



**Office for Standards  
in Education**

**Inspection report**  
**Aldeburgh Primary School**

**Suffolk Education Authority**

Dates of inspection: 24-25 November 2003

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## Basic information about the school

Name of school:	Aldeburgh Primary School
Type of school:	First
Status:	Community
Age range of pupils:	4 to 8 years
Headteacher:	Mrs L Berry
Address of school:	Park Road Aldeburgh Suffolk IP15 5EU
Telephone:	01728 452150
Name and address of appropriate authority:	The governing body at the above address
Chair of governors:	Mr T Smith
Local education authority area:	Suffolk
Unique reference number:	124566
Name of reporting inspector:	Mr M E Madden HMI
Dates of inspection:	24-25 November 2003

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## Introduction

1. Aldeburgh Primary School is situated in the small seaside town of Aldeburgh. Its 71 pupils come from families in a variety of socio-economic circumstances living in the town and nearby villages. The proportion of pupils who are eligible for free school meals is, at about one tenth, below average. The proportion of the pupils who are listed by the school as having special education needs is, at about two fifths, above the national figure.
2. The school was inspected under section 10 of the School Inspections Act 1996 by a Registered Inspector and a team of inspectors in January 2002. The inspection was critical of many aspects of the work of the school and, in accordance with that Act, the school was made subject to special measures because it was failing to give its pupils an acceptable standard of education.
3. The school was visited by Her Majesty's Inspectors of Schools (HMI) in July and December 2002 and in March and June 2003 to assess the progress it was making to implement its action plan and address the key issues in the inspection report of January 2002.
4. In November 2003, one HMI and one Additional Inspector returned to inspect the school for two days. The inspection was carried out under section 3 of the School Inspections Act 1996, which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 10 inspection under the same Act.
5. Seventeen parts of lessons, two assemblies and two registration sessions were inspected. The pupils were observed at break and lunchtimes and samples of their work were inspected. Meetings were held with the headteacher, senior staff, the vice-chair of the governing body and the school's link adviser from the local education authority (LEA). Informal discussions were held with other staff and pupils. A wide range of the school's documentation was scrutinised. Account was also taken of the evidence from previous monitoring inspections.
6. The inspection assessed the quality of education provided and the progress the school has made, in particular in relation to the main findings and key issues in the inspection report of January 2002 and the action plan prepared by the governing body to address those key issues.

## Main findings

7. In accordance with section 14 of the School Inspections Act 1996, I am of the opinion that the school no longer requires special measures, since it is now providing an acceptable standard of education for its pupils. The main findings of the inspection are:
  - standards are rising as a result of recent changes in the school's curriculum, arrangements for assessment and teaching. The teachers are tackling underachievement increasingly systematically. The behaviour of the pupils has improved, particularly among those in Key Stage 2;
  - there is underachievement among the older pupils in Key Stage 2. The attainment of those who left last term broadly met the school's targets for reading, but in both writing and mathematics it was significantly lower and fell well short of the targets in

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the school's action plan. The pupils currently in Year 4 have gaps in their knowledge and skills that restrict their attainment and progress;

- the pupils who have entered Key Stage 2 in 2003 have a secure foundation for learning, though their attainment in reading and in science is low;
  - across the school, the quality of learning was satisfactory. For the youngest pupils, the quality of learning was good;
  - the school has sound arrangements for recording attendance and for responding to absences. The rate of attendance is, at almost 96 per cent, satisfactory;
  - the behaviour of the pupils about the school is, in the main, good. Almost all of the pupils are courteous, reliable and responsible in their movement and in activities such as play and school assemblies;
  - in lessons, the behaviour of the pupils was satisfactory. The pupils co-operated well with their teachers and usually settled quickly to their tasks;
  - the pupils' attitudes to their work were, however, varied. In many lessons most of the pupils showed a high level of interest. In marked contrast, there were lessons in which many of the pupils, including those who are more capable, were not engaged in their work and lost interest;
  - the quality of teaching is, overall, satisfactory. In general, the planning of lessons, the organisation of pupils, the management of behaviour and the use of classroom assistants are sound. Literacy and numeracy teaching is secure and the teachers are increasingly taking account of the range of requirements for other subjects;
  - there was, however, significant variation in the quality of teaching. Relatively few lessons were of good quality and some were ineffective because the learning objectives and the methods used were not matched well enough to the curriculum and the needs of the pupils;
  - the curriculum is broad and has reasonable balance. The school has sound curriculum plans to foster continuity and progression in pupils' learning. However, opportunities for the pupils to learn experimental and investigative science are not yet secure;
  - the school has broadly satisfactory arrangements for the assessment of pupils' attainment. These are beginning to have a helpful impact on teaching and on learning but their effect is restricted by inconsistencies in their implementation;
  - provision for pupils who have special educational needs is satisfactory;
  - the school makes satisfactory provision for the pupils' spiritual, moral, social and cultural development;
  - after a period of considerable turbulence in staffing, including the leadership and management, the position has stabilised. The school has a generous number of teachers who are supported well by experienced classroom assistants;
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- the headteacher provides committed and enthusiastic leadership. Communication within the staff is effective and the school operates smoothly from day to day. The staff has good morale and it has the capacity to continue improvement of the school;
  - there are, nevertheless, significant variations and some important deficiencies in the effectiveness and impact of leadership and management. Leadership is not sufficiently strong for some subjects, including science, in which pupils' attainment remains relatively low;
  - the headteacher makes sound use of time for a variety of tasks related to monitoring that provide her with sound knowledge of the school and of the work of the staff and pupils. More formal evaluations of the quality of teaching have begun. The evaluation of teaching and other work across the school is not, however, sufficiently robust;
  - the governing body conducts its work through appropriate committees. It oversees the school's budget, provides pastoral support for the staff and promotes some of the interests of the teachers well. After recent financial difficulties it has secured a budget that can support the growing and reasonable ambitions of the staff;
  - the governors have not, however, been sufficiently demanding in establishing appropriate aspirations for the pupils and for the school, nor in holding the school to account. Some of the governors are, now, beginning to seek a more appropriate role for the governing body as a whole;
  - reasonable progress has been made with raising the quality of education. Recent improvements justify, for the time being, the school's relatively high unit cost;
  - a fresh school improvement plan has been drafted. In its present form, the plan does not have a sufficiently explicit focus on the improvements needed in leadership, management, governance and teaching. The school is, however, adequately prepared to improve further through implementation of its plan alongside work to address the key issues identified in this report.

## Key issues

8. In order to improve the pupils' quality of education further, the governors, headteacher, senior managers and staff need to:

- continue to raise the attainment of the pupils;
- improve the quality of teaching;
- strengthen overall leadership and management;
- ensure that the governing body sets high expectations and holds the school rigorously to account for pupils' attainment and for further improvement.

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## Inspection findings

### Standards of achievement

9. Standards are rising as a result of recent changes in the school's curriculum, in its arrangements for assessment and in the quality of teaching. In Key Stage 2, the behaviour of the pupils has improved as greater demands are made of them. The pupils' attainment is also beginning to rise as the school tackles underachievement more systematically.

10. The results of National Curriculum tests at the end of Key Stage 1 have fluctuated from year to year. However, those in 2003 extended a recent rising trend which is closing the gap between the pupils' achievement and that of their peers in similar schools. In comparison to 2002, more appropriate proportions of the pupils in Year 2 achieved or exceeded the higher levels within the target Level 2, particularly in writing and mathematics. These pupils have entered Key Stage 2 with a more secure foundation for learning, though their attainment in reading and in science is still relatively low.

11. There remains, nevertheless, significant underachievement in Key Stage 2. The pupils in Year 4 have gaps in their knowledge and understanding that restrict their progress. The attainment of those who left the school last term broadly met the school's targets for reading, but in both writing and mathematics it was significantly lower and fell well short of the targets in the school's action plan. The school has not yet conducted analyses to evaluate their results and to establish why the pupils' attainment was low.

12. In the most recent national tests of English at the end of Key Stage 1, the pupils' attainment in reading was below the national figures for both Levels 2 and 3, and they were lower than the previous year's results. Their attainment in writing, however, was above the average at both levels and was an improvement on the preceding year.

13. The pupils in the youngest class are making good progress in their literacy skills and most of the older pupils in this class attain standards commensurate with their age, while some do better than this. In Year 2, the pupils' literacy skills are generally sound. Most of the pupils read simple text with understanding and are beginning to express opinions about stories and poems they read. They are developing strategies for reading unfamiliar words by using pictures and the syntax to help them. They explain ideas clearly but this tends to be at a simple level and their speaking skills are underdeveloped. Many of the pupils have sound writing skills, but a significant number are not proficient in spelling and handwriting. In spite of good progress in handwriting lessons, the pupils do not carry this new skill through to their everyday work. The modelling of writing by teachers, for example on whiteboards and in pupils' workbooks is, in some instances, poor.

14. In Key Stage 2, the standards of pupils in Year 3 are unsatisfactory in reading but are close to the levels expected in writing. The standards attained by the pupils in Year 4 are mainly below expectations in reading and writing. Most of the pupils in this class are increasing the range of vocabulary that they use to enrich their writing. However, their progress is restricted because the use of writing in different subjects is unduly limited, for example through the excessive use of photocopied worksheets for history. Oracy and auracy have been underdeveloped, but are now improving as a result of teachers throughout the school making good use of strategies such as paired discussion and group work to increase pupils' confidence in speaking and listening.

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15. In mathematics, the results of national tests at the end of Key Stage 1 have risen sharply as a result of careful analysis of earlier results and appropriate adjustments in the curriculum and teaching. There has been some recent improvement in the presentation of pupils' work in mathematics, though this warrants further attention. Numeracy teaching is, in the main appropriately structured and paced. The pupils are grouped according to attainment for some of their work; however, the teaching aids and tasks used do not always match the needs of the pupils.

16. The youngest pupils receive a secure grounding for their development of mathematical understanding and they make good progress and achieve sound standards. They made good progress in, for example, learning about number, quantity and the collection, presentation and use of numerical data. In Year 2, some of the pupils have made sound progress across a range of mathematical learning. They have helpful foundations for a variety of concepts such as two and three-dimensional shapes and angles as measures of turn. Most of them made sound progress in work entailing counting in units and doubling of numbers up to 20. A few of them were confident with higher numbers and could independently make simple measurements in centimetres. Overall, however, the standard of numeracy of the pupils towards the end of Key Stage 1 was low. Many of the pupils required considerable support with their mathematics.

17. In Key Stage 2, the pupils in Year 3 have generally good attainment and they made sound progress in lessons, for example with the use of partitioning and an appreciation of area and symmetry. The attainment of the pupils in Year 4, however, is below what would be expected for their age. Gaps in their knowledge and skills restricted their capacity to grasp new ideas, for example about fractions and equivalences.

18. The pupils' learning about science has been improved by the introduction of a systematic scheme of work and assessment. Interest has been stimulated in recent terms through a variety of events such as a visit to a zoo and explorations of the natural environment of the school. In lessons, the pupils learn about an appropriate range of topics such as health, materials and sound. The more effective lessons are based on practical explorations of everyday matters and phenomena, such as eating, germination or shadows. Many of the younger pupils in Key Stage 1 have developed a keen interest in plants and had a good knowledge of conditions for their healthy growth.

19. Across the school, the pupils' attainment in science is rising, as they use scientific ideas and skills. The youngest pupils gained good experience of practical science skills and made good progress with collecting information as they made shakers. In the Key Stage 2 class, the pupils have been taught to be systematic in making predictions and planning tests of, for example, the effects and strength of magnets.

20. The attainment and progress of the pupils in science are, nevertheless, too low. The recent teacher assessments at the end of Key Stage 1 identified, in contrast to results in the other core subjects, no pupil who exceeded the target Level 2. Insufficient attention has been paid to fostering progression through Key Stage 1 in scientific exploration and investigation. The progress of older pupils in the key stage was unduly restricted in a lesson where the teaching provided insufficient guidance for their exploration and too little vocabulary and opportunity for them to express and develop their ideas.

21. Steps have been taken to increase the pupils' capability with information and communication technology (ICT). The subject has a secure place on class timetables and a widening range of equipment is encouraging the staff to make greater use of computers in lessons

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and to teach the skills that pupils require. The national scheme of work is being used initially as a basis for continuity and progression. The school is aware that adaptation is needed to meet more fully the needs of its pupils. Resources are generally sound and are sufficient to teach the basic skills, but more software is required that can be used as a support to learning in other curriculum subjects. A start has been made to record the progress pupils make over time in developing their ICT skills.

22. Practice in the use of computers varies across the school. In the youngest class, some of the pupils gained valuable understanding of a use of computers when they recorded the results of a questionnaire in graphic forms that communicated findings powerfully to their peers. The use of computers to support learning in other subjects has yet, however, to be developed across the school. Pupils in Key Stage 2 learned about the Romans using information obtained from the Internet but lost valuable experience because downloading had been carried out by a teaching assistant.

23. The quality of learning was at least satisfactory in almost nine tenths of the lessons, including almost two fifths of them in which it was good. In the best lessons, notably in the youngest class, the pupils were strongly enthused as a result of consistently good teaching. The pupils who have special educational needs are suitably supported throughout the school and they make sound progress overall.

24. The behaviour of the pupils is in the main good. They are courteous to each other and to adults, including visitors. Almost all of the pupils are reliable and responsible in their movement about the school. They co-operate well with each other in activities such as assembly and at playtimes.

25. In lessons, the attitudes and behaviour of the pupils were never less than satisfactory and in a little more than half of the lessons they were good or very good. The pupils co-operated well with their teachers and usually settled quickly to their tasks. The few individuals who are less reliable in their behaviour usually responded readily to appropriate reminders by their teachers.

26. The attitudes of the pupils were more variable. In many of the lessons the pupils showed a high level of interest in their work. However, there were lessons in which some of the pupils, including more capable pupils, lost interest and became unhelpfully passive in their learning. This was usually when there was too little challenge in the work, for example where tasks were not sufficiently demanding, purposes were not clear or opportunities for personal involvement were denied by over-directive teaching.

27. The school has sound arrangements for recording attendance and for responding to absences. The rate of attendance is, at almost 96 per cent, comparable to the national rate in primary schools and is satisfactory. There are few unauthorised absences.

### **Quality of education**

28. The overall quality of teaching is satisfactory. In almost nine out of ten lessons the teaching was satisfactory or better. There was good teaching in about two fifths of the lessons, most of them with the youngest pupils. Throughout the school, teachers' knowledge of what should be taught in English and mathematics has been enhanced. Literacy and numeracy are appropriately planned and taught. The teaching of other subjects is beginning to take fuller account of the relevant ranges of skills.

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29. For the most part, the teachers have clear exposition and sound questioning techniques. Relationships are mainly good and the management of pupils' behaviour is nearly always effective. The pupils are frequently organised into groups or pairs to discuss their work and this enhances the learning. In both key stages, effective use is made of teacher assistants and other adults to support teaching and learning in the classroom. Links are beginning to be made between subjects, for example where work using ICT supported the pupils' learning in mathematics.

30. Planning for teaching and learning is generally satisfactory. In the better lessons, learning objectives were clearly identified and tasks took appropriate account of the differing abilities within the class. The best lessons were based on a clear understanding of how young pupils learn. In these, the teaching projected high expectations, as realistic and engaging demands related closely to requirements for the Foundation Stage and Key Stage 1. Strong emphasis was placed on the learning of skills and the pace of work was high.

31. The planning of lessons is not, however, of uniform quality. There were, for example, significant inconsistencies in the selection of objectives and teaching methods for lessons. In some lessons in Key Stage 1, objectives were not sufficiently specific to the subject and the methods used were not appropriate to the pupils' ages and the range of their ability and attainment. In these lessons, the teaching was unsatisfactory. Further improvement is needed so that the pupils can achieve by the end of Key Stage 1, more of the standards of which they are capable.

32. The school's curriculum is broad and reasonably balanced, with an appropriate emphasis placed on literacy and numeracy. In most subjects, national schemes of work are used to foster continuity and progression of learning. The long-term and medium-term planning of the curriculum is sound, though opportunities for pupils to learn through experimental and investigative science are not yet secure.

33. The teachers are beginning to plan explicitly to exploit links between different subjects. For example, the younger pupils used what they had learned in a numeracy lesson in the morning to enhance their learning in their personal, social and health education lesson in the afternoon.

34. A recent review of the school's assessment arrangements has led to new practices that are beginning to have a helpful impact on pupils' learning. The teachers have, for example, begun to apply a better understanding of the attainment standards of the National Curriculum to set appropriate targets for each year group. A new marking policy has been implemented and there are examples of sound guidance to help pupils improve their work.

35. The staff are also making increasingly sound use of data from assessments to track and evaluate the academic progress and performance of individual pupils. Detailed analysis of test results in mathematics has led to appropriate changes in the teaching of numeracy. In some cases, the analysis of pupils' responses to test questions has led to very specific targets for individual pupils. The school's arrangements for assessment are broadly satisfactory. Monitoring and evaluation of the new practices have not yet established consistency across the school.

36. Provision for the relatively large proportion of pupils who have special educational needs is managed effectively by a co-ordinator and is, overall, satisfactory. The awareness of teachers and their classroom assistants has recently been raised and the staff are more active in meeting their responsibilities. Comprehensive records are kept in the form of individual education plans in which specific and practical targets are set regularly by the staff.

37. The work for these pupils in the core subjects is planned carefully to match their learning needs. Teaching assistants in the school play an important role in supporting their learning, particularly in literacy. The pupils receive effective support in the classroom and at times in groups withdrawn for more intensive work. They have, nevertheless, full access to the National Curriculum. The progress of these pupils towards their targets is reviewed with reasonable frequency. Over time, the pupils who have special educational needs have made sound and, in some instances, good progress.

### **Management and efficiency of the school**

38. The school is improving after a period of considerable turbulence in staffing and in leadership and management. During 2002, the headteacher resigned and the school was led by interim managers. The staff and the governors were slow in coming to a full understanding of the school's condition and the teachers had little involvement in planning improvement.

39. Subsequent changes of personnel have strengthened the staff. The headteacher, two other full-time and two part-time teachers provide a stable and mainly experienced teaching staff equivalent to 3.8 full-time teachers. The ratio of pupils to teachers is, at about 19 to one, generous. The teaching team is well supported by a number of experienced classroom assistants.

40. The new headteacher is providing committed and enthusiastic leadership. Higher standards have been set in fresh expectations about the pupils' behaviour. A number of policies have been drafted to guide the work of the staff, notably regarding learning and teaching, the marking of pupils' work and special educational needs. These are helpful documents that summarise principles and set high expectations. The marking policy, for example, is suitably concise and provides a framework for establishing consistency across the staff in responding to the pupils' written work.

41. The school operates smoothly from day to day. Communication within the staff is effective and, in the main, responsibilities are delegated appropriately. Some productive evaluations have been made by subject leaders. Detailed analysis of the results of national tests in mathematics in 2002 led quickly to more focused teaching in Year 2 and to a marked rise in this year's test results. The analysis of results by subject leaders, though not sufficiently widespread nor rapid, is growing. The staff has good morale and it has the capacity to continue improvement of the school.

42. There are, nevertheless, significant variations in the impact of leadership. While much of the teaching provides powerful leadership for pupils in the classroom, there is some that loses the interest of pupils and fails to generate progress because it is not sufficiently matched to curriculum requirements and to the pupils' ages. There is well-informed and effective leadership for some areas of work, notably for literacy and numeracy and special educational needs, but leadership is less secure for other subjects, including science, in which standards remain too low.

43. The headteacher makes productive use of time for a variety of tasks including support in classrooms and informal monitoring of the school. These activities provide her with sound knowledge of the school and of the work of the staff and of the pupils. She is participating in training to assist her in making more formal evaluations of the quality of work in classrooms.

44. The evaluation of work across the school is not sufficiently robust. A small number of lessons have been observed but no overall judgments have been made about the quality of the teaching, learning or standards in particular lessons or in the school as a whole. Self-evaluation

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reports refrain from explicit judgment about the impact of work on the quality of education and on the attainment of the pupils. Although the action plan included clear targets for the attainment of the pupils at the end of Year 4 in 2003, no comparisons have been made between the results of recent non-statutory tests that were taken by the pupils, the action plan targets and the prior attainment of the pupils when they were in Year 2.

45. The governing body conducts its work through appropriate committees. It oversees the school's budget and it provides broad pastoral support for the staff. The chairman maintains close contact with the school and promotes some of the interests of the teachers well. Following recent erosion of reserves in settling personnel issues, he has probed the school's expenditure and the LEA to secure a budget that can support the growing and reasonable ambitions of the staff.

46. The governing body's contribution to recent improvement has been, however, subdued. The governing body is not sufficiently ambitious in establishing appropriate aspirations and in holding the school to account. It has not questioned rigorously enough the attainment of the pupils at the end of Year 4. It has at times expressed concern about the behaviour of some of the pupils, but it has not been robust in exploring the causes of misbehaviour. Its aspirations for pupils have been too readily depressed by low expectations about the pupils who have special educational needs. Recent annual reports by the governing body to parents have displayed disregard for the measures applied to improve the school.

47. The implementation of the governors' action plan revealed significant divisions in the staff that have now been resolved. Significant improvements have been made and the staff are beginning to identify new priorities. Some of the governors are beginning to seek a more appropriate role for the governing body.

48. Reasonable progress has been made towards resolving the key issues identified in January 2002. The curriculum is improving and standards have begun to rise. The framework of policies and curriculum planning now embrace literacy and numeracy more fully and firmly. Leadership, management and teaching are now more consistent and of higher quality, though there are remaining weaknesses.

49. The school's unit cost is relatively high. Some economies have been made by establishing the headteacher in a teaching role. The rising attainment of the pupils and recent improvements in the quality of education represent satisfactory value for money for the time being. If, however, the school is to provide satisfactory value for money in the longer-term, further improvement is needed.

50. A fresh school improvement plan has been drafted to co-ordinate a variety of projects, including continuation of some of the work of the action plan. In its present form, the plan lacks a sufficiently explicit focus on the improvements needed in leadership, management, governance and teaching. The school is, nevertheless, adequately prepared to improve further through implementation of its plan alongside additional work to address the key issues identified in this report.

### **Pupils' spiritual, moral, social and cultural development**

51. The school makes a range of helpful contributions to the pupils' personal development through the day-to-day work of the staff and through lessons, including in personal, social and health education. The teachers themselves set good examples for the pupils and they take opportunities as they arise to guide pupils' behaviour and understanding of right and wrong.

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52. The pupils' social development is helped considerably in the youngest class by their daily experiences of sharing and co-operative work. Lessons in numeracy and in personal, social and health education used engaging activities to encourage the pupils in exploring the preferences of their peers regarding pets or food. The enthusiastic response of the pupils to this work was well mediated by the teacher and classroom assistant to underline the importance of being aware of the interests of other people.

53. During the inspection, a few lessons made helpful contributions to pupils' knowledge of different cultural interests and heritages. Geography lessons, for example, led to some good understanding of aspects of life in Dubai and Mexico. The school is strengthening its connections with groups that represent local cultural interests, for example in music.

54. The general expectations and demands made by teachers across the school ensure that pupils increasingly take responsibility for their work and behaviour. The pupils take on small duties to help the staff, for example in tidying classrooms, opening windows and operating visual aids.

55. School assemblies are guided by appropriate themes and usually include an act of collective worship. In those seen, music was used to engage the pupils quickly and, in the main, the pupils were attentive and behaved well. However, the sense of occasion was flawed in one assembly by over-hasty reading of a story and by a lack of time for reflection. As a result, few of the pupils understood the moral of the tale.

56. Increasingly, the school's experienced teachers are fostering better habits for working. In all classes, the pupils settled quickly to work at the start of the school day. Good attitudes are particularly widespread in the youngest class.

57. Overall, the school makes broadly satisfactory provision for pupils' personal development, including their spiritual, moral, social and cultural development.

## **Implementation of the action plan**

### **58. Key Issue 1: raise standards, particularly in English, mathematics, science and ICT, and increase the progress that pupils make across the school**

Standards are rising as a result of recent changes in the school. The teaching of literacy and numeracy is more secure, particularly in Key Stage 2, and greater emphasis is given to science. Work has started more recently to strengthen the place of ICT. Reasonable progress has been made on this key issue, though further improvements are needed in the teaching of science.

### **59. Key Issue 2: provide clear and effective leadership at all levels so that monitoring procedures are robust, planned developments are followed through rigorously, and outcomes are evaluated against agreed targets and expectations**

New personnel and steady staff development have created more consistent and appropriate leadership for the pupils. Leadership for curriculum areas has improved, particularly for literacy and numeracy. The new headteacher is promoting and monitoring planned developments. Reasonable progress has been made, but evaluation of the school's work is not yet secure.

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**60. Key Issue 3: improve the quality of teaching, especially in Key Stage 1, by raising teachers' expectations of what pupils can achieve and making use of assessment information to plan activities at different levels to better match pupils' learning needs**

New personnel and further analysis of information from tests have helped to raise the expectations of the staff and to strengthen the school's teaching. A new marking policy is leading to better guidance for the pupils. Practice is not yet consistent and there remains a need for more effective teaching at the end of Key Stage 1. Progress on this key issue has, however, been reasonable.

**61. Key Issue 4: ensure that agreed policies and curriculum planning are implemented consistently to improve the breadth and quality of learning opportunities**

Improvements have been made in the time planned for teaching and in the implementation of agreed policies. All subjects of the curriculum receive increasingly appropriate attention and sufficient time is given to literacy and numeracy. The school has made reasonable progress in addressing this key issue.



