice, examining and eating Chinese food using chopsticks and dressing up in Chinese costumes. The computers were rarely

turned on in the classroom and children who were asked said they had rarely or never used them.

34. The role-play area makes a sound contribution to children's creative development, but too often there is over-direction and restriction imposed by adults. Inside the classrooms, there are many opportunities provided to develop children's manipulative skills. These include printing, painting, colouring and tearing. Work with materials produced some good quality displays of animals, which encouraged children to touch and feel the different surfaces. However, most of these were very similar and demonstrated little opportunity for imagination or initiative. As the school recognises, the outdoor area is small and undeveloped, and requires improvement. Equipment is available but few children regularly use the area. Daily physical activities are not planned and the outside area is not used to promote learning across all six areas of learning. On occasions, children use a range of ride-on toys to develop balance and physical skills, but these opportunities are too limited. To overcome the problems, specific physical education and movement lessons take place in one of the halls. In one lesson observed, good teaching helped children improve their hand-eye co-ordination when throwing and catching; despite the improvement shown in the lesson, children's skills were poor and they showed a lack of co-ordination. In a movement lesson, children had little chance to suggest their own ideas related to the way they could illustrate different kinds of fireworks. Throughout the lesson, the teacher led and demonstrated so that children followed. Children's physical development is developed through opportunities to learn to swim in the school's pool. In both classes, a range of opportunities is provided for children to draw and colour; the work produced demonstrates generally weak hand control.

SUBJECTS IN KEY STAGES 1 AND 2 ENGLISH

Provision for English is **satisfactory**.

Main strengths and weaknesses

- Pupils with special educational needs make good progress because they are supported by good teaching assistants, as well as by their teachers.
- Teachers' planning is thorough and relates well to the National Literacy Strategy.
- The leadership of the subject has improved and there is now a clear agenda for the development of the subject, improvement of teaching and raising standards.
- Standards of attainment are below average throughout the school especially in speaking and listening.
- Assessment is not used effectively to inform teachers' plans or to meet the needs of pupils.

- Teachers do not challenge pupils enough in lessons, especially the more able.

Commentary

35. Evidence from National Curriculum tests over the last few years confirms that attainment of pupils in Years 2 and 6 is inconsistent. Having been initially close to or below the national average and below that attained in similar schools, it declined to well below average in 2004. Since the last inspection, there has been no significant improvement in English standards in the school. There is little difference in the achievement between boys and girls; it varies from year to year. However, over time, girls have achieved slightly better than boys in writing throughout the school. Pupils' achievement is beginning to improve and is at least satisfactory in most lessons, currently. However, previous weaknesses mean that the achievement of many pupils, especially in the juniors, is unsatisfactory. Pupils with special educational needs make good progress because they are supported by good learning support assistants, as well as by their teachers. The mobility of pupils and the growing number of pupils who enter the school with poor language skills or special educational needs have a negative effect on the school's test results. Inspection findings confirm that standards in all aspects of English vary and are often below those expected.
36. Speaking and listening skills are well below average in the school. Only the most able pupils are confident when speaking out loud and some lessons are less effective because of pupils' inability to speak to the class or in groups of pupils. Many younger pupils are limited by their restricted vocabulary. Consequently, their understanding, confidence and ability to communicate are hampered. Some teachers and their assistants work hard to help pupils extend their vocabulary through role-play, paired conversations and structured discussions such as 'Circle Time'. However, in a Year 6 lesson on the difference between a book and a film portrayal of the same story, whilst the majority of pupils spoke and answered questions, about a third of the class could not speak in a coherent manner. In a number of lessons observed, teachers used a range of questioning techniques to encourage response or discussions. Their success was limited.
37. Pupils make some progress in developing their reading skills throughout the school. However, the rate of progress varies and is often unsatisfactory. In Year 2, pupils achieve standards that are close to the national average. In Year 6, attainment is below that expected; many do not have the skills to use inference and deduction to explain the meaning of texts and characters in stories. Only the most able have developed a genuine pleasure in reading or preferences for different authors. The school has improved the range of resources for reading, including a new library. A wide range of books is available to the pupils and teachers to cover all interests. However, these new resources have not yet made a significant impact on pupils' progress.
38. Writing standards are below those expected in both Years 2 and 6. Progress in improving writing standards has been slow. In Year 2, many pupils write with little understanding of punctuation or sentence construction. In Year 6, only a minority of pupils are beginning to construct their writing in a lively thoughtful manner. Whilst many pupils in Year 6 use simple punctuation accurately, spelling is sometimes inaccurate and handwriting and presentation are of variable quality.

39. The school has begun to target writing for improvement; training has taken place. A new handwriting policy has been introduced. Every day begins with a 'basic skills' activity. All pupils have individual learning targets for writing. These strategies have not yet been in place long enough to improve pupils' progress significantly and raise standards.
40. The quality of teaching observed ranged from very good to satisfactory and was satisfactory overall. Teachers' planning is designed to identify and match the range of ability and needs of pupils and achieves this successfully. Test and assessment results are carefully recorded and evaluated. However, these data are not used to inform teachers' planning, expectations are not high enough and there is a lack of challenge for the more able pupils. The quality of marking is satisfactory, but varies; the best consistently identifies and informs pupils how to improve. In the good or very good lessons, teachers had a good grasp of the subject and produced good teaching plans. Pupils responded very well to this and worked with enthusiasm and commitment. However, even in these lessons, the challenge that more able pupils need to achieve their potential was not always evident.
41. The leadership and management of the subject are satisfactory. At the time of the inspection, the subject co-ordinator had been in post for only six weeks. In that short time, she has identified the strengths and weaknesses in teaching, pupils' attainment and standards. She is a good role model for other staff and pupils. She has developed an improvement and monitoring action plan of good quality that has the potential to help improvement. The arrangements for self-evaluation of the subject are at an early stage of development and are unsatisfactory. Recently-introduced arrangements for evaluating teachers' planning, monitoring pupils' work, tracking pupils' progress and setting targets have the potential to improve the self-evaluation process. There has been unsatisfactory progress since the last inspection because pupils' attainment in Years 2 and 6 has declined. The leadership and management of the subject have been inconsistent. Initiatives to improve teaching and learning have been started but not completed.

Language and literacy across the curriculum

42. The use of language and literacy skills in other subjects is satisfactory. Pupils are using their literacy skills in topic work and other subject areas. They are asked to develop their speaking and listening skills in role-play and drama for RE and history. Pupils are asked to read for meaning and information, and record their ideas and learning in different ways. The use of ICT in the subject is satisfactory. Pupils use word-processing to draft and publish their work.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils' standards are below the national average by Years 2 and 6.
- In the past, pupils have been underachieving in mathematics, but achievement is currently improving.

- Mathematics is satisfactorily led and managed, but the impact on action planning and on checking teaching and pupils' work has been limited.
- Opportunities to investigate aspects of mathematics or to solve mathematical problems are too limited.
- Teaching and learning are satisfactory, with some good features.
- The co-ordinator does not presently teach pupils between Years 1 and 6.

Commentary

43. In the 2003 and 2004 National Curriculum tests at the end of Year 6, pupils' results were well below the national average. They were also well below average when compared with the results achieved by schools with pupils whose attainment was similar at the end of Year 2. The percentage of Year 6 pupils achieving a high level was also well below the national average. There have been no significant differences in the attainment of boys and girls. Since the last inspection, results have been variable, but have generally been below or well below the national average. The 2004 results show a very slight improvement in attainment compared with 2003, including in the number of pupils attaining results higher than the expected level.
44. In the National Curriculum 2003 tests at the end of Year 2, pupils' results were in line with the national average, but they declined to well below average in 2004. In comparison with similar schools, results also declined to well below average. The percentage of pupils achieving results above the expected level has declined. In recent years, girls' attainment has more often been better than that of boys, but not significantly so. Over the last five years, mathematics results increased initially, but have fallen since 2002.
45. The achievement of pupils in mathematics has been unsatisfactory, but this has improved recently so that, in lessons, pupils are presently achieving satisfactorily. This is because some degree of challenge is now being set, for instance, more opportunities are being provided for pupils to solve mathematical problems in lessons. However, pupils' attainment in the school is below average in both Years 2 and 6. Pupils with special educational needs achieve well because of the effective help and advice provided by learning support assistants.
46. The quality of teaching and learning is satisfactory. Teachers' planning is satisfactory overall and, on occasions, better. Where planning is good, such as in Years 5 and 6, teachers identify key words to present to pupils, and the sequence of work ensures that pupils make progress in the course of the lesson. The extent of challenge in lessons is variable. Where pupils are effectively challenged, such as in Years 5 and 6, the activities set for different levels of attainment are appropriately demanding. However, there are instances, as seen in a Year 3 and 4 class, where work set for higher-attaining pupils, in particular, was insufficiently demanding. Teachers frequently showed good skills in explaining, including the meaning of particular words used to describe aspects of mathematics, and also in asking questions of pupils, so that their understanding improved. In a Years 1 and 2 class, some good work on solving problems and investigating important aspects of mathematics was observed, but opportunities for such work were generally limited. Lessons were often well paced and time used to good effect. There was no evidence of the use of ICT to present or support learning in mathematics.

47. Pupils' attitudes to mathematics are good, and pupils are mostly attentive and well behaved, though a lack of concentration was evident in the Year 1 class. Learning support assistants were well deployed and encouraged learning effectively, and especially the learning of those pupils with special educational needs. In Years 5 and 6, where pupils had opportunities in lessons to feed back to others or to describe their learning, they made good use of these speaking and listening skills. Pupils' exercise books are mostly neatly presented and the quality of their learning is satisfactory. Teachers regularly mark their work and brief comments are made. However, more could be done to use assessment to meet pupils' needs. The breadth and range of mathematical activities are satisfactory. However, there have been too few opportunities for pupils to use and apply their mathematics to investigate or to solve problems.
48. The leadership and management of mathematics are satisfactory. The acting deputy headteacher checks teachers' planning on a weekly basis, and her feedback is resulting in improvements, including a better match of work to pupils of different levels of attainment. The role of the co-ordinator involves analysing pupils' performance and, as a result, some measures to improve teaching and learning have been set in place. There are some positive features in the mathematics action plan, but at present the impact is limited. The co-ordinator's role does not yet include checking pupils' work or the quality of teaching, although some practice in observing other teachers has been provided. One drawback, which limits the effectiveness of the leadership and management of mathematics, is that the co-ordinator does not presently teach any pupils from Years 1 to 6. The co-ordinator is currently attending a middle management course aimed at developing the effectiveness of the role.
49. At the last inspection, standards were broadly average at the end of Year 2, but below average by the end of Year 6. Standards are now below average at both ages. Pupils' achievement has, until recently, been unsatisfactory, but is presently improving. Pupils' attitudes remain good. The quality of teaching and learning is satisfactory, as is the leadership and management of mathematics, but still these outcomes represent a decline since the previous inspection.

Mathematics across the curriculum

50. There is some evidence of the use of mathematics in other areas of the curriculum. Pupils in Year 2 construct graphs as part of their work in science. However, more could be done to make better use of pupils' developing mathematical understanding elsewhere in the curriculum, such as in history and geography.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Teaching is satisfactory, and examples of good teaching occur.
- Attainment has fallen and is below or well below average.
- Pupils enjoy science and demonstrate good behaviour and attitudes.

- Achievement is now improving but it is unsatisfactory overall by Year 6.

Commentary

51. In 2003 and 2004, Year 6 pupils' attainment in the National Curriculum tests was well below average. Compared with similar schools, these pupils achieved poorly when their attainment in Year 2 is taken into account. Progress has been unsatisfactory since the previous inspection, although there has been a small improvement in results since 2002. Attainment is currently below average in both Years 2 and 6. Achievement by Year 6 is unsatisfactory. However, there are indications of an improvement and achievement in lessons observed was at least satisfactory. In 2004, teacher assessments in Year 2 indicated low levels of attainment. Currently, achievement is satisfactory and was good in the Year 1 and 2 lessons seen. The high level of pupil mobility has had an adverse impact on the school's Year 6 results in science.
52. In all lessons, pupils behaved well and showed good levels of interest that aided learning. They respond well when interesting activities are offered. In two good lessons in the mixed Years 1 and 2 classes, pupils enjoyed searching for sources and uses of electricity in the classroom and then explored how different objects use electricity to produce light, heat, sound or movement. Finally, both teachers challenged pupils by encouraging them to consider items that produced more than one form of energy from the electricity used. In these lessons, pupils' attainment matched the standard expected and achievement was good. However, overall, there is too little high attainment, and achievement in the infants is currently only satisfactory. Similarly, achievement in current lessons is satisfactory in the juniors, but teaching is also only satisfactory and is therefore not good enough to eliminate previous underachievement. Teaching in the juniors enables most pupils to make sound progress, and good support for pupils with special educational needs helps them to make good progress, illustrated by the fact that pupils rarely fail to attain the minimum standard (Level 3) anticipated for pupils in Year 6. Teachers and learning support assistants give good support to these pupils. Teaching however does not consistently challenge average and more able pupils and, on occasions, explanations lack scientific clarity. As a result, year 6 pupils were not clear about the precise properties of a solution, and therefore described suspensions of particles as a solution. There were similar uncertainties when Year 3 pupils used thermometers to measure water temperature. Good examples of the use of literacy and numeracy are seen in pupils' work, but the use of ICT to enhance learning in science is rare. Assessment is satisfactory and has improved since the previous inspection; however, not enough use is made of information gained to ensure all pupils are challenged. The co-ordinator has begun to analyse the answers in Year 6 National Curriculum tests in detail to identify pupils' strengths and weaknesses. Marking is complete but usually does little to help pupils to know how to improve. The co-ordinator leads the subject satisfactorily. He has identified strengths and weaknesses in the subject and raised expectations but has had little opportunity to monitor teaching and learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The standards of pupils are below national expectations by Years 2 and 6.
- Pupils' achievement has been unsatisfactory, but is now improving.
- The co-ordinators display a clear vision for the development of ICT.
- Good features in teaching include effective planning and teaching methods.
- Learning support assistants provide effective help and advice for pupils with special educational needs.
- Action planning shows a good understanding of what is needed to improve pupils' standards.

Commentary

53. Pupils' standards in Years 2 and 6 are below expectations and pupils have been underachieving over time, which is unsatisfactory; this has affected the vast majority of pupils. However, pupils' achievement has been improving more recently, so that what was observed during the inspection was satisfactory. Standards attained in Years 3, 4 and 5 are in line with national expectations. However, pupils do not yet have opportunities to attain above expected levels by Years 2 and 6, and this limits achievement. In the lessons seen, there were instances of good achievement; for instance pupils in the Years 5 and 6 classes made good progress in planning to produce an animated sequence using ICT. As a result of their secure knowledge, pupils in the Year 5 class showed good achievement in a complex task of adding a sound sequence to pictures using ICT. Similarly, pupils in a mixed Years 3 and 4 class made good progress with an application that allowed them to construct repeating patterns of increasing complexity. The achievement of a significant proportion of Year 2 pupils was satisfactory only, because gaps in their basic knowledge and skills restricted progress. Those pupils who have special educational needs achieve well because the learning support assistants provide them with help, so that they are effectively included in lessons.
54. The quality of teaching and learning is satisfactory, with a number of good features. Planning is effective in providing a good structure for lessons. Many teachers engage their pupils through a brisk approach, which maintains their attention. Teachers have also set good prior expectations, so that there is a positive working atmosphere. Good teaching was seen throughout the school. In these good lessons, pupils are well instructed, and teachers then help them to think for themselves as they explore ICT programs, and this encourages their independence. Many teachers have a good personal use of language that enables them to provide clear explanations, and to question pupils to good effect, with good use of voice and humour.
55. Effective teaching methods provide a good sense of direction for pupils' activities. When pupils are working individually or in pairs at workstations in the ICT suite, teachers are adept at checking quickly when pupils need assistance, and responding accordingly. Good relationships and rapport are evident between teachers and their pupils, and most pupils are attentive and behave well. Where the behaviour of a minority of pupils needs to be managed, it is well handled to ensure good attention and continuing focus on the purpose of the lesson.

56. The learning support assistants provide effective help for pupils with special educational needs, and many assistants show confidence in the use of ICT so that they can advise pupils and demonstrate to them. The work of learning support assistants enables pupils with emotional and behavioural difficulties to participate satisfactorily in ICT lessons. Many junior pupils know how to work productively individually or in pairs in the suite. Pupils in Year 2 are variably successful in their learning, depending on their level of ICT skills. Opportunities to assess pupils' learning are sometimes well taken through effective question-and-answer sessions at the end of lessons.
57. The leadership and management of ICT are satisfactory. The role of co-ordinator is shared between two teachers, one of whom has only recently joined the school. One co-ordinator takes responsibility for aspects of teaching and learning and the other for resource matters. Both co-ordinators have a good understanding about the present stage of development of the subject. Their action planning is good. Challenging targets have been set for improvements in pupils' standards through a range of developments to aspects of teaching and learning. These include improvements in staff training and longer-term planning, as well as improved access for pupils. The five-year strategic plan indicates appropriate resource planning over time. Other positive intentions are to build on existing links with a local secondary school to support the development of control technology, and to initiate an after-school computer club for interested pupils and their parents.
58. When the school was last inspected, standards were below average by Years 2 and 6, and this is still the case. Teaching remains satisfactory, and pupils' attitudes to ICT remain good. At the previous inspection, no overall judgement was made about leadership and management, which are currently satisfactory.

Information and communication technology across the curriculum

59. The use of ICT across the curriculum is not yet well developed. Monitoring by the co-ordinator at the end of last year indicated limited use of ICT in English, mathematics and science, and inspection evidence confirms this. However, effective use of the digital camera is taking place in geography lessons, and some word-processing is occurring in English and history.

HUMANITIES

Geography and history

60. Neither geography nor history was a major focus during the inspection and only one lesson was observed in each subject. It is therefore not possible to make detailed judgements about provision, standards or the quality of teaching. In **history**, pupils' attainment tends to be below that expected because it is limited by their literacy skills. There has been a good introduction to developing pupils' skills of historical analysis, such as when they used artefacts to deduce what life may have been like in Ancient Greece or in Roman times. Pupils' work and the lesson observed indicate that teaching is satisfactory. There are good examples of the use of ICT, especially word processing, and literacy skills. Timelines, for instance, to illustrate the time that has elapsed since the era of the Ancient Greeks, are not mathematically accurate and

teachers do not comment upon the error. Tasks that are completed at the end of lessons are not challenging enough for more able pupils.

61. In the lesson seen in **geography**, the pupils' attainment was below that expected and the teaching was satisfactory. Local resources were used well, but not enough thought was given to how to extend the different groups of pupils. Year 5 pupils showed an uncertain knowledge of countries near the United Kingdom. Pupils' work in the juniors shows an understanding of features of the local area and how using surveys can gain information. Pupils demonstrated good attitudes and behaviour when studying the local area. A satisfactory curriculum is now in place and geography has a more secure place in the school's curriculum than previously reported. Although, on occasions, suitable use is made of pupils' literacy skills, little use is made of ICT and numeracy skills. Some good links are made with other subjects, such as RE, which contribute well to pupils' personal development. In this work, pupils made good use of their numeracy skills when considering issues such as infant mortality and prosperity in countries such as France, Thailand and Uganda.

Religious Education

Provision in religious education (RE) is **satisfactory**.

Main strengths and weaknesses

- Attainment at the end of Years 2 and 6 is in line with that expected.
- The range of teaching resources has improved and is now satisfactory.
- Pupils do not complete sufficient recorded work.
- The RE syllabus is narrow and does not include the Muslim and Sikh religions.

Commentary

62. Attainment at the end of Years 2 and 6 is in line with that expected. This is different to the situation at the time of the last inspection where standards at the end of Year 6 were good. Teaching is satisfactory. However, more able pupils are not challenged by higher expectations or by direct links to other subjects that would make lessons more relevant to pupils. Teachers make appropriate links between different religions and use common themes to link lessons. The idea of celebration in Christianity and Hinduism was skilfully related to ensure pupils understood similarities and differences between religions. Lessons are enriched by a good range of teaching resources, which are effectively used in displays around the school. Pupils concentrate well during lessons and show interest and enthusiasm for the subject.
63. The leadership and management are satisfactory. The subject co-ordinator is committed, well informed and interested in developing the subject. The school has adopted a commercially published scheme of work for pupils in Years 1 and 2 and continues to use the Essex Agreed Syllabus in Years 3 to 6. This arrangement provides a satisfactory curriculum. However, the subject co-ordinator has identified that the curriculum is too narrow and does not include all the major world religions. Plans are in place to review and extend the range of the curriculum.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and Design and technology

64. **Art and design** was not a major focus during the inspection. No lessons were observed in the subject during the inspection. It is not therefore possible to make a firm judgment about provision for art and design in the school. However, scrutiny of displays around the school shows that work in art and design covers all the relevant areas of the National Curriculum Programmes of Study. Work seen indicated that pupils' work reached the standard expected by the end of years 2 and 6. It was not possible to observe any lessons in **design and technology**, or to review any pupils' work. Provision could therefore not be judged.

Music

65. Music was not a major focus during the inspection, although it was possible to observe two lessons. It is therefore not possible to make a detailed judgement about provision, standards or the quality of teaching. The achievement of pupils in music is satisfactory. Those pupils who have special educational needs make progress that is equal to that of other pupils. Teaching that was seen was satisfactory with some good features. The specialist music teacher has a quiet but infectious style, and very good rapport with pupils. They accordingly respond well to music teaching. She uses her skills in singing and instrument playing to demonstrate well and to provide a strong and effective lead for pupils. Pupils enjoy activities such as playing a musical game to develop aural acuity, or establishing the rhythm of a piece of music through clapping routines. They learn well from singing a new song with accompanying actions. Good organisation enables all pupils to gain some experience of playing, for example percussion instruments. However, not enough attention is paid to helping pupils learn musical terminology, such as 'rhythm' and 'beat', which would enable them to discuss their musical experiences. The quality of support offered by learning support assistants is variable. Some assistants evidently support individual pupils effectively, but there was also an instance where an assistant played too passive a role in the lesson. The music teacher is good at observing pupils' responses, which provides her with effective feedback on their learning.

Physical education

66. PE was not a major focus during the inspection, and it was not possible to observe any lessons. It is therefore not possible to make any judgement about provision, standards or the quality of teaching. The co-ordinator has produced a good policy and has identified the current strengths and weaknesses in provision, and identified action to make further improvements. All pupils follow a satisfactory curriculum, which is enhanced as all pupils have the opportunity to swim each year because the school has its own pool. A satisfactory range of extra-curricular activities is available to support learning in PE.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

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

Main strengths and weaknesses

- The school is using the social and emotional behaviour initiative (SEBS) well to progress pupils' personal attributes.
- The school council makes a positive contribution to the life of the school.

Commentary

67. The school is using the SEBS initiative well to develop its good provision for personal, social and health education that includes sex education and the dangers of drug abuse. It is taught within lessons and in assemblies and underpins all activities throughout the school. It is an integral part of the whole curriculum and has a beneficial effect on pupils' relationships with one another and with adults in the school. The school has high expectations of its pupils' behaviour and respect for others in the community. The development of the 'Golden Rules' has been very effective. Classroom and other observations show that the pupils thoroughly understand these expectations. There are weekly sessions in each class, which include feedback sessions for representatives on the school council. The school council discusses matters of importance to all pupils in the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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